

# **Pearson Edexcel Levels 1-4 Essential Skills Wales in Information and Communication Technology (ICT) (QCF)**

## **Specification**

Essential Skills Wales

July 2013

Issue 3

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This specification is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website:  
[www.edexcel.com](http://www.edexcel.com)

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Authorised by Martin Stretton  
Prepared by Lucy Stewart

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# Qualification titles covered by this specification

**Pearson Edexcel Level 1 Essential Skills Wales in Information and Communication Technology (ICT)**

**Pearson Edexcel Level 2 Essential Skills Wales in Information and Communication Technology (ICT)**

**Pearson Edexcel Level 3 Essential Skills Wales in Information and Communication Technology (ICT)**

**Pearson Edexcel Level 4 Essential Skills Wales in Information and Communication Technology (ICT)**

These qualifications have been developed in line with the Welsh Assembly Government (WAG) and accredited by DCELLS and are eligible for public funding. The Qualifications Number (QN) should be used by centres when they wish to seek public funding for their learners. The QNs for the qualifications in this publication are:

Pearson Edexcel Level 1 Essential Skills Wales in Information and Communication Technology (ICT)	500/7648/6
Pearson Edexcel Level 2 Essential Skills Wales in Information and Communication Technology (ICT)	500/7645/0
Pearson Edexcel Level 3 Essential Skills Wales in Information and Communication Technology (ICT)	500/7646/2
Pearson Edexcel Level 4 Essential Skills Wales in Information and Communication Technology (ICT)	500/7642/5

The qualification titles are as they will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.

## **Additional Edexcel Essential Skills Wales qualifications**

Pearson Edexcel Entry Level Essential Skills Wales in Application of Number

Pearson Edexcel Entry Level Essential Skills Wales in Communication

Pearson Edexcel Entry Level Essential Skills Wales in ICT

Pearson Edexcel Levels 1-4 Essential Skills Wales in Application of Number

Pearson Edexcel Levels 1-4 Essential Skills Wales in Communication

For the specifications and further information please visit our website at [www.edexcel.com](http://www.edexcel.com).

# Introduction

This document contains the required outcomes, content and associated guidance for the Pearson Edexcel Levels 1-4 Essential Skills Wales in Information and Communication Technology (ICT). It contains further details of the assessment and quality assurance of these qualifications and includes advice about Edexcel's policy regarding access to its qualifications.

Essential Skills Wales (ESW) qualifications are designed to meet a range of different needs. They:

- aim to improve the skills of young people and adults, and to rationalise the available qualifications
- bring together the current key and basic skills into a single suite of skills standards and qualifications, suitable for all learners, both young and adult, and across all contexts
- provide a better guarantee of the skills young people need to participate and progress in education, training and employment
- develop and secure the broader range of aptitudes, attitudes and behaviours that will enable learners to make positive contributions to the communities in which they live and work.

The Essential Skills Wales suite of qualifications consists of three individual skill areas, with standards/qualifications available at each level within the skills. The skills areas are:

- Application of Number
- Communication
- Information and Communication Technology (ICT).

The new suite of skills qualifications will replace the current key skills in Application of Number, Communication and ICT and the Basic Skills of Adult Literacy, Adult Numeracy and Skills for Life ICT in Wales from September 2010.

# Structure of the qualifications

## **Pearson Edexcel Levels 1-4 Essential Skills Wales in Information and Communication Technology (ICT)**

Each level within the Essential Skills Wales in ICT is made up of three components:

- use ICT systems
- find, select and exchange information, using ICT
- develop and present information, using ICT.

To achieve the qualification at each level, a learner must demonstrate that they have met the minimum standard for each component area.

The aim of the ICT standards is to encourage learners to develop and demonstrate their skills in using ICT to carry out a task or activity by finding, exploring, exchanging, developing and presenting information (text, images and numbers). The standards are concerned essentially with developing and recognising learner ability to select and apply ICT skills in ways that are appropriate to their particular context. However, they can also be used to help individuals make connections with less familiar contexts and develop their ability to progress to higher levels of competence.

Techniques for using ICT systems and software are essential, but so too are the skills of application, such as making decisions about the relevance of information and the quality of work. Techniques and skills of application contribute to understanding a task or activity, deciding on how best to carry it out, and presenting results taking account of purpose and audience. The standards are designed to recognise learner progression in terms of both underpinning techniques and of the skills of application.

Progression through the levels is demonstrated by increasing ability to manage the whole process, using ICT:

Understand a task or activity → Find and select information → Develop information → Present findings

The standards do not stipulate particular hardware or software packages, but it is assumed that learners will be working with equipment and software that are appropriate to their work, study or other activities.

Each skill level incorporates and builds on the previous levels. Details of all the levels are provided to show the inter-relationship and the differentiation between the levels.

It is important to note that, where the wording of a standard is identical at different levels, progression is inherent in another aspect of the standard. For example, the requirement to 'recognise and use interface features' appears at all levels from Entry 1 to Level 4. The progression is inherent in the fact that the complexity and detail of the interface features will be more demanding at each level.

**At the three Entry levels** learners need to use ICT systems and skills in familiar and accessible contexts to carry out given tasks and present information. The ICT skills demanded by the situation or task are clear and straightforward. Guidance and direction are provided by a tutor, teacher or trainer.

**At Level 1** learners need to use ICT systems to find, develop and present simple numerical, textual and graphical information in the context of short, straightforward tasks, using basic techniques. Learners should know how to use technology safely, care for equipment, and avoid losing data. They should also know how to send and receive emails and who they should turn to if things go wrong.

**At Level 2** learners need to use ICT systems independently to carry out a largely straightforward task, make effective searches, derive new information, and present it, taking account of purpose and audience. Learners must combine information, such as text with images or numbers, in a consistent way. Activities require a greater range of techniques, and more steps, than at Level 1. Learners should be able to enter formulae when using appropriate software to generate simple calculations such as totals. They must observe copyright and confidentiality laws and manage health, safety and security risks. They should be able to recognise errors and their causes and be aware of ways of minimising the risk of viruses. They should know how to send and receive emails with attachments.

**At Level 3** the complexity of activities and techniques required increases, such as the ability to create structures and procedures for developing text, images and numbers. Learners are required to plan and carry out at least two activities, one of which must cover ICT3.1, ICT3.2 and ICT3.3. They must be able to manage their work independently, including the technology and software they are using. This includes observing laws of copyright and rules of confidentiality, safe working and avoiding loss of information, identifying errors, and minimising risks from viruses. Learners need to be aware of the wider implications of using ICT.

The focus is on a critical approach, requiring learners to make judgements on their work, in terms of speed, ease of use, effort and accuracy, and to compare their use of ICT with other systems and with manual methods.

**At Level 4** the focus of the standard is on learners developing and applying their ICT skills, with substantial independence, to their work, study or other activities over an extended period of time (for example about three months). The extended timeframe is to ensure that there are sufficient opportunities for the work to develop, as well as for learners to monitor and critically reflect on their progress and the effectiveness of their ICT skills, so that they can adapt their strategy in response to new demands and feedback from others.

Learners need to show that they can:

- plan their use of ICT skills strategically
- apply these skills effectively and for a purpose over time
- monitor and review their work, including the development of their skills
- critically reflect on their progress.

# Qualification format

Each qualification level has a standard format which is designed to provide clear guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each qualification is set out in the following way.

## *Qualification level*

This is the level of study of the qualification as determined by DCELLS.

## *Credit value*

This is the volume of learning achievement through completion of the qualification as determined by DCELLS.

## *Guided learning hours*

Guided learning hours is 'a notional measure of the substance of a qualification'. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study. Centres are advised to consider this definition when planning the programme of study associated with this specification.

## *About this qualification*

This states explicitly what skills a learner will develop through completing the qualification. It provides amplification of the evidence requirements for the qualification level.

## *Skills components*

These expand the skills a learner needs to develop to achieve the qualification, as set out in the *About this qualification* section. These are taken directly from the ESW qualification standards and provide the skills statement in the first column that the learner needs to provide evidence of, the skills needed to be able to provide this evidence in the second column and the form the evidence must take in the third column.

## *Guidance*

This supports the requirements of the skills components for the qualification. It provides explanations of some of the requirements of the standards that may be useful when learners are developing skills for the qualification and producing evidence for their portfolios.

# Assessment

## General principles

Assessment must be targeted at a specific level. It must provide a reliable measure of proficiency at the level by providing significant evidence of success against the requirements of the ESW standards at the specified level.

The level of an ESW qualification is determined by four factors:

- the learners' familiarity with the context, task or activity
- the complexity of the situation and the task or activity
- the degree of independence shown by the learner in deciding which skills they will use and how they will apply them to suit different tasks and activities
- the range and complexity of the techniques and skills the learner uses in completing the task or activity.

These four factors interrelate so that, to some extent, relatively low demand in one factor may be compensated by relatively high demand in another. However, the skills are demonstrated through performance so the key determinant of the overall level is the learner's ability to select, use and apply their skills when carrying out a task or activity.

Evidence of a learner's skills must:

- be set in realistic and interesting contexts and scenarios that are relevant to the learner
- require learners to tackle a purposeful task or tasks that are relevant to the contexts/scenarios
- require the application of knowledge, skills and understanding for the purpose of the task/s
- assess process skills and the outcome of their application.

Assessments must comply in full with the Evidence Requirements of the ESW standards, including Amplification of Evidence Requirements and Mandatory Definitions, at the relevant level. They must not include any additional requirements.

Learners must submit a portfolio of evidence for assessment to demonstrate competence for all skills. Learners must adhere to the evidence requirements detailed in this specification.

Assessment for the Pearson Edexcel Levels 1-4 Essential Skills Wales in ICT is criterion referenced, based on the achievement of specified skills.

The overall grading for the Pearson Edexcel Levels 1-4 Essential Skills Wales in ICT is a pass, based on the successful achievement of all skills.

The Pearson Edexcel Levels 1-4 Essential Skills Wales in ICT are internally assessed and verified. Centre processes will be quality assured by Edexcel.

## Accreditation of Prior Learning (APL)

Edexcel encourages centres to recognise learners' previous achievements and experience through APL. Learners may have evidence that has been generated during previous study or in their previous or current employment or whilst undertaking voluntary work that relates to one or more of the units in the qualification. Assessors should assess this evidence against the national standards in the specifications in the normal way. As with all evidence, assessors should be satisfied about the authenticity and currency of the material when considering whether or not the outcomes of the unit have been met.

Full guidance about Edexcel's policy on APL is provided on our website: [www.edexcel.com](http://www.edexcel.com).

## Quality assurance of centres

Details of quality assurance procedures are set out in the *Edexcel Quality Assurance Handbook* published annually.

Edexcel's qualification specifications clearly set out the standard to be achieved by each learner in order to achieve the award of the qualification. Edexcel operates a quality assurance process which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications are considered as a whole. Centres delivering these qualifications must be committed to ensuring the quality of the qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Edexcel.

The Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for Edexcel qualifications
- centre risk assessment by Edexcel of overarching processes and quality standards (this would usually be via self-assessment, but will include visits on occasions)
- programmed sampling of internal verification and assessor decisions.

Centres are required to declare their commitment to ensuring quality and appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities. Centres already holding Edexcel approval are able to gain qualification approval online. New centres must complete a centre approval application.

The key principles of quality assurance are that:

- a centre delivering Edexcel programmes must be an approved centre and must have approval for the programmes or groups of programmes that it is operating
- the centre agrees as part of gaining approval to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Edexcel makes available to approved centres a range of materials and opportunities intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering Edexcel qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers; planning, monitoring and recording of assessment processes; and for dealing with special circumstances, appeals and malpractice.

## **Approval**

Centres must be approved with Edexcel to offer Essential Skills Wales. Centres should complete an approvals form via [www.edexcel.com](http://www.edexcel.com) or email [approvals@edexcel.com](mailto:approvals@edexcel.com).

Where centres are approved to offer Edexcel Apprenticeships they will be automatically approved to offer Essential Skills Wales.

The approval contract is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and linked codes or regulations.

Sanctions and tariffs will be applied if centres do not comply with the contract. This could ultimately result in the suspension of certification or withdrawal of approval.

## **Programme design and delivery**

Centres are free to offer the qualifications using any mode of delivery that meets the needs of their learners. This may be through traditional classroom teaching, open learning, distance learning or a combination of these. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specifications and to subject specialists where applicable.

Staff delivering programmes and conducting the assessments should be fully familiar with current practice and standards. Centres will need to meet any specialist resource requirements when they seek approval from Edexcel.

# Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- the qualifications should be available to everyone who is capable of reaching the required standards
- the qualifications should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to the qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualification and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to complete the programme of study successfully and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should also show regard for Edexcel's policy on learners with particular requirements.

## Restrictions on learner entry

There are no restrictions on entry.

## Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Learners with particular disabilities may be unable to show that they are competent by providing all their evidence in the form specified. For these learners, reasonable adjustments to the evidence requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible. Such arrangements must be agreed in advance with Edexcel.

Further details are given in Edexcel's policy *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* which is on the Edexcel website ([www.edexcel.com](http://www.edexcel.com)). This document will apply to the Essential Skills Wales qualifications. This policy replaces the previous Edexcel policy (*Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002*) concerning learners with particular requirements.

# Professional development and training

Pearson supports UK and international customers with training related to our qualifications, including ESW. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website ([www.edexcel.com/training](http://www.edexcel.com/training)). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

<b>BTEC and NVQ</b>	<b>0844 576 0026</b>	<b>(ESW queries should be directed here)</b>
GCSE	0844 576 0027	
GCE	0844 576 0025	
The Diploma	0844 576 0028	
DiDA and other qualifications	0844 576 0031	

Calls may be recorded for training purposes.

The training we provide:

- is active — ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

## Further information

Edexcel produces regular policy statements on Edexcel qualifications and accompanying procedures. Please check our website for current information.

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website at [www.edexcel.com](http://www.edexcel.com).

# **Information and Communication Technology: Evidence requirements**



# Level 1 Essential Skills Wales in ICT

**Level:** 1

**Credit value:** 6

**Guided learning hours:** 60

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## About this qualification

This is about showing that you can:

- use ICT systems (ICT1.1)
- find, select and exchange information using ICT (ICT1.2)
- develop and present information using ICT (ICT1.3)

in familiar situations connected with education, training, work or social roles.

## Amplification of evidence requirements

### Notes

- 1 Each level of the skill incorporates and builds on the previous levels, ie at Level 1, you also need to be competent in all the skills that are required at the lower levels.
- 2 At this level, subject matter and materials will be those that you commonly meet in the context of your work or study, and tasks will be straightforward and given by your tutor, teacher or trainer.
- 3 You must provide evidence of your ICT skills, as they are specified in the first column of the component grid. Your evidence must be in the form described in the third column (*Evidence requirements*). To provide this evidence, you will need to have the skills that are listed in the second column.
- 4 The guidance within the qualification supports the requirements of the three columns of the component areas and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of ICT at Level 1 and producing evidence for your portfolio. It is not a mandatory part of the standards.
- 5 The Mandatory Definitions (*Annexe A*) give the exact meaning of certain words in the document. You must always refer to them when you are developing your skills, gathering evidence, and preparing for assessment.

- 6 Witness statements must not be the only form of evidence that you provide. When you provide a witness statement, it must be supported by other evidence.
- 7 Much of the evidence required is in the form of recording documents (for example a log, diary, or completed pro forma). These documents must be completed while the work is being carried out. Recording documents that are completed in retrospect at the end of a task or activity are not acceptable as evidence.

### **General points**

- You must spend time with your tutor, teacher or trainer discussing the advantages and disadvantages of using ICT-based equipment for different tasks, and discussing health, safety and security. Such equipment may include computers (desktop or laptop), PDAs, personal organisers, mobile phones etc.
- When you are using software applications, you must try out various techniques and different ways of doing things. When using hardware, you must know about and observe safety requirements of the equipment you are working with. This includes safe periods working with monitors, using equipment for an appropriate purpose, and correct procedures when closing down programs and systems.
- You must know how to use help facilities such as help screens and wizards, to learn new techniques and overcome difficulties.
- You are not expected to deal with equipment failures or significant software or hardware errors, but you must understand the importance of reporting problems immediately and know where to turn for help.

### **Evidence**

At Level 1, you will be assessed via a portfolio of evidence. The term 'evidence' is used in this document to refer to the work you produce for final assessment.

You must demonstrate your ICT skills in the context of purposeful tasks set in relevant contexts; demonstrating your skills in isolation or as stand-alone exercises cannot be used as evidence. The task or assignment brief, or other form of evidence, must indicate what you set out to do, your purpose, and the outcome expected. While following through the three components of the standard in a single task or activity is often more meaningful, this is not a requirement.

Your evidence must show the processes you have used to confirm your understanding of your task, to select, enter and develop information, and to present your work. The development process will normally involve drafting, revising, correcting, redrafting or reformatting your work, so the evidence you submit for assessment must include at least one complete draft with notes, annotations, highlighting, alterations etc. Your final printouts, presentations etc are not, on their own, sufficient as evidence, though you must include them in your portfolio. Evidence of some parts of the process might include a signed statement, providing enough detail, from the person (for example tutor, teacher, trainer) who has witnessed your work. Where such a witness statement is used, there should normally be supporting evidence in the form of your notes or plans, or evidence that your assessor has discussed the detail of the process with you. Evidence for ICT1.1.3 (which concerns safety, health and security) should be integrated with evidence of process and outcomes rather than standing alone.

You may present your evidence in electronic format, or in hard copy, or in a combination of these.

### **Skill requirements**

In order to achieve this qualification, the evidence that you present for assessment needs to demonstrate that you can meet all of the skills requirements of the qualification for each of the component areas. A piece of work submitted could give assessment evidence for more than one skill.

## Component: ICT1.1 Use ICT systems

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>ICT1.1.1</b> Confirm your understanding of a given task that involves the use of ICT.</p>	<ul style="list-style-type: none"> <li>• confirm that you understand the task you have been given.</li> </ul>	<p>Evidence may be in a variety of forms, including handwritten, electronically produced, oral or visual. For example, it may be in the form of the learner's notes, or the assessor's notes of observation or of a question and answer session.</p> <p>Evidence must include the brief or assignment that the learner was given.</p>
<p><b>ICT1.1.2</b> Use ICT independently to carry out the task.</p>	<ul style="list-style-type: none"> <li>• use correct procedures to start and shut down ICT systems</li> <li>• select software applications to achieve your purpose</li> <li>• use correct procedures to open, use and close appropriate software</li> <li>• use input and output devices and communication services</li> <li>• recognise and use interface features</li> <li>• adjust personal settings according to your needs, without affecting the work of others, and restore them after use</li> <li>• work with files and folders to store and retrieve information effectively</li> </ul>	<p>Evidence must show how the learner has carried out the task independently, asking for help or advice when appropriate.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> <li>• a log or similar recording document, completed by the learner, with entries confirmed as accurate and valid, eg by a supervisor, or others with whom the learner worked</li> <li>• witness statements or records of observation by the assessor or other appropriate person; these must be authenticated by the assessor</li> <li>• notes of questions asked by an assessor, with records of observations or answers</li> </ul>

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>ICT1.1.1.2</b> <i>continued</i></p>	<ul style="list-style-type: none"> <li>• show that you understand the importance of making a back-up copy of your work and know how this can be done</li> <li>• handle and use portable storage media safely and correctly</li> <li>• use the 'help' facility when appropriate</li> <li>• recognise errors and when to ask for help to resolve them.</li> </ul>	<ul style="list-style-type: none"> <li>• annotated screenshots</li> <li>• an audio/visual clip.</li> </ul>
<p><b>ICT1.1.1.3</b> Follow safe, healthy and secure working practices at all times.</p>	<ul style="list-style-type: none"> <li>• follow safe and healthy working practices that are recommended to you</li> <li>• follow recommended procedures to protect the security of data</li> <li>• show you are aware of threats to internet and network security and recognise them if they occur</li> <li>• use the internet safely.</li> </ul>	<p>Evidence must be included at relevant points in the learner's work.</p> <p>It may be supplemented by any of the following:</p> <ul style="list-style-type: none"> <li>• a separate log, completed by the learner, with entries confirmed as accurate and valid, eg by a supervisor, or others with whom the learner worked</li> <li>• witness statements or records of observation by the assessor or other appropriate person; these must be authenticated by the assessor</li> <li>• notes of questions asked by an assessor, with records of observations or answers</li> <li>• annotated screenshots</li> <li>• an audio/visual clip.</li> </ul>

## Component: ICT1.2 Find, select and exchange information

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>ICT1.2.1</b> Find, select and use appropriate sources of ICT-based information.</p>	<ul style="list-style-type: none"> <li>• identify, find, select and use appropriate sources of ICT-based and other forms of information.</li> </ul>	<p>Evidence must be recorded in an appropriate document or documents, and must show how the learner found, selected and used sources, with an explanation of why the sources selected were appropriate to the task.</p>
<p><b>ICT1.2.2</b> Search for, select and get ICT-based information that is relevant to each task.</p>	<ul style="list-style-type: none"> <li>• search for and get different types of information from appropriate ICT-based and other sources</li> <li>• navigate and search the internet for information</li> <li>• make sound judgements about the reliability of the websites you find</li> <li>• select and use information relevant to your task</li> <li>• establish the copyright status of the information you find.</li> </ul>	<p>Evidence must be recorded in an appropriate document, completed by the learner, with entries confirmed as accurate and valid, eg by a supervisor, or others with whom the learner worked. The sources used must be noted, along with the scope and nature of the searches, and their outcomes. It may be supplemented by any of the following:</p> <ul style="list-style-type: none"> <li>• witness statements or records of observation by the assessor or other appropriate person; these must be authenticated by the assessor</li> <li>• notes of questions asked by an assessor, with records of observations or answers</li> <li>• annotated screenshots.</li> </ul>
<p><b>ICT 1.2.3</b> Enter, save, send, receive and exchange ICT-based information to suit your purpose.</p>	<ul style="list-style-type: none"> <li>• enter information in appropriate formats</li> <li>• save information in appropriately named files and folders, on hard disks and on portable storage media, so it can be retrieved easily</li> <li>• use ICT to send, receive and exchange information</li> <li>• Send receive and respond appropriately to e-mail, including attachments and using an e-mail address book.</li> </ul>	<p>Evidence, including for use of e-mail, must be in the form of a recording document together with annotated printouts and/or screenshots, supported by notes made by the candidate and/or by a witness, and authenticated by an assessor.</p>

## Component: ICT1.3 Develop and present information

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>ICT1.3.1</b> Enter, develop, format and bring together ICT-based information to suit your purpose, in the form of:</p> <ul style="list-style-type: none"> <li>a) text</li> <li>b) tables</li> <li>c) images</li> <li>d) numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• observe copyright constraints on how you use information</li> <li>• enter, bring together and organise information in the form of text, tables, images and numbers</li> <li>• format information in a consistent way</li> <li>• enter, develop, format and organise numerical information that is fit for purpose</li> <li>• use appropriate layouts and techniques to present information that is fit for your purpose and audience</li> <li>• make sure the information you present is accurate, clear and fit for purpose and audience.</li> </ul>	<p>Evidence must show the process whereby the learner has entered and developed information to suit their purpose. This evidence must be in the form of at least one complete draft annotated by the learner or supplemented by assessor's notes of the learner's answers to questions.</p> <p>The final work must be accurate, clear and saved appropriately. Graphs and charts must be fit for purpose and correctly labelled.</p>
<p><b>ICT1.3.2</b> Present information, using consistent layouts that are fit for purpose and audience, using ICT, and review your work.</p>	<ul style="list-style-type: none"> <li>• present information that is fit for purpose and audience</li> <li>• review the effectiveness of your work.</li> </ul>	<p>Evidence must include the completed work, together with evidence that the learner has reviewed the effectiveness of their work.</p> <p>Evidence must include hard copy and/or screenshots of the work that is presented.</p> <p>Evidence of reviewing could be notes written by the learner, or notes of the learner's response to questions asked by an assessor.</p>

## Guidance for ICT Level 1

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The guidance below supports the requirements of the three columns of the component areas and is intended to advise and help you and your teacher/tutor/trainer in your work. It explains some of the requirements of the standards that may be useful when you are developing the skill of ICT at Level 1 and producing evidence of your work. It is not a mandatory part of the standards.

### ICT1.1.1

#### **Confirm your understanding**

You will be given a task to carry out but you must show that you understand it before you start.

### ICT1.1.2

#### **Use correct procedures**

You must go through the appropriate steps when opening and shutting down systems and software, rather than simply switching the power on and off.

#### **Adjust personal settings**

You must know how to adjust, for example, aspects of your screen display without affecting the work of other users of the machine or the network, and be able to restore the original settings when you have finished your work.

#### **Work with files and folders ... effectively**

You must understand the structure of files, folders and directories and be able to create, name and save files and folders, using names that make it easy to retrieve data later (for example names must give an idea of content, ownership, date, sequence). You must be able to open, save, save as, print, close and delete files.

#### **Handle and use portable storage media safely and correctly**

You must know how to:

- handle, insert and remove portable storage media so as to avoid damage or loss of data
- label media appropriately
- be able to run virus checks before use
- store media safely.

### ICT1.1.3

#### **Follow safe and healthy working practices**

You must be able to follow safe and healthy working practices (for example check hardware and cables, adjust seating and lighting, avoid hazards, take breaks, minimise physical stress) that have been recommended to you.

#### **Follow recommended procedures to protect the security of data**

You must use passwords and PINs where this is recommended, and make backups (or check that these have been made automatically). You must be able to check that virus protection is up to date.

#### **Use the internet safely**

You must be careful to protect your identity, particularly in the context of social networking sites and chatrooms, and to avoid giving details of bank accounts etc on sites that are not secure.

**Note** It is important that your evidence shows that you have followed safe, healthy and secure working practices as you carried out your activities. It is not enough to be able to describe such practices out of context.

### ICT1.2.1

#### **Navigate and search the internet for information**

You must be able to identify the information you need for your purpose, for example to respond to an enquiry or carry out a task, and identify where you might obtain this information, for example use a search engine effectively, enter web addresses, browse, follow links, use forward and back, save and use bookmarks.

#### **Make sound judgements**

You must consider how far the websites you find provide accurate and reliable information. For example, sites with the suffix '.gov.uk' provide official statistical information, whereas facts and figures on many other sites are not independently verified.

### ICT1.2.2

#### **Select and use information relevant to your task**

For example, you must be able to copy and paste, save, capture images, download files, and play streamed media files.

#### **Establish copyright status**

You must know that all information, printed or ICT based, is copyright. You must note the source of all information and know when to check whether you can reproduce it without permission, for example by asking advice from an appropriate person.

### ICT1.2.3

#### **Appropriately named files and folders**

The names that you use for your files and folders must give an idea of their content, ownership, date, sequence.

#### **Send, receive and respond appropriately to email**

You must be able to open your mailbox, read, reply appropriately, delete, create, send, copy, open and add attachments, use an address book, adapt your style to suit your audience and use appropriate language.

### ICT1.3.1

#### **Enter, bring together and organise information**

You must be able to enter and/or import information in a form that suits the software and format it consistently. You must know how to bring together different forms of information (text, images, numbers), for example insert, delete, select, copy, scan, cut, paste, drag and drop, find and replace, undo and redo, so as to make the processing and presentation of information as straightforward as possible.

#### **Evidence must show the process**

Evidence must show that you have considered different ways and layouts for presenting your information and can explain your choices, for example in annotated drafts, notes, or witness statements.

### ICT1.3.2

#### **Use appropriate layouts and techniques**

You must know how to select from and use layouts that you are given (for example business letter, invoice, menu).

You must know how to format and lay out text using justification, spacing and styles that you are given, for example margins, alignment, line spacing, portrait, landscape, bullets, numbering, page breaks and page numbering.

When using images, you must be able to crop, resize, text wrap, frame etc.

When using charts and graphs, you must label them correctly.

#### **Review the effectiveness**

You must reflect on and evaluate the whole process of your work, from confirming that you understood the task through to presenting the finished work.

# Level 2 Essential Skills Wales in ICT

**Level:** 2

**Credit value:** 6

**Guided learning hours:** 60

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## About this qualification

This is about showing that you can:

- use ICT systems (ICT2.1)
- find, select and exchange information, using ICT (ICT2.2)
- develop and present information, using ICT (ICT2.3)

in familiar and less familiar situations connected with education, training, work or social roles.

## Amplification of evidence requirements

**You must carry out at least two activities that, overall:**

- include at least one ICT-based information source and at least one non-ICT based information source
- use different information sources for each activity
- use at least one example of text, one example of image and one example of number
- present evidence of purposeful use of email.

## Notes

- 1 Each level of the skill incorporates and builds on the previous levels, ie at Level 2, you need also to be competent in all the skills that are required at the lower levels.
- 2 At this level, your subject matter and materials will be those that you commonly meet in the context of your work or study, and tasks and activities will be straightforward. Your tasks or activities may be given to you by a tutor, teacher or trainer but you must show some independence in deciding how you will carry them out, including knowing when to ask for advice and support. In the first instance, you must use help facilities such as help screens and wizards to refine your techniques and overcome any difficulties as you work.

- 3 You must provide evidence of your ICT skills, as they are specified in the first column of the component grid. Your evidence must be in the form described in the third column (*Evidence requirements*). In order to provide this evidence, you will need to have the skills that are listed in the second column.
- 4 The guidance within the qualification supports the requirements of the three columns of the component areas and is intended to advise and help you and your teacher/tutor/trainer in your work. It explains some of the requirements of the standards that may be useful when you are developing the skill of ICT at Level 2 and producing evidence for your portfolio. It is not a mandatory part of the standards.
- 5 The Mandatory Definitions (*Annexe A*) give the exact meaning of certain words in the document. You must always refer to them when you are developing your skills, gathering evidence, and preparing for assessment.
- 6 Witness statements must not be the only form of evidence that you provide. When you provide a witness statement, it must be supported by other evidence.
- 7 Much of the evidence required is in the form of recording documents (for example a log, diary, or completed pro forma). Such documents must be completed while the work is being carried out. Recording documents that are completed in retrospect at the end of a task or activity are not acceptable as evidence.

### General points

- You must spend time with your tutor, teacher or trainer discussing the advantages and disadvantages of using ICT-based equipment for different tasks, and discussing health, safety and security. Equipment may include computers (desktop or laptop), PDAs, personal organisers, mobile phones etc.
- When you are using software applications, you must try out various techniques and different ways of doing things. When using hardware, you must know about and observe safety requirements of the equipment you are working with. This includes safe periods working with monitors, using equipment for an appropriate purpose, and correct procedures when closing down programs and systems.
- You are not expected to deal with equipment failures or significant software or hardware errors, but you must understand the importance of reporting problems immediately and know when and where to turn for help.

### Evidence

At Level 2, you will be assessed via a portfolio of evidence. The term 'evidence' is used in this document to refer to the work you produce for final assessment.

You must use ICT for **at least two different purposeful activities** set in relevant contexts. You must demonstrate your ICT skills in the context of these activities; demonstrating your skills in isolation or as stand-alone exercises cannot be used as evidence. For each component, the two activities must differ in significant respects. The assignment briefs, or other form of evidence, must indicate what you set out to do, your purpose in doing it, and the outcome expected. While following through the three components of the standard in a single activity is often more meaningful, this is not a requirement.

Your evidence must show the processes you have used to identify and describe an activity, select, enter and develop information, and develop the presentation of your work. The development process will normally involve drafting, revising, correcting, redrafting or reformatting your work, so the evidence you submit for assessment must include at least one complete draft with notes, annotations, highlighting, alterations etc. Your final printouts, presentations etc are not, on their own, sufficient as evidence, though you must include them in your portfolio.

Evidence of some parts of the process might include a signed statement, providing enough detail, from the person (for example tutor, teacher, trainer) who has witnessed your work. Where such a witness statement is used, there should normally be supporting evidence in the form of your notes or plans, or evidence that your assessor has discussed the detail of the process with you. Evidence for ICT2.1.3 (which concerns health, safety and security) should be integrated with evidence of process and outcomes rather than standing alone.

You may present your evidence in electronic format, or in hard copy, or in a combination of these.

### **Skill requirements**

In order to achieve this qualification, the evidence that you present for assessment needs to demonstrate that you can meet all of the skills requirements of the qualification for each of the component areas. A piece of work submitted could give assessment evidence for more than one skill.

## Component: ICT2.1 Use ICT systems

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>ICT2.1.1</b> Describe how you will approach an activity that involves the use of ICT.</p>	<ul style="list-style-type: none"> <li>work with an appropriate person to help you identify and describe your activity and its tasks and/or sub-tasks.</li> </ul>	<p>For each activity, evidence must show that the learner has played an active role in describing how they will approach the activity, albeit with support from an appropriate person.</p> <p>Evidence may be in a variety of forms, including handwritten, electronically produced, oral or visual. For example, it may be in the form of the learner's notes, or the assessor's notes of observation or of a question and answer session.</p> <p>Evidence must include the brief for or a description of the activity.</p>
<p><b>ICT2.1.2</b> Use ICT independently to carry out the activity effectively.</p>	<ul style="list-style-type: none"> <li>describe and use correct procedures to start and shut down ICT systems</li> <li>select software applications and system facilities to achieve your purpose</li> <li>describe and use correct procedures to open, use and close appropriate software</li> <li>use input and output devices and communication services</li> <li>recognise and use interface features</li> </ul>	<p>Evidence must show how the learner has carried out the activity independently and effectively, asking for help or advice when appropriate.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> <li>a log or similar recording document, completed by the learner, with entries confirmed as accurate and valid, eg by a supervisor, or others with whom the learner worked</li> </ul>

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>ICT2.1.2</b> <i>continued</i></p>	<ul style="list-style-type: none"> <li>• adjust personal settings without affecting the work of others, and restore them after use</li> <li>• manage files and folder structures so that you can store and retrieve information efficiently</li> <li>• make a back-up copy of your work, or check that this has been done automatically</li> <li>• handle and use portable storage media safely and correctly</li> <li>• use the 'help' facility when appropriate</li> <li>• recognise errors and identify their possible causes so that you can describe them to another person.</li> </ul>	<ul style="list-style-type: none"> <li>• witness statements or records of observation by the assessor or other appropriate person; these must be authenticated by the assessor</li> <li>• notes of questions asked by an assessor, with records of observations or answers</li> <li>• annotated screenshots</li> <li>• an audio/visual clip.</li> </ul>

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>ICT2.1.3</b> Follow safe, healthy and secure working practices at all times.</p>	<ul style="list-style-type: none"> <li>• show understanding of and follow safe and healthy working practices, including minimising health risks</li> <li>• describe the need for and follow recommended procedures to protect the security of data and of ICT systems</li> <li>• use the internet safely.</li> </ul>	<p>Evidence must be included at relevant points in the learner's work.</p> <p>Evidence may be supplemented by any of the following:</p> <ul style="list-style-type: none"> <li>• a separate log, completed by the learner, with entries confirmed as accurate and valid, eg by a supervisor, or others with whom the learner worked</li> <li>• witness statements or records of observation by the assessor or other appropriate person; these must be authenticated by the assessor</li> <li>• notes of questions asked by an assessor, with records of observations or answers</li> <li>• annotated screenshots</li> <li>• an audio/visual clip.</li> </ul>

## Component: ICT2.2 Find, select and exchange information

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>ICT2.2.1</b> Find, select and use different sources of appropriate ICT-based and non ICT-based information.</p>	<ul style="list-style-type: none"> <li>• identify, find, select and use ICT-based and other sources of information appropriate to your tasks.</li> </ul>	<p>Evidence must be recorded in an appropriate document or documents, and must show how the learner found, selected and used sources, together with an explanation of why the sources selected were appropriate to the task.</p>
<p><b>ICT2.2.2</b> Search for, select and get relevant ICT-based and non ICT-based information.</p>	<ul style="list-style-type: none"> <li>• search for and get ICT-based information using complex search techniques</li> <li>• design queries to locate relevant information</li> <li>• access, navigate and search the internet for information</li> <li>• compare the websites you find and make sound judgements about their accuracy and reliability</li> <li>• interpret information and evaluate its fitness for your purpose</li> <li>• select and use the information you need to meet your purpose</li> <li>• establish the copyright status of the information you find, and note your sources.</li> </ul>	<p>Evidence must be recorded in an appropriate document, completed by the learner, with entries confirmed as accurate and valid, eg by a supervisor, or others with whom the learner worked. The sources used must be noted, along with the scope and nature of the searches, and their outcomes.</p> <p>It may be supplemented by any of the following:</p> <ul style="list-style-type: none"> <li>• witness statements or records of observation by the assessor or other appropriate person; these must be authenticated by the assessor</li> <li>• notes of questions asked by an assessor, with records of observations or answers</li> <li>• annotated screenshots.</li> </ul>

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>ICT2.2.3</b> Enter, save, communicate and exchange ICT-based information to suit your purpose.</p>	<ul style="list-style-type: none"> <li>• enter information using formats that help development</li> <li>• save information in appropriately named files and folders, on hard discs and on portable storage media, and ensure that backup copies are made</li> <li>• use ICT to send, receive, exchange and share information</li> <li>• send, receive and respond appropriately to email, including attachments</li> <li>• copy emails to others only as appropriate, respecting confidentiality and, where appropriate, observing data protection requirements</li> <li>• manage efficient storage of email, email attachments, and email addresses.</li> </ul>	<p>Evidence, including for use of email, must be in the form of a recording document together with annotated printouts and/or screenshots, supported by notes made by the learner and/or by a witness, and authenticated by an assessor.</p>

## Component: ICT2.3 Develop and present information

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>ICT2.3.1</b> Enter, organise, develop, format and combine ICT-based and non ICT-based information to suit content and your purpose, in the form of:</p> <ul style="list-style-type: none"> <li>a) text</li> <li>b) tables</li> <li>c) images</li> <li>d) numbers</li> <li>e) records.</li> </ul>	<ul style="list-style-type: none"> <li>• observe copyright and other constraints on how you use information and acknowledge your sources</li> <li>• enter, bring together and organise information in the form of text, tables, images, numbers and records, using formats that help development</li> <li>• bring together and develop information from different types of sources in the form of text, tables, images, numbers and records</li> <li>• derive new information, including combined information</li> <li>• evaluate different methods of organising and presenting information, taking into account fitness for purpose and audience</li> <li>• enter, develop and organise numerical information so that it is fit for purpose using spreadsheet software</li> <li>• develop the presentation of your work using layouts and techniques to suit your purpose and audience and the types of information used</li> <li>• check that all your work is accurate, clear and fit for purpose.</li> </ul>	<p>Evidence must show the process whereby the learner has entered and developed information to suit their purpose. This evidence must be in the form of drafts annotated by the learner or supplemented by assessor's notes of the learner's answers to questions.</p> <p>Evidence must show that the learner has developed the presentation of their work and can show that it is fit for purpose, audience and the types of information used.</p> <p>The final work must be accurate, clear and saved appropriately. Graphs and charts must be fit for purpose and correctly labelled.</p>

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>ICT2.3.2</b> Present combined information, using consistent formats and layouts that are appropriate to your purpose and audience, using ICT, and review your work.</p>	<ul style="list-style-type: none"> <li>• present information that is fit for purpose and audience, using accepted conventions and/or templates as appropriate</li> <li>• review the effectiveness of the development and presentation of your work.</li> </ul>	<p>Evidence must include the completed work, together with evidence that the learner has reviewed both the process of development and the finished product.</p> <p>Evidence of reviewing could be notes written by the learner, or notes of the learner's response to questions asked by an assessor.</p>

## Guidance for ICT Level 2

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The guidance below supports the requirements of the three columns of the component areas and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of ICT at Level 2 and producing evidence of your work. It is not a mandatory part of the standards.

### ICT2.1.1

#### **Describe how you will approach/work with an appropriate person**

While your task or activity may be given to you by a tutor, teacher or trainer, you must show some independence in describing how you will approach it and carry it out. You must know when to ask for and accept advice from an appropriate person to develop the detail and identify tasks and sub-tasks.

#### **The brief for or a description of the activity**

Your tutor may provide you with a brief for the activity. However, if you choose to carry out an activity of your own, that has been approved by your tutor, you must provide a short description of it, including its context and purpose.

### ICT2.1.2

#### **Describe and use correct procedures**

You must be able to describe the appropriate steps when opening and shutting down systems and software, and to follow them correctly.

#### **Adjust personal settings**

You must know how to adjust, for example, aspects of your screen display without affecting the work of other users of the machine or the network, and be able to restore the original settings when you have finished your work.

#### **Manage files and folder structures**

You must create and name files and folders, using names that make it easy to retrieve data later (for example names must give an idea of content, ownership, date, sequence). You must know how to open, save, save as, print, close, delete, view, rename, move and copy files in appropriate folders.

## **Handle and use portable storage media safely and correctly**

You must know how to:

- handle, insert and remove portable storage media so as to avoid damage or loss of data
- label media appropriately
- be able to run virus checks before using media
- store media safely.

### **ICT2.1.3**

#### **Show understanding of and follow safe and healthy working practices**

You must check and, if necessary, rearrange hardware and cables safely, adjust seating and lighting (or ask for these to be done by an appropriate person), avoid hazards, take breaks, minimise physical stress, and be able to explain why these precautions are necessary.

#### **Describe the need for and follow recommended procedures to protect the security of data and of ICT systems**

You must use passwords and PINs where necessary, and make backups (or check that these have been made automatically). You must know how to check that virus protection is up to date. You must be able to describe why these precautions are necessary.

#### **Use the internet safely**

You must be careful to protect your identity, particularly in the context of social networking sites and chatrooms, and to avoid giving details of bank accounts etc on sites that are not secure.

**Note** It is important that your evidence shows that you have followed safe, healthy and secure working practices as you carried out your activities. It is not enough to be able to describe such practices out of context.

### **ICT2.2.1**

#### **Access, navigate and search the internet for information**

You must be able to think ahead about:

- the information you need for a specific purpose, for example to respond to an enquiry, carry out a task or get ideas for a design
- identifying where and how you might obtain this information, for example connecting to the internet, using a search engine efficiently and effectively (for example using wildcards, multiple search criteria, quotation marks, searching within results, relational operators, logical operators)
- entering web addresses accurately
- browsing, following links, using forward and back, saving and using bookmarks.

## ICT2.2.2

### **Make sound judgements**

You must consider how far the websites you find provide accurate and reliable information. For example, sites with the suffix '.gov.uk' provide official statistical information, whereas facts and figures on many other sites are not independently verified.

### **Evaluate fitness for purpose**

You must know how to read and understand information so you can check facts and spot possible error or bias when you are making judgements on whether the information suits your purpose. You might take into account the intention and authority of the provider, the currency of the information, and its relevance.

### **Select and use the information you need to meet your purpose**

You must be able to copy and paste, save, capture images, download files, and play streamed media files.

### **Establish copyright status**

You must know that all information, printed or ICT-based, is copyright. You must note the source of all the information you use and be able to establish whether the information you need can be reproduced without permission.

## ICT2.2.3

### **Appropriately named files and folders**

The names that you use for your files and folders must give information about their content, ownership, date, sequence.

### **Send, receive and respond appropriately to email**

You must be able to open your mailbox, read, reply, delete, forward, create, send, copy, open and add attachments, use an address book, adapt your style to suit your audience, use appropriate language, respect confidentiality.

### **Copy email to others only as appropriate**

You must copy email to others only on a 'need-to-know' basis.

### **Data protection requirements**

You must be aware of and observe data protection requirements, for example not to provide someone's personal information to third parties without their consent.

### **Manage efficient storage of email, email attachments and email addresses**

For example, you must use folders to store important emails and/or attachments, and maintain an address book.

## ICT2.3.1

### **Enter, bring together and organise information**

You must be able to enter and/or import information in a form that suits the software and future development of the information, and use formats that are helpful in handling information that you have entered or imported. You must know how to bring together different forms of information (text, images, numbers), for example insert, delete, select, copy, scan, cut, paste, drag and drop, find and replace, undo and redo, incorporate images into frames, put data into tables or columns, so as to make the processing and presentation of information as straightforward as possible.

### **Evidence must show the process**

Evidence must show that you have considered different ways and layouts for presenting your information and can explain your choices, for example in annotated drafts, notes, or witness statements.

### **Derive new information**

The processing of information (including quantitative data, text, and images) will generate new information, such as totals, page references, indexes, or revised diagrams or graphs. In processing information, you must be able to further your purpose and to draw your own conclusions.

### **Develop presentation using layouts and techniques**

You must know how to:

- select and use layouts that are suitable for presenting combined information, including the conventions applied to commonly used documents (for example letters, spreadsheets, tables, menus, reports, posters, web pages)
- format and lay out text using tabulation, justification, spacing and supplied styles, for example margins, alignment, tabs, indents, font, line spacing, header and footer, portrait, landscape, columns, bullets, numbering, page breaks and page numbering
- (when you are laying out tables) arrange rows and columns appropriately, align horizontal and vertical text, merge and split cells, insert borders, insert shading etc
- (when you are laying out a spreadsheet) adjust row height and column width, insert/remove gridlines, merge cells, add cell borders, set cell data type and format (for example text, currency, %, decimal places, date, time, wrap text)
- (when you are formatting images) resize, crop, align, use borders, text wrap.

Presenting your work does not necessarily involve the use of Microsoft PowerPoint®.

## ICT2.3.2

### **Accepted conventions and templates**

You must know whether, in the context in which you are working, there are any accepted ways of presenting work (for example formats, styles, logos), and be able to use these when appropriate.

### **Review the effectiveness**

You must reflect on and evaluate both the process whereby you developed and presented your work, and the quality and fitness for purpose of the final product.



# Level 3 Essential Skills Wales in ICT

Level: 3

Credit value: 6

Guided learning hours: 60

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## About this qualification

This is about showing that you can:

- use ICT systems (ICT3.1)
- find, select and exchange information, using ICT (ICT3.2)
- develop and present information, using ICT (ICT3.3)

in familiar and less familiar situations connected with education, training, work or social roles.

## Amplification of evidence requirements

**You must carry out at least two activities that, overall:**

- show that you can plan and carry through a number of different activities, **one of which must be a complex activity covering ICT3.1, ICT3.2 and ICT3.3**
- include at least one ICT-based information source and at least one non ICT-based information source
- use different information sources for each activity
- use at least one example of text, one example of image and one example of number
- use at least one example of combined information
- present evidence of purposeful use of email; at least one email that you send and at least one that you receive must have an attachment that is related to your task.

Each component, ICT3.1, ICT3.2 and ICT3.3, must be covered at least twice, and ICT3.3 must be covered for at least two different audiences. Smaller tasks may be used to ensure that each component is covered.

## Notes

- 1 Each level of the skill incorporates and builds on the previous levels, ie at Level 3, you need also to be competent in all the skills that are required at the lower levels.
- 2 At this level, your subject matter and materials will be those that you meet in the context of your work or study, and at least one of your activities must be complex, ie it must involve tasks and sub-tasks. Your tasks or activities may be given to you by a tutor, teacher or trainer but you must show independence in deciding how you will carry them out, including knowing when it is appropriate to ask for advice and support. In the first instance, you must use help facilities such as help screens and wizards to refine your techniques and overcome any difficulties as you work.
- 3 You must provide evidence of your ICT skills, as they are specified in the first column of the component grid. Your evidence must be in the form described in the third column (*Evidence requirements*). In order to provide this evidence, you will need to have the skills that are listed in the second column.
- 4 The guidance within the qualification supports the requirements of the three columns of the component areas and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of ICT at Level 3 and producing evidence for your portfolio. It is not a mandatory part of the standards.
- 5 The Mandatory Definitions (*Annexe A*) give the exact meaning of certain words in the document. You must always refer to them when you are developing your skills, gathering evidence, and preparing for assessment.
- 6 Witness statements must not be the only form of evidence that you provide. When you provide a witness statement, it must be supported by other evidence.
- 7 Much of the evidence required is in the form of recording documents (for example a log, diary, or completed pro forma). Such documents must be completed while the work is being carried out. Recording documents that are completed in retrospect at the end of a task or activity are not acceptable as evidence.

## General points

- You must spend time with your tutor, teacher or trainer discussing the advantages and disadvantages of using ICT-based equipment for different tasks, and discussing health, safety and security. Such equipment may include computers (desktop or laptop), PDAs, personal organisers, mobile phones etc.
- When you are using software applications, you must try out various techniques and different ways of doing things. When using hardware, you must know about and take active steps to ensure that the safety requirements of ICT equipment are observed. This includes safe periods working with monitors, using equipment for an appropriate purpose, and correct procedures when closing down programs and systems.
- You are not expected to deal with equipment failures or significant software or hardware errors, but you must understand the importance of reporting problems immediately and be able to describe them and identify their likely causes.

## **Evidence**

At Level 3, you will be assessed via a portfolio of evidence. The term 'evidence' is used in this document to refer to the work you produce for final assessment.

You must use ICT for **at least two different purposeful activities** set in relevant contexts. You must demonstrate your ICT skills in the context of these activities; demonstrating your skills in isolation cannot be used as evidence. The assignment briefs, or other form of evidence, must indicate what you set out to do, your purpose in doing it, and the outcome expected.

Your activities must differ in significant respects. While following through the three components of the standard in a single activity is more meaningful, this is not a requirement in your second or other activities.

Your evidence must show the processes you have used to identify and describe an activity, select, enter and develop information, and develop the presentation of your work. The development process will normally involve drafting, revising, correcting, redrafting or reformatting your work, so the evidence you submit for assessment must include at least one complete draft with notes, annotations, highlighting, alterations etc. Your final printouts, presentations etc are not, on their own, sufficient as evidence, though they must be included in your portfolio.

Evidence of some parts of the process might include a signed statement, providing enough detail, from the person (for example tutor, teacher, trainer) who has witnessed your work. Where such a witness statement is used, there should normally be supporting evidence in the form of your notes or plans, or evidence that your assessor has discussed the detail of the process with you. Evidence for ICT3.1.3 (which concerns health, safety and security) should be integrated with evidence of process and outcomes rather than standing alone.

You may present your evidence in electronic format, or in hard copy, or in a combination of these.

## **Skill requirements**

In order to achieve this qualification, the evidence that you present for assessment needs to demonstrate that you can meet all of the skills requirements of the qualification for each of the component areas. A piece of work submitted could give assessment evidence for more than one skill.

## Component: ICT3.1 Use ICT systems

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>ICT3.1.1</b> Analyse and accurately describe how you will approach at least one complex activity that involves the use of ICT.</p>	<ul style="list-style-type: none"> <li>• identify, analyse and accurately describe your activity and its sub-tasks</li> <li>• plan how you will carry out the activity by breaking it down into a series of tasks or sub-tasks.</li> </ul>	<p>For each activity, evidence must show that the learner has independently analysed and described the activity and how they have planned to approach it. Evidence must normally be in the form of handwritten or electronically produced notes. Evidence must include the brief for or a description of the activity.</p>
<p><b>ICT3.1.2</b> Use ICT independently to carry out the activity efficiently and effectively.</p>	<ul style="list-style-type: none"> <li>• explain the need for and use correct procedures to start and shut down ICT systems</li> <li>• select a range of software applications and system facilities to achieve your purpose</li> <li>• explain the need for and use correct procedures to open, use and close appropriate software</li> <li>• use a range of input and output devices and communication services</li> <li>• recognise and use interface features</li> <li>• adjust personal settings without affecting the work of others, and restore them after use</li> </ul>	<p>Evidence must show how the learner has carried out the activity independently, efficiently and effectively, including judging when it is appropriate to ask for help or advice. Evidence may include:</p> <ul style="list-style-type: none"> <li>• a log or similar recording document, completed by the learner, with entries confirmed as accurate and valid, eg by a supervisor, or others with whom the learner worked</li> <li>• witness statements or records of observation by the assessor or other appropriate person; they must be authenticated by the assessor</li> </ul>

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>ICT3.1.1.2</b> <i>continued</i></p>	<ul style="list-style-type: none"> <li>• manage files and folder structures to enable efficient storage and retrieval of information by you or by others (where appropriate), using version management</li> <li>• make a backup copy of your work and, where appropriate, check that this has been done automatically</li> <li>• handle and use a range of portable storage media safely and correctly</li> <li>• use the 'help' facility when appropriate</li> <li>• recognise errors and identify their likely causes so that you can describe them accurately to another person.</li> </ul>	<ul style="list-style-type: none"> <li>• notes of questions asked by an assessor, with records of observations or answers</li> <li>• annotated screenshots</li> <li>• an audio/visual clip.</li> </ul>
<p><b>ICT3.1.1.3</b> Follow safe, healthy and secure working practices at all times.</p>	<ul style="list-style-type: none"> <li>• explain and take active steps to ensure and follow safe and healthy working practices, including minimising health risks</li> <li>• explain the need for and follow appropriate procedures to protect the security of data and of ICT systems, including the use of passwords</li> <li>• implement 'housekeeping' procedures where appropriate</li> <li>• use the internet safely.</li> </ul>	<p>Evidence must be included at relevant points in the learner's work.</p> <p>Evidence may be supplemented by any of the following:</p> <ul style="list-style-type: none"> <li>• a separate log, completed by the learner, with entries confirmed as accurate and valid, eg by a supervisor, or others with whom the learner worked</li> <li>• witness statements or records of observation by the assessor or other appropriate person; these must be authenticated by the assessor</li> <li>• notes of questions asked by an assessor, with records of observations or answers</li> <li>• annotated screenshots</li> <li>• an audio/visual clip.</li> </ul>

## Component: ICT3.2 Find, select and exchange information

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>ICT3.2.1</b></p> <p>Plan how to find the ICT-based and non ICT-based information you require.</p>	<ul style="list-style-type: none"> <li>• plan and organise your work</li> <li>• find, evaluate, select and use ICT-based and other sources of information appropriate to your task.</li> </ul>	<p>Evidence must be recorded in an appropriate document or documents, and must show how the learner planned their work, found, evaluated, selected and used sources, together with an explanation of why the sources selected were appropriate to the task.</p>
<p><b>ICT3.2.2</b></p> <p>Search for, evaluate, select and get, from a range of sources, relevant ICT-based and non ICT-based information.</p>	<ul style="list-style-type: none"> <li>• design and use efficient search techniques to find ICT-based information</li> <li>• design queries to locate relevant information using different sources and multiple search criteria</li> <li>• access, navigate and efficiently search the internet for information</li> <li>• make sound judgements about the reliability of the websites you find, using explicit criteria and justifying your choices</li> <li>• interpret information and evaluate its fitness for your purpose</li> <li>• select and use the information you need to meet your purpose based on judgements of relevance and quality</li> <li>• establish the copyright status of the information you find, and record full details of your sources.</li> </ul>	<p>Evidence must be recorded in an appropriate document, completed by the learner, with entries confirmed as accurate and valid, eg by a supervisor, or others with whom the learner worked. Full details of the sources used must be recorded, along with the scope and nature of the searches, and their outcomes. Choice of sources must be explicitly justified.</p> <p>It may be supplemented by any of the following:</p> <ul style="list-style-type: none"> <li>• witness statements or records of observation by the assessor or other appropriate person; these must be authenticated by the assessor</li> <li>• notes of questions asked by an assessor, with records of observations or answers</li> <li>• annotated screenshots.</li> </ul>

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>ICT3.2.3</b> Enter, save, communicate and exchange ICT-based information to suit your purpose.</p>	<ul style="list-style-type: none"> <li>• enter information in consistent formats</li> <li>• convert information between formats as appropriate</li> <li>• enter and save your information in appropriately named files and folders, on hard discs and on portable storage media</li> <li>• explain the need for back-up copies, and ensure that they are made, including by you if necessary</li> <li>• use ICT to send, receive, exchange and share information</li> <li>• send, receive and respond appropriately to email, including attachments</li> <li>• copy emails to others only as required by your task, respecting confidentiality and the relevant requirements of the Data Protection Act</li> <li>• manage efficient storage of email, email attachments, and email addresses.</li> </ul>	<p>Evidence, including for use of email, must be in the form of a recording document together with annotated printouts and/or screenshots, supported by notes made by the learner and/or by a witness, and authenticated by an assessor.</p>

## Component: ICT3.3 Develop and present information

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>ICT3.3.1</b> Organise, develop, format and combine ICT-based and non ICT-based information from different sources to suit content and your purpose, in the form of:</p> <ul style="list-style-type: none"> <li>a) text</li> <li>b) tables</li> <li>c) images</li> <li>d) numbers</li> <li>e) records.</li> </ul>	<ul style="list-style-type: none"> <li>• observe copyright and other constraints on how you use information and acknowledge your sources in full</li> <li>• enter, develop and organise information using the features of software applications to improve the accuracy and efficiency of your work</li> <li>• create and use structures and procedures for developing information and bringing together text, tables, images, numbers and records</li> <li>• derive new information, including combined information</li> <li>• evaluate different methods of organising and presenting information, taking into account fitness for purpose and audience</li> <li>• develop and refine the presentation of your work so it is accurate, clear and presented consistently to suit your purpose and audience, taking account of the views of others</li> <li>• check that all your work is accurate, clear and fit for purpose.</li> </ul>	<p>Evidence must show the process whereby the learner has entered, organised and developed information to suit their purpose. This evidence must be in the form of drafts annotated by the learner or supplemented by assessor's notes of the learner's answers to questions.</p> <p>Evidence must show that the learner has taken account of the views of others as they developed the presentation of their work to ensure that it is fit for purpose and audience.</p> <p>The final work must be accurate, clear and saved appropriately. Graphs and charts must be fit for purpose and correctly labelled.</p>

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>ICT3.3.2</b> Present your final output effectively, using a consistent style and formats and layouts that are appropriate to your purpose and audience, using ICT, and review your work.</p>	<ul style="list-style-type: none"> <li>• present information so that it meets your purpose and the needs of the audience</li> <li>• ask for feedback from others and review the effectiveness of the development and presentation of your work.</li> </ul>	<p>Evidence must include the completed work, together with evidence that the learner has reviewed both the process of development and the finished product in the light of feedback from others.</p> <p>Evidence of reviewing must be in the form of notes written by the learner, either by hand or electronically.</p>

## Guidance for ICT Level 3

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The guidance below supports the requirements of the three columns of the component areas and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of ICT at Level 3 and producing evidence of your work. It is not a mandatory part of the standards.

### ICT3.1.1

#### **Analyse and accurately describe**

While your tutor, teacher or trainer may give you an activity outlined in broad terms, you must analyse, describe, and plan your approach to it independently. If you choose to carry out an activity of your own, that has been approved by your tutor, you must provide a description of it, including its context and purpose. You must know when to ask for and accept advice from an appropriate person to develop the detail and identify tasks and sub-tasks.

### ICT3.1.2

#### **Efficiently and effectively**

You must carry out the activity in ways that are efficient in terms of time and use of resources, and effective in terms of achieving your purpose.

#### **Explain the need for and use correct procedures**

You must be able to describe the appropriate steps when opening and shutting down systems and software, to explain why they are necessary, and to follow them correctly.

#### **Adjust personal settings**

You must know how to adjust, for example, aspects of your screen display without affecting the work of other users of the machine or the network, and be able to restore the original settings when you have finished your work.

#### **Manage files and folder structures**

You must create and name files and folders, using names that make it easy to retrieve data later (for example names must give an idea of content, ownership, date, sequence). You must know how to open, save, save as, print, close, delete, view, rename, move and copy files in appropriate folders.

## **Handle and use portable storage media safely and correctly**

You must know how to:

- handle, insert and remove a range of portable storage media so as to avoid damage or loss of data
- label media appropriately
- be able to run virus checks before using media
- store media safely.

### **ICT3.1.3**

#### **Explain and take active steps to ensure and follow safe and healthy working practices**

You must check and, if necessary, rearrange hardware and cables safely, adjust seating and lighting as required (or ask for these to be done by an appropriate person), avoid hazards, take breaks, minimise physical stress, and be able to explain why these precautions are necessary. Where necessary, you must accept some responsibility for and take the initiative in matters of health and safety.

#### **Explain the need for and follow recommended procedures to protect the security of data and of ICT systems**

You must use passwords and PINs where necessary, and make backups (or check that these have been made automatically). You must know how to check that virus protection is up to date. You must be able to explain why these precautions are necessary.

#### **Use the internet safely**

You must be careful to protect your identity, particularly in the context of social networking sites and chatrooms, and to avoid giving details of bank accounts etc on sites that are not secure.

**Note** It is important that your evidence shows that you have followed safe, healthy and secure working practices as you carried out your activities. It is not enough to be able to describe such practices out of context.

### **ICT3.2.1**

#### **Plan and organise your work**

You must know how to think ahead about the information you need for a specific purpose, for example to respond to an enquiry, carry out a task or get ideas for a design, and plan where and how you will obtain this information. You must plan in advance of doing the work; retrospective planning is not acceptable.

## **Access, navigate and efficiently search the internet for information**

You must be able to:

- connect to the internet
- use a search engine efficiently and effectively (eg using wildcards, multiple search criteria, quotation marks, searching within results, relational operators, logical operators)
- enter web addresses accurately
- browse, follow links, use forward and back, save and use bookmarks.

### **ICT3.2.2**

#### **Make sound judgements**

You must consider how far the websites you find provide accurate and reliable information. For example, sites with the suffix '.gov.uk' provide official statistical information, whereas facts and figures on many other sites are not independently verified. You must be able to explain why you accepted information from some websites but not others.

#### **Evaluate fitness for purpose**

You must know how to read and understand information so you can check facts and spot possible error or bias when you are making judgements on whether the information suits your purpose. You might take into account the intention and authority of the provider, the currency of the information, and its relevance.

#### **Establish copyright status**

You must know that all information, printed or ICT-based, is copyright. You must note full details of the sources of all the information you use and be able to establish whether the information you need can be reproduced without permission.

### **ICT3.2.3**

#### **Appropriately named files and folders**

The names that you use for your files and folders names must give clear information about their content, ownership, date, sequence.

#### **Send, receive and respond appropriately to email**

You must be able to open your mailbox, read, reply, delete, forward, create, send, copy, open and add attachments, use an address book, adapt your style to suit your audience, use appropriate language, respect confidentiality.

#### **Copy email to others only as required by your task**

You must copy email to others only on a 'need-to-know' basis.

### **Data protection**

You must be aware of and observe the law concerning data protection, for example that you must not provide someone's personal information to third parties without their consent.

### **Manage efficient storage of email, email attachments and email addresses**

For example, you must use folders to store important emails and/or attachments, and maintain an address book.

## **ICT3.3.1**

### **Enter, develop and organise information**

You must be able to enter and/or import information into software applications and use features of the software efficiently to bring together and develop the information in ways that are suitable for presenting your work. You must, for example, know how to insert, delete, select, copy, scan, cut, paste, drag and drop, find and replace, undo and redo, incorporate images into frames, put data into tables or columns, so as to make the processing and presentation of information as straightforward as possible.

### **Evidence must show the process**

Evidence must show that you have considered different ways and layouts for presenting your information and can explain your choices, for example in annotated drafts, notes, or witness statements.

### **Derive new information**

The processing of information (including quantitative data, text, and images) will generate new information, such as totals, page references, indexes, or revised diagrams or graphs. In processing information, you must be able to further your purpose and to draw your own conclusions.

### **Develop and refine presentation**

You must know how to:

- select and use layouts that are suitable for presenting combined information, including the conventions applied to commonly used documents (for example letters, spreadsheets, tables, menus, reports, posters, web pages)
- format and lay out text using tabulation, justification, spacing and supplied styles, for example margins, alignment, tabs, indents, font, line spacing, header and footer, portrait, landscape, columns, bullets, numbering, page breaks and page numbering
- (when you are laying out tables) arrange rows and columns appropriately, align horizontal and vertical text, merge and split cells, insert borders, insert shading etc

- (when you are laying out a spreadsheet) adjust row height and column width, insert/remove gridlines, merge cells, add cell borders, set cell data type and format (for example text, currency, %, decimal places, date, time, wrap text)
- (when you are formatting images) resize, crop, align, use borders, text wrap.

Presenting your work does not necessarily involve the use of Microsoft PowerPoint.

### **Taking account of the views of others**

As you work on the presentation of your work, you must ask for other people's opinions, and act on them where you think they are helpful.

## **ICT3.3.2**

### **Ask for feedback from others and review the effectiveness**

You must ask your audience to comment on the effectiveness of how you presented your work and take their opinions into account when you are reflecting on and evaluating both the process whereby you developed and presented your work, and the quality and fitness for purpose of the final product.

# Level 4 Essential Skills Wales in ICT

Level: 4

Credit value: 6

Guided learning hours: 60

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## About this qualification

This is about demonstrating your skills in:

- developing a strategy for using ICT skills (ICT4.1)
- monitoring your progress and adapting your strategy as necessary (ICT4.2)
- presenting the outcomes of your work (ICT4.3)
- evaluating your overall strategy (ICT4.3).

## Amplification of evidence requirements

### Notes

- 1 Each level of the skill incorporates and builds on the previous levels. You must therefore ensure that you are familiar with all the requirements of ICT Level 3 which, in turn, incorporates the requirements of the lower levels.
- 2 You must provide evidence of your ICT skills, as they are specified in the first column of the component grid. Your evidence must be in the form described in the third column (*Evidence requirements*). In order to provide this evidence, you will need to have the skills that are listed in the second column.
- 3 The guidance within the qualification supports the requirements of the three columns of the component areas and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of ICT at Level 4 and producing evidence of your work. It is not a mandatory part of the standards.
- 4 The Mandatory Definitions (*Annexe A*) give the exact meaning of certain words in the document. You must always refer to them when you are developing your skills, gathering evidence, and preparing for assessment.
- 5 Witness statements may be used to support written evidence (for example of a discussion) but must not be the only form of evidence that you provide.

## **Evidence**

At Level 4, you will be assessed via a portfolio of evidence. The term 'evidence' is used in this document to refer to the work you produce for final assessment.

Your evidence must show the processes you have used to identify and describe the task you have undertaken, to select, enter and develop information, and to develop the presentation of your work. The development process will normally involve drafting, revising, correcting, redrafting or reformatting your work, so the evidence you submit for assessment must include at least one complete draft with notes, annotations, highlighting, alterations etc. Your final printouts, presentations etc are not, on their own, sufficient as evidence, though they must of course be included in your portfolio.

Evidence of some parts of the process might include a signed statement, providing enough detail, from the person (for example manager, teacher, trainer) who has witnessed your work. Where such a witness statement is used, there should normally be supporting evidence in the form of your notes or plans, or evidence that your assessor has discussed the detail of the process with you.

You must produce evidence of meeting the requirements of ICT4.1, ICT4.2 and ICT4.3 in the context of one activity.

You may present your evidence in electronic format, in hard copy, or in a combination of these.

There must be evidence that all your work has been assessed and authenticated, for example there must be records/notes, written by a competent assessor, confirming that your work is your own and that it has achieved the required standard.

Where the standards refer to 'information', this can take the form of text and/or images and/or numbers.

## **Skill requirements**

In order to achieve this qualification, the evidence that you present for assessment needs to demonstrate that you can meet all of the skills requirements of the qualification for each of the component areas. A piece of work submitted could give assessment evidence for more than one skill.

## Component: ICT4.1 Developing a strategy

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>ICT4.1.1</b></p> <p>Develop a strategy for using ICT skills over an extended period of time.</p>	<ul style="list-style-type: none"> <li>• establish opportunities to use ICT skills</li> <li>• clearly identify the outcomes you hope to achieve</li> <li>• plan your use of ICT skills over an extended period of time taking into account factors that may affect your plans</li> <li>• make a reasoned choice of methods for achieving the quality of outcomes required</li> <li>• identify relevant sources of information, including people and reference material, and research the information you need.</li> </ul>	<p>Evidence must be written and may be in various forms, including entries in a personal development plan or progress file, or a project proposal.</p> <p>Evidence must include:</p> <ul style="list-style-type: none"> <li>• reasons for the choice of methods</li> <li>• annotated references of sources used for researching information.</li> </ul>

## Component: ICT4.2 Monitoring progress

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>ICT4.2.1</b> Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving the use of ICT for <b>two</b> different, complex purposes.</p>	<ul style="list-style-type: none"> <li>• prepare and use ICT to aid:               <ul style="list-style-type: none"> <li>- efficient searching, evaluation and selection of information</li> <li>- exploration of alternative lines of enquiry</li> </ul> </li> <li>• develop and exchange relevant information to meet your purpose</li> <li>• derive new information, including integration of text, image and number</li> <li>• monitor and critically reflect on your use of ICT skills, including:               <ul style="list-style-type: none"> <li>- obtaining feedback from others</li> <li>- noting choices made and judging their effectiveness</li> </ul> </li> <li>• adapt your strategy as necessary to overcome difficulties and produce the quality of outcomes required.</li> </ul>	<p>Evidence of monitoring progress and adapting strategy may be through:</p> <ul style="list-style-type: none"> <li>• written records of the learner's reflections on the progress of the work and of feedback obtained and/or</li> <li>• written notes of discussions with appropriate persons, supported by witness statements.</li> </ul> <p>Evidence must describe choices made, reasons for these, and judgements of their effectiveness.</p> <p>Evidence must include:</p> <ul style="list-style-type: none"> <li>• notes of planning</li> <li>• at least one draft, with evidence of checking</li> <li>• full references for all sources used.</li> </ul>

## Component: ICT4.3 Presenting outcomes and evaluating strategy

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>ICT4.3.1</b> Present the outcomes of your work.</p>	<ul style="list-style-type: none"> <li>• develop the structure for presenting your work, integrating different types of information to ensure consistency in the display of text, numbers and images</li> <li>• use the views of others to guide refinements to content and design</li> <li>• present information effectively, using a format and style to suit your purpose, subject and audience, and ensure that:               <ul style="list-style-type: none"> <li>- it is accurate in terms of content and conventions</li> <li>- it makes sense.</li> </ul> </li> </ul>	<p>Evidence may be presented electronically, in hard copy, in an oral presentation, or in a combination of these.</p> <p>If any part of the evidence is presented orally:</p> <ul style="list-style-type: none"> <li>• Evidence must include the learner's preparatory notes for the presentation.</li> <li>• There must be additional evidence which may be in the form of:               <ul style="list-style-type: none"> <li>- audio/visual clips of the presentation and/or</li> <li>- witness statements.</li> </ul> </li> <li>• Brief notes may be used as a prompt, but the learner must not read these out.</li> </ul> <p>Assessors must look for:</p> <ul style="list-style-type: none"> <li>• clarity of expression</li> <li>• appropriate use of vocabulary</li> <li>• the use of a variety of verbal, visual and other techniques</li> <li>• evidence that the presentation is well structured, with examples that are relevant to the audience</li> <li>• evidence that the audience has responded appropriately.</li> </ul>

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>ICT4.3.2</b> Evaluate the effectiveness of your strategy, and identify ways to further develop your ICT skills.</p>	<ul style="list-style-type: none"> <li>• evaluate the effectiveness of your strategy, identifying factors that had an impact on the outcomes</li> <li>• identify ways to further develop your ICT skills.</li> </ul>	<p>Evidence must be written but may be supported by a recorded discussion with an appropriate person.</p>

## Guidance for ICT Level 4

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The guidance below supports the requirements of the three columns of the component areas and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of ICT at Level 4 and producing evidence of your work. It is not a mandatory part of the standards.

### ICT4.1.1

#### **Establish opportunities to use ICT skills**

You must spend some time researching and exploring work activities in order to identify where and how you can use ICT to aid efficient searching, development, exchange and presentation of information, including text, images and numbers.

#### **Identify the outcomes**

An intended outcome is a statement of what you want or need to achieve (for example a computer-based conferencing system to support team working). You may need to negotiate these outcomes with other people who are involved in the work. You must identify and write down outcomes that are specific, so you will be able to tell if they have been achieved. This will help later when you are monitoring and evaluating your work.

#### **Plan your use of ICT skills**

You must take stock of the skills you will need to achieve your intended outcomes, and plan your use of ICT skills so you can make the most of your work activities. You must be able to identify opportunities and constraints (for example your own expertise, resources, work patterns, health and safety issues, and social and ethical concerns). You must set realistic targets and deadlines over the coming months.

#### **Make a reasoned choice of methods**

You must be familiar with the strengths and weaknesses of ICT methods for handling, processing and presenting different types of information (for example specific software facilities).

#### **Identify relevant sources of information**

You must check a range of different sources, including people who may be able to support you in developing your skills and completing the work. You must know how to access help and gain access to the internet, databases on CD ROM or online, a library, or specialist publications. In using a web browser, you must know how to bookmark relevant web pages, and how to download and save information. You must know how to use appropriate referencing and filing systems, and keep records of the sources you use.

## ICT4.2.1

### **Prepare and use ICT**

You must be able to set up and use:

- style-sheets, templates, and macros to handle repeated operations
- database structures
- queries using search engines, and be able to refine your search.

You must be able to:

- establish criteria (for example by date, author, subject, organisation, type and format) to help select the information you require
- set up different search strategies and criteria to explore alternative lines of enquiry, (for example use a financial model on a spreadsheet to explore and predict possible consequences of cost and pricing changes on sales and profits).

### **Evaluation and selection of information**

You must develop a 'critical eye' for assessing the quality and reliability of information from different sources, taking into account commercial, political, academic or personal interests that may influence content and presentation. You must check facts, research other sources, and ask additional questions.

### **Develop and exchange relevant information**

You must be able to identify methods of exchanging information (for example email, computer conferencing, video conferencing, web pages, sharing documents) and understand how they affect the development of information and ways of working. You must be able to take into account organisational factors such as version control, document retrieval, transaction monitoring, security, archiving and backup.

### **Derive new information**

You must identify and, where appropriate, make use of information that is generated as your work progresses (for example different ideas, interpretations, improvisations, plans).

### **Monitor and critically reflect**

You must know how to track, record, reflect on and evaluate your progress, including any ICT problems and what you did about them. You must identify reliable sources of feedback and use feedback constructively to help you monitor your performance and make decisions, (for example on whether to adapt your overall strategy).

## ICT4.3.1

### **Present information effectively**

You must know how to develop appropriate structures for integrating different types of information, (for example to ensure that fonts, layout, number formats, sizes and shapes of graphs, images and tables are consistent). You must ensure that conventions of format, language and style are used as agreed, and obtain feedback from others. You must check spelling, punctuation and grammar, and check that graphs, diagrams and charts are correctly labelled and any specific requirements (for example word length, types of binding, paper size) have been met.

## ICT4.3.2

### **Evaluate the effectiveness of your strategy**

You must be able to identify how your decisions, and the resources and people involved in your work, have influenced how you have tackled the activity and its outcomes. You must also take into account the effect of your own strengths and weaknesses in ICT.

### **Identify ways to further develop your ICT skills**

You must reflect on your overall level of ICT skills and suggest areas where you need to improve, based on the experience you have gained in this activity. You must be able to identify opportunities that are available to you (for example for training, for changing working practices, or for tackling new kinds of tasks). You must discuss with a line manager, colleague or mentor how you might improve working methods, take advantage of new opportunities, and further develop your skills.



# Annexe A – ICT Mandatory Definitions

## **Note**

*The focus of this Mandatory Definitions document is on the terms and concepts that are particularly relevant to the ICT standards. It includes some but not all of the specialist ICT terms that appear in the standards.*

## **accuracy/-te/-ly**

Has the everyday meaning of 'without mistakes'.

## **acknowledge (sources)**

Include, at least, title or website address of source/s of information.

- **In full:** use recognised referencing system, such as Harvard for printed materials.

## **active (steps)**

At Level 3, show some degree of initiative or independence in ensuring safe and healthy working practices.

## **activity**

An activity includes a number of related tasks where the results of one task affect the carrying out of another. See also 'task'.

## **align**

Place pictures, text, or cell contents to the left, right, or centre of a given space, or to the left or right margin, or both.

## **analyse**

Break down into components or essential features; examine in detail.

## **appropriate**

Suitable for intended activity, task, context, audience etc. The use of 'appropriate' in the standards recognises that different contexts require different treatments.

## **assessor**

The person who is competent/trained and responsible for judging a candidate's performance against the standards at the appropriate level.

## **audience**

The audience is the people who are addressed by a text, document or speaker. The term includes readers, listeners, film/TV audiences and users of ICT.

## **authentic (evidence)**

Evidence that has been produced by the candidate with no more help, support or guidance than is permitted at the relevant level.

## **authenticate**

Confirm that a candidate's evidence is authentic.

**bring together** (information)

Combine text and/or numbers and/or images into a single piece of work.

**check**

Go through work for a second time (or more) to identify and correct mistakes.

**combined** (information)

Information that brings together text and/or numbers and/or images.

**common**

Used to describe units, instruments, measures, date formats, etc that are widely used in everyday life in non-specialist contexts.

**communicate**

Includes send, receive, exchange and/or share (information).

**communication services**

Include, for example, ISP, broadband, dial-up, network, mobile phone.

**complex**

- At Level 3, a complex activity involves three or more tasks.
- At Level 2, complex search techniques involve two or more search criteria being used in combination.

**confirm**

The task or problem is given by the tutor, teacher or trainer; it is the candidate's responsibility to demonstrate that they fully understand it.

**correct** (procedure)

- Correct procedures ensure that ICT systems are started and shut down in accordance with manufacturers' and/or local guidelines.
- (of portable storage media) Insert, remove and handle in accordance with software and hardware requirements.

**data**

Quantitative information consisting of counts or measurements.

Singular: datum.

**describe**

Unless otherwise specified in the standards or amplification, candidates may describe their task/activity, methods, data, results etc in written or spoken form, or a combination of these.

**develop** (information)

Work with data and information to improve fitness for purpose, presentation, ease of use, efficiency etc.

**device**

Piece of electronic hardware, for example mouse, keyboard, screen, printer.

**edit**

Includes adding, deleting, and amending information.

**effective/ly**

Carry out a task in a way that produces the desired result. It is possible to be effective but inefficient.

**efficiently**

- Carry out a task using an appropriate number of steps or operations and in a sequence that is fit for purpose. For example, when using electronic aids, it is efficient to use available operations and functions, for example memory and constant functions on a calculator, or to use the 'sum' formula in a spreadsheet for a range of cells, rather than adding up individual cells.
- Not waste time and resources by, for example, downloading and/or printing large amounts of information unselectively.

**electronic aid**

A tool for calculating, for example a calculator, spreadsheet.

**error**

- A problem resulting from a hardware, software or electrical failure.
- A message that results from inputting inappropriate data or information, or from inputting data or information incorrectly.

**establish** (copyright)

Find out whether it is necessary to get permission to reproduce the material in question.

**evidence all levels**

Candidates have to produce a portfolio of evidence to demonstrate that they have the skills required to satisfy the requirements of the standards. Evidence can include computer printouts, written material, audio and/or video recordings, and witness statements/testimony. See also 'portfolio' and 'witness statement'.

**exchange** (information)

To send information to and receive information back from the same person. See also 'share'.

**explain**

Give a clear and detailed account or description, including of cause and effect where appropriate. Tends to involve words such as 'so', 'therefore', 'as a result'. Unless otherwise specified in the standards or amplification, candidates may explain their task/activity, methods, data, results etc in written or spoken form, or a combination of these.

**extended** (period of time)

An extended period of time is likely to be at least three months.

**fit/ness for purpose**

- Information must be evaluated and selected, taking into account the authority of sources, and the currency, relevance, bias etc of the information.
- Text and/or images and/or numbers must be presented in ways that will help the audience to understand the information that is being presented.
- Information must be laid out and presented in ways that meet the purpose of the task or activity and are appropriate to the nature of the audience. See also 'purposeful'.

**format**

- Text: for example margins, portrait/landscape, bold/italic/underline, borders, shading, colour.
- Tables/spreadsheets: for example column width, row height, cell merge.
- Images: for example crop, size/resize.

**given**

Refers to a task, activity, or information that is provided to the candidate by the tutor, teacher or trainer, rather than the candidate having to find, identify or choose it for themselves.

**graphics**

Collective term for any kind of image.

**healthy**

In the context of ICT, refers to issues such as seating arrangements, screen height/glare, taking breaks, using wrist rests etc.

**housekeeping**

Local arrangements for ensuring the orderliness and maintenance of ICT systems.

**identify**

Understand meaning or purpose, after consideration (but see also 'recognise').

**image**

Includes photographs, objects, artefacts, scanned images, clip art, plans, sketches, diagrams, pictures, graphs and charts. Whatever form the image takes, it must be fit for purpose and must help understanding of the material being presented.

A 'simple image' might be a picture, sketch or diagram that shows simple information and requires very little interpretation.

A table of text or numbers does not count as an image for ICT.

**independence/-t/-ly**

Making choices or decisions without consulting a tutor, teacher or trainer in the first instance, though perhaps asking advice or seeking confirmation later. Includes being able to recognise when it is appropriate to ask for advice or seek confirmation.

**information**

Information can take the form of text and/or images and/or numbers.

**information source**

- **ICT-based** Obtained from an electronic source, for example CD, DVD, intranet, internet, database.
- **non-ICT-based** Obtained from a non-electronic source, for example print, broadcast, discussion.

**interface feature**

Includes icons, option buttons, sliders/scrolling, menus and sub-menus etc.

**interpret**

Explain the meaning of, for example, symbols, information, results.

- Explain why the methods used or choices made are appropriate to the task or activity.
- Align text to the left or right margin, or both.

**layout**

Arrangement of text, images etc on the page or screen.

See also 'format'.

**mistake**

Has its everyday meaning; this is different from 'error' which has a specialist meaning in ICT. See also 'error'.

**notes**

Notes that are submitted as evidence need not be in continuous prose, and grammar, spelling and punctuation do not have to be perfect, but they must be legible and meaning must be clear. They include completion of a pro forma, where this is appropriate. Where appropriate, notes may be supplemented by a witness statement.

**output**

The result of a computer process, for example information on the screen or on paper.

**personal settings**

for example mouse speed, icon size, font size, screen resolution, desktop contrast, volume.

**portable storage media**

for example floppy disc, CD, DVD, memory stick, Flashdrive, external hard disc.

**portfolio**

A portfolio is a file, folder or other means of storing and presenting the evidence that the candidate is submitting for final/summative assessment. It may include a variety of types of evidence, for example written, video, audio, artefact, and may be in hard copy, e-based (often referred to as an e-portfolio), or a combination of these.

**present/ation**

Unless otherwise specified in the standards (for example 'using ICT'), candidates may present the results of their work in written or spoken form, or a combination of these. Presenting work does not necessarily involve the use of Microsoft PowerPoint ®.

**purposeful**

Evidence must be generated in the context of a task or activity that satisfies some purpose in the candidate's work or leisure. Evidence that is collected simply to satisfy the requirements of the portfolio is not purposeful and does not meet the assessment requirement. See also 'Fitness for purpose'.

**range**

Refers to three or more methods, sources, options etc.

**read**

In the context of ICT, the term 'read' refers to obtaining meaning from symbols, numbers, diagrams, graphs etc. It may not require the ability to read continuous text, though this is more likely to be necessary at Level 2 and Level 3.

**recognise**

Understand meaning or purpose on sight.

**recommended**

Recommendations may be by a person, in print, or onscreen.

**recording documents**

These may include logs, diaries, completed pro formas, or any other means of recording work as it is being carried out. Recording documents that are completed in retrospect at the end of a task or activity are not acceptable as evidence.

**reliable/ility**

Of a website: the extent to which information on the site can be assumed to be correct, trustworthy etc. For example, statistical information from .gov websites can be assumed to be reliable.

**review** (effectiveness)

Look back over completed work and consider lessons learned and whether there are ways in which similar work might be improved in the future. Candidates may review the effectiveness of their work in written or spoken form, or a combination of these.

**safe**

- Physically safe, for example electrics, cabling.
- Socially safe, for example not disclosing inappropriate personal data when using social networking sites.

**search for** (information)

Applies when purposeful information is not immediately available or forthcoming.

**secure/ity**

Refers to protecting data and information by use of passwords, PINs, padlock symbol, making backups, etc.

**select**

Choose, using criteria appropriate to task.

**share**

Implies exchanging data with two or more others. See also 'exchange'.

**simple**

Describes information that makes limited demands on the candidate, for example straightforward text, whole numbers, numbers that are easy to work with (for example multiples of 2, 5, 10, 100), uncomplicated representations of limited amounts of data or information. See also 'straightforward'

**software** (application)

Includes word processor, spreadsheet, database, graphics, browser, email.

**sources**

May be other people, printed material, electronic material (for example the internet), broadcasts etc. The range and complexity of sources will increase as the demand of a task or activity increases through the levels.

**step**

A purposeful action taken in the context of carrying out a task.

**straightforward**

Describes information, subjects and materials that candidates often meet in their work, studies or other activities. See also 'simple'.

**style**

Used when formatting text, for example use of font, bold, italic, underline.

**system**

Set-up of hardware + software + data + people, possibly including internet access. May be standalone or networked.

**table**

An orderly arrangement of information, numbers or letters, usually in rows and columns.

**task**

A task is purposeful and complete in itself. It may involve more than one step. See also 'activity'.

**valid**

Valid evidence is evidence that gives a true picture of the work of the candidate and is directly relevant to the required standard.

**version management**

Keeping track of amendments and revisions to files by means of suitable filenames that give an idea of content and ownership, and include version number, date etc.

**witness statement**

A statement (sometimes called 'witness testimony') that confirms that the candidate has demonstrated the skill/s in question (for example followed safe, healthy and secure working practices) at the required standard. The statement must be signed by a competent person, ie a person who was present when the candidate demonstrated their competence and who is, in the opinion of the assessor, capable of making a reliable, fair and unbiased judgment in relation to the required standard.

Where used, a witness statement should include the date, the name, signature and contact details of the witness, and details of the context in which the observation took place. There must also be a very short note of the witness's role, for example workplace supervisor, geography teacher, youth group leader.

The assessor must confirm the authenticity and the validity of a witness statement; they may need to confirm with the witness that the statement is genuine and to check that the witness understands the requirements of the standard.

A witness statement must not be the sole form of evidence that a candidate has achieved the standard.

Much of the evidence required is in the form of recording documents (for example a log, diary, or completed pro forma). Such documents must be completed while the work is being carried out. Recording documents that are completed in retrospect at the end of a task or activity are not acceptable as evidence.

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