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Specification

Edexcel Entry Levels 1-3 Essential Skills Wales in Information and Communication Technology (ICT)

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Issue 2

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Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which helps to raise attainment.

This specification is Issue 2. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

References to third party material made in this specification are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Contents

Qualification titles covered by this specification

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

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

Edexcel Entry Level 3 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 Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. The QANs for the qualifications in this publication are:

Edexcel Entry Level 1 Essential Skills Wales in Information and Communication Technology (ICT)	500/8921/3
Edexcel Entry Level 2 Essential Skills Wales in Information and Communication Technology (ICT)	500/8924/9
Edexcel Entry Level 3 Essential Skills Wales in Information and Communication Technology (ICT)	500/8923/7

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 available

Edexcel Entry Level Essential Skills Wales in Application of Number

Edexcel Entry Level Essential Skills Wales in Communication

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

Edexcel Levels 1-4 Essential Skills Wales in Communication

Edexcel Levels 1-4 Essential Skills Wales in ICT

For the specifications and further information please visit our website at www.edexcel.com.

Introduction

This document contains the required outcomes, content and associated guidance for the Edexcel Entry Levels 1–3 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 qualifications available

- bring together the current Key and Basic Skills into a singe 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 these skills:

- 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 from September 2010 in Wales.

Structure of the qualifications

Edexcel Entry Levels 1-3 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 essentially concerned with developing and recognising learners' 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 learners' 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 3. 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 email and to whom they should turn 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. They 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 (eg 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 Entry level (Entry 1, Entry 2 and Entry 3). 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 learner's 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.

The assessment for the Edexcel Entry Levels 1–3 Essential Skills Wales in ICT is criterion referenced, based on the achievement of specified skills.

The overall grading for the Edexcel Entry Levels 1–3 Essential Skills Wales in ICT is a pass, based upon the successful completion of all skills.

The Edexcel Entry Levels 1–3 Essential Skills Wales in ICT are internally assessed and internally 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.

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 or email 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). This document will apply to the Essential Skills Wales qualifications. This policy replaces the previous Edexcel policy (*Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002*) concerning learners with particular requirements.

Professional development and training

Edexcel supports UK and international customers with training related to Edexcel 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). 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:

BTEC and NVQ	**0844 576 0026**	**(ESW queries should be directed here)**
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.

Information and Communication Technology: evidence requirements

Entry Level 1 Essential Skills Wales in Information and Communication Technology (ICT)

Level:	**Entry Level 1**
Credit value:	**6**
Guided learning hours:	**60**

About this qualification

This is about showing that you can:

- use ICT systems (ICTE1.1)

- find, select and exchange information, using ICT (ICTE1.2)

- develop and present information, using ICT (ICTE1.3)

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

Amplification of evidence requirements

Notes

1   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.

2   At this level, the subject matter and the tasks will be familiar to you; they will be given by your tutor, teacher or trainer, who will also give you guidance and direction. The ICT skills you will need are clear and straightforward.

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 Entry Level 1 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 must not be the only form of evidence that you provide. When you provide a witness statement, it must be supported by other evidence.

6   Much of the evidence required is in the form of recording documents (eg 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 hardware, you must know about and observe the safety requirements of the equipment you are working with. This includes safe periods working with monitors and using equipment for an appropriate purpose.

- You are not expected to deal with equipment failures or errors, but you must understand why it is important to report problems immediately and know where to turn for help.

Evidence

At Entry level, 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 standalone exercises cannot be used as evidence. The evidence you submit must show what you set out to do, your purpose, and the outcome expected; this may be in the form of a task or assignment brief. You may be able to follow through the three components of the standard in a single task, but this is not a requirement.

Your evidence must show that you have understood the task you have been given, used ICT to carry it out, obtained, entered, edited and saved information, sent and received ICT-based communications, and presented your work. The work you hand in must include at least one complete draft, with notes of the changes you made as you worked on the task. Your final printouts, presentations etc are not, on their own, sufficient as evidence, though you must include them in what you hand in. The evidence may include a signed statement from the person 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 evidence that the assessor has discussed your work with you. Evidence for ICTE1.1.3 (which concerns health, safety and security) should be integrated into your work rather than stand alone.

You may present your evidence in electronic format, 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: ICTE1.1 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
ICTE1.1.1 Understand a simple given task that involves the use of ICT.	• make sure that you understand the task you have been given.	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. Evidence must include the brief or assignment that the learner was given.
ICTE1.1.2 Use ICT to help you carry out the task.	• use hardware to help you carry out the task • recognise and use interface features • use the 'help' facility when appropriate • ask for help when you need it.	Evidence must show how the learner has used ICT to tackle the task. Evidence may take the form of: • 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 • witness statements or records of observation by the assessor or other appropriate person; these must be authenticated by the assessor • notes of questions asked by an assessor, with records of the learner's answers • annotated screenshots • an audio/visual clip.

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
ICTE1.1.3 Follow safe, healthy and secure working practices at all times.	• follow safe and healthy working practices that you are shown.	Evidence may be included at relevant points in the learner's work **or** may be provided in the form of witness statements or records of observation by the assessor or other appropriate person; these must be authenticated by the assessor. It may be supplemented by: • 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 • notes of questions asked by an assessor, with records of the learner's answers • annotated screenshots • an audio/visual clip.

Component: ICTE1.2 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
ICTE1.2.1 Recognise appropriate sources of ICT-based information.	• recognise sources of information that are appropriate to your task.	Evidence may be in the form of: • 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 • witness statements or records of observation by the assessor or other appropriate person; these must be authenticated by the assessor • notes of questions asked by an assessor, with records of the learner's answers • screenshots annotated by the learner • an audio/visual clip.
ICTE1.2.2 Get information from an ICT-based source.	• get simple information from an appropriate ICT-based source.	Evidence may be in the form of: • 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 • witness statements or records of observation by the assessor or other appropriate person; these must be authenticated by the assessor

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
ICTE1.2.2 *continued*		• notes of questions asked by an assessor, with records of the learner's answers • screenshots annotated by the learner • printouts.
ICTE1.2.3 Receive ICT-based communications.	• enter and save simple information so that you can find it again • receive simple ICT-based communication.	Evidence must include printouts and/or screenshots, supported by notes made by the learner and/or by a witness, and authenticated by an assessor. It may be supplemented by: • a separate log, completed by the learner, with entries confirmed as accurate, eg by a supervisor, or others with whom the learner worked • notes of questions asked by an assessor, with records of the learner's answers • an audio/visual clip.

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
ICTE1.3.1 Enter simple ICT-based information for a purpose.	• enter and edit simple information • identify and correct any simple mistakes.	Evidence must include annotated printouts or screenshots of at least one complete draft. Evidence must show that the learner can enter and edit information accurately. Final versions must be correct.
ICTE1.3.2 Present information for a purpose, using ICT.	• present information.	Evidence must include hard copy or screenshots of the work that is presented.

Guidance for ICT Entry Level 1

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 Entry Level 1 and producing evidence of your work. It is not a mandatory part of the standards.

ICTE1.1.1

Understand a simple given task

You will be given a task to carry out but you must make sure that you understand it before you start, for example by asking questions and/or by describing the task in your own words.

ICTE1.1.2

Ask for help when you need it

You must be able to recognise when you need help, rather than think that you have to deal with every problem by yourself.

ICTE1.1.3

Follow safe and healthy working practices

You must be able to follow safe and healthy working practices that you have been shown. These might cover checking cables, asking for seating and lighting to be adjusted, and taking breaks.

ICT1.2.1

Recognise appropriate sources

You must be able to recognise whether a source of information, eg DVD, text message, map, route-finder, will provide the information you need for your task.

ICTE1.2.2

Get simple information

Your tutor/teacher/trainer may suggest an ICT-based source but you must get the relevant information from it.

ICTE1.2.3

Save simple information … find it again

You must save information in ways that help you to find it again, eg by entering it in the right place in an online form, or by using appropriate filenames.

Receive simple ICT-based communication

You must be able to receive simple information using ICT, eg by emails.

ICTE1.3.1

Enter and edit information

You must be able to enter simple information (eg your name in an online form) correctly, and delete or amend information when you need to.

ICTE1.3.2

Present information

The information you present must be ICT-based but you may present it with a spoken explanation.

Entry Level 2 Essential Skills Wales in Information and Communication Technology (ICT)

Level:	**Entry Level 2**
Credit value:	**6**
Guided Learning Hours:	**60**

About this qualification

This is about showing that you can:

- use ICT systems (ICTE2.1)
- find, select and exchange information, using ICT (ICTE2.2)
- develop and present information, using ICT (ICTE2.3)

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 Entry Level 2, you need also to be competent in the skills that are required at Entry Level 1.

2. At this level, the subject matter and the tasks will be familiar to you; they will be given by your tutor, teacher or trainer, who will also give you guidance and direction. The ICT skills you will need are clear and straightforward.

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 Entry Level 2 and producing evidence of your work. 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 (eg 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 hardware, you must know about and observe the safety requirements of the equipment you are working with. This includes safe periods working with monitors and using equipment for an appropriate purpose.

- You are not expected to deal with equipment failures or errors, but you must understand why it is important to report problems immediately and know where to turn for help.

Evidence

At Entry Level, 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 standalone exercises cannot be used as evidence. The evidence you submit must show what you set out to do, your purpose, and the outcome expected; this may be in the form of a task or assignment brief. You may be able to follow through the three components of the standard in a single task, but this is not a requirement.

Your evidence must show that you have understood the task you have been given, used ICT to carry it out, obtained, entered, edited and saved information, sent and received ICT-based communications, and presented your work. The work you hand in must include at least one complete draft, with notes of the changes you made as you worked on the task. Your final printouts, presentations etc are not, on their own, sufficient as evidence, though you must include them in what you hand in. The evidence may include a signed statement from the person 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 evidence that the assessor has discussed your work with you. Evidence for ICTE2.1.3 (which concerns health, safety and security) should be integrated into your work rather than stand alone.

You may present your evidence in electronic format, 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: ICTE2.1 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
ICTE2.1.1 Understand a straightforward given task that involves the use of ICT.	• make sure that you understand the task you have been given.	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. Evidence must include the brief or assignment that the learner was given.
ICTE2.1.2 Use ICT to help you carry out the task.	• use hardware and software to help you carry out the task • recognise and use interface features • use the 'help' facility when appropriate • ask for help when an error occurs.	Evidence must show how the learner has used ICT to tackle the task. Evidence may take the form of: • 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 • witness statements or records of observation by the assessor or other appropriate person; these must be authenticated by the assessor • notes of questions asked by an assessor, with records of the learner's answers • annotated screenshots • an audio/visual clip.

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
ICTE2.1.3 Follow safe, healthy and secure working practices at all times.	• follow safe and healthy working practices that are recommended to you • keep access information secure.	Evidence may be included at relevant points in the learner's work **or** may be provided in the form of witness statements or records of observation by the assessor or other appropriate person; these must be authenticated by the assessor. It may be supplemented by: • 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 • notes of questions asked by an assessor, with records of the learner's answers • annotated screenshots • an audio/visual clip.

Component: ICTE2.2 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
ICTE2.2.1 Recognise and use appropriate sources of ICT-based information.	• recognise and use appropriate sources of ICT-based and other forms of information.	Evidence may be in the form of: • 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 • witness statements or records of observation by the assessor or other appropriate person; these must be authenticated by the assessor • notes of questions asked by an assessor, with records of the learner's answers • screenshots annotated by the learner • an audio/visual clip.
ICTE2.2.2 Find and get information from ICT-based sources.	• get information from appropriate ICT-based sources.	Evidence may be in the form of: • 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 • witness statements or records of observation by the assessor or other appropriate person; these must be authenticated by the assessor

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
ICTE2.2.2 *continued*		• notes of questions asked by an assessor, with records of the learner's answers • screenshots annotated by the learner • printouts.
ICTE2.2.3 Enter, save, send and receive ICT-based information.	• enter and save information so that you can find it again easily • send and receive simple ICT-based communications.	Evidence must include printouts and/or screenshots, supported by notes made by the learner and/or by a witness, and authenticated by an assessor. It may be supplemented by: • a separate log, completed by the learner, with entries confirmed as accurate, eg by a supervisor, or others with whom the learner worked • notes of questions asked by an assessor, with records of the learner's answers • an audio/visual clip.

Component: ICTE2.3 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
ICTE2.3.1 Enter and edit ICT-based information for a purpose.	• enter and edit information • check content and correct any mistakes.	Evidence must include annotated printouts and/or screenshots of at least one complete draft. Evidence must show that the learner can enter and edit information accurately. Final versions must be correct.
ICTE2.3.2 Present information for a purpose, using ICT.	• present information that is fit for purpose.	Evidence must include hard copy or screenshots of the work that is presented.

Guidance for ICT Entry Level 2

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 Entry Level 2 and producing evidence of your work. It is not a mandatory part of the standards.

ICTE2.1.1

Understand a straightforward given task

You will be given a task to carry out but you must make sure that you understand it before you start, for example by asking questions and/or by describing the task in your own words.

ICTE2.1.2

Ask for help when an error occurs

You must be able to recognise when an error occurs and know when to ask for help.

ICTE2.1.3

Follow safe and healthy working practices

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

Keep access information secure

You must maintain secrecy about passwords and PINs.

ICTE2.2.1

Recognise and use appropriate sources

You must be able to decide whether a source of information, eg DVD, text message, map, route-finder, is or is not appropriate to your needs.

ICTE2.2.2

Find and get information

Your tutor/teacher/trainer may suggest some ICT-based sources but you must find relevant information in them.

ICTE2.2.3

Save information … find it again easily

You must save information in ways that help you to find it again easily, eg by using appropriate filenames.

Send and receive simple ICT-based communications

You must be able to use ICT to send and receive simple information, eg by email.

ICTE2.3.1

Enter and edit information

You must be able to enter information (eg make a diary entry, complete a simple form) and change it if you need to.

ICT3.3.2

Present information

The information you present must be ICT-based but you may present it with a spoken explanation.

Entry Level 3 Essential Skills Wales in Information and Communication Technology (ICT)

Level: **Entry Level 3**

Credit value: **6**

Guided Learning Hours: **60**

About this qualification

This is about showing that you can:

- use ICT systems (ICTE3.1)

- find, select and exchange information, using ICT (ICTE3.2)

- develop and present information, using ICT (ICTE3.3)

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 Entry Level 3, you need also to be competent in the skills that are required at Entry Level 2.

2 At this level, the subject matter and the tasks will be familiar to you; they will be given by your tutor, teacher or trainer, who will also give you guidance and direction. The ICT skills you will need are clear and straightforward.

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 Entry Level 3 and producing evidence of your work. 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 (eg 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 hardware, you must know about and observe the safety requirements of the equipment you are working with. This includes safe periods working with monitors and using equipment for an appropriate purpose.

- You are not expected to deal with equipment failures or errors, but you must understand why it is important to report problems immediately and know where to turn for help.

Evidence

At Entry Level, 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 standalone exercises cannot be used as evidence. The evidence you submit must show what you set out to do, your purpose, and the outcome expected; this may be in the form of a task or assignment brief. You may be able to follow through the three components of the standard in a single task, but this is not a requirement.

Your evidence must show that you have understood the task you have been given, used ICT to carry it out, obtained, entered, edited and saved information, sent and received ICT-based communications, and presented your work. The work you hand in must include at least one complete draft, with notes of the changes you made as you worked on the task. Your final printouts, presentations etc are not, on their own, sufficient as evidence, though you must include them in what you hand in. The evidence may include a signed statement from the person 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 evidence that the assessor has discussed your work with you. Evidence for ICTE3.1.3 (which concerns health, safety and security) should be integrated into your work rather than stand alone.

You may present your evidence in electronic format, 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: ICTE3.1 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
ICTE3.1.1 Confirm your understanding of a straightforward given task that involves the use of ICT.	• make sure that you understand the task you have been given.	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. Evidence must include the brief or assignment that the learner was given.
ICTE3.1.2 Use ICT to help you carry out the task.	• use correct procedures to start and shut down an ICT system • use correct procedures to open, use and close appropriate software • use input and output devices • recognise and use interface features • ask for personal settings to be adjusted according to your needs • work with files to enable storage and retrieval of information • show that you understand the importance of making a back-up copy of your work • insert and remove portable storage media correctly • use the 'help' facility when appropriate • ask for help when an error occurs.	Evidence must show how the learner has used ICT to tackle the task. Evidence may take the form of: • 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 • witness statements or records of observation by the assessor or other appropriate person; these must be authenticated by the assessor • notes of questions asked by an assessor, with records of the learner's answers • annotated screenshots • an audio/visual clip.

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
ICTE3.1.3 Follow safe, healthy and secure working practices at all times.	• follow safe and healthy working practices that are recommended to you • keep information secure • show you are aware of the main threats to internet and network security • use the internet safely.	Evidence may be included at relevant points in the learner's work **or** may be provided in the form of witness statements or records of observation by the assessor or other appropriate person; these must be authenticated by the assessor. It may be supplemented by: • 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 • notes of questions asked by an assessor, with records of the learner's answers • annotated screenshots • an audio/visual clip.

Component: ICTE3.2 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
ICTE3.2.1 Identify and use appropriate sources of ICT-based information.	• identify and use appropriate sources of ICT-based and other forms of information.	Evidence may be in the form of: • 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 • witness statements or records of observation by the assessor or other appropriate person; these must be authenticated by the assessor • notes of questions asked by an assessor, with records of the learner's answers • screenshots annotated by the learner • an audio/visual clip.
ICTE3.2.2 Search for and get ICT-based information that is relevant to each task.	• search for and get information from appropriate ICT-based and other sources • search the internet for information • check the reliability of the websites you find • select and use information relevant to your task.	Evidence may be in the form of: • 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 • witness statements or records of observation by the assessor or other appropriate person; these must be authenticated by the assessor

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
ICTE3.2.2 *continued*		• notes of questions asked by an assessor, with records of the learner's answers • screenshots annotated by the learner • printouts.
ICTE3.2.3 Enter, save, send and receive ICT-based information to suit your purpose.	• enter and save information relevant to your task so that you can retrieve it easily • send and receive ICT-based communications • open, read and respond appropriately to email • create and send email.	Evidence must include printouts and/or screenshots, supported by notes made by the learner and/or by a witness, and authenticated by an assessor. It may be supplemented by: • a separate log, completed by the learner, with entries confirmed as accurate, eg by a supervisor, or others with whom the learner worked • notes of questions asked by an assessor, with records of the learner's answers • an audio/visual clip.

Component: ICTE3.3 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
ICTE3.3.1 Enter and develop ICT-based information to suit your purpose, in the form of: a) text b) images c) numbers.	• enter and edit information to achieve the outcome you require • enter, bring together and organise information in the form of text, images and numbers • check meaning, accuracy and suitability of the information you present.	Evidence must include annotated printouts and/or screenshots of at least one complete draft. Evidence must show that the learner can enter and edit information accurately. Final versions must be correct.
ICTE3.3.2 Present information in ways that are fit for purpose, using ICT.	• present information that is fit for purpose.	Evidence must include hard copy or screenshots of the work that is presented.

Guidance for ICT Entry Level 3

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 Entry Level 3 and producing evidence of your work. It is not a mandatory part of the standards.

ICTE3.1.1

Confirm understanding of a straightforward given task

You will be given a task to carry out but you must make sure that you understand it before you start, for example by asking questions and/or by describing the task in your own words.

ICTE3.1.2

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.

Ask for personal settings to be adjusted

You must know that certain settings on ICT-based equipment can be adjusted (eg brightness, sound) and be able to ask for them to be adjusted.

Insert and remove portable storage media safely and correctly

You must know how to insert and remove portable storage media so as to avoid damage or loss of data.

Ask for help when an error occurs

You must be able to recognise when an error occurs and know when to ask for help.

ICTE3.1.3

Follow safe and healthy working practices

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

Keep information secure

You must use passwords and PINs where this is recommended, and know why it is important to make back-up copies of your work. You must be aware of the risks posed by viruses and other threats to security.

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.

ICTE3.2.1

Identify and use appropriate sources

You must be able to identify potential sources of information that are relevant to your task, and use them effectively.

ICTE3.2.2

Search the internet for information

You must be able to identify the information you need for your purpose and carry out simple searches on the internet.

Check the reliability of websites

You must know that some websites provide more reliable information than others. You must know when to check a website's reliability with an appropriate person.

ICTE3.2.3

Save information … retrieve it easily

You must save information in ways that help you to get it back on-screen so that you can work with it again, eg by using appropriate filenames.

Send and receive ICT-based communications

You must be able to use ICT to send and receive information, eg by email.

Open, read, and respond appropriately to email

You must be able to open your mailbox, read messages and reply appropriately (ie using a tone and language that are suitable for the reader and the circumstances).

ICTE3.3.1

Enter and develop information

You must be able to enter information and change it if you need to.

Enter, bring together and organise information

You must be able to enter and/or import information in a form that suits the software. You must know how to bring together different forms of information (text, images, numbers), eg insert, delete, select, copy, scan, cut, paste, drag and drop, find and replace, undo and redo, and organise it in a way that suits your purpose.

ICTE3.3.2

Present information

The information you present must be ICT-based but you may present it with a spoken explanation.

Ways that are fit for purpose

You must use text and/or images and/or numbers in ways that will help your audience to understand the information you are presenting.

Annexe A — Information and Communication Technology (ICT) Mandatory Definitions

Note:

The focus of this Mandatory Definitions document is on the terms and concepts that are particularly relevant to the Entry Level 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'.

activity

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

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 learner's performance against the standards at the appropriate level.

audience

The audience is the people 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 learner with no more help, support or guidance than is permitted at the relevant level.

authenticate

Confirm that a learner'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.

confirm

The task or problem is given by the tutor, teacher or trainer; it is the learner'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, learners 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, eg 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.

electronic aid

A tool for calculating, eg 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.

evidence

At Entry Levels, learners 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.

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'.

given

Refers to a task, activity, or information that is provided to the learner by the tutor, teacher or trainer, rather than the learner 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.

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.

information

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

information source

- **ICT-based** Obtained from an electronic source, eg CD, DVD, intranet, internet, database.

- **Non-ICT-based** Obtained from a non-electronic source, eg print, broadcast, discussion.

interface feature

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

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, eg information on the screen or on paper.

personal settings

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

portable storage media

eg 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 learner is submitting for final/summative assessment. It may include a variety of types of evidence, eg 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 (eg 'using ICT'), learners 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 learner'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'.

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.

recognise

Understand meaning or purpose on sight.

recommended

Recommendations may be by a person, in print, or on-screen.

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.

safe

- Physically safe, eg electrics, cabling.
- Socially safe, eg 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.

simple

Describes information that makes limited demands on the learner, eg straightforward text, whole numbers, numbers that are easy to work with (eg 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 (eg the internet), broadcasts etc. The range and complexity of sources will increase as the demand of a task or activity increases through the levels.

straightforward

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

system

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

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 learner 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 learner has demonstrated the skill/s in question (eg 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 learner demonstrated their competence and who is, in the opinion of the assessor, capable of making a reliable, fair and unbiased judgement 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, eg 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 learner has achieved the standard.

Much of the evidence required is in the form of recording documents (eg 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.

Llywodraeth Cynulliad Cymru
Welsh Assembly Government