



Pearson LCCI Level 3 Certificate in Practical ICT Skills (VRQ) (ASEPICT3)

Specification

First teaching from May 2007

Issue 2

Edexcel, BTEC and LCCI qualifications

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

Acknowledgements

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Introduction

LCCI qualifications

LCCI qualifications are widely regarded by employers to prepare students for the key functions of modern international business. The qualifications are recognised worldwide by employers, universities and professional bodies.

This qualification is not regulated by any regulatory authority in the UK. It exists on Pearson's self-regulated framework (SRF).

Pearson LCCI offers a wider range of qualifications, which are available at Levels 1 to 4 across the following subject areas:

- English Language
- Marketing and Customer Service
- Business, Administration and IT
- Financial and Quantitative.

This specification is part of the Business, Administration and IT suite of LCCI qualifications.

Please refer to the Pearson qualification website for details of other qualifications in the suite.

Purpose of the specification

This specification sets out:

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

Qualification aim

The aims of the Pearson LCCI Level 3 Certificate in Practical ICT Skills (VRQ) are to enable students to develop their understanding and practical ability across the key Level 3 areas of:

- Word Processing
- Spreadsheets
- Database
- Presentation Software

This qualification is designed for students who wish to:

- develop advanced practical ICT skills and apply these skills in a modern business context
- progress a career and need appropriate ICT skills to support that career
- return to work and need to update their ICT skills.

Contents

Specification at a glance	1
Knowledge, skills and understanding	5
Content	5
Assessment	13
Assessment summary	13
Aims of assessment	16
Entry and assessment information	17
Student entry	17
Combinations of entry	17
Age	17
Resitting the qualification	17
Access arrangements, reasonable adjustments and special consideration	18
Equality Act 2010 and Pearson equality policy	19
Malpractice	20
Language of assessment	21
Other information	23
Guided Learning Hours (GLH)	23
Student recruitment	23
Prior learning and other requirements	23
Progression	23
Codes	24
Support, training and resources	25

Specification at a glance

The Pearson LCCI Level 3 Certificate in Practical ICT Skills (VRQ) consists of four practical assignments.

Pearson LCCI Level 3 Certificate in Practical ICT Skills (VRQ)	
<ul style="list-style-type: none">Internally moderated	100% of the total qualification
<p>Overview of content</p> <ul style="list-style-type: none">Word ProcessingSpreadsheetsDatabasePresentation Software <p>Candidates must complete a minimum of two units to be awarded the full Pearson LCCI Level 3 Certificate in Practical ICT Skills (VRQ).</p>	
<p>Overview of assessment</p> <p>Answer format</p> <ul style="list-style-type: none">Assignments <p>Each assignment comprises of four tasks based on a common theme. Each task will cover a number of functions. These may vary from assignment to assignment, but the list below gives an indication of how the specification content outcomes may be covered across tasks. A number of Pearson-produced electronic files will be supplied as a part of the assignments for candidates to amend; these files will be clearly indicated on the assignments. The type of file to be provided for each application is also listed below.</p> <ul style="list-style-type: none">Word Processing<ul style="list-style-type: none">Create and format landscape table from typescript; includes image.Create, edit and format multi-page document with table of contents; advanced manuscript additions (approximately 250 words).Create standard document and data file for mail merge; produce form documents.Create, edit and format a one-page document from typescript, combining information from another application.Total of two files to be provided – one 4/5 page Word document and one Excel or PowerPoint file.Spreadsheets<ul style="list-style-type: none">Create and format three worksheets from Excel file provided; includes functions and formulae.Create, edit and format a new spreadsheet linking worksheets from previous tasks; includes functions and formulae.	

Pearson LCCI Level 3 Certificate in Practical ICT Skills (VRQ)

- Produce two charts from data in previous spreadsheet.
- Produce pivot table from data in file provided; produce graph from pivot table.
- **Total of two files to be provided** – one Excel file and one Word file containing data for pivot table.
- o Database
 - Create three tables with primary keys; one with look-up table; set up data entry form.
 - Enter given data in created tables; establish relational links between tables.
 - Prepare queries based on different criteria; sort query.
 - Prepare report using relationship between tables; primary and secondary sort; export report in .rtf format.
 - File to be provided – one Excel file.
- o Presentation Software
 - Create and format two different templates from instructions.
 - Use template to produce presentation; may include graphics, imported files, sounds/movie clip etc.
 - Apply design template to existing presentation; may include auto shapes, animations etc.
 - Create an interactive presentation; transitions, animations, timings, hyperlinking etc.
 - **Total of three/four files to be provided** – one PowerPoint file plus mixture of other types.

Mark allocation

- Word Processing, Spreadsheets, Database and Presentation Software are graded Distinction, Merit, Pass or Fail according to the number of errors incurred in the unit assignment:
 - o Distinction – up to 2 minor errors (keyboarding errors)
 - o Merit – 1–6 errors (unless distinction awarded)
 - o Pass – 7–12 errors
 - o Fail – 13+ errors or any of the immediate fail errors

(Please see the Grading and Marking Scheme for complete guidance on error identification.)

Delivering the assessments

- Assignments

All assignments are supplied by Pearson. Pearson will allocate an assignment version for each unit to all candidates within an order once they have been registered. The assignment, along with any associated/required files, will be made available electronically to the centre. The centre must save the assignment in a secure location, print out copies of the candidate's copy of the assignment and make this available to each candidate for the duration of the assignment. Associated/required files must be made available to the candidate electronically for the duration of the assignment.

Candidates must complete the assignment using the appropriate software, within the specified time and under supervised conditions. Candidates will be required to save their work using set filenames.

At the end of the assessment period, all of the candidates' copies of the assignment paper must be collected in by the centre and destroyed.

After completion, the centre will need to upload these files to the Internet Portal: pict-portal.pearson-lcci.com

Knowledge, skills and understanding

Content

The following content must be covered to prepare students for the final assessment of this qualification.

1. Word Processing

Subject content	What students need to learn:
1.1 File Handling	a) Handle files appropriately within directories and folders, including: <ul style="list-style-type: none">• create, open, save, copy, rename, delete and print files
	b) Apply security to files by creating read-only files
	c) Save files with properties including summary details such as author name
1.2 Enter and Edit Text	a) Enter and edit text, including: <ul style="list-style-type: none">• inserting, deleting, copying, pasting and moving text• incorporating special characters and symbols
	b) Insert headers, footers and page numbers
	c) Insert watermarks
	d) Insert footnotes and endnotes
	e) Insert bookmarks
	f) Insert captions
	g) Insert an index and table of contents
	h) Insert comments
1.3 Format Text and Documents	a) Apply formatting to a word, line, paragraph, section and document, including applying: <ul style="list-style-type: none">• font style and size• bold, underline, colour, italic formatting• bullets, borders, shading and numbering• line spacing• tabs• margins
	b) Insert page breaks and section breaks

Subject content	What students need to learn:
	c) Apply styles, including: <ul style="list-style-type: none"> • using existing styles • modifying styles • creating styles • renaming styles
1.4 Combine Information	a) Link information from different software into a document
	b) Create a hyperlink within a document
	c) Use mail merge to: <ul style="list-style-type: none"> • create a standard form letter for use in a mail merge • create a data file • merge the form letter and the data file to produce mail merged documents • produce selected documents by means of query options
1.5 Work with Tables	a) Create complex tables, including: <ul style="list-style-type: none"> • inserting, copying, deleting tables • adding and deleting columns and rows
	b) Apply formatting, including: <ul style="list-style-type: none"> • modifying column width and row height • adding borders and shading • formatting data within tables • merging and splitting cells • changing text direction • changing alignment of text in cells
	c) Convert between text and tables: <ul style="list-style-type: none"> • convert text to tables • convert tables to text
1.6 Check Text	a) Check the accuracy of a document and ensure that the structure, style and formatting aid meaning in complex text

2. Spreadsheets

Subject content	What students need to learn:
2.1 File Handling	a) Print a spreadsheet displaying formulae as necessary
	b) Print a defined section of the spreadsheet
	c) Name sheets within a spreadsheet
	d) Rename a worksheet
	e) Insert additional sheets
	f) Open multiple worksheets and move between them
2.2 Enter and Edit Data	a) Enter and edit text and data into cells, including: <ul style="list-style-type: none"> • inserting into multiple cells • deleting cell contents • inserting/deleting rows/columns • copying, pasting and moving • using find and replace
	b) Hide and protect cells
2.3 Format a Spreadsheet	a) Apply formatting, including the use of: <ul style="list-style-type: none"> • font style and size • bold, underline and italic • number options • vertical and horizontal alignment • borders and shading • colour • printing in landscape • text wrap, cell merge and text orientation
	b) Define data types for cells
	c) Apply conditional formatting to cells
	d) Use Page Set Up to format sheets, gridlines, margins, row and column references and print on one page
2.4 Functions and Formulae	a) Select and use functions to include sum, average, max, min, count, countif, look-up, formulae for validating data
	b) Set priority order using formulae requiring the use of brackets
	c) Incorporate absolute and relative cell references within formulae
	d) Incorporate rational operators (=, <, >, <>, =<, =>) within formulae

Subject content	What students need to learn:
2.5 Analysis of Data	a) Carry out complex analysis of data, including: <ul style="list-style-type: none"> • sorting and filtering complex data • adding data restrictions • adding messages to data • using pivot tables to create, rotate rows and columns
2.6 Present Complex Data	a) Generate a range of graphs and charts and format appropriate titles, labels and legends
	b) Edit charts and graphs (change scale, modify patterns and fonts)
2.7 Check a Spreadsheet	a) Check formulae in response to standard error messages and by displaying row/column headings
	b) Check validity using test data
	c) Check that formatting is consistent and appropriate throughout the spreadsheet
	d) Check the accuracy of spreadsheet results
2.8 Combine Information	a) Combine defined ranges from two different spreadsheets to create a new spreadsheet
	b) Link spreadsheets to automatically include information from another spreadsheet
	c) Update links between spreadsheets
	d) Incorporate an image or graphic or a non-spreadsheet object into a spreadsheet model
	e) Export a spreadsheet from one workbook to another workbook or to a word processed document

3. Database

Subject content	What students need to learn:
3.1 File Handling	a) Open and amend data in tables, queries and reports in an existing database and save these changes
	b) Print tables, forms, queries and reports using advance print options
	c) Create new folder to contain saved database files

Subject content	What students need to learn:
3.2 Database Design, Data Entry and Database Modification	a) Create databases which are appropriate in style and content for their intended use
	b) Create relationships between multiple tables and establish referential integrity between them
	c) Create customised forms/screens for data entry
	d) Modify a database by entering data, adjusting column widths, deleting and inserting columns or fields, and manipulating data
	e) Modify a database by changing data file relationships to ensure that appropriate information can be retrieved while maintaining the integrity of the data, such as primary key and file relationships
	f) Use design view to design, modify and format fields with different characteristics such as text, numbers, currency, logical, date, primary key and look-up table
	g) Import data/graphic image from external sources such as other databases, spreadsheets or word processed documents
	h) Link data with other software applications, such as spreadsheets and word processing
3.3 Database Queries and Sorting	a) Create a query using any of the logical operators And, Or, Not, Between, Like, Is
	b) Create a query using any of the mathematical operators such as <, >, and =
	c) Create a query to extract data from more than one table taking into account database file relationships
	d) Create multiple queries based on more than one criterion
	e) Reorder data by sorting on multiple fields
3.4 Database Reports	a) Produce and customise a report from data in a multiple-table database
	b) Produce a report in which data is grouped under sub-headings
	c) Produce a report which totals the data under sub-headings
	d) Produce reports for use by external applications such as word processing software

Subject content	What students need to learn:
3.5 Formatting Data	a) Use appropriate tools and techniques to format and layout database fields, tables, forms, records and reports from multiple-table databases, such as font, colour, column and row
	b) Create styles for fields, tables, forms, records and reports within multiple-table databases
3.6 Checking Data and Data Integrity	a) Check data integrity and data validation
	b) Check formatting and any links with other applications

4. Presentation Software

Subject content	What students need to learn:
4.1 File Handling and Printing	a) Open an existing file, create a new presentation, save a presentation as an existing or new file and in a variety of different formats
	b) Save individual presentation slides as a stand-alone show
	c) Print using a variety of advanced print options including handouts and speaker notes
4.2 Enter Information	a) Add, delete and move slides within the presentation
	b) Insert and manipulate text
	c) Insert, resize and manipulate the orientation of pictures, objects, shapes and lines
	d) Import/embed and link an object from a different software package within a presentation
	e) Insert a sound file into a presentation
	f) Insert a video clip into a presentation

Subject content	What students need to learn:
4.3 Format Slides	a) Create a master slide to format slides consistently using organisational house style and different formats in each section
	b) Modify and adapt the slide layout using bullets, borders, shading, numbering and colours using organisational house style to maximise impact and communicate effectively
	c) Select and apply appropriate background to the presentation/templates
	d) Adjust pictures, sounds and video
	e) Align text and objects including bullets, numbering and line spacing
4.4 Slide Shows	a) Produce a complete interactive slide show using a number of slides using at least two different templates
	b) Create and use different slide transitions within the presentation
	c) Use time-line based tools to create interactive slides
	d) Export a presentation into a word processed format
	e) Create a hyperlink within the presentation
4.5 Checking Presentations	a) Check and make any necessary changes to images and other objects within the presentation
	b) Proofread the presentation to check and amend the slides, ensuring that the finished presentation looks professional and the timings of any animation are suitable
	c) Check that sound and video files, used within the presentation, are edited correctly

Assessment

Assessment summary

Pearson LCCI Level 3 Certificate in Practical ICT Skills (VRQ)

Number of series: On demand

Overview of content

- Word Processing
- Spreadsheets
- Database
- Presentation Software

Candidates must complete a minimum of two units to be awarded the full Pearson LCCI Level 3 Certificate in Practical ICT Skills (VRQ).

Overview of assessment

Answer format

- Assignments

Each assignment comprises of four tasks based on a common theme. Each task will cover a number of functions. These may vary from assignment to assignment, but the list below gives an indication of how the specification content outcomes may be covered across tasks. A number of Pearson-produced electronic files will be supplied as a part of the assignments for candidates to amend; these files will be clearly indicated on the assignments. The type of file to be provided for each application is also listed below.

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Pearson LCCI Level 3 Certificate in Practical ICT Skills (VRQ)

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Aims of assessment

The assessments enable candidates to demonstrate their ability at Level 3 to:

- use competently the applications of Word Processing; Spreadsheets; Database and Presentation Software and apply these skills to produce accurate, business-like work.

Entry and assessment information

Please see the *Pearson Information Manual* and the *Pearson LCCI examination regulations*, available from our website: qualifications.pearson.com/lcci

Student entry

Details on how to enter students for the examination for this qualification can be found on our website: qualifications.pearson.com/lcci

Combinations of entry

There are no forbidden combinations of entry for this qualification.

Age

The qualification is intended for learners aged 16 and above.

Resitting the qualification

Candidates can resit the examination for the Pearson LCCI Level 3 Certificate in Practical ICT Skills (VRQ).

It is strongly advised that candidates do not register to undertake a resit until they have received the results from their previous examination.

Access arrangements, reasonable adjustments and special consideration

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website or email internationalenquiries@pearson.com for further information on how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the Joint Council for Qualifications (JCQ) website: www.jcq.org.uk/examination-system/access-arrangements-and-special-consideration

Equality Act 2010 and Pearson equality policy

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

You can find details on how to make adjustments for students with protected characteristics in the policy document *Access Arrangements, Reasonable Adjustments and Special Considerations*, which is on our website: qualifications.pearson.com/en/support/support-topics/exams/special-requirements.html

Malpractice

Cases of alleged, suspected or confirmed malpractice must be dealt with in accordance with the latest Joint Council for Qualifications (JCQ) *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available on the JCQ website: www.jcq.org.uk

Pearson cares greatly about the integrity of its qualifications and is aware that incidents of malpractice threaten that integrity, adversely affect learners and undermine public confidence in the delivery and awarding of qualifications. For this reason, Pearson takes malpractice incidents extremely seriously and investigates all allegations it receives as fully as possible. Where malpractice is proven Pearson will impose appropriate penalties and/or sanctions on those found to be responsible, which can include debarment from delivery of Pearson qualifications (for staff) and disqualification (for learners).

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations must be reported to Pearson using a *JCQ M1 Form* (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. The final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of Pearson qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of alleged or suspected staff malpractice and maladministration must be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ M2(a) Form* (available at: www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. The final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice. More detailed guidance on malpractice can be found on our website at <http://qualifications.pearson.com/en/support/support-topics/exams/examination-guidance/malpractice-and-plagiarism.html> and in the latest version of the JCQ *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available at: www.jcq.org.uk/exams-office/malpractice

Language of assessment

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

Other information

Guided Learning Hours (GLH)

Guided Learning Hours: the number of teacher-led contact hours required to support student achievement for a qualification.

For the Pearson LCCI Level 3 Certificate in Practical ICT Skills (VRQ) we recommend 120–130 GLH.

Centres should ensure students have additional time for self-study and preparation for the final examination, which is in addition to the GLH stated above.

Student recruitment

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

There are no formal entry requirements for this qualification.

However, candidates should have achieved a level of skill and knowledge of the relevant application areas appropriate to preparation for a Level 3 qualification in Practical ICT Skills.

Students may be studying in a local language but the assessment will be in English. Pearson recommends that students have a standard of English equivalent to Level 3 on the LCCI IQ Language Levels Framework (Council of Europe C2/ Mastery). This will support access to the assessment materials and enable students to communicate responses effectively.

Progression

Students may progress to relevant qualifications in the level above, alternatively the qualification can support progression into employment.

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

Codes

The subject code for the Pearson LCCI Level 3 Certificate in Practical ICT Skills (VRQ) is: ASEPICT3. The subject code is used by centres to enter students for a qualification.

Unit codes:

ASE3331: Word Processing

ASE3332: Spreadsheets

ASE3333: Database

ASE3334: Presentation Software

Support, training and resources

Training

Pearson offers support and training to teachers on standard of delivery and preparing students to meet the assessment requirements.

Specifications, sample assessment materials and teacher support materials

To find a list of all the support documents available please visit our website:
qualifications.pearson.com

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**For more information on Pearson and LCCI qualifications please
visit our website: qualifications.pearson.com**

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