



# **Pearson LCCI Level 1 Certificate in Practical ICT Skills (VRQ) (ASEPICT1)**

## **Specification**

First teaching from 2001

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](http://qualifications.pearson.com)

## Acknowledgements

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# Introduction

## LCCI qualifications

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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**

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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 aims

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The aims of the Pearson LCCI Level 1 Certificate in Practical ICT Skills (VRQ) are to enable students to develop their understanding and practical ability across the key Level 1 areas of:

- Word Processing
- Spreadsheets
- Database
- Presentation Software

This qualification is designed for students who wish to:

- develop basic 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.

On successful completion of the Pearson LCCI Level 1 Certificate in Practical ICT Skills (VRQ) students may progress to the Pearson LCCI Level 2 Certificate in Practical ICT Skills (VRQ) and then to the Pearson LCCI Level 3 Certificate in Practical ICT Skills (VRQ).



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# Specification at a glance

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The Pearson LCCI Level 1 Certificate in Practical ICT Skills (VRQ) consists of four practical assignments.

Pearson LCCI Level 1 Certificate in Practical ICT Skills (VRQ)	
<ul style="list-style-type: none"><li>Internally moderated</li></ul>	<b>100% of the total qualification</b>
<p>Overview of content</p> <ul style="list-style-type: none"><li>Word Processing</li><li>Spreadsheets</li><li>Database</li><li>Presentation Software</li></ul> <p>Candidates must complete a minimum of two of these content areas to be awarded the full Pearson LCCI Level 1 Certificate in Practical ICT Skills (VRQ).</p>	
<p>Overview of assessment</p> <ul style="list-style-type: none"><li>Word Processing, Spreadsheets, Database and Presentation Software are assessed via the completion of a <b>practical assignment</b>. Each assignment consists of four tasks requiring students to demonstrate their practical skills in the specific application. The duration of each assignment is 1 hour and assignments must be completed using the appropriate Microsoft software.</li></ul> <p><b>Answer format</b></p> <ul style="list-style-type: none"><li>Assignments</li></ul> <p>Each assignment comprises four tasks based on a common theme. Each task will cover a number of functions. These may vary from assignment to assignment; but the text 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"><li>Word processing<ul style="list-style-type: none"><li>Enter and edit simple text from typescript (approximately 150 words).</li><li>Edit and format existing two-page document with approximately 50 words added.</li><li>Create, edit and format a one-page document with table and image.</li><li>Amend simple text entry task to create new document; format and edit.</li><li><b>File to be provided</b> – one Word file containing main text for two-page document (approximately 400 words).</li></ul></li></ul>	

## Pearson LCCI Level 1 Certificate in Practical ICT Skills (VRQ)

- Spreadsheets
  - Produce chart/graph from figures provided in file.
  - Create and format a new spreadsheet.
  - Amend spreadsheet; add columns/rows and formulae.
  - Amend spreadsheet; add columns/rows, formulae and sort data.
  - **File to be provided** – one Excel file containing figures for generation of chart.
- Database
  - Complete data entry form provided and create new table; includes text, numbers, currency fields.
  - Copy and amend table: delete records, add records; rearrange field order.
  - Prepare query based on one criterion; sort records.
  - Prepare file in report format; format and sort report.
  - **File to be provided** – one Access file containing Data Entry Form.
- Presentation Software
  - Amend existing presentation, e.g. format slides, add/delete slides.
  - Make further amendments to existing presentation, e.g. format slides, insert graphics.
  - Create and format a new presentation, maximum five slides.
  - Amend presentation, e.g. format slides, image rotation etc.
  - **File to be provided** – one PowerPoint file containing up to five slides.

### 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:
  - Distinction – up to 2 minor errors (keyboarding errors)
  - Merit – 1–6 errors (unless distinction awarded)
  - Pass – 7–12 errors
  - 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](http://pict-portal.pearson-lcci.com)



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# Knowledge, skills and understanding

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## Content

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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:
<b>1.1 File Handling</b>	a) Open an existing file
	b) Save a document as an existing file
	c) Create a new file
	d) Save a document as a new file
	e) Print a single copy of a document using basic print options
<b>1.2 Enter and Edit Text</b>	a) Enter text from simple typescript or clear manuscript, including: <ul style="list-style-type: none"><li>• use of default margins and layout</li><li>• into an existing template</li></ul>
	b) Insert and delete text
	c) Insert a new paragraph
	d) Insert the current date and time
	e) Insert page numbers
	f) Copy and move text within a document and between open documents
	g) Use find and replace
<b>1.3 Format Text and Documents</b>	a) Modify font style and size
	b) Apply bold, underline, colour and italic formatting to text
	c) Modify document using bullets, borders, shading, numbering
	d) Change line spacing in a section of text or an entire document
	e) Use tab and indents in a section of text or entire document (from left and right margins)
	f) Amend left and right margins to specified measurements

Subject content	What students need to learn:
	g) Align text, including: <ul style="list-style-type: none"> <li>justify text</li> <li>left or right alignment</li> </ul>
<b>1.4 Combine Information</b>	a) Insert an image into a document
	b) Position an image
	c) Resize an image
<b>1.5 Work with Tables</b>	a) Create a simple table of up to three columns
	b) Input text and numeric information
	c) Apply formatting to the table
<b>1.6 Check Text</b>	a) Use spellcheck to check the accuracy of a document

## 2. Spreadsheets

Subject content	What students need to learn:
<b>2.1 File Handling</b>	a) Open an existing spreadsheet file
	b) Save a spreadsheet as an existing file
	c) Create a new spreadsheet
	d) Save a spreadsheet as a new file
	e) Name sheets within a spreadsheet
	f) Print a single copy of a spreadsheet using basic print options
	g) Print formulae on a printout
<b>2.2 Enter and Edit Data</b>	a) Enter text and numeric data into single cells
	b) Enter data using the auto-fill feature
	c) Insert date and time into a cell
	d) Clear cell contents
	e) Insert and delete rows and columns
	f) Copy data within a spreadsheet
	g) Move data within a spreadsheet
	h) Use find and replace to modify cell contents

Subject content	What students need to learn:
<b>2.3 Format a Spreadsheet</b>	a) Modify font style and size
	b) Apply bold, underline and italic to cell contents
	c) Format cells to display number options, i.e. currency, decimal places, commas to indicate thousands
	d) Align data vertically and horizontally within cells
	e) Apply borders and shading to selected cells
	f) Modify column height and width
	g) Set print range and print in landscape or portrait orientation
<b>2.4 Functions and Formulae</b>	a) Enter formulae to add, subtract, multiply and divide numeric data
	b) Calculate subtotals and totals using formulae
	c) Calculate subtotals and totals using the auto-fill tool
	d) Adjust formulae to allow for inserted or additional rows/columns
<b>2.5 Analysis of Data</b>	a) Carry out basic analysis of simple data, including: <ul style="list-style-type: none"> <li>• sorting a cell range containing text into ascending or descending alphabetical order</li> <li>• sorting a cell range containing numeric data into ascending or descending order</li> </ul>
<b>2.6 Present Simple Data</b>	a) Generate a simple pie chart or bar graph to represent given data
	b) Add titles, labels and legends to a chart
<b>2.7 Check a Spreadsheet</b>	a) Use the spellcheck facility to check text entry
	b) Check that accurate data has been entered

### 3. Database

Subject content	What students need to learn:
<b>3.1 File Handling</b>	a) Open an existing database
	b) Save changes to an existing database
	c) Create a new database, query and report
	d) Save changes to a new database, query and report
	e) Print a copy of a database, query and report using basic print options

<b>Subject content</b>	<b>What students need to learn:</b>
<b>3.2 Database Design, Data Entry and Database Modification</b>	a) Input data by using a predefined data entry form or screen
	b) Enter data into an existing table
	c) Add records to, or delete records from, an existing database
	d) Amend data and fields in an existing table
	e) Create a simple database table with a primary key field
	f) Identify fields as text, number or date fields
	g) Navigate through the records of the database
<b>3.3 Data Queries and Sorting</b>	a) Create a simple query using a single criterion
	b) Show all fields of records that meet specified criterion
	c) Show selected fields of records that meet specified criterion
	d) Sort records alphabetically using the sort function
	e) Sort records numerically in ascending or descending order using the sort function
<b>3.4 Database Reports</b>	a) Produce a predefined report from an existing database to meet user requirements
<b>3.5 Checking Data</b>	a) Check data for accuracy and completeness including using a spellchecker

#### 4. Presentation Software

<b>Subject content</b>	<b>What students need to learn:</b>
<b>4.1 File Handling and Printing</b>	a) Open an existing file
	b) Save a presentation as an existing file
	c) Create a new presentation
	d) Save a presentation as a new file
	e) Print a copy of the presentation using basic print operations and one copy of the handouts
<b>4.2 Enter Information</b>	a) Add and delete slides
	b) Insert text and pictures
	c) Manipulate text and pictures



Subject content	What students need to learn:
	d) Add simple shapes to a presentation using the built-in library of shapes (e.g. lines, basic shapes, block arrows, connectors, flowcharts, banners) e) Manipulate the size and orientation of shapes
<b>4.3 Format Slides</b>	a) Modify slides using borders, shading, and colours b) Apply background to the presentation c) Adjust colour of shapes d) Align text including bullets, numbering, font size and line spacing
<b>4.4 Slide Shows</b>	a) Produce a complete slide show of at least four slides b) Change the order of slides within a presentation
<b>4.5 Checking Presentations</b>	a) Correct errors by using the spellcheck and grammar check and make any necessary corrections b) Check and make any necessary changes to images and other objects within the presentation



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# Assessment

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## Assessment summary

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### Pearson LCCI Level 1 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 of these content areas to be awarded the full Pearson LCCI Level 1 Certificate in Practical ICT Skills (VRQ).

#### Overview of assessment

- Word Processing, Spreadsheets, Database and Presentation Software are assessed via the completion of a **practical assignment**. Each assignment consists of four tasks requiring students to demonstrate their practical skills in the specific application. The duration of each assignment is 1 hour and assignments must be completed using the appropriate Microsoft software.

#### Answer format

- Assignments

Each assignment comprises four tasks based on a common theme. Each task will cover a number of functions. These may vary from assignment to assignment; but the text 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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(Please see the Grading and Marking Scheme for complete guidance on error identification.)

### Delivering the assessments

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- After completion, the centre will need to upload these files to the Internet Portal: [pict-portal.pearson-lcci.com](http://pict-portal.pearson-lcci.com)

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## **Aims of assessment**

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The assessments enable candidates to demonstrate their ability at Level 1 to:

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

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## Entry and assessment information

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

### Student entry

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

### Combinations of entry

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There are no forbidden combinations of entry for this qualification.

### Age

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The qualification is intended for learners aged 16 and above.

### Resitting the qualification

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Candidates can resit the examination for the Pearson LCCI Level 1 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

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### 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](mailto: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](http://www.jcq.org.uk/examination-system/access-arrangements-and-special-consideration)

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## **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](http://qualifications.pearson.com/en/support/support-topics/exams/special-requirements.html)

## Malpractice

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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](http://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](http://www.jcq.org.uk/exams-office/malpractice)). The form can be emailed to [pqsmalpractice@pearson.com](mailto: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](http://www.jcq.org.uk/exams-office/malpractice)). The form, supporting documentation and as much information as possible can be emailed to [pqsmalpractice@pearson.com](mailto: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](http://www.jcq.org.uk/exams-office/malpractice)

## **Language of assessment**

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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.

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## Other information

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### Guided Learning Hours (GLH)

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

For the Pearson LCCI Level 1 Certificate in Practical ICT Skills (VRQ) we recommend 60–70 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.

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### Student recruitment

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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.

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### Prior learning and other requirements

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There are no formal entry requirements for this qualification.

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 1 on the LCCI IQ Language Levels Framework (Council of Europe A2 / Waystage). This will support access to the assessment materials and enable students to communicate responses effectively.

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### Progression

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Students can progress to the Pearson LCCI Level 2 Certificate in Practical ICT Skills (VRQ) qualification; alternatively the qualification can support progression to employment.

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

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## Codes

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The subject code for the Pearson LCCI Level 1 Certificate in Practical ICT Skills (VRQ) is: ASEPICT1. The subject code is used by centres to enter students for a qualification.

Unit codes:

ASE1111: Word Processing

ASE1112: Spreadsheets

ASE1113: Database

ASE1114: Presentation Software

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# Support, training and resources

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## 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](http://qualifications.pearson.com)

**March 2017**

**For more information on Pearson and LCCI qualifications please  
visit our website: [qualifications.pearson.com](http://qualifications.pearson.com)**

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