**Level 2 Essential Skills Wales in**

**Information and Communication**

**Technology (3768)**

**Candidate logbook**

500/7622/X



www.cityandguilds.com September 2010 Version 1.1



Your name:

City & Guilds enrolment number:

Unique Learner Number (ULN):

Date of registration for 3768:

Date portfolio started:

Date portfolio completed:

Assessor’s name: Internal verifier’s name:

**1 How do I use this logbook?**

This logbook will help you work towards Level 2 Essential Skills Wales in Information and Communication Technology. It contains:

* an **evidence record form** detailing the evidence you must provide to complete this qualification. You should use this to record and organise your evidence.
* a **skills checklist** containing all of the skills you need to have in order to show that you are competent. You can use this to help show how you have learnt and gained confidence in these skills.

The evidence and skills requirements for ESW are set out in full in the DCELLS document ‘Essential Skills Wales’. This can be downloaded from  [**www.cityandguilds.com/es**](http://www.cityandguilds.com/esw)**w**. Your assessor/tutor will also be able to explain to you in more detail what you need to do.

**About ESW**

The Essential Skills Wales (ESW) qualifications are designed to help you develop and demonstrate the skills to needed make the most of your learning, work and life.

This qualification will help you improve your **ICT** skills. You will be required to demonstrate your skills in:

* using ICT systems
* finding, selecting and exchanging information, using ICT
* developing and presenting information, using ICT

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

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

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

**About City & Guilds**

City & Guilds is your awarding organisation for Essential Skills Wales. City & Guilds is the UK’s leading awarding body for vocational qualifications. You may also be working towards other City & Guilds qualifications at the same time as completing ESW and in some cases you may be able to use work completed for those qualifications towards your ESW portfolio.

Information about City & Guilds and our qualifications is available on our website  [**www.cityandguilds.co**](http://www.cityandguilds.com/)**m**.

2 Level 2 Essential Skills Wales in Information and Communication Technology (3768)

1. **Level 2 Essential Skills Wales in Information and Communication Technology**

2.1 Evidence record

Your portfolio must include **all** of the following. Please use this sheet to record what your evidence is and where it can be found. The Declarations on page  [5](#page5) **must** be completed.

**Overall, across at least two activities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard** |  | **Confirmed met** *(assessor use only)* |  |  |
| Include at least one ICT-based information source and at least | >=1 ICT-based source |  |  |
| one non-ICT-based information source | >=1 non-ICT-based source |  |  |
|  |  |  |  |  |
|  |  |  | >=4 sources in total |  |  |
|  |  |  |  |
| Use different information sources for each activity | different sources for each activity |  |  |
|  |  |  |  |
| Use at least one example of text, one example of image and | >=1 of text |  |  |
| one example of number. |  | >=1 of image |  |  |
|  |  |  |  |  |
|  |  |  | >=1 of number |  |  |
|  |  |  |  |
| Present evidence of purposeful use of e-mail | includes purposeful use of email |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Standard** | **Description of** | **Location/** | **Confirmed met and date** |  |  |
|  |  | **evidence presented** | **reference** | *(assessor use only)* |  |  |
| **ICT2.1.1** |  |  | approach described |  |  |
| Describe how you will approach an |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| activity that involves the use of ICT. |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
|  |  |  |  |  |  |
| **ICT2.1.2** |  |  | ICT used independently |  |  |
| Use ICT independently to carry out |  |  | (including help sought |  |  |
| the activity effectively. |  |  | if/where appropriate) |  |  |
|  |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
|  |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| **ICT2.1.3** |  |  | followed as necessary |  |  |
| Follow safe, healthy and secure |  |  | throughout task |  |  |
| working practices at all times. |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
|  |  |  |  |  |  |
|  |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
|  |  |  |  |  |  |
| **ICT2.3.1** |  |  | text |  |  |
| Enter, organise, develop, format |  |  | tables |  |  |
| and combine ICT-based and non- |  |  |  |  |
|  |  | images |  |  |
| ICT-based information to suit |  |  |  |  |
|  |  | numbers |  |  |
| content and your purpose, in the |  |  |  |  |
|  |  | records |  |  |
| form of: |  |  |  |  |
|  |  | info entered organised, |  |  |
| a) | text |  |  |  |  |
|  |  | developed, formatted |  |  |
| b) | tables |  |  |  |  |
|  |  | and combined |  |  |
| c) | images |  |  |  |  |
|  |  | drafts included |  |  |
| d) | numbers |  |  |  |  |
|  |  | each related to purpose |  |  |
| e) | records. |  |  |  |  |
|  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
|  |  |  |  |  |  |
|  |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
|  |  |  |  |  |  |
| **ICT2.3.2** |  |  | combined info present’d |  |  |
| Present combined information, |  |  | consistent appropriate |  |  |
| using consistent formats and |  |  |  |  |
|  |  | formats/ layouts used |  |  |
| layouts that are appropriate to |  |  | work reviewed |  |  |
| your purpose and audience, using |  |  |  |  |
|  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| ICT, and review your work. |  |  |  |  |
|  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
|  |  |  |  |  |  |
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**Activity 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard** | **Description of** | **Location/** | **Confirmed met and date** |  |
|  | **evidence presented** | **reference** | *(assessor use only)* |  |
| **ICT2.2.1** |  |  | >1 source found, |  |
| Find, select and use different |  |  | selected and used |  |
| sources of appropriate ICT-based |  |  | explained why each |  |
| and non-ICT-based information. |  |  |  |
|  |  | source selected and |  |
|  |  |  |  |
|  |  |  | how appropriate to task |  |
|  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  |  |  |  |  |
| **ICT2.2.2** |  |  | sources noted |  |
| Search for, select and get relevant |  |  | search scope/nature/ |  |
| ICT-based and non-ICT-based |  |  |  |
|  |  | outcomes noted |  |
| information. |  |  |  |
|  |  | info relevant to task |  |
|  |  |  |  |
|  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  |  |  |  |  |
| **ICT2.2.3** |  |  | info entered and saved |  |
| Enter, save, communicate and |  |  | e-info communicated |  |
| exchange ICT-based information to |  |  | e-info exchanged |  |
| suit your purpose. |  |  |  |
|  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  |  |  |  |
|  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  |  |  |  |  |
| **Activity 2** |  |  |  |  |
|  |  |  |  |  |
| **Standard** | **Description of** | **Location/** | **Confirmed met and date** |  |
|  | **evidence presented** | **reference** | *(assessor use only)* |  |
| **ICT2.2.1** |  |  | >1 source found, |  |
| Find, select and use different |  |  | selected and used |  |
| sources of appropriate ICT-based |  |  | explained why each |  |
| and non-ICT-based information. |  |  |  |
|  |  | source selected and |  |
|  |  |  | how appropriate to task |  |
|  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  |  |  |  |  |
| **ICT2.2.2** |  |  | sources noted |  |
| Search for, select and get relevant |  |  | search scope/nature/ |  |
| ICT-based and non-ICT-based |  |  |  |
|  |  | outcomes noted |  |
| information. |  |  | info relevant to task |  |
|  |  |  |  |
|  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  |  |  |  |  |
| **ICT2.2.3** |  |  | info entered and saved |  |
| Enter, save, communicate and |  |  | e-info communicated |  |
| exchange ICT-based information to |  |  |  |
|  |  | e-info exchanged |  |
| suit your purpose. |  |  |  |
|  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  |  |  |  |
|  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  |  |  |  |  |

At least one further activity will be needed if the ‘overall’ requirements on the previous page have not been met.

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1. **Level 2 Essential Skills Wales in Information and Communication Technology**

2.2 Declarations

The candidate and assessor declarations below **must** be completed in all cases.

Candidate name:

**Candidate declaration:**

I confirm that the evidence produced for this portfolio is entirely my own work.

Candidate signature: Date:

For centre staff and City & Guilds’ use only

**Assessor declaration:**

I confirm that the candidate has met / not met (as applicable) all of the evidence requirements for this Essential Skills Wales qualification. Assessment is valid, authentic, reliable, current and sufficient.

Assessor signature: Date:

**Internal verifier declaration:**

*(if sampled)*

I confirm that the candidate has met / not met (as applicable) all of the evidence requirements for this Essential Skills Wales qualification. I have internally verified this work.

Internal verifier signature: Date:

**External verifier declaration:**

*(if sampled)*

I confirm that the candidate has met / not met (as applicable) all of the evidence requirements for this Essential Skills Wales qualification. I have externally verified this work.

External verifier signature: Date:

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1. **Level 2 Essential Skills Wales in Information and Communication Technology**

2.3 Skills checklist

This checklist is designed to help you show you have learnt all of the skills needed for this qualification. Unlike the Evidence record, this list is not a formal part of your assessment although you and your assessor/tutor should be confident that you can do all of these things by the time you complete your portfolio.

|  |  |  |  |
| --- | --- | --- | --- |
| **In order to show you are competent,** | **Tick if** | **Further guidance** |  |
| **you need to know how to:** | **you** |  |  |  |
|  |  | **can** |  |  |  |
| a) | work with an appropriate person to |  | **Describe how you will approach/work with an** |  |
|  | help you identify and describe your |  | **appropriate person** |  |
|  | activity and its tasks and/or sub-tasks |  | While your task or activity may be given to you by a |  |
|  |  |  | teacher, tutor or trainer, you must show some |  |
|  |  |  | independence in describing how you will approach it and |  |
|  |  |  | carry it out. You must know when to ask for and accept |  |
|  |  |  | advice from an appropriate person to develop the detail |  |
|  |  |  | and identify tasks and sub-tasks. |  |
|  |  |  | **The brief for or a description of the activity** |  |
|  |  |  | Your teacher/tutor/trainer may provide you with a brief |  |
|  |  |  | for the activity. However, if you choose to carry out an |  |
|  |  |  | activity of your own that has been approved by your |  |
|  |  |  | tutor, you must provide a short description of it, including |  |
|  |  |  | its context and purpose. |  |
| a) | describe and use correct procedures |  | **Describe and use correct procedures** |  |
|  | to start and shut down ICT systems |  | You must be able to describe the appropriate steps when |  |
| b) | select software applications and |  | opening and shutting down systems and software, and |  |
| be able to follow them correctly |  |
|  | system facilities to achieve your |  |  |
|  |  | **Adjust personal settings** |  |
|  | purpose |  |  |
| c) | describe and use correct procedures |  | You must know how to adjust, for example, aspects of |  |
| your screen display without affecting the work of other |  |
|  | to open, use and close appropriate |  |  |
|  |  | users of the machine or the network, and be able to |  |
|  | software |  |  |
|  |  | restore the original settings when you have finished your |  |
| d) | use input and output devices and |  |  |
| work. |  |
|  | communication services |  |  |
|  |  | **Manage files and folder structures** |  |
| e) | recognise and use interface features |  |  |
| You must create and name files and folders, using names |  |
| f) | adjust personal settings without |  |  |
| that make it easy to retrieve data later (eg names must |  |
|  | affecting the work of others, and |  |  |
|  |  | give an idea of content, ownership, date, sequence). You |  |
|  | restore them after use |  |  |
|  |  | must know how to open, save, save as, print, close, |  |
| g) | manage files and folder structures so |  |  |
| delete, view, rename, move and copy files in appropriate |  |
|  | that you can store and retrieve |  |  |
|  |  | folders. |  |
|  | information efficiently |  | **Handle and use portable storage media safely and** |  |
| h) | make a back-up copy of your work, or |  |  |
| **correctly** |  |
|  | check that this has been done |  | You must know how to: |  |
|  | automatically |  |  handle, insert and remove portable storage media so |  |
| i) | handle and use portable storage |  |  |
|  | as to avoid damage or loss of data |  |
|  | media safely and correctly |  |  | label media appropriately |  |
| j) | use the ‘help’ facility when |  |  |
|  | run virus checks before using media |  |
|  | appropriate |  |  |
|  |  |  | store media safely. |  |
| k) | recognise errors and identify their |  |  |
|  |  |  |
|  | possible causes so that you can |  |  |  |  |
|  | describe them to another person |  |  |  |  |
| a) | show understanding of and follow |  | **Show understanding of and follow safe and healthy** |  |
|  | safe and healthy working practices, |  | **working practices** |  |
|  | including minimising health risks |  | You must check and, if necessary, rearrange hardware |  |
| b) | describe the need for and follow |  | and cables safely, adjust seating and lighting (or ask for |  |
| these to be done by an appropriate person), avoid |  |
|  | recommended procedures to protect |  |  |
|  |  | hazards, take breaks, minimise physical stress, and be |  |
|  | the security of data and of ICT |  |  |
|  |  | able to explain why these precautions are necessary. |  |
|  | systems |  |  |
|  |  | **Describe the need for and follow recommended** |  |
| c) | use the internet safely. |  |  |
| **procedures to protect the security of data and of** |  |
|  |  |  |  |
|  |  |  | **ICT systems** |  |
|  |  |  | You must use passwords and PINs where necessary, and |  |
|  |  |  | make backups (or check that these have been made |  |
|  |  |  | automatically). You must know how to check that virus |  |

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|  |  |  |  |
| --- | --- | --- | --- |
| **In order to show you are competent,** | **Tick if** | **Further guidance** |  |
| **you need to know how to:** | **you** |  |  |  |
|  |  | **can** |  |  |  |
|  |  |  | protection is up to date. You must be able to describe |  |
|  |  |  | why these precautions are necessary. |  |
|  |  |  | **Use the internet safely** |  |
|  |  |  | You must be careful to protect your identity, particularly |  |
|  |  |  | in the context of social networking sites and chatrooms, |  |
|  |  |  | and to avoid giving details of bank accounts, etc., on sites |  |
|  |  |  | that are not secure. |  |
|  |  |  | **Note:** It is important that your evidence shows that you |  |
|  |  |  | have followed safe, healthy and secure working practices |  |
|  |  |  | as you carried out your activities. It is not enough to be |  |
|  |  |  | able to describe such practices out of context. |  |
| a) | identify, find, select and use ICT- |  |  |  |  |
|  | based and other sources of |  |  |  |  |
|  | information appropriate to your tasks |  |  |  |  |
| a) | search for and get ICT-based |  | **Access, navigate and search the internet for** |  |
|  | information using complex search |  | **information** |  |
|  | techniques |  | You must be able to think ahead about: |  |
| b) | design queries to locate relevant |  |  the information you need for a specific purpose (eg |  |
|  | information |  |  | to respond to an enquiry, carry out a task or get |  |
| c) | access, navigate and search the |  |  | ideas for a design) |  |
|  identifying where and how you might obtain this |  |
|  | internet for information |  |  |
| d) | compare the websites you find and |  |  | information, eg connecting to the internet, using a |  |
|  | search engine efficiently and effectively (ie using |  |
|  | make sound judgements about their |  |  |  |
|  |  |  | wildcards, multiple search criteria, quotation marks, |  |
|  | accuracy and reliability |  |  |  |
|  |  |  | relational operators, logical operators, and searching |  |
| e) | interpret information and evaluate its |  |  |  |
|  | within results) |  |
|  | fitness for your purpose |  |  |  |
|  |  |  | entering web addresses accurately |  |
| f) | select and use the information you |  |  |
|  | browsing, following links, using forward and back, |  |
|  | need to meet your purpose |  |  |
|  |  |  | saving and using bookmarks. |  |
| g) | establish the copyright status of the |  |  |  |
| **Make sound judgements** |  |
|  | information you find, and note your |  |  |
|  |  | You must consider how far the websites you find provide |  |
|  | sources |  |  |
|  |  | accurate and reliable information. For example, sites with |  |
|  |  |  |  |
|  |  |  | the suffix ‘.gov.uk’ provide official statistical information, |  |
|  |  |  | whereas facts and figures on many other sites are not |  |
|  |  |  | independently verified. |  |
|  |  |  | **Evaluate fitness for purpose** |  |
|  |  |  | You must know how to read and understand information |  |
|  |  |  | so you can check facts and spot possible error or bias |  |
|  |  |  | when you are making judgements on whether the |  |
|  |  |  | information suits your purpose. You might take into |  |
|  |  |  | account the intention and authority of the provider, the |  |
|  |  |  | currency of the information, and its relevance. |  |
|  |  |  | **Select and use the information you need to meet** |  |
|  |  |  | **your purpose** |  |
|  |  |  | You must be able to copy and paste, save, capture |  |
|  |  |  | images, download files, and play streamed media files. |  |
|  |  |  | **Establish copyright status** |  |
|  |  |  | You must know that all information, printed or ICT-based, |  |
|  |  |  | is copyright. You must note the source of all the |  |
|  |  |  | information you use and be able to establish whether the |  |
|  |  |  | information you need can be reproduced without |  |
|  |  |  | permission. |  |
| a) | enter information using formats that |  | **Appropriately named files and folders** |  |
|  | help development |  | The names that you use for your files and folders must |  |
| b) | save information in appropriately |  | give information about their content, ownership, date, |  |
| sequence. |  |
|  | named files and folders, on hard |  |  |
|  |  | **Send, receive and respond appropriately to e-mail** |  |
|  | disks and on portable storage media, |  |  |
|  | and ensure that back-up copies are |  | You must be able to open your mailbox, read, reply, |  |
|  |  | delete, forward, create, send, copy, open and add |  |
|  | made |  |  |
|  |  | attachments, use an address book, adapt your style to |  |
| c) | use ICT to send, receive, exchange |  |  |
| suit your audience, use appropriate language, respect |  |
|  | and share information |  |  |
|  |  | confidentiality. |  |
| d) | send, receive and respond |  |  |
|  |  |  |
|  | appropriately to e-mail, including |  |  |  |  |
|  | attachments |  |  |  |  |
|  |  |  |  |  |  |

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|  |  |  |  |
| --- | --- | --- | --- |
| **In order to show you are competent,** | **Tick if** | **Further guidance** |  |
| **you need to know how to:** | **you** |  |  |
|  |  | **can** |  |  |
| e) | copy e-mails to others only as |  | **Copy e-mail to others only as appropriate** |  |
|  | appropriate, respecting |  | You must copy e-mail to others only on a ‘need-to-know’ |  |
|  |  | basis. |  |
|  | confidentiality and, where |  |  |
|  |  |  |  |
|  | appropriate, observing data |  | **Data protection requirements** |  |
|  | protection requirements |  | You must be aware of and observe data protection |  |
| f) | manage efficient storage of e-mail, e- |  | requirements, eg not to provide someone’s personal |  |
| information to third parties without their consent. |  |
|  | mail attachments, and e-mail |  |  |
|  |  | **Manage efficient storage of e-mail, e-mail** |  |
|  | addresses. |  |  |
|  |  | **attachments and e-mail addresses** |  |
|  |  |  |  |
|  |  |  | For example, you must use folders to store important e- |  |
|  |  |  | mails and/or attachments, and maintain an address book. |  |
| a) | observe copyright and other |  | **Enter, bring together and organise information** |  |
|  | constraints on how you use |  | You must be able to enter and/or import information in a |  |
|  | information, and acknowledge your |  | form that suits the software and future development of |  |
|  | sources |  | the information, and use formats that are helpful in |  |
|  |  | handling information that you have entered or imported. |  |
| b) | enter, bring together and organise |  |  |
| You must know how to bring together different forms of |  |
|  | information in the form of text, |  |  |
|  |  | information such as text, images and numbers (eg insert, |  |
|  | tables, images, numbers and |  |  |
|  |  | delete, select, copy, scan, cut, paste, drag and drop, find |  |
|  | records, using formats that help |  |  |
|  |  | and replace, undo and redo, incorporate images into |  |
|  | development |  |  |
|  |  | frames, put data into tables or columns) so as to make |  |
| c) | bring together and develop |  |  |
| the processing and presentation of information as |  |
|  | information from different types of |  |  |
|  |  | straightforward as possible. |  |
|  | sources in the form of text, tables, |  |  |
|  |  | **Evidence must show the process** |  |
|  | images, numbers and records |  |  |
|  |  | Evidence must show that you have considered different |  |
| d) | derive new information, including |  |  |
| ways and layouts for presenting your information and can |  |
|  | combined information |  |  |
|  |  | explain your choices (eg through annotated drafts, notes |  |
| e) | evaluate different methods of |  |  |
| or witness statements). |  |
|  | organising and presenting |  | **Derive new information** |  |
|  | information, taking into account |  |  |
|  |  | The processing of information (including quantitative |  |
|  | fitness for purpose and audience |  |  |
|  |  | data, text, and images) will generate new information, |  |
| f) | enter, develop and organise |  |  |
|  | such as totals, page references, indexes, or revised |  |
|  | numerical information so that it is fit |  | diagrams or graphs. In processing information, you must |  |
|  | for purpose using spreadsheet |  | be able to further your purpose and to draw your own |  |
|  |  | conclusions. |  |
|  | software |  |  |
|  |  | **Develop presentation using layouts and techniques** |  |
| g) | develop the presentation of your |  |  |
| You must know how to: |  |
|  | work using layouts and techniques to |  |  |
|  |  |  select and use layouts that are suitable for |  |
|  | suit your purpose, your audience and |  |  |
|  | the types of information used |  | presenting combined information, including the |  |
| h) | check that all your work is accurate, |  | conventions applied to commonly used documents |  |
| such as letters, spreadsheets, tables, menus, |  |
|  | clear and fit for purpose |  |  |
|  |  | reports, posters, web pages |  |
|  |  |  |  |
|  |  |  |  format and lay out text using tabulation, justification, |  |
|  |  |  | spacing and supplied styles (eg margins, alignment, |  |
|  |  |  | tabs, indents, font, line spacing, header and footer, |  |
|  |  |  | portrait, landscape, columns, bullets, numbering, |  |
|  |  |  | page breaks and page numbering) |  |
|  |  |  |  (when you are laying out tables) arrange rows and |  |
|  |  |  | columns appropriately, align horizontal and vertical |  |
|  |  |  | text, merge and split cells, insert borders, insert |  |
|  |  |  | shading, etc. |  |
|  |  |  |  (when you are laying out a spreadsheet) adjust row |  |
|  |  |  | height and column width, insert/remove gridlines, |  |
|  |  |  | merge cells, add cell borders, set cell data type and |  |
|  |  |  | format (eg text, currency, percentage, decimal |  |
|  |  |  | places, date, time, wrap text) |  |
|  |  |  |  (when you are formatting images) resize, crop, align, |  |
|  |  |  | use borders, use text wraps. Presenting your work |  |
|  |  |  | does not necessarily involve the use of PowerPoint. |  |
|  |  |  |  Presenting your work does not necessarily involve |  |
|  |  |  | the use of PowerPoint. |  |
| a) | present information that is fit for |  | **Accepted conventions and templates** |  |
|  | purpose and audience, using |  | You must know whether, in the context in which you are |  |
|  | accepted conventions and/or |  | working, there are any accepted ways of presenting work |  |
|  | templates as appropriate |  | (eg formats, styles, logos), and be able to use these when |  |
|  |  | appropriate. |  |
|  |  |  |  |
|  |  |  |  |  |

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|  |  |  |  |
| --- | --- | --- | --- |
| **In order to show you are competent,** | **Tick if** | **Further guidance** |  |
| **you need to know how to:** | **you** |  |  |
|  |  | **can** |  |  |
| b) | review the effectiveness of the |  | **Review the effectiveness** |  |
|  | development and presentation of |  | You must reflect on and evaluate both the process |  |
|  |  | whereby you developed and presented your work, and |  |
|  | your work. |  |  |
|  |  | the quality and fitness for purpose of the final product. |  |
|  |  |  |  |

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**Published by City & Guilds 1 Giltspur Street**

**London EC1A 9DD**

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**www.cityandguilds.com**

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