**Level 3 Essential Skills Wales in**

**Information and Communication**

**Technology (3768)**

**Candidate logbook**

500/7623/1



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 3 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:

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

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

**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**.

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1. **Level 3 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  [6](#page6) **must** be completed.

**Overall, across at least two activities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard** |  | **Confirmed met *(assessor use only)*** |  |  |
| At least one activity covering ICT3.1, ICT3.2 and ICT3.3 | >=1 complex activity |  |  |
|  |  |  |  |
| Each component must be covered at least twice | >1 x ICT3.1 |  |  |
|  |  | >1 x ICT3.2 |  |  |
|  |  | >1 x ICT3.3 (for >1 audience) |  |  |
|  |  |  |  |
| 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 |  |  |
|  |  |  |  |
| Use at least one example of combined information | >=1 of combined information |  |  |
|  |  |  |  |
| Present evidence of purposeful use of email | >=1 email sent with attachment |  |  |
|  |  | >=1 email received with attachment |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Standard** | **Description of** | **Location/** | **Confirmed met and date** |  |  |
|  | **evidence presented** | **reference** | ***(assessor use only)*** |  |  |
| **ICT3.1.1** |  |  | approach analysed |  |  |
| Analyse and accurately describe |  |  | approach described |  |  |
| how you will approach at least one |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| complex activity that involves the |  |  |  |  |
|  |  |  |  |  |
| use of ICT. |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
|  |  |  |  |  |
|  |  |  |  |  |  |
| **ICT3.1.2** |  |  | ICT used independently |  |  |
| Use ICT independently to carry out |  |  | (including judging |  |  |
| the activity efficiently and |  |  | if/where appropriate to |  |  |
| effectively. |  |  | seek help) |  |  |
|  |  |  | efficient/effective |  |  |
|  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
|  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
|  |  |  |  |  |  |
| **ICT3.1.3** |  |  | followed as necessary |  |  |
| Follow safe, healthy and secure |  |  | throughout tasks |  |  |
| working practices at all times. |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
|  |  |  |  |  |
|  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
|  |  |  |  |  |  |
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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard** | **Description of** | **Location/** | **Confirmed met and date** |  |
|  |  | **evidence presented** | **reference** | ***(assessor use only)*** |  |
| **ICT3.3.1** |  |  | text |  |
| Organise, develop, format and |  |  | tables |  |
| combine ICT-based and non-ICT- |  |  | images |  |
| based information from different |  |  |  |
|  |  | numbers |  |
| sources to suit content and your |  |  |  |
|  |  | records |  |
| purpose, in the form of: |  |  |  |
|  |  | >1 source used |  |
| a) | text |  |  |  |
|  |  | ICT and non-ICT used |  |
| b) | tables |  |  |  |
|  |  | info entered organised, |  |
| c) | images |  |  |  |
|  |  | developed, formatted |  |
| d) | numbers |  |  |  |
|  |  | and combined |  |
| e) | records. |  |  |  |
|  |  | drafts included |  |
|  |  |  |  |  |
|  |  |  |  | related to purpose and |  |
|  |  |  |  | audience |  |
|  |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  |  |  |  |  |
| **ICT3.3.2** |  |  | presented effectively |  |
| Present your final output |  |  | consistent appropriate |  |
| effectively, using a consistent style |  |  |  |
|  |  | style/formats/ layouts |  |
| and formats and layouts that are |  |  | development process |  |
| appropriate to your purpose and |  |  |  |
|  |  | and output reviewed |  |
| 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)*** |  |
| **ICT3.2.1** |  |  | >1 source found, |  |
| Plan how to find the ICT-based and |  |  | selected and used |  |
| non-ICT-based information you |  |  | explained why each |  |
| require. |  |  |  |
|  |  | source |  |
|  |  |  |  |
|  |  |  | selected/evaluated |  |
|  |  |  | explained how each |  |
|  |  |  | source appropriate to |  |
|  |  |  | task |  |
|  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  |  |  |  |  |
| **ICT3.2.2** |  |  | sources noted |  |
| Search for, evaluate, select and |  |  | search scope/nature/ |  |
| get, from a range of sources, |  |  |  |
|  |  | outcomes noted |  |
| relevant ICT-based and non-ICT- |  |  |  |
|  |  | search choices justified |  |
| based information. |  |  |  |
|  |  | info relevant to task |  |
|  |  |  |  |
|  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  |  |  |  |  |
| **ICT3.2.3** |  |  | 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)*** |  |
| **ICT3.2.1** |  |  | >1 source found, |  |
| Plan how to find the ICT-based and |  |  | selected and used |  |
| non-ICT-based information you |  |  | explained why each |  |
| require. |  |  |  |
|  |  | source |  |
|  |  |  |  |
|  |  |  | selected/evaluated |  |
|  |  |  | explained how each |  |
|  |  |  | source appropriate to |  |
|  |  |  | task |  |
|  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  |  |  |  |  |
| **ICT3.2.2** |  |  | sources noted |  |
| Search for, evaluate, select and |  |  | search scope/nature/ |  |
| get, from a range of sources, |  |  |  |
|  |  | outcomes noted |  |
| relevant ICT-based and non-ICT- |  |  |  |
|  |  | search choices justified |  |
| based information. |  |  |  |
|  |  | info relevant to task |  |
|  |  |  |  |
|  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  |  |  |  |  |
| **ICT3.2.3** |  |  | 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 pages have not been met.

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1. **Level 3 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:

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**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 3 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) | identify, analyse and accurately |  | **Analyse and accurately describe** |  |
|  | describe your activity and its sub- |  | While your tutor, teacher or trainer may give you an |  |
|  | tasks |  | activity outlined in broad terms, you must analyse, |  |
| b) | plan how you will carry out the |  | describe, and plan your approach to it independently. If |  |
| you choose to carry out an activity of your own that has |  |
|  | activity by breaking it down into a |  |  |
|  |  | been approved by your teacher/tutor/trainer, you must |  |
|  | series of tasks or sub-tasks |  |  |
|  |  | provide a description of it, including its context and |  |
|  |  |  |  |
|  |  |  | purpose. You must know when to ask for and accept |  |
|  |  |  | advice from an appropriate person to develop the detail |  |
|  |  |  | and identify tasks and sub-tasks. |  |
| a) | explain the need for and use correct |  | **Efficiently and effectively** |  |
|  | procedures to start and shut down |  | You must carry out the activity in ways that are efficient in |  |
|  | ICT systems |  | terms of time and use of resources, and effective in terms |  |
| b) | select a range of software |  | of achieving your purpose. |  |
| **Explain the need for and use correct procedures** |  |
|  | applications and system facilities to |  |  |
|  | achieve your purpose |  | You must be able to describe the appropriate steps when |  |
|  |  | opening and shutting down systems and software, to |  |
| c) | explain the need for and use correct |  |  |
| explain why they are necessary, and to follow them |  |
|  | procedures to open, use and close |  |  |
|  |  | correctly. |  |
|  | appropriate software |  |  |
|  |  | **Adjust personal settings** |  |
| d) | use a range of input and output |  |  |
| You must know how to adjust, for example, aspects of |  |
|  | devices and communication services |  |  |
|  |  | your screen display without affecting the work of other |  |
| e) | recognise and use interface features |  |  |
| users of the machine or the network, and be able to |  |
| f) | adjust personal settings without |  |  |
| restore the original settings when you have finished your |  |
|  | affecting the work of others, and |  |  |
|  |  | work. |  |
|  | restore them after use |  |  |
|  |  | **Manage files and folder structures** |  |
| g) | manage files and folder structures to |  |  |
| You must create and name files and folders, using names |  |
|  | enable efficient storage and retrieval |  |  |
|  |  | that make it easy to retrieve data later (eg names must |  |
|  | of information by you or by others |  |  |
|  |  | give an idea of content, ownership, date, sequence). You |  |
|  | (where appropriate), using version |  |  |
|  |  | must know how to open, save, save as, print, close, |  |
|  | management |  |  |
|  |  | delete, view, rename, move and copy files in appropriate |  |
| h) | make a back-up copy of your work | folders. |  |
|  | and, where appropriate, check that |  | **Handle and use portable storage media safely and** |  |
|  | this has been done automatically |  | **correctly** |  |
| i) | handle and use a range of portable |  | You must know how to: |  |
|  handle, insert and remove a range of portable |  |
|  | storage media safely and correctly |  |  |
| j) | use the ‘help’ facility when |  |  | storage media so as to avoid damage or loss of data |  |
|  |  |  |
|  | appropriate |  | label media appropriately |  |
| k) | recognise errors and identify their |  | run virus checks before using media |  |
|  | likely causes so that you can describe |  |  | store media safely. |  |
|  | them accurately to another person |  |  |
|  |  |  |  |  |
| a) | explain and take active steps to |  | **Explain and take active steps to ensure and follow** |  |
|  | ensure and follow safe and healthy |  | **safe and healthy working practices** |  |
|  | working practices, including |  | You must check and, if necessary, rearrange hardware |  |
|  | minimising health risks |  | and cables safely, adjust seating and lighting as required |  |
|  |  | (or ask for these to be done by an appropriate person), |  |
| b) | explain the need for and follow |  |  |
| avoid hazards, take breaks, minimise physical stress, and |  |
|  | appropriate procedures to protect |  |  |
|  |  | be able to explain why these precautions are necessary. |  |
|  | the security of data and of ICT |  |  |
|  |  | Where necessary, you must accept some responsibility |  |
|  | systems, including the use of |  |  |
|  |  | for and take the initiative in matters of health and safety. |  |
|  | passwords |  |  |
|  |  | **Explain the need for and follow appropriate** |  |
| c) | implement ‘housekeeping’ |  |  |
| **procedures to protect the security of data and of** |  |
|  | procedures where appropriate |  |  |
|  |  | **ICT systems** |  |
| d) | use the internet safely. |  |
| You must use passwords and PINs where necessary, and |  |
|  |  |  |  |
|  |  |  | make backups (or check that these have been made |  |

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|  |  |  |  |
| --- | --- | --- | --- |
| **In order to show you are competent,** | **Tick if** | **Further guidance** |  |
| **you need to know how to:** | **you** |  |  |  |
|  |  | **can** |  |  |  |
|  |  |  | automatically). You must know how to check that virus |  |
|  |  |  | protection is up to date. You must be able to explain why |  |
|  |  |  | these precautions are necessary. |  |
|  |  |  | **Use the internet safely** |  |
|  |  |  | You must be careful to protect your identity, particularly |  |
|  |  |  | in the context of social networking sites and chatrooms, |  |
|  |  |  | and to avoid giving details of bank accounts, etc., on sites |  |
|  |  |  | that are not secure. |  |
|  |  |  | **Note:** It is important that your evidence shows that you |  |
|  |  |  | have followed safe, healthy and secure working practices |  |
|  |  |  | as you carried out your activities. It is not enough to be |  |
|  |  |  | able to describe such practices out of context. |  |
| a) | plan and organise your work |  | **Plan and organise your work** |  |
| b) | find, evaluate, select and use ICT- |  | You must know how to think ahead about the information |  |
| you need for a specific purpose (eg to respond to an |  |
|  | based and other sources of |  |  |
|  |  | enquiry, carry out a task or get ideas for a design), and |  |
|  | information appropriate to your tasks |  |  |
|  |  | plan where and how you will obtain this information. You |  |
|  |  |  |  |
|  |  |  | must plan in advance of doing the work; retrospective |  |
|  |  |  | planning is not acceptable. |  |
| a) | design and use efficient search |  | **Access, navigate and efficiently search the internet** |  |
|  | techniques to find ICT-based |  | **for information** |  |
|  | information |  | You must be able to: |  |
| b) | design queries to locate relevant |  |  | connect to the internet |  |
|  | information using different sources |  |  use a search engine efficiently and effectively (eg |  |
|  | and multiple search criteria |  |  |
|  |  |  | using wildcards, multiple search criteria, quotation |  |
| c) | access, navigate and efficiently |  | marks, relational operators, logical operators, and |  |
|  | search the internet for information |  |  | searching within results) |  |
| d) | make sound judgements about the |  | enter web addresses accurately |  |
|  | reliability of the websites you find, |  |  browse, follow links, use forward and back, save and |  |
|  | using explicit criteria and justifying |  |  | use bookmarks. |  |
|  | your choices |  | **Make sound judgments** |  |
| e) | interpret information and evaluate its |  |  |
| You must consider how far the websites you find provide |  |
|  | fitness for your purpose |  | accurate and reliable information. For example, sites with |  |
| f) | select and use the information you |  | the suffix ‘.gov.uk’ provide official statistical information, |  |
| whereas facts and figures on many other sites are not |  |
|  | need to meet your purpose based on |  |  |
|  |  | independently verified. You must be able to explain why |  |
|  | judgements of relevance and quality |  |  |
|  |  | you accepted information from some websites but not |  |
| g) | establish the copyright status of the |  |  |
| others. |  |
|  | information you find and record full |  |  |
|  |  | **Evaluate fitness for purpose** |  |
|  | details of your sources |  |  |
|  |  | You must know how to read and understand information |  |
|  |  |  |  |
|  |  |  | so you can check facts and spot possible error or bias |  |
|  |  |  | when you are making judgements on whether the |  |
|  |  |  | information suits your purpose. You might take into |  |
|  |  |  | account the intention and authority of the provider, the |  |
|  |  |  | currency of the information, and its relevance. |  |
|  |  |  | **Establish copyright status** |  |
|  |  |  | You must know that all information, printed or ICT-based, |  |
|  |  |  | is copyright. You must note full details of the sources of |  |
|  |  |  | all the information you use and be able to establish |  |
|  |  |  | whether the information you need can be reproduced |  |
|  |  |  | without permission. |  |
| a) | enter information in consistent |  | **Appropriately named files and folders** |  |
|  | formats |  | The names that you use for your files and folders must |  |
| b) | convert information between |  | give clear information about their content, ownership, |  |
| date, sequence. |  |
|  | formats as appropriate |  |  |
|  |  | **Send, receive and respond appropriately to email** |  |
| c) | enter and save your information in |  |  |
| You must be able to open your mailbox, read, reply, |  |
|  | appropriately named files and |  |  |
|  |  | delete, forward, create, send, copy, open and add |  |
|  | folders, on hard disks and on |  |  |
|  |  | attachments, use an address book, adapt your style to |  |
|  | portable storage media • |  |  |
|  |  | suit your audience, use appropriate language, respect |  |
| d) | explain the need for back-up copies |  |  |
| confidentiality. |  |
|  | and ensure that they are made, |  |  |
|  |  | **Copy email to others only as required by your task** |  |
|  | including by you if necessary |  |  |
|  |  | You must copy email to others only on a ‘need-to-know’ |  |
| e) | use ICT to send, receive, exchange |  |  |
| basis. |  |
|  | and share information |  |  |
|  |  |  |  |  |
|  |  |  |  |  |  |

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|  |  |  |  |
| --- | --- | --- | --- |
| **In order to show you are competent,** | **Tick if** | **Further guidance** |  |
| **you need to know how to:** | **you** |  |  |
|  |  | **can** |  |  |
| f) | send, receive and respond |  | **Data protection** |  |
|  | appropriately to email, including |  | You must be aware of and observe the law concerning |  |
|  |  | data protection, eg that you must not provide someone’s |  |
|  | attachments |  |  |
|  |  | personal information to third parties without their |  |
| g) | copy emails to others only as |  |  |
| consent. |  |
|  | required by your task, respecting |  |  |
|  |  | **Manage efficient storage of email, email** |  |
|  | confidentiality and the relevant |  |  |
|  |  | **attachments and email addresses** |  |
|  | requirements of the Data Protection |  |  |
|  |  | For example, you must use folders to store important |  |
|  | Act |  |  |
|  |  | emails and/or attachments, and maintain an address |  |
| h) | manage efficient storage of email, |  |
| book. |  |
|  | email attachments, and email |  |  |
|  |  |  |  |
|  | addresses. |  |  |  |
| a) | observe copyright and other |  | **Enter, develop and organise information** |  |
|  | constraints on how you use |  | You must be able to enter and/or import information into |  |
|  | information, and acknowledge your |  | software applications and use features of the software |  |
|  | sources in full |  | efficiently to bring together and develop the information |  |
|  |  | in ways that are suitable for presenting your work. You |  |
| b) | enter, develop and organise |  |  |
| must, for example, know how to insert, delete, select, |  |
|  | information using the features of |  |  |
|  |  | copy, scan, cut, paste, drag and drop, find and replace, |  |
|  | software applications to improve the |  |  |
|  |  | undo and redo, incorporate images into frames, put data |  |
|  | accuracy and efficiency of your work |  |  |
|  |  | into tables or columns, so as to make the processing and |  |
| c) | create and use structures and |  |
| presentation of information as straightforward as |  |
|  | procedures for developing |  |  |
|  |  | possible. |  |
|  | information and bringing together |  |  |
|  |  | **Evidence must show the process** |  |
|  | text, tables, images, numbers and |  |  |
|  |  | Evidence must show that you have considered different |  |
|  | records |  |  |
|  |  | ways and layouts for presenting your information and can |  |
| d) | derive new information, including |  |  |
| explain your choices (eg in annotated drafts, notes, or |  |
|  | combined information |  |  |
|  |  | witness statements). |  |
| e) | evaluate different methods of |  |  |
| **Derive new information** |  |
|  | organising and presenting |  |  |
|  |  | The processing of information (including quantitative |  |
|  | information, taking into account |  |  |
|  |  | data, text, and images) will generate new information, |  |
|  | fitness for purpose and audience |  |  |
|  |  | such as totals, page references, indexes, or revised |  |
| f) | develop and refine the presentation |  |  |
|  | diagrams or graphs. In processing information, you must |  |
|  | of your work so it is accurate, clear |  | be able to further your purpose and to draw your own |  |
|  | and presented consistently to suit |  | conclusions. |  |
|  |  |  |  |
|  | your purpose and audience, taking |  | **Develop and refine presentation** |  |
|  | account of the views of others |  | You must know how to: |  |
| g) | check that all your work is accurate, |  |  select and use layouts that are suitable for |  |
|  | clear and fit for purpose |  | presenting combined information, including the |  |
|  |  |  | conventions applied to commonly used documents |  |
|  |  |  | (eg letters, spreadsheets, tables, menus, reports, |  |
|  |  |  | posters and 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. |  |
|  |  |  | **Taking account of the views of others** |  |
|  |  |  | As you work on the presentation of your work, you must |  |
|  |  |  | ask for other people’s opinions, and act on them where |  |
|  |  |  | you think they are helpful. |  |
|  |  |  |  |  |

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| **In order to show you are competent,** | **Tick if** | **Further guidance** |  |
| **you need to know how to:** | **you** |  |  |
|  |  | **can** |  |  |
| a) | present information so that it meets |  | **Ask for feedback from others and review the** |  |
|  | your purpose and the needs of the |  | **effectiveness** |  |
|  | audience |  | You must ask your audience to comment on the |  |
| b) | ask for feedback from others and |  | effectiveness of how you presented your work and take |  |
| their opinions into account when you are reflecting on |  |
|  | review the effectiveness of the |  |  |
|  |  | and evaluating both the process whereby you developed |  |
|  | development and presentation of |  |  |
|  |  | and presented your work, and the quality and fitness for |  |
|  | your work. |  |  |
|  |  | purpose of the final product. |  |
|  |  |  |  |

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