

Level 3 Essential Skills Wales in Information and Communication Technology (3768)

Candidate logbook
500/7623/1



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/esw. 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.com.

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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 **must** be completed.

Overall, across at least two activities

Standard	Confirmed met (<i>assessor use only</i>)
At least one activity covering ICT3.1, ICT3.2 and ICT3.3	<input type="checkbox"/> ≥ 1 complex activity
Each component must be covered at least twice	<input type="checkbox"/> > 1 x ICT3.1 <input type="checkbox"/> > 1 x ICT3.2 <input type="checkbox"/> > 1 x ICT3.3 (for > 1 audience)
Include at least one ICT-based information source and at least one non-ICT-based information source	<input type="checkbox"/> ≥ 1 ICT-based source <input type="checkbox"/> ≥ 1 non-ICT-based source <input type="checkbox"/> ≥ 4 sources in total
Use different information sources for each activity	<input type="checkbox"/> different sources for each activity
Use at least one example of text, one example of image and one example of number.	<input type="checkbox"/> ≥ 1 of text <input type="checkbox"/> ≥ 1 of image <input type="checkbox"/> ≥ 1 of number
Use at least one example of combined information	<input type="checkbox"/> ≥ 1 of combined information
Present evidence of purposeful use of email	<input type="checkbox"/> ≥ 1 email sent with attachment <input type="checkbox"/> ≥ 1 email received with attachment

Standard	Description of evidence presented	Location/reference	Confirmed met and date (<i>assessor use only</i>)
ICT3.1.1 Analyse and accurately describe how you will approach at least one complex activity that involves the use of ICT.			<input type="checkbox"/> approach analysed <input type="checkbox"/> approach described <hr/> <hr/>
ICT3.1.2 Use ICT independently to carry out the activity efficiently and effectively.			<input type="checkbox"/> ICT used independently (including judging if/where appropriate to seek help) <input type="checkbox"/> efficient/effective <hr/> <hr/>
ICT3.1.3 Follow safe, healthy and secure working practices at all times.			<input type="checkbox"/> followed as necessary throughout tasks <hr/> <hr/>

Standard	Description of evidence presented	Location/ reference	Confirmed met and date (assessor use only)
<p>ICT3.3.1 Organise, develop, format and combine ICT-based and non-ICT-based information from different sources to suit content and your purpose, in the form of:</p> <p>a) text b) tables c) images d) numbers e) records.</p>			<ul style="list-style-type: none"> <input type="checkbox"/> text <input type="checkbox"/> tables <input type="checkbox"/> images <input type="checkbox"/> numbers <input type="checkbox"/> records <input type="checkbox"/> >1 source used <input type="checkbox"/> ICT and non-ICT used <input type="checkbox"/> info entered organised, developed, formatted and combined <input type="checkbox"/> drafts included <input type="checkbox"/> related to purpose and audience <hr/> <hr/>
<p>ICT3.3.2 Present your final output effectively, using a consistent style and formats and layouts that are appropriate to your purpose and audience using ICT and review your work.</p>			<ul style="list-style-type: none"> <input type="checkbox"/> presented effectively <input type="checkbox"/> consistent appropriate style/formats/ layouts <input type="checkbox"/> development process and output reviewed <hr/> <hr/>

Activity 1

Standard	Description of evidence presented	Location/reference	Confirmed met and date (assessor use only)
ICT3.2.1 Plan how to find the ICT-based and non-ICT-based information you require.			<input type="checkbox"/> >1 source found, selected and used <input type="checkbox"/> explained why each source selected/evaluated <input type="checkbox"/> explained how each source appropriate to task <hr/> <hr/>
ICT3.2.2 Search for, evaluate, select and get, from a range of sources, relevant ICT-based and non-ICT-based information.			<input type="checkbox"/> sources noted <input type="checkbox"/> search scope/nature/outcomes noted <input type="checkbox"/> search choices justified <input type="checkbox"/> info relevant to task <hr/> <hr/>
ICT3.2.3 Enter, save, communicate and exchange ICT-based information to suit your purpose.			<input type="checkbox"/> info entered and saved <input type="checkbox"/> e-info communicated <input type="checkbox"/> e-info exchanged <hr/> <hr/>

Activity 2

Standard	Description of evidence presented	Location/reference	Confirmed met and date (assessor use only)
ICT3.2.1 Plan how to find the ICT-based and non-ICT-based information you require.			<input type="checkbox"/> >1 source found, selected and used <input type="checkbox"/> explained why each source selected/evaluated <input type="checkbox"/> explained how each source appropriate to task <hr/> <hr/>
ICT3.2.2 Search for, evaluate, select and get, from a range of sources, relevant ICT-based and non-ICT-based information.			<input type="checkbox"/> sources noted <input type="checkbox"/> search scope/nature/outcomes noted <input type="checkbox"/> search choices justified <input type="checkbox"/> info relevant to task <hr/> <hr/>
ICT3.2.3 Enter, save, communicate and exchange ICT-based information to suit your purpose.			<input type="checkbox"/> info entered and saved <input type="checkbox"/> e-info communicated <input type="checkbox"/> e-info exchanged <hr/> <hr/>

At least one further activity will be needed if the 'overall' requirements on the previous pages have not been met.

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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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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, you need to know how to:	Tick if you can	Further guidance
a) identify, analyse and accurately describe your activity and its sub-tasks b) plan how you will carry out the activity by breaking it down into a series of tasks or sub-tasks	<input type="checkbox"/> <input type="checkbox"/>	Analyse and accurately describe While your tutor, teacher or trainer may give you an activity outlined in broad terms, you must analyse, describe, and plan your approach to it independently. If you choose to carry out an activity of your own that has been approved by your teacher/tutor/trainer, you must 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 procedures to start and shut down ICT systems b) select a range of software applications and system facilities to achieve your purpose c) explain the need for and use correct procedures to open, use and close appropriate software d) use a range of input and output devices and communication services e) recognise and use interface features f) adjust personal settings without affecting the work of others, and restore them after use g) manage files and folder structures to enable efficient storage and retrieval of information by you or by others (where appropriate), using version management h) make a back-up copy of your work and, where appropriate, check that this has been done automatically i) handle and use a range of portable storage media safely and correctly j) use the 'help' facility when appropriate k) recognise errors and identify their likely causes so that you can describe them accurately to another person	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Efficiently and effectively You must carry out the activity in ways that are efficient in terms of time and use of resources, and effective in terms of achieving your purpose. Explain the need for and use correct procedures You must be able to describe the appropriate steps when opening and shutting down systems and software, to explain why they are necessary, and to follow them correctly. Adjust personal settings You must know how to adjust, for example, aspects of your screen display without affecting the work of other users of the machine or the network, and be able to restore the original settings when you have finished your work. Manage files and folder structures You must create and name files and folders, using names that make it easy to retrieve data later (eg names must give an idea of content, ownership, date, sequence). You must know how to open, save, save as, print, close, delete, view, rename, move and copy files in appropriate folders. Handle and use portable storage media safely and correctly You must know how to: <ul style="list-style-type: none"> • handle, insert and remove a range of portable storage media so as to avoid damage or loss of data • label media appropriately • run virus checks before using media • store media safely.
a) explain and take active steps to ensure and follow safe and healthy working practices, including minimising health risks b) explain the need for and follow appropriate procedures to protect the security of data and of ICT systems, including the use of passwords c) implement 'housekeeping' procedures where appropriate d) use the internet safely.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Explain and take active steps to ensure and follow safe and healthy working practices You must check and, if necessary, rearrange hardware and cables safely, adjust seating and lighting as required (or ask for these to be done by an appropriate person), avoid hazards, take breaks, minimise physical stress, and be able to explain why these precautions are necessary. Where necessary, you must accept some responsibility for and take the initiative in matters of health and safety. Explain the need for and follow appropriate 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

In order to show you are competent, you need to know how to:	Tick if you can	Further guidance
		<p>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.</p> <p>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.</p> <p>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.</p>
<p>a) plan and organise your work b) find, evaluate, select and use ICT-based and other sources of information appropriate to your tasks</p>	<p><input type="checkbox"/> <input type="checkbox"/></p>	<p>Plan and organise your work You must know how to think ahead about the information you need for a specific purpose (eg to respond to an enquiry, carry out a task or get ideas for a design), and plan where and how you will obtain this information. You must plan in advance of doing the work; retrospective planning is not acceptable.</p>
<p>a) design and use efficient search techniques to find ICT-based information b) design queries to locate relevant information using different sources and multiple search criteria c) access, navigate and efficiently search the internet for information d) make sound judgements about the reliability of the websites you find, using explicit criteria and justifying your choices e) interpret information and evaluate its fitness for your purpose f) select and use the information you need to meet your purpose based on judgements of relevance and quality g) establish the copyright status of the information you find and record full details of your sources</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Access, navigate and efficiently search the internet for information You must be able to:</p> <ul style="list-style-type: none"> • connect to the internet • use a search engine efficiently and effectively (eg using wildcards, multiple search criteria, quotation marks, relational operators, logical operators, and searching within results) • enter web addresses accurately • browse, follow links, use forward and back, save and use bookmarks. <p>Make sound judgments You must consider how far the websites you find provide 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. You must be able to explain why you accepted information from some websites but not others.</p> <p>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.</p> <p>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.</p>
<p>a) enter information in consistent formats b) convert information between formats as appropriate c) enter and save your information in appropriately named files and folders, on hard disks and on portable storage media • d) explain the need for back-up copies and ensure that they are made, including by you if necessary e) use ICT to send, receive, exchange and share information</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Appropriately named files and folders The names that you use for your files and folders must give clear information about their content, ownership, date, sequence.</p> <p>Send, receive and respond appropriately to email You must be able to open your mailbox, read, reply, delete, forward, create, send, copy, open and add attachments, use an address book, adapt your style to suit your audience, use appropriate language, respect confidentiality.</p> <p>Copy email to others only as required by your task You must copy email to others only on a 'need-to-know' basis.</p>

In order to show you are competent, you need to know how to:	Tick if you can	Further guidance
f) send, receive and respond appropriately to email, including attachments g) copy emails to others only as required by your task, respecting confidentiality and the relevant requirements of the Data Protection Act h) manage efficient storage of email, email attachments, and email addresses.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Data protection You must be aware of and observe the law concerning data protection, eg that you must not provide someone's personal information to third parties without their consent.</p> <p>Manage efficient storage of email, email attachments and email addresses For example, you must use folders to store important emails and/or attachments, and maintain an address book.</p>
a) observe copyright and other constraints on how you use information, and acknowledge your sources in full b) enter, develop and organise information using the features of software applications to improve the accuracy and efficiency of your work c) create and use structures and procedures for developing information and bringing together text, tables, images, numbers and records d) derive new information, including combined information e) evaluate different methods of organising and presenting information, taking into account fitness for purpose and audience f) develop and refine the presentation of your work so it is accurate, clear and presented consistently to suit your purpose and audience, taking account of the views of others g) check that all your work is accurate, clear and fit for purpose	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Enter, develop and organise information You must be able to enter and/or import information into software applications and use features of the software efficiently to bring together and develop the information in ways that are suitable for presenting your work. You must, for example, know how to insert, delete, select, copy, scan, cut, paste, drag and drop, find and replace, undo and redo, incorporate images into frames, put data into tables or columns, so as to make the processing and presentation of information as straightforward as possible.</p> <p>Evidence must show the process Evidence must show that you have considered different ways and layouts for presenting your information and can explain your choices (eg in annotated drafts, notes, or witness statements).</p> <p>Derive new information The processing of information (including quantitative data, text, and images) will generate new information, such as totals, page references, indexes, or revised diagrams or graphs. In processing information, you must be able to further your purpose and to draw your own conclusions.</p> <p>Develop and refine presentation You must know how to:</p> <ul style="list-style-type: none"> • select and use layouts that are suitable for 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. <p>Presenting your work does not necessarily involve the use of PowerPoint.</p> <p>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.</p>

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

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