LEARNER LOGBOOK

Essential Skills for Work and Life Entry 1 Units (Wales) (3846-01)

February 2013 Version 2.0

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Guilds

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Contents

1 About your learner logbook

1.1 Contact details

Learner name	
Learner enrolment no	
Centre name	
Centre number	
Programme start date	
Date of registration with City & Guilds	

Keep a record of relevant contact details in the space provided below. You may find it helpful to make a note of phone numbers and e-mail addresses here.

Your Assessor(s)	
Your Internal Qualification Assurer	
Quality Assurance Contact	

1.2 Introduction to the logbook

This logbook will help you work towards the unit(s) or qualification you are aiming to achieve.

This Logbook contains 19 x Entry 1 units. You should discuss and agree which of these units you need to work towards with your Assessor/Tutor.

Version and date	Change detail	Section
1.1 February 2013	Minimum credit at/above level amended (from 15 to 18) for: 600/7747/5 Entry Level Extended Certificate In Essential Skills for Work and Life (Entry 2)	Qualification Structures

About City & Guilds

City & Guilds is your awarding body for this qualification. City & Guilds is the UK's leading awarding body for vocational qualifications.

Information about City & Guilds and our qualifications is available on our website **www.cityandguilds.com**.

2   Units

The following units are included in this Logbook for learners working towards an Essential Skills for Work and Life Qualification (Wales) (3846):

Unit No.	UAN	Unit level	Unit title	Credit	GLH
102	A/504/3464	Entry 1	Writing texts	3	30
109	T/504/3477	Entry 1	Completing forms	2	20
110	A/504/3478	Entry 1	Using money	3	30
111	R/504/3471	Entry 1	Using shape	3	30
112	R/504/3499	Entry 1	Using time	2	20
117	A/504/3691	Entry 1	Calculations using whole numbers to 10	3	30
119	F/504/3692	Entry 1	Using whole numbers to 10	3	30
127	F/504/3451	Entry 1	Using ICT systems	2	20
128	J/504/3452	Entry 1	Developing and presenting information using ICT	2	20
132	Y/504/3486	Entry 1	Organising information	1	10
133	H/504/3507	Entry 1	Following safe and healthy working practices when using ICT	1	10
134	Y/504/3522	Entry 1	Finding, selecting and exchanging information using ICT	2	20
135	F/504/3434	Entry 1	Positional vocabulary	1	10
136	R/504/3485	Entry 1	Providing information orally	3	30
137	L/504/3470	Entry 1	Obtaining information orally	3	30
141	R/504/3521	Entry 1	Identifying the purpose of written material	3	30
142	J/504/3449	Entry 1	Reading for information	2	20
146	D/504/3506	Entry 1	Strategies for reading	3	30
149	J/504/3516	Entry 1	Comparing sizes	3	30

3   Qualification structures

The Essential Skills for Work and Life suite comprises the following qualifications:

Accreditation number	Qualification title	Credits	Min credit at/above Level	GLH
600/7647/1	Entry Level Award In Essential Skills for Work and Life (Entry 1)	6	6	60
600/7648/3	Entry Level Award in Essential Skills for Work and Life (Entry 2)	6	6	60
600/7649/5	Entry Level Award In Essential Skills for Work and Life (Entry 3)	6	6	60
600/7192/8	Level 1 Award In Essential Skills for Work and Life	6	6	60
600/7185/0	Entry Level Certificate In Essential Skills for Work and Life (Entry 1)	16	16	160
600/7186/2	Entry Level Certificate In Essential Skills for Work and Life (Entry 2)	16	9	160
600/7187/4	Entry Level Certificate In Essential Skills for Work and Life (Entry 3)	16	12	160
600/7193/X	Level 1 Certificate In Essential Skills for Work and Life	16	9	160
600/7191/6	Entry Level Extended Certificate In Essential Skills for Work and Life (Entry 1)	24	24	240
600/7747/5	Entry Level Extended Certificate In Essential Skills for Work and Life (Entry 2)	24	18	240
600/7748/7	Entry Level Extended Certificate In Essential Skills for Work and Life (Entry 3)	24	18	240
600/7188/6	Entry Level Diploma In Essential Skills for Work and Life (Entry 1)	37	37	370
600/7189/8	Entry Level Diploma In Essential Skills for Work and Life (Entry 2)	37	28	370
600/7190/4	Entry Level Diploma In Essential Skills for Work and Life (Entry 3)	37	28	370

All units are portfolio-assessed, and there are no mandatory units. Each qualification operates on a 'pick and mix' basis and can include a mixture of communication, application of number and ICT units – depending on the nature of the programme and learners' particular skills gaps. Within the Award-sized qualifications (6 credits), it is possible to focus on just one subject area.

The rules of combination for each Certificate, Extended Certificate and Diploma-sized qualification include (where applicable) units one level above and one level below the level of the qualification. For example, it is possible to complete Entry 2 and Level 1 units as part of an Entry 3 qualification; although in each case a minimum number of credits (indicated above) must be at or above the level of the qualification. Within the Award-sized qualification, all units must be achieved at the level of the qualification.

It is not possible to count units achieved at more than one level towards the same qualification if they have the same title or cover the same area of the standards (eg the Entry 1 unit 'Using Whole Numbers to 10' and Entry 2 unit 'Using Whole Numbers up to 100' cannot both be counted). A complete list of all barred unit combinations is provided in the 3846 Qualification handbook.

This logbook only contains the Entry 1 units. Units for Entry 2, Entry 3 and Level 1 can be found in the corresponding logbooks.

Entry Level Certificate in Essential Skills for Work and Life (Entry 1) 600/7185/0 (3846-01)
Learners must achieve a minimum of **16** credits to achieve this qualification. A minimum of **9** credits must come from Group A and the remaining **7** credits may come from Group A and/or Group B.

Entry Level Certificate in Essential Skills for Work and Life (Entry 2) 600/7186/2 (3846-01)
Learners must achieve a minimum of **16** credits to achieve this qualification. A minimum of **9** credits must come from Group B and the remaining **7** credits from Group A and/or Group B and/or Group C.

Entry Level Certificate in Essential Skills for Work and Life (Entry 3) 600/7187/4 (3846-01)
Learners must achieve a minimum of **16** credits to achieve this qualification. A minimum of **9** credits must come from Group C and the remaining **7** credits from Group B and/or Group C and/or Group D.

Entry Level Diploma in Essential Skills for Work and Life (Entry 1) 600/7188/6 (3846-01)
Learners must achieve a minimum of **37** credits to achieve this qualification. A minimum of **19** credits must come from Group A and the remaining **18** credits from Group A and/or Group B.

Entry Level Diploma in Essential Skills for Work and Life (Entry 2) 600/7189/8 (3846-01)
Learners must achieve a minimum of **37** credits to achieve this qualification. A minimum of **19** credits must come from Group B and the remaining **18** credits from Group A and/or Group B and/or Group C.

Entry Level Diploma in Essential Skills for Work and Life (Entry 3) 600/7190/4 (3846-01)

Learners must achieve a minimum of **37** credits to achieve this qualification. A minimum of **19** credits must come from Group C and the remaining **18** credits from Group B and/or Group C and/or Group D.

Entry Level Extended Certificate in Essential Skills for Work and Life (Entry 1) 600/7191/6 (3846-01)

Learners must achieve a minimum of **24** credits to achieve this qualification. A minimum of **15** credits must come from Group A and the remaining **9** credits from Group A and/or Group B.

Level 1 Award in Essential Skills for Work and Life 600/7192/8 (3846-01)

Learners must achieve a minimum of **6** credits from Group D to achieve this qualification.

Level 1 Certificate in Essential Skills for Work and Life 600/7193/X (3846-01)

Learners must achieve a minimum of **16** credits to achieve this qualification. A minimum of **9** credits from Group D and the remaining **7** credits from Group C and/or Group D.

Entry Level Award in Essential Skills for Work and Life (Entry 1) 600/7647/1 (3846-01)

Learners must achieve a minimum of **6** credits to achieve this qualification. A minimum of **3** credits must come from Group A and the remaining **3** credits from Group A and/or Group B.

Entry Level Award in Essential Skills for Work and Life (Entry 2) 600/7648/3 (3846-01)

To achieve this qualification, learners must achieve a minimum of **6** credits. A minimum of **3** credits must come from Group B and the remaining **3** credits from Group B and/or Group C.

Entry Level Award in Essential Skills for Work and Life (Entry 3) 600/7649/5 (3846-01)

Learners must achieve a minimum of **6** credits to achieve this qualification. A minimum of **3** credits must come from Group C and the remaining **3** credits from Group C and/or Group D.

Entry Level Extended Certificate in Essential Skills for Work and Life (Entry 2) 600/7747/5 (3846-01)

Learners must achieve a minimum of **24** credits to achieve this qualification. A minimum of **15** credits must come from Group B and the remaining **9** credits from Group A and/or Group B and/or Group C.

Entry Level Extended Certificate in Essential Skills for Work and Life (Entry 3) 600/7748/7 (3846-01)

Learners must achieve a minimum of **24** credits to achieve this qualification. A minimum of **15** credits must come from Group C and the remaining **9** credits from Group B and/or Group C and/or Group D.

Unit accreditation number	City & Guilds unit number	Unit level	Unit title	Credit value
Group A				
A/504/3464	102	Entry 1	Writing texts	3
T/504/3477	109	Entry 1	Completing forms	2
A/504/3478	110	Entry 1	Using money	3
R/504/3471	111	Entry 1	Using shape	3
R/504/3499	112	Entry 1	Using time	2
A/504/3691	117	Entry 1	Calculations using whole numbers to 10	3
F/504/3692	119	Entry 1	Using whole numbers to 10	3
F/504/3451	127	Entry 1	Using ICT systems	2
J/504/3452	128	Entry 1	Developing and presenting information using ICT	2
Y/504/3486	132	Entry 1	Organising information	1
H/504/3507	133	Entry 1	Following safe and healthy working practices when using ICT	1
Y/504/3522	134	Entry 1	Finding, selecting and exchanging information using ICT	2
F/504/3434	135	Entry 1	Positional vocabulary	1
R/504/3485	136	Entry 1	Providing information orally	3
L/504/3470	137	Entry 1	Obtaining information orally	3
R/504/3521	141	Entry 1	Identifying the purpose of written material	3
J/504/3449	142	Entry 1	Reading for information	2
D/504/3506	146	Entry 1	Strategies for reading	3
J/504/3516	149	Entry 1	Comparing sizes	3

Unit accreditation number	City & Guilds unit number	Unit level	Unit title	Credit value
Group B				
L/504/3517	201	Entry 2	Preparing to write	3
Y/504/3441	203	Entry 2	Writing with meaning	3
M/504/3459	209	Entry 2	Completing forms	2
L/504/3453	210	Entry 2	Using money	2
H/504/3460	211	Entry 2	Using shape	2
J/504/3466	212	Entry 2	Using time	1
D/504/3473	214	Entry 2	Measuring and using weight	1
H/504/3443	215	Entry 2	Measuring and using length	2
K/504/3508	218	Entry 2	Calculations with whole numbers	3
J/504/3676	220	Entry 2	Using whole numbers up to 100	2
D/504/3523	222	Entry 2	Using fractions	2
H/504/3474	227	Entry 2	Using ICT systems	2
F/504/3501	228	Entry 2	Developing and presenting information using ICT	2
H/504/3491	233	Entry 2	Following safe and healthy working practices when using ICT	1
M/504/3509	234	Entry 2	Finding, selecting and exchanging information using ICT	2
M/504/3476	235	Entry 2	Positional vocabulary	1
Y/504/3472	236	Entry 2	Providing information orally	2
H/504/3457	237	Entry 2	Obtaining information orally	3
D/504/3442	239	Entry 2	Discussion skills	2
A/504/3500	242	Entry 2	Reading for information	3
F/504/3479	244	Entry 2	Reading for a purpose	3
T/504/3480	245	Entry 2	Reading graphical material	2
F/504/3465	246	Entry 2	Strategies for reading	2

Unit accreditation number	City & Guilds unit number	Unit level	Unit title	Credit value
Group C				
K/504/3444	301	Entry 3	Preparing to write	3
K/504/3461	304	Entry 3	Writing to communicate information	3
M/504/3493	305	Entry 3	Writing to communicate opinions	3
K/504/3511	309	Entry 3	Completing forms	2
M/504/3512	310	Entry 3	Using money	2
L/504/3467	311	Entry 3	Using shape	2
Y/504/3536	312	Entry 3	Using time	1
R/504/3454	313	Entry 3	Using measurements	3
K/504/3525	318	Entry 3	Calculations with whole numbers	3
Y/504/3519	323	Entry 3	Using fractions and decimals	3
R/504/3468	327	Entry 3	Using ICT systems	2
T/504/3530	328	Entry 3	Developing and presenting information using ICT	2
Y/504/3455	329	Entry 3	Collecting and presenting information graphically	2
J/504/3483	333	Entry 3	Following safe and healthy working practices when using ICT	1
L/504/3503	334	Entry 3	Finding, selecting and exchanging information using ICT	2
H/504/3524	336	Entry 3	Providing information orally	2
H/504/3510	337	Entry 3	Obtaining information orally	3
T/504/3494	339	Entry 3	Discussion skills	2
R/504/3518	342	Entry 3	Reading for information	3
J/504/3502	344	Entry 3	Reading for a purpose	3
F/504/3482	345	Entry 3	Reading graphical material	1
A/504/3481	346	Entry 3	Strategies for reading	2

Unit accreditation number	City & Guilds unit number	Unit level	Unit title	Credit value
Group D				
F/504/3515	404	Level 1	Writing to communicate information	1
A/504/3514	406	Level 1	Writing to persuade	1
A/504/3528	407	Level 1	Writing to describe	1
Y/504/3004	408	Level 1	Developing writing skills - report	1
T/504/3463	412	Level 1	Using time	1
K/504/3475	413	Level 1	Using measurements	1
T/504/3527	416	Level 1	Calculations with measurements	1
J/504/3497	421	Level 1	Whole numbers, problem solving and calculations	2
F/504/3529	424	Level 1	Fractions, decimals and percentages	2
Y/504/3505	425	Level 1	Probability	1
L/504/3520	426	Level 1	Ratios and proportions	1
M/504/3445	427	Level 1	Using ICT systems	1
T/504/3513	428	Level 1	Developing and presenting information using ICT	2
D/504/3456	430	Level 1	Collection and presentation of data	1
L/504/3484	431	Level 1	Extracting data	1
M/504/3462	433	Level 1	Following safe and healthy working practices when using ICT	1
A/504/3495	434	Level 1	Finding, selecting and exchanging information using ICT	2
F/504/3496	438	Level 1	Speaking and listening, providing and receiving information	1
Y/504/3469	440	Level 1	Contributing to discussions	1
A/504/3447	444	Level 1	Reading for purpose	1
R/504/3504	447	Level 1	Following instructional and explanatory texts	1
T/504/3446	448	Level 1	Obtaining information and opinions from texts	1

4   The assessment process

The following people at your centre will explain the assessment process and help you achieve your unit(s)/qualification.

The Assessor/Tutor

The assessor/tutor is the person you will have the most contact with as you work towards your unit(s)/qualification. You may have more than one Assessor/Tutor depending on which unit(s) you take. You may also be assessed by a person who is not your Tutor.

The Internal Quality Assurer

The Internal Quality Assurer maintains the quality of assessment within the centre.

The Qualification Consultant

The Qualification Consultant works for City & Guilds and helps to ensure that your centre meets the required standards for quality and assessment.

5 Using your logbook

Recording forms

This logbook contains all of the forms you and your Assessor will need to plan, review and organise your evidence. Your Assessor will be able to help you decide which forms you need to complete and help you fill them in.

Please photocopy these forms as required.

6   Learner progress record

Qualification title	
Qualification level	
Minimum credits required	

Units												
Credits												

Total Credits Achieved:

I confirm that the evidence supplied for the above listed units is authentic and a true representation of my own work. The work logged in the following pages is my own work carried out during my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this qualification with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 102   Writing texts
3 credits

Outcome 1   Be able to use upper and lower case letters

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
1.1 give an example of when to write in block capitals						
1.2 give an example of when it is necessary to use both upper and lower case letters						
1.3 use letters in both capital and lower case form.						

Outcome 2   Be able to write simple documents

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
2.1 give the main points to include in a document required for a stated purpose						
2.2 state key words to include in text						
2.3 write simple sentences to include in documents.						

Outcome 3   Be able to punctuate simple sentences

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
3.1 use punctuation for simple sentences in own writing to include:						
a. capital letters for the start of a sentence						
b. full stops						
c. capital I when writing about self.						

Unit 102   Writing texts
Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 109   Completing forms
2 credits

Outcome 1   Understand terms found on forms

Assessment criteria The learner can:	Portfolio reference	
1.1 give the meaning of terms found on forms.		

Outcome 2   Be able to complete forms

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 use personal details to complete forms.						

Unit 109   Completing forms

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 110　　　Using money
3 credits

Outcome 1　　Know the purpose of cash

Assessment criteria The learner can:	Portfolio reference	
1.1　identify situations where cash can be used.		

Outcome 2　　Know the value of coins

Assessment criteria The learner can:	Portfolio reference	
2.1　identify coins up to £2		
2.2　rank the coins in order of value		
2.3　identify coins required for specific purposes.		

Outcome 3　　Be able to use coins in everyday situations

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
3.1　demonstrate how to use coins when:						
a.　paying someone for goods						
b.　using machines or equipment.						

Unit 110   Using money

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 111   Using shape
3 credits

Outcome 1   Understand how knowledge of shapes can be used in practical situations

Assessment criteria The learner can:	Portfolio reference	
1.1 outline a practical task or activity using 2D or 3D shapes.		

Outcome 2   Know common 2D shapes

Assessment criteria The learner can:	Portfolio reference	
2.1 state how 2D shapes differ from 3D shapes		
2.2 identify 2D shapes including squares, rectangles, circles and triangles:		
a. of different sizes		
b. when shown in different positions.		

Outcome 3   Know common 3D shapes

Assessment criteria The learner can:	Portfolio reference	
3.1 identify 3D shapes including cubes, spheres and coins:		
a. of different sizes		
b. when viewed from a different side.		

Unit 111   Using shape
Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 112   Using time

2 credits

Outcome 1   Understand vocabulary relating to the time

Assessment criteria The learner can:	Portfolio reference	
1.1 relate familiar events to:		
a. seasons of the year		
b. days of the week		
c. times of the day.		

Outcome 2   Be able to order events using vocabulary of time

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 state the order of:						
a. the days of the week						
b. the seasons of the year						
2.2 state the order of events which are expressed as o'clock times						
2.3 state the order of events which are given by the day on which they occur.						

Unit 112   Using time
Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 117 Calculations using whole numbers to 10
3 credits

Outcome 1   Understand the meaning of addition and subtraction

Assessment criteria The learner can:	Portfolio reference	
1.1 give examples of different names for:		
a. plus		
b. minus		
1.2 identify symbols used in calculations		
1.3 give examples of practical situations when it is necessary to add and subtract numbers.		

Outcome 2   Be able to add and subtract single digit numbers

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
2.1 add single-digit **numbers** with totals to 10						
2.2 subtract single digit numbers from whole numbers to 10						
2.3 identify pairs of numbers that add together to give 10						
2.4 use +, - and = when writing down calculations						
2.5 demonstrate ways of checking answers to calculations.						

Outcome 3   Be able to use calculation of whole numbers to 10 in practical tasks

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
3.1 use plus and minus in a practical task/activity						
3.2 state what the results mean.						

Unit 117 Calculations using whole numbers to 10
Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 119   Using whole numbers to 10
3 credits

Outcome 1   Understand a given problem involving whole numbers to 10

Assessment criteria The learner can:	Portfolio reference	
1.1 state how to tackle a problem involving numbers up to 10.		

Outcome 2   Understand information given by numbers

Assessment criteria The learner can:	Portfolio reference	
2.1 identify information given by numbers up to 10 in:		
a. simple written material		
b. simple graphical material		
c. simple numerical material		
2.2 record the numbers using:		
a. digits		
b. words.		

Outcome 3   Understand the value of numbers up to 10

Assessment criteria The learner can:	Portfolio reference	
3.1 count up to 10 items		
3.2 order numbers according to their value		
3.3 use number words to grade items		
3.4 use words that compare the numbers of items.		

Outcome 4   Understand how numbers are used for a specific purpose

Assessment criteria The learner can:	Portfolio reference	
4.1 use numbers to solve the problem stated in 1.1.		

Unit 119　　Using whole numbers to 10
Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 127 Using ICT systems
2 credits

Outcome 1 Understand a simple given task requiring the use of ICT

Assessment criteria The learner can:	Portfolio reference	
1.1 state a task or problem		
1.2 state how the task is to be tackled.		

Outcome 2 Be able to use hardware and onscreen icons for a specific purpose

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
2.1 use hardware to carry out the task stated in 1.1						
2.2 demonstrate the use of onscreen icons						
2.3 demonstrate the use of interface features.						

Outcome 3 Be able to use the help facility

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
3.1 locate the help facility						
3.2 indicate when it is appropriate to use the help facility						
3.3 use the help facility to carry out a given task.						

Outcome 4 Be able to ask for help when needed

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
4.1 identify when it is appropriate to ask for help						
4.2 ask for help when needed.						

Unit 127 Using ICT systems

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 128 Developing and presenting information using ICT

2 credits

Outcome 1 Be able to enter personal information

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
1.1 complete online forms requiring personal information.						

Outcome 2 Be able to present information through ICT

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
2.1 use hard copies to present ICT information for the purpose						
2.2 use screen shots to present ICT information for the purpose.						

Outcome 3 Be able to delete and amend information

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
3.1 demonstrate how to correct mistakes in information						
3.2 demonstrate how to delete information.						

Outcome 4 Be able to present information orally

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
4.1 use spoken explanations to present ICT information for the purpose.						

Unit 128　Developing and presenting information using ICT

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 132   Organising information
1 credit

Outcome 1   Be able to sort objects according to a stated criteria

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
1.1 sort objects into two groups according to a given criterion.						

Outcome 2   Be able to represent numerical information in different ways

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
2.1 show information using:						
a. lists						
b. diagrams						
c. simple pictogram.						

Unit 132   Organising information

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 133　Following safe and healthy working practices when using ICT

1 credit

Outcome 1　**Understand safety measures needed when using ICT**

Assessment criteria The learner can:	Portfolio reference	
1.1　give examples of safety problems that may exist with ICT		
1.2　state how often breaks should be taken when using ICT.		

Outcome 2　**Know where to find help when needed**

Assessment criteria The learner can:	Portfolio reference	
2.1　state where help may be obtained to make safety adjustments and give reasons.		

Unit 133   Following safe and healthy working practices when using ICT

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 134 Finding, selecting and exchanging information using ICT

2 credits

Outcome 1 Know some ICT sources of information

Assessment criteria The learner can:	Portfolio reference	
1.1 give examples of some ICT sources of information.		

Outcome 2 Be able to locate information

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
2.1 use ICT sources to find information for a stated given task.						

Outcome 3 Be able to enter and save information

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
3.1 use ICT facilities to input information						
3.2 demonstrate how to save information.						

Outcome 4 Be able to receive simple ICT based information

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
4.1 give examples of ICT based information						
4.2 use ICT to receive information.						

Unit 134   Finding, selecting and exchanging information using ICT

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 135   Positional vocabulary

1 credit

Outcome 1   **Understand positional vocabulary**

Assessment criteria The learner can:	Portfolio reference	
1.1 give the meaning of a range of terms used to describe the position of objects and places		
1.2 locate objects and places by using some of the terms described in 1.1.		

Unit 135   **Positional vocabulary**

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 136   Providing information orally
3 credits

Outcome 1   Be able to use spoken language to make statements of fact

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
1.1 give examples of when it may be necessary to provide factual information verbally						
1.2 give factual information verbally.						

Outcome 2   Be able to use spoken language to express feelings and opinions

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 give examples of when it may be appropriate to express feelings or opinions						
2.2 give opinions and feelings verbally.						

Outcome 3   Be able to respond to requests for personal information

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 give some examples of what is meant by personal information						
3.2 give examples of when it may be necessary to provide personal information						
3.3 give examples of when personal information should not be given						
3.4 provide personal information on request						
3.5 spell out personal details when requested.						

Unit 136   Providing information orally
Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 137　　Obtaining information orally
3 credits

Outcome 1　Be able to obtain information from short explanations

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
1.1　identify the purpose of a short explanation						
1.2　identify key words to listen out for in the explanation						
1.3　identify key information from short explanations.						

Outcome 2　Be able to follow single-step oral instructions

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
2.1　identify key words to listen out for in oral instructions						
2.2　follow single step instructions						
2.3　identify questions that can be used to check that the task has been completed successfully.						

Outcome 3　Be able to use spoken language to obtain information

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
3.1　prepare questions to use to obtain information for a stated purpose						
3.2　ask questions to obtain information for a stated purpose						
3.3　identify the key detail in answers provided to questions in 3.2.						

Unit 137   Obtaining information orally

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 141   Identifying the purpose of written material

3 credits

Outcome 1   Be able to recognise the purpose of simple texts

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
1.1 find examples of written materials found in daily life including:						
a. a list						
b. a message						
c. an advert						
d. a notice						
1.2 identify the purpose of each of the materials in 1.1						
1.3 give examples of texts that are read for:						
a. pleasure						
b. information						
1.4 identify the purpose of each of the materials in 1.3.						

Outcome 2   Be able to recognise the purpose of signs and symbols

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
2.1 identify the meaning of a range of common signs and symbols						
2.2 give examples of where the signs and symbols in 2.1 may be found.						

Unit 141　　Identifying the purpose of written material
Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 142   Reading for information
2 credits

Outcome 1   Be able to follow the meaning of short texts

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
1.1 outline the gist of short texts.						

Outcome 2   Be able to obtain information from simple documents

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
2.1 state information to be obtained from documents						
2.2 identify the required information.						

Unit 142   Reading for information

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 146   Strategies for reading
3 credits

Outcome 1   Understand simple words, signs and symbols

Assessment criteria The learner can:	Portfolio reference	
1.1 identify the meaning of a range of signs found in familiar situations		
1.2 identify the meaning of a range of symbols found in familiar situations		
1.3 identify the meaning of a range of words found in familiar situations.		

Outcome 2   Be able to decode simple regular words

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
2.1 name and sound letters of the alphabet						
2.2 use letter sounds to work out words.						

Outcome 3   Be able to use own language experience to identify words

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
3.1 use surrounding words to help identify unfamiliar words						
3.2 read own scribed words on familiar topics.						

Outcome 4   Know how to find and use the meaning of unfamiliar words

Assessment criteria The learner can:	Portfolio reference	
4.1 find the meaning of a range of unfamiliar words		
4.2 use the words in 4.1 orally in new sentences.		

Unit 146　　　Strategies for reading

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 149 Comparing sizes
3 credits

Outcome 1 Be able to use words to describe the size of objects

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
1.1 give examples of words which are used to:						
a. describe the size of an object						
b. compare the sizes of objects						
1.2 use these words to:						
a. describe the size of a range of objects						
b. compare the size of a range of objects.						

Outcome 2 Be able to use words to describe the weight of objects

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
2.1 give examples of words which are used to:						
a. describe the weight of an object						
b. compare the weights of objects						
2.2 use these words to:						
a. describe the weight of a range of objects						
b. compare the weight of a range of objects.						

Outcome 3   Be able to use words to describe capacity

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
3.1 give examples of words which are used to:						
a. describe capacity of an object						
b. compare the capacity of a range of objects.						

Outcome 4   Be able to measure objects

Assessment criteria (Performance)	Evidence date					
The learner can:	**Portfolio reference**					
4.1 measure objects using whole numbers.						

Unit 149   **Comparing sizes**

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Appendix 1 Summary of City & Guilds assessment policies

Health and Safety

All centres have to make sure that they provide a safe and healthy environment for learning, including induction and assessment. City & Guilds Qualification Consultants check this when they visit assessment centres.

Equal Opportunities

Your centre will have an equal opportunities policy. Your centre will explain this to you during your induction, and may give you a copy of the policy.

City & Guilds equal opportunities policy is available from our website **www.cityandguilds.com**, City & Guilds Customer Relations Team or your centre.

Access to assessment

City & Guilds qualifications are open to all learners. Some learners may need extra help with their assessment, for example, a person with a visual impairment may need a reader.

If you think you will need alternative assessment arrangements, you should discuss this with your centre during your induction, and record this on your assessment plan. City & Guilds will allow centres to make alternative arrangements for you if you are eligible and if the qualification allows for this. This must be agreed before you start your qualification.

City & Guilds guidance and regulations document *Access to assessment and qualifications* is available on the City & Guilds website **www.cityandguilds.com**, from the City & Guilds Customer Relations Team or your centre.

Complaints and appeals

Centres must have a policy and procedure to deal with any complaints you may have. You may feel you have not been assessed fairly, or may want to appeal against an assessment decision if you do not agree with your Assessor.

These procedures will be explained during induction and you will be provided with information about the Quality Assurance Co-ordinator within your centre who is responsible for this.

Most complaints and appeals can be resolved within the centre, but if you follow the centre procedure and are still not satisfied you can complain to City & Guilds.

Our complaints policy is on our website **www.cityandguilds.com** or is available from the City & Guilds Customer Relations Team or your centre.

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: **learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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