Entry level and Level 1-2 Essential Skills qualifications (Northern Ireland) (3800)

September 2003 Version 2.1 (revised April 2013)
## Qualifications at a glance

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<thead>
<tr>
<th>Subject area</th>
<th>Essential Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>City &amp; Guilds number</td>
<td>3800</td>
</tr>
<tr>
<td>Age group approved</td>
<td>all</td>
</tr>
<tr>
<td>Entry requirements</td>
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</tr>
</tbody>
</table>

### Assessment
- **Entry level**: supervised task
- **Level 1-2 Comm/AoN**: portfolio, based on action-based activity (ABA), and desktop task (DTT)
- **Level 1-2 ICT**: portfolio, based on approved template.

### Fast track
not applicable

### Support materials
- Assessment documents: download from [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni) (Note: password required to open live assessment documents)
- ICT portfolio templates: download from Essential Skills ICT tutors’ Moodle site [www.ictessentialskills.co.uk](http://www.ictessentialskills.co.uk).
- Centre staff must also have access to the relevant core curriculum documents

### Registration and certification
Consult the City & Guilds website for information

### Title and level

<table>
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<th>City &amp; Guilds number</th>
<th>Accreditation number</th>
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<td>Entry Level Certificate in Essential Skills – Adult Literacy (Entry 1-3)</td>
<td>3800-40</td>
<td>600/7131/X</td>
</tr>
<tr>
<td>Level 1 Certificate in Essential Skills – Communication</td>
<td>3800-50</td>
<td>600/7134/5</td>
</tr>
<tr>
<td>Level 2 Certificate in Essential Skills – Communication</td>
<td>600/7133/3</td>
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</tr>
<tr>
<td>Entry Level Certificate in Essential Skills – Adult Numeracy (Entry 1-3)</td>
<td>3800-50</td>
<td>600/7132/1</td>
</tr>
<tr>
<td>Level 1 Certificate in Essential Skills – Application of Number</td>
<td>600/7136/9</td>
<td></td>
</tr>
<tr>
<td>Level 2 Certificate in Essential Skills – Application of Number</td>
<td>600/7137/0</td>
<td></td>
</tr>
<tr>
<td>Level 1 Certificate in Essential Skills – Information and Communication Technology</td>
<td>3800-60</td>
<td>500/5322/X</td>
</tr>
<tr>
<td>Level 2 Certificate in Essential Skills – Information and Communication Technology</td>
<td>500/5201/9</td>
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<tr>
<td>Version and date</td>
<td>Change details</td>
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<td>2.1 April 2013</td>
<td>1. New Accreditation numbers (as of 3 December 2012) added.</td>
<td>Qualifications at a glance (p2)</td>
</tr>
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<td></td>
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<td>4. Assessment of Essential Skills (p14); Assessment model and materials – Entry level (pp14-15); Assessment model and materials – Level 1-2 Communication and Application of Number (pp15-16); Assessment security and conduct arrangements – key considerations (p17).</td>
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</table>
1 Introduction

This document tells you what you need to do to deliver the Essential Skills qualifications in Communication/Literacy, Application of Number/Numeracy, and Information and Communication Technology. These qualifications are available to centres and learners in Northern Ireland.

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are these qualifications for?</td>
<td>These qualifications are suitable for learners of all ages, though are designed particularly for learners over the age of 16 without A*-C GCSEs in English, Mathematics or Information and Communication Technology.</td>
</tr>
<tr>
<td>What do the qualifications cover?</td>
<td>These qualifications recognise the ability to read, write, speak, listen, use numerical skills and technology at a level necessary to function and progress at work and in society in general.</td>
</tr>
<tr>
<td>Are the qualifications part of a framework or initiative?</td>
<td>These qualifications underpin the Northern Ireland Department for Employment and Learning (DEL) Essential Skills for Living strategy. Essential Skills qualifications form part of all post-16 learning pathways in Northern Ireland, and are mandatory within Apprenticeships NI frameworks. The Essential Skills qualifications are accepted by Queen's University Belfast and the University of Ulster as alternatives to A*-C GCSEs in the equivalent subject areas.</td>
</tr>
<tr>
<td>Who did we develop the qualification with?</td>
<td>The qualification requirements and assessment materials were developed jointly by City &amp; Guilds and the other Essential Skills awarding organisations.</td>
</tr>
<tr>
<td>What opportunities for progression are there?</td>
<td>Being able to communicate effectively, use numbers successfully and make good use of technology is crucial to almost every activity in life, work or learning. These qualifications are a crucial passport to success in almost any area of work, life or further learning.</td>
</tr>
</tbody>
</table>

Not in Northern Ireland?

City & Guilds offers comparable literacy/numeracy/ICT skills qualifications aligned to the public policy objectives in the following countries:

<table>
<thead>
<tr>
<th>Country</th>
<th>See</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scotland</td>
<td><a href="https://www.cityandguilds.com/coreskills">www.cityandguilds.com/coreskills</a></td>
</tr>
<tr>
<td>Wales</td>
<td><a href="https://www.cityandguilds.com/esw">www.cityandguilds.com/esw</a></td>
</tr>
</tbody>
</table>
Structure
There are no ‘units’ within the Essential Skills qualifications: in each case the following assessment requirements must be completed to the required standard before a Certificate can be awarded:

**Essential Skills Communication and Literacy (3800-40)**

<table>
<thead>
<tr>
<th>Qualification title</th>
<th>City &amp; Guilds codes</th>
<th>Requirement for certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry Level Certificate in Essential Skills Adult Literacy (Entry 1)</td>
<td>3800-340 (plus -901 for certification)</td>
<td>Entry level task completed successfully, with achievement at Entry 1 or higher in all three sub-skills (ie Reading, Writing, Speaking and Listening).</td>
</tr>
<tr>
<td>Entry Level Certificate in Essential Skills Adult Literacy (Entry 2)</td>
<td>3800-341 (plus -902 for certification)</td>
<td>Entry level task completed successfully, with achievement at Entry 2 or higher in all three sub-skills (ie Reading, Writing, Speaking and Listening).</td>
</tr>
<tr>
<td>Entry Level Certificate in Essential Skills Adult Literacy (Entry 3)</td>
<td>3800-342 (plus -903 for certification)</td>
<td>Entry level task completed successfully, with achievement at Entry 3 in all three sub-skills (ie Reading, Writing, Speaking and Listening).</td>
</tr>
<tr>
<td>Level 1 Certificate in Essential Skills Communication</td>
<td>3800-343 (plus -904 for certification)</td>
<td>Portfolio (based on action based activity) completed, meeting Level 1 evidence requirements, then Level 1 desktop task completed successfully.</td>
</tr>
<tr>
<td>Level 2 Certificate in Essential Skills Communication</td>
<td>3800-344 (plus -905 for certification)</td>
<td>Portfolio (based on action based activity) completed, meeting Level 2 evidence requirements, then Level 2 desktop task completed successfully.</td>
</tr>
</tbody>
</table>

Please note the relevant assessment module code (34x) and certification module code (9xx) must both be entered when requesting candidate certification. This is to ensure the certificate is issued correctly with the current (post-2012) Qualification Accreditation Number (QAN).
## Essential Skills Application of Number and Numeracy (3800-50)

<table>
<thead>
<tr>
<th>Qualification title</th>
<th>City &amp; Guilds code</th>
<th>Requirement for certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry Level Certificate in Essential Skills Adult Numeracy (Entry 1)</td>
<td>3800-350 (plus -906 for certification)</td>
<td>Entry level task completed successfully, with achievement at Entry 1 or higher in <strong>all three</strong> curriculum areas (ie Number, Measure, Shape and Space, and Handling Data).</td>
</tr>
<tr>
<td>Entry Level Certificate in Essential Skills Adult Numeracy (Entry 2)</td>
<td>3800-351 (plus -907 for certification)</td>
<td>Entry level task completed successfully, with achievement at Entry 2 or higher in <strong>all three</strong> curriculum areas (ie Number, Measure, Shape and Space, and Handling Data).</td>
</tr>
<tr>
<td>Entry Level Certificate in Essential Skills Adult Numeracy (Entry 3)</td>
<td>3800-352 (plus -908 for certification)</td>
<td>Entry level task completed successfully, with achievement at Entry 3 in <strong>all three</strong> curriculum areas (ie Number, Measure, Shape and Space, and Handling Data).</td>
</tr>
<tr>
<td>Level 1 Certificate in Essential Skills Application of Number</td>
<td>3800-353 (plus -909 for certification)</td>
<td>Portfolio (based on action based activity) completed, meeting Level 1 evidence requirements, *then* Level 1 desktop task completed successfully.</td>
</tr>
<tr>
<td>Level 2 Certificate in Essential Skills Application of Number</td>
<td>3800-354 (plus -910 for certification)</td>
<td>Portfolio (based on action based activity) completed, meeting Level 2 evidence requirements, *then* Level 2 desktop task completed successfully.</td>
</tr>
</tbody>
</table>

Please note the relevant assessment module code (35x) and certification module code (9xx) must **both** be entered when requesting candidate certification. This is to ensure the certificate is issued correctly with the current (post-2012) Qualification Accreditation Number (QAN).
### Essential Skills Information and Communication Technology (3800-60)

<table>
<thead>
<tr>
<th>Qualification title</th>
<th>City &amp; Guilds code</th>
<th>Requirement for certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 Certificate in Essential Skills Information and Communication Technology</td>
<td>3800-360</td>
<td>Portfolio (based on approved template) completed, meeting Level 1 evidence requirements.</td>
</tr>
<tr>
<td>Level 2 Certificate in Essential Skills Information and Communication Technology</td>
<td>3800-361</td>
<td>Portfolio (based on approved template) completed, meeting Level 2 evidence requirements.</td>
</tr>
</tbody>
</table>

No additional certification modules are required for these qualifications.


2  Centre requirements

Approval
Existing City & Guilds centres wishing to offer this qualification must use the standard Qualification Approval Process. If your centre is already approved by another awarding organisation to offer Essential Skills qualifications, please contact the City & Guilds Belfast local office to discuss Approval arrangements.

New centres will need to gain both centre and qualification approval. Please refer to the Centre Manual - Supporting Customer Excellence for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of these qualifications before designing a course programme.

Resource requirements

Centre staffing
Staff delivering these qualifications must be competent and technically knowledgeable in the essential skills being taught, as well as familiar with the assessment and internal quality assurance processes. In particular, they must be fully conversant with the core curriculum for each essential skill that they are involved in delivering.

To meet the quality assurance requirements for these qualifications, the centre must ensure that the following internal roles are undertaken:

- centre contact
- Essential Skills qualification(s) co-ordinator
- tutor
- assessor
- Internal Quality Assurer (previously known as ‘internal verifier’)

Centre staff may undertake more than one of these roles, eg tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments.

Assessor and internal verifier qualifications
Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for these qualifications.
Qualification requirements for centre staff delivering Essential Skills

The quality of all Essential Skills provision is monitored closely by the Northern Ireland Education and Training Inspectorate (ETI) and the success of the Essential Skills strategy is predicated on delivery by a fully qualified workforce.

The Northern Ireland Department for Employment and Learning (DEL) specifies the minimum qualification requirements for teachers of Essential Skills (see www.delni.gov.uk/essential-skills for details). Whilst it is important to appreciate that this policy relates to the teaching rather than the assessment of Essential Skills, City & Guilds nevertheless requires that all staff involved in assessing Essential Skills qualifications and quality assuring Essential Skills assessment decisions must either hold appropriate teaching and subject specialist qualifications in line with the DEL Tutor Education Policy, or have been directly involved in the development of the qualification standards for Essential Skills.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of each Essential Skills qualification they are involved in, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any policy or legislative developments in Northern Ireland, including any changes to the DEL Tutor Education Policy for Essential Skills.

Candidate entry requirements

City & Guilds does not set entry requirements for the Essential Skills qualifications. However, centres must ensure that candidates have the potential and opportunity to gain any Essential Skills qualifications they work towards and that there is a proper process of initial assessment to determine appropriate target qualifications/levels.

Age restrictions

There is no age restriction for the Essential Skills qualifications, although some of the assessment topics are not suitable for learners under the age of 18.
3 Delivering the qualification

Initial assessment and induction
An initial assessment of each candidate should be made before the start of their programme to ensure they are working towards relevant Essential Skills qualifications at an appropriate level.

The initial assessment should identify:

- if the candidate has any specific training needs, and that they are capable of independently achieving the required standard
- support and guidance they may need when working towards their Essential Skills qualifications
- any relevant qualification they have already completed, eg GCSEs or Key Skills qualifications
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of these qualifications, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Role of the core curriculum
The Essential Skills strategy and qualifications are underpinned by the adult literacy, adult numeracy and adult ICT core curricula. These documents set out what Essential Skills learners in all settings should be taught, as well as describing all of what they are entitled to learn after enrolling on an Essential Skills programme.

The core curriculum documents are available to download from www.cityandgilds.com/essentialskillsni. Please note the Northern Ireland Education and Training Inspectorate (ETI) expect all Essential Skills learning programmes to be based on the core curriculum.
Assessment support materials

Whilst the core curriculum should underpin all Essential Skills teaching, the following materials to support assessment preparation are available to download from City & Guilds’ Essential Skills qualifications webpage www.cityandguilds.com/essentialskillsni:

<table>
<thead>
<tr>
<th>Title</th>
<th>Description of documents available</th>
</tr>
</thead>
</table>
| Entry Level Adult Literacy | Sample task titled ‘Giant’s Causeway’ comprising  
• candidate's paper (Entry 1)  
• candidate's paper (Entry 2-3)  
• assessment scheme (containing marking criteria)  
• two handout documents  
• tutor guide and script |
| Entry Level Adult Numeracy | Sample task titled ‘Party’ comprising  
• candidate's paper (Entry 1)  
• candidate's paper (Entry 2-3)  
• candidate's paper (session 2)  
• assessment scheme (containing marking criteria)  
• two handout documents  
• tutor guide and script |
| Level 1-2 Communication | • learner’s planner and guide (for action based activity)  
• tutor guide (for action based activity and desktop task)  
• sample Level 1 desktop task titled ‘Traffic Calming’, comprising  
  o candidate’s answer booklet  
  o assessment guide  
  o resource material  
• sample Level 2 desktop task titled ‘Smoking’, comprising  
  o candidate’s answer booklet  
  o assessment guide  
  o resource material. |
| Level 1-2 Application of Number | • learner’s planner and guide (for action based activity)  
• tutor guide (for action based activity and desktop task) |
<table>
<thead>
<tr>
<th>Title</th>
<th>Description of documents available</th>
</tr>
</thead>
</table>
| • sample Level 1 desktop task titled ‘Car Boot Sale’, comprising  
  o candidate’s question and answer booklet  
  o assessment scheme  
| • Sample Level 2 desktop task titled ‘Community Centre’, comprising  
  o candidate’s question and answer booklet  
  o assessment scheme.  
| Level 1-2 Information and Communication Technology | Various resources to support ICT assessment preparation are available to download from the Essential Skills ICT tutors’ Moodle site [www.ictessentialskills.co.uk](http://www.ictessentialskills.co.uk). Access to this site is restricted to tutors that have attended Essential Skills ICT curriculum training. |
4 Assessment

Assessment of Essential Skills
The Essential Skills qualifications largely involve summative ‘when ready’ assessment. The only part of the assessment process that may take place during candidates’ learning programme is portfolio building (for Level 1-2), though even here assessment should not take place before candidates are capable of demonstrating the required skills independently to the required standard.

All Essential Skills assessment materials are common to, and were developed jointly by, all Essential Skills awarding organisations. The assessment documents for Communication/Literacy and Application of Number/Numeracy are all available to download from the Essential Skills qualifications webpage (www.cityandguilds.com/essentialskillsni), although a password is required to open the ‘live’ Entry level task and Level 1-2 desktop task documents.

The assessment requirements for each of the Essential Skills qualifications are summarised on pages 6-8 of this handbook.

Assessment model and materials – Entry level
All of the Entry level assessment material is available to download from the Essential Skills qualifications webpage (www.cityandguilds.com/essentialskillsni). It comprises:

- **Example tasks**
  (one for Adult Literacy, one for Adult Numeracy)

  The example tasks may be used as practice assessments or for staff training, though must not be used to carry out any live Essential Skills assessments.

- **A range of live tasks.**
  These may only be used to carry out the assessment of registered Essential Skills candidates, or to assist internal standardisation of assessment decisions.

  The documents are password-protected and must be stored securely at all times. They must be presented to candidates unseen, and on no account may candidates be ‘coached’ to pass a particular task.

  The marking guidance on the assessment scheme and tutor guide/script must be followed carefully.
Determining the overall level of achievement

The following formula must be applied to all Entry level assessments for both Adult Literacy and Adult Numeracy

<table>
<thead>
<tr>
<th>Sub-skill or Curriculum area outcome</th>
<th>Entitled to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry 1 Entry 1 Entry 1</td>
<td>Entry 1 qualification</td>
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<td>Entry 1 Entry 1 Entry 2</td>
<td>Entry 1 qualification</td>
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<td>Entry 1 Entry 2 Entry 2</td>
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<td>Entry 3 Entry 3 Entry 3</td>
<td>Entry 3 qualification</td>
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</tbody>
</table>

Note: a slightly different formula previously operated for Adult Literacy until August 2010.

When submitting results to City & Guilds for certification it is only necessary to report the overall level of attainment; candidates must achieve all three sub-skills or curriculum areas at Entry 1 or higher before a certificate can be awarded, and there is no ‘unit’ certification for individual sub-skill or curriculum area achievement.

Assessment model and materials – Level 1-2 Communication and Application of Number

All of the assessment material for Communication and Application of Number at levels 1 and 2 is available to download from the Essential Skills qualifications webpage (www.cityandguilds.com/essentialskillsni). They comprise:

- A bank of action-based activity templates
  (grouped as ‘general’ and ‘vocational’ topics).

  All portfolios should be based on one of these templates, and all of the assessment requirements must be met for either Level 1 or Level 2.

- Example desktop tasks, tutor guides and learner guides

  The example desktop tasks may be used as practice assessments or for staff training, though must not be used to carry out live Essential Skills assessments.

  The tutor guide sets out the assessment arrangements in more detail and explains the tutor/assessor role in the context of the Essential Skills qualifications. This must be read in conjunction with the ‘Qualification standards – Level 1-2’ section of this handbook (from page 42), which contains amplification of the required standard and details of the portfolio evidence.
requirements. Note the evidence requirements for Essential Skills Communication and Application of Number are derived from Part B (known as ‘You Must...’) of the Key Skills standards.

The learner guide provides guidance for candidates on the action based activity (portfolio) component.

- A range of live desktop tasks
  These may only be used to carry out the assessment of registered Essential Skills candidates, or to assist internal standardisation of assessment decisions.

The documents are password-protected and must be stored securely at all times. They must be presented to candidates unseen, and on no account may candidates be 'coached' to pass a particular desktop task.

The desktop task must not be attempted until after the portfolio (action based activity) component has been completed, and must be attempted at the same level as the portfolio.

The assessment guide/scheme must be followed carefully and candidates must achieve a mark of 70% or more (candidates achieving 50-69% on a Level 2 desktop may be awarded a pass at Level 1 – entitling them to overall achievement of the qualification at Level 1). Although there is no formal ‘cooling off’ period before a re-sit may be attempted, the areas of weakness that prevented success should be identified and addressed before attempting another desktop task. When re-sitting, a different desktop task title must be used.

Results may only be submitted to City & Guilds once both the portfolio and desktop task components have been successfully completed. There is no ‘unit’ certification for just the portfolio component.

Assessment materials – Level 1-2 Information and Communication Technology

All Information and Communication Technology (ICT) learning and assessment materials are available from the Essential Skills ICT tutors’ Moodle site www.ictessentialskills.co.uk. Access to this site it restricted to tutors that have attended the mandatory Essential Skills ICT curriculum training.

Unlike Communication and Application of Number, there is no confirmatory task component: all assessment is by portfolio. The portfolio must meet all of the evidence requirements set out in the ‘Qualification standards – Level 1-2’ section of this handbook (from page 42); evidence must be based on one of the pre-approved portfolio templates on the Moodle site, or, if not, any proposed template must be submitted (via the centre’s external verifier) to the City & Guilds Essential Skills ICT qualification advisor for approval before it is used.
Assessment security and conduct arrangements – key considerations

The Entry level tasks and Level 1-2 desktop tasks must be carried out under supervised conditions. This is distinct from formal examination ‘ICE’ conditions, although the following is required:

1. Whilst the live tasks need to be downloaded and printed in advance (and tutors/assessors should take care to ensure appropriate topics are chosen for their learners), these documents must not be ‘stockpiled’ in large quantities. All hard and electronic copies of the materials must be stored securely at all times.

Responsibility for maintaining the security and integrity of all live Essential Skills assessment material, including internal dissemination of any access passwords, rest with the centre’s Essential Skills qualification(s) co-ordinator (and/or the centre’s overall Quality Assurance Co-ordinator).

2. The task must be presented to candidates ‘unseen’. They must not have been told what the topic is (other than in very general terms – eg that it is broadly relevant to their main programme and/or is likely to interest them) and on no account may they be shown any of the assessment material beforehand.

Note: the example tasks should be used to help prepare candidates before they attempt a live task.

3. Candidates must be continually supervised by a reliable person who is suitably informed and adequately briefed. This can (though does not have to be) the candidate’s main tutor, although the instructions within the tutor guide and assessment scheme must be followed precisely and candidates must not be given any undue assistance (eg assessor feedback of the sort that might be acceptable whilst candidates are working on their action based activity) whilst completing their task.

4. The task must be completed in a suitable room that is free from extraneous noise, where candidates can complete the task without disturbance or interruption.

It is expected that tasks will normally be completed in the candidate’s usual learning environment; as long as these conditions are conducive (eg a noisy workshop wouldn’t be suitable). Care should be taken to ensure there is nothing in the room (eg posters on the wall) likely to give candidates an unfair advantage, although unlike ‘ICE’ conditions there’s no absolute requirement to cover up all posters or wall displays. Seating arrangements must be such as to prevent candidates from being able to overlook the work of others, intentionally or otherwise.

5. The applicable time restrictions must be complied with, and work must be collected in. Candidates may be shown their work when assessors are giving feedback, though candidates must not be able to retain copies of any live assessment material.
Qualification standards – Entry Level

Overview

The Essential Skills qualifications at Entry level are based on the National Standards for Adult Literacy and National Standards for Adult Numeracy. These standards are in each case related closely to the core curriculum.

The standards are reproduced on the following pages for information and to aid understanding of the expected standard. These should be read in conjunction with the core curricula and assessment scheme for the task being taken.
Adult Literacy standards – Entry 1

Speaking and Listening
At this level adults can
- listen and respond to spoken language, including simple narratives, statements, questions and single-step sentences
- speak to communicate basic information, feelings and opinions on familiar topics
- engage in discussion with another person in a familiar situation about familiar topics.

An adult will be expected to
- listen for the gist of short explanations
- listen for detail using keywords to extract some specific information
- follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary
- listen and respond to requests for personal information
- speak clearly to be heard and understood in simple exchanges
- make requests using appropriate terms
- ask questions to obtain specific information
- make statements of fact clearly
- speak and listen in simple exchanges and everyday contexts in simple and familiar formal exchanges connected with education, training, work and social roles.

Reading
At this level adults can
- read and understand short texts with repeated language patterns on familiar topics
- read and obtain information from common signs and symbols.

An adult will be expected to
- follow a short narrative on a familiar topic or experience
- recognise the different purposes of texts at this level
- possess a limited, meaningful sight vocabulary of words, signs and symbols
- decode simple regular words
- recognise the letters of the alphabet in both lower and upper case in texts such as public signs and notices, lists, forms, records, simple narratives.
Writing
At this level adults can
• write to communicate information to an intended audience.

An adult will be expected to
• use written words and phrases to record information
• construct a simple sentence
• punctuate a simple sentence with a capital letter and a full stop
• use a capital letter for personal pronoun 'I'
• spell correctly some personal keywords and familiar words
• write the letters of the alphabet using upper and lower case in documents such as forms, lists, messages, notes, records.

Guidance and examples
At this level an individual possesses the ability to use the skills specified in the standards in familiar contexts and situations.

The skills of spoken communication, reading and writing play a fundamental part in adult life. Effective communication skills support independent living and broaden the choices and opportunities available to individuals.

The examples listed below broadly indicate the types of contexts and situations where adults with skills at this level will be able to use them efficiently.

These activities and applications are given only as guidance. Each adult is different and in real life contexts and situations the range of skills required may vary. It is recognised that not all of these examples will be relevant to each individual's experience, interest and aspirations. For this important reason the guidance should not be seen as definitive or prescriptive of how, when or where skills should be developed, practised or applied.

Citizen and community
• Listening for relevant information in a public announcement at a station, eg platform number
• Understanding common public signs, eg public toilets, entrance, exit, not smoking
• Recognising familiar destination names on the front of a bus or a platform indicator
• Writing own name and address on an official form.

Economic activity, including paid and unpaid work
• Asking for items in a shop
• Following an instruction from a supervisor
• Understanding signs in the workplace
• Writing own name and address for employer.
Domestic and everyday life

- Introducing yourself to others
- Asking service representatives, eg gas, electric, telephone, for identification
- Understanding the meaning of symbols on household products
- Writing a short message to a family member, partner, flatmate or friend.

Leisure

- Following verbal instructions made to a group, eg in a keep-fit class
- Buying tickets at the cinema or theatre
- Recognising titles of videos, magazines, newspapers
- Writing greetings cards accurately.

Education and training

- Asking a tutor to repeat an instruction
- Getting to know other learners in the group
- Recounting a personal experience
- Writing words to practise spellings
- Reading short texts to develop reading skills.

Using ICT in social roles

- Understanding symbols on a television remote control device or on a video
- Logging on to a familiar computer system
- Entering text using a computer keyboard
- Recognising icons to load familiar computer software, eg a word processor, a game
- Entering and editing simple text using a word processor
- Understanding simple graphical navigation buttons in multimedia software, eg forward and back arrows.

Access statement

Learners with a disability may have special learning requirements and be unable to demonstrate certain of the capabilities or skills specified in the standards. As a reasonable adjustment and to aid access, it is recommended that alternative methods are investigated to allow individuals to demonstrate their abilities.

Any adjustments must not compromise independent achievement of the required standard, though can reflect the candidate’s normal way of working and make use of equipment (excluding third-party intervention) that would be routinely available to the candidate. Centres must discuss any proposed assessment adjustments in advance with their external verifier.

All assessment must be completed through the medium of English or Irish, with the exception of the Speaking and Listening sub-skill where British Sign Language (BSL) or Sign-Supported English (SSE) may be used.
Adult Literacy standards – Entry 2

Speaking and Listening
At this level adults can

- listen and respond to spoken language, including straightforward information, short narratives, explanations and instructions
- speak to communicate information, feelings and opinions on familiar topics
- engage in discussion with one or more people in a familiar situation to establish shared understanding about familiar topics.

An adult will be expected to

- listen for and follow the gist of explanations, instructions and narratives
- listen for detail in short explanations, instructions and narratives
- listen for and identify the main points of short explanations or presentations
- listen to and follow short, straightforward explanations and instructions
- listen to and identify simply expressed feelings and opinions
- speak clearly to be heard and understood in straightforward exchanges
- make requests and ask questions to obtain information in everyday contexts
- respond to straightforward questions
- express clearly statements of fact and short accounts and descriptions
- ask questions to clarify understanding
- follow the gist of discussions
- follow the main points and make appropriate contributions to discussion

in straightforward familiar formal exchanges connected with education, training, work and social roles.

Reading
At this level adults can

- read and understand short, straightforward texts on familiar topics
- read and obtain information from short documents, familiar sources and signs and symbols.

An adult will be expected to

- trace and understand the main events of chronological and instructional texts
• recognise the different purposes of texts at this level
• identify common sources of information
• use illustrations and captions to locate information
• read and understand linking words and adverbials in instructions and directions
• read and understand words on forms related to personal information eg next then right and straight on
• recognise high frequency words and words with common spelling patterns
• use phonic and graphic knowledge to decode words
• use a simplified dictionary to find the meaning of unfamiliar words
• use initial letters to find and sequence words in alphabetical order in texts such as public signs and notices, lists, forms, notes, records, simple narratives, letters and diagrams.

Writing
At this level adults can
• write to communicate information with some awareness of the intended audience.

An adult will be expected to
• use written words and phrases to record and present information
• construct simple and compound sentences, using common conjunctions to connect two clauses, eg as, and, but
• use adjectives
• use punctuation correctly, eg capital letters, full stops and question marks
• use a capital letter for proper nouns
• spell correctly the majority of personal details and familiar common words
• produce legible text in documents such as forms, lists, messages, notes, records, email, simple narratives.

Guidance and examples
At this level an individual possesses the ability to use the skills specified in the standards in familiar contexts and situations.

The skills of spoken communication, reading and writing play a fundamental part in adult life. Effective communication skills support independent living and broaden the choices and opportunities available to individuals.

The examples listed below broadly indicate the types of contexts and situations where adults with skills at this level will be able to use them efficiently.

These activities and applications are given only as guidance. Each adult is different and in real life contexts and situations the range of skills required may vary. It is recognised that not all of these examples will be relevant to each individual’s experience, interest and aspirations. For this important
reason the guidance should not be seen as definitive or prescriptive of how, when or where skills should be developed, practised or applied.

**Citizens and community**
- Asking for or giving directions to a particular destination or venue
- Understanding the main points on the local and national news on television or radio
- Knowing when, where and how to vote from information given on a polling card
- Filling out a change of address form at the post office.

**Economic activity, including paid and unpaid work**
- Responding to a question from others and knowing when to ask a colleague for help
- Following simple instructions on vending machines
- Signing-in at work or as a visitor
- Writing a message to a colleague on work issues.

**Domestic and everyday life**
- Describing a child’s symptoms to a doctor
- Reading out a brief item of interest from a newspaper to a friend or family member
- Following dosage instructions on prescribed medicines
- Writing a shopping list for use by others.

**Leisure**
- Ordering food from a simple menu in a bar or café
- Finding out what is on television from a newspaper or magazine
- Obtaining information from a poster publicising an event, eg a concert or film
- Filling in a form to enrol in a club or society
- Writing a brief letter or postcard
- Phoning to invite friends or family to a party; giving date, time, place.

**Education and training**
- Following instructions to carry out a task
- Taking out a part in an informal group discussion
- Using a simplified dictionary to find word meanings and spellings
- Filling in a learning record or log.

**Using ICT on social roles**
- Using a cash point machine to withdraw cash
- Using email to send and reply to simple messages
- Understanding common function buttons on a graphical interface, eg save, print, send.
Access statement
Learners with a disability may have special learning requirements and be unable to demonstrate certain of the capabilities or skills specified in the standards. As a reasonable adjustment and to aid access, it is recommended that alternative methods are investigated to allow individuals to demonstrate their abilities.

Any adjustments must not compromise independent achievement of the required standard, though can reflect the candidate’s normal way of working and make use of equipment (excluding third-party intervention) that would be routinely available to the candidate. Centres must discuss any proposed assessment adjustments in advance with their external verifier.

All assessment must be completed through the medium of English or Irish, with the exception of the Speaking and Listening sub-skill where British Sign Language (BSL) or Sign-Supported English (SSE) may be used.
Adult Literacy standards – Entry 3

Speaking and Listening
At this level adults can
- listen and respond to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone
- speak to communicate information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone
- engage in discussion with one or more people in a familiar situation, making relevant points, and responding to what others say to reach a shared understanding about familiar topics.

An adult will be expected to
- listen for and follow the gist of straightforward explanations, instructions and narratives in different contexts
- listen for detail in explanations, instructions and narratives in different straightforward contexts
- listen for and identify relevant information and new information from straightforward explanations and presentations
- use strategies to clarify and confirm understanding
- listen to and respond appropriately to other points of view
- speak clearly to be heard and understood, using appropriate clarity, speed and phrasing
- use formal language and register when appropriate
- respond appropriately to a range of questions about familiar topics
- express clearly statements of fact and give short explanations, accounts and descriptions
- make requests and ask questions to obtain information in familiar and unfamiliar contexts
- follow and understand the main points of discussions on different familiar topics
- make contributions to discussions that are relevant to the subject
- respect the turn-taking rights of others during discussions in familiar formal exchanges connected with education, training, work and social roles.

Reading
At this level adults can
- read and understand short, straightforward texts on familiar topics, accurately and independently
- read and obtain information from everyday sources.
An adult will be expected to
- trace and understand the main events of chronological, continuous, descriptive and explanatory texts of more than one paragraph
- recognise the purposes of different text at this level
- recognise and understand the organisational features and typical language of instructional texts, eg use of imperatives and second person
- identify main events, points and ideas and predict words from context
- understand and use organisational features to locate information, eg contents, index, menus
- skim read title, headings and illustrations to decide if material is of interest
- scan texts to locate information
- obtain specific information through detailed reading
- relate an image to print and use it to obtain meaning
- recognise and understand relevant specialist key words
- read and understand words and phrases commonly used on forms
- use a dictionary to find the meaning of unfamiliar words
- use first and second place letters to find and sequence words in alphabetical order

in texts such as forms, notes, records, emails, narratives, letters, diagrams, simple instructions, short reports.

**Writing**

At this level adults can
- write to communicate information and opinions with some adaptation to the intended audience.

An adult will be expected to
- plan and draft writing
- organise writing in short paragraphs
- sequence chronological writing
- write in complete sentences
- use correct basic grammar, eg appropriate verb tense, subject-verb agreement
- use punctuation correctly, eg capital letters, full stops, question marks, exclamation marks
- spell correctly common words and relevant keywords for work and special interests
- proof read and correct writing for grammar and spelling
- produce legible text

in document such as forms, notes, records, email, letters, narratives, simple instructions, short reports.
Guidance and examples

At this level an individual possesses the ability to use the skills specified in the standards in familiar contexts and situations.

The skills of spoken communication, reading and writing play a fundamental part in adult life. Effective communication skills support independent living and broaden the choices and opportunities available to individuals.

The examples listed below broadly indicate the types of contexts and situations where adults with skills at this level will be able to use them efficiently.

These activities and applications are given only as guidance. Each adult is different and in real life contexts and situations the range of skills required may vary. It is recognised that not all of these examples will be relevant to each individual's experience, interest and aspirations. For this important reason the guidance should not be seen as definitive or prescriptive of how, when or where skills should be developed, practiced or applied.

Citizens and community

- Using telephone help-lines for information or advice
- Asking for information in the local library
- Reading a local newspaper, newsletter or magazine
- Writing a letter to a local newspaper, magazine or newsletter.

Economic activity, including paid and unpaid work

- Ordering goods or services by telephone
- Understanding key points in health and safety notices at work
- Reading job advertisements in the local paper or job centre
- Writing a cheque
- Writing a short memo or letter to a colleague
- Provide a short description of main responsibilities for a job application.

Domestic and everyday life

- Explaining a technical problem or fault to a service engineer
- Finding a telephone number for a local service from a directory
- Following cooking instructions on packaged food
- Filling in payments slips for bills
- Writing down directions or drawing a simple map for a friend or family member.

Leisure

- Making a telephone booking for a sports activity or a table in a restaurant
- Following explanations on a television programme for a hobby or interests, eg for cooking or gardening
- Selecting reading material for pleasure in a newsagent, bookshop or library
• Expressing personal feelings in a poem or story.

**Education and training**

• Discussing and agreeing a learning programme with a tutor or trainer
• Making relevant points in a group discussion
• Following straightforward written instructions to complete a task
• Using a dictionary to find word meanings and spellings.

**Using ICT in social roles**

• Using a range of banking services or a cash point machine
• Using touch-screen information points
• Finding information on teletext
• Using on-screen menus to locate information
• Using scroll-bars to view different parts of a document or page
• Formatting text in a word processor
• Using a spellchecker on a word processor.

**Access statement**

Learners with a disability may have special learning requirements and be unable to demonstrate certain of the capabilities or skills specified in the standards. As a reasonable adjustment and to aid access, it is recommended that alternative methods are investigated to allow individuals to demonstrate their abilities.

Any adjustments must not compromise independent achievement of the required standard, though can reflect the candidate’s normal way of working and make use of equipment (excluding third-party intervention) that would be routinely available to the candidate. Centres must discuss any proposed assessment adjustments **in advance** with their external verifier.

All assessment must be completed through the medium of English or Irish, with the exception of the Speaking and Listening sub-skill where British Sign Language (BSL) or Sign-Supported English (SSE) may be used.
Adult Numeracy standards – Entry 1

Understanding and using mathematical information
At this level adults can
• read and understand information given by numbers and symbols in simple graphical, numerical and written material
• specify and describe a practical problem or task using numbers and measures.

An adult will be expected to
• use whole numbers to measure and make observations
• use space and shape to help understanding
• use information from lists and simple diagrams to help understanding
• copy a given process or routine to increase understanding.

Calculating and manipulating mathematical information
At this level adults can
• generate results which make sense and use given methods and given checking procedures appropriate to the specified purpose.

An adult will be expected to
• use whole numbers
• count reliably up to 10 items
• to read, write, order and compare numbers up to 10 including zero
• to add single-digit numbers with totals to 10, and subtract single-digit numbers from numbers up to 10
• to interpret +, - and = in practical situations for solving problems
• use common measure
• Use common measures to recognise and select coins and notes
• to relate familiar events to
  o times of day (using o’ clock times or parts of the day such as midday)
  o days of the week
  o seasons of the year
• to describe size, eg large/small, and use direct comparisons for the size of at least two items, eg larger/smaller
• to describe length, width, height, eg long, short, wide, narrow, tall, and use direct comparisons for length, width, height of items, eg longer, too long, longest
• to describe weight, eg heavy/light and use direct comparisons for weight of items, eg heavier/lighter.
- to describe capacity, eg full/empty, and use direct comparisons for capacity of items, eg holds more than, holds less than
- use shape and space
- use shape and space to recognise and name common 2D and 3D shapes, eg a rectangle, square, circle, cube
- to understand everyday positional vocabulary, eg between, inside or near to
- use data
- extract simple information from lists
- sort and classify objects using a single criterion
- to construct simple representations or diagrams using knowledge of numbers, measures or space and shape
- use a calculator
- use a calculator to check calculations using whole numbers.

**Interpreting results and communicating mathematical information**

At this level adults can
- present and explain results that show an understanding of the intended purpose using appropriate numbers, measures, objects or pictures.

An adult will be expected to
- use whole numbers to present results
- use appropriate vocabulary for common measures to describe quantities
- use objects or simple images to present results
- reach a suitable outcome.

**Guidance and examples**

At this level adults can apply their numeracy skills effectively using a limited range of strategies in contexts and situations that are familiar to them.

Numeracy plays a fundamental part in adult life. Numeracy is the ability to represent ideas, problems or situations using numerical or mathematical information, work with this information and then present results as solutions or conclusions.

Effective numeracy skills support independent living and broaden the choices and opportunities available to individuals.

The examples listed below broadly indicate the types of contexts and situations where adults with skills at this level will be able to use them efficiently.

These activities and applications are given only as guidance. Each adult is different and in real life contexts and situations the range of skills required may vary. It is recognised that not all of these examples will be relevant to each individual's experience, interests and aspirations. For this important
reason the guidance should not be seen as definitive or prescriptive of how, when or where skills should be developed, practised or applied.

Citizens and community
- Selecting the correct numbered floor button in a lift
- Recognising the shape of traffic signs and understanding that the shape has a meaning
- Sorting bottles by colour for disposal at a bottle bank.

Economic activity, including paid and unpaid work
- Selecting number of copies and selecting paper on the required size on a photocopier
- Counting the correct number of drinks for visitors or colleagues.
- Buying sufficient number of items for a purpose eg batteries or stamps
- Asking for items by comparative size, eg larger/smaller, heavier/lighter.

Domestic and everyday life
- Choosing the correct coins to use in a public telephone
- Arranging day and time of day, eg morning, afternoon, for service visits, repairs, deliveries
- Using judgement of size when packing or storing things
- Playing games, eg board games, dominoes.

Leisure
- Arranging to visit friends, stating day and approximate time of day, eg morning, afternoon, evening
- Ordering a round of drinks in a bar, café or pub
- Checking a child’s height against the minimum measure for a fairground ride.

Education and training
- Using a calculator to check simple addition and subtraction
- Understanding day, time, and place of training sessions
- Understanding term times, eg spring term, summer term.

Using ICT in social roles
- Selecting numbered options from a simple on-screen menu
- Inputting digits using a numeric keypad, eg telephone, fax machine, remote control device.

Access statement
Learners with a disability may have special learning requirements and be unable to demonstrate certain of the capabilities or skills specified in the standards. As a reasonable adjustment and to aid access, it is recommended that alternative methods are investigated to allow individuals to demonstrate their abilities.
Any adjustments must not compromise independent achievement of the required standard, though can reflect the candidate's normal way of working and make use of equipment (excluding third-party intervention) that would be routinely available to the candidate. Centres must discuss any proposed assessment adjustments in advance with their external verifier.
Adult Numeracy standards – Entry 2

Understanding and using mathematical information
At this level adults can

- read and understand information given by numbers, symbols, simple diagrams and charts in graphical, numerical and written material
- specify and describe a practical problem or task using numbers, measures, and simple shapes to record essential information.

An adult will be expected to

- use whole numbers and simple fractions and decimals to measure and make observations
- use space and shape to record simple information
- use information from lists, tables, simple diagrams, and block graphs to help understanding
- collect simple numerical information to help understanding
- follow a simple given process or routine.

Calculating and manipulating mathematical information
At this level adults can

- generate results to a given level of accuracy using given methods and given checking procedures appropriate to the specified purpose.

An adult will be expected to

- use whole numbers
- count reliably up to 20 items
- read, write, order and and compare numbers up to 100
- add and subtract two-digit whole numbers
- recall addition and subtraction facts to 10
- multiply using single-digit whole numbers
- approximate by rounding to the nearest 10
- use and interpret +, -, x, and = in practical situations for solving problems
- use fractions
- read, write and compare halves and quarters of quantities
- find halves and quarters of small numbers of items or shapes
- use common measures
- to make amounts of money up to £1 in different ways using 1p, 2p, 5p, 10p, 20p and 50p coins
- calculate the cost in pence of more than one item, eg two stamps at 26p, and the change from a transaction, eg change from £1 to
calculate the cost in whole £5 of more than one item, eg two tickets at £6, and the change from a transaction, eg change from £20

- read and record time in common date formats, and understand time displayed on analogue and 12-hour digital clocks in hours, half hours and quarter hours
- estimate, measure and compare lengths using common standard and non-standard units, eg metre, centimetre, paces
- estimate, measure and compare weight using common standard units, eg kilogram
- estimate, measure and compare capacity using common standard and non-standard units, eg litre, cupful
- read and compare positive temperatures in everyday situations such as weather charts
- read simple scales to the nearest labelled division
- use shape and space
- recognise and name 2-D and 3-D shapes, eg triangles, cylinders, pyramids
- to describe the properties of common 2D and 3D shapes, eg the number of sides, corners, faces
- use positional vocabulary, eg giving simple instructions
- use data
- extract information from lists, tables, simple diagrams and block graphs
- make numerical comparisons from block graphs
- sort and classify objects using two criteria
- represent information so that it makes sense to others, eg in lists, tables and diagrams
- use electronic or mechanical aids
- check calculations using whole numbers.

**Interpreting results and communicating mathematical information**

At this level adults can

- present and explain results that meet the intended purpose using appropriate numbers, simple diagrams and symbols.

An adult will be expected to

- use whole numbers and common fractions to present results
- use common measures and units of measure to define quantities
- use tables, simple charts and diagrams to present results
- follow a given routine to reach an appropriate outcome.

**Guidance and examples**

At this level adults can apply their numeracy skills effectively using a limited range of strategies in contexts and situations that are familiar to them.

Numeracy plays a fundamental part in adult life. Numeracy is the ability to represent ideas, problems or situations using numerical or mathematical
information, work with this information and then present results as solutions or conclusions. Effective numeracy skills support independent living and broaden the choices and opportunities available to individuals.

The examples which follow are broadly indicative of the types of contexts and situations where adults with skills at this level should be able to use them efficiently.

These activities and applications are given only as guidance. Each adult is different and in real life contexts and situations the range of skills required may vary. It is recognised that not all of these examples will be relevant to each individual's experience, interests and aspirations. For this important reason the guidance should not be seen as definitive or prescriptive of how, when or where skills should be developed, practised or applied.

**Citizens and community**
- Finding an address by reading door numbers, eg for business premises, council services, job centre, dentists, clinic.
- Reading speed limits on traffic signs or hazard warning signs.
- Entering personal details on forms, eg date of birth, NI number.
- Understanding expiry dates and renewal dates, eg on a road tax disc, TV licence.

**Economics activity, including paid and unpaid work**
- Checking delivery of goods in small batches.
- Choosing the correct coins to put in a vending machine.
- Arranging and attending meetings, eg at work or at the job centre.

**Domestic and everyday life**
- Understanding measurements and sizes on labels on clothes or footwear.
- Setting an alarm clock, or setting a timer on a cooker or microwave.
- Using non-standard measures in cooking, eg tablespoon or cupful.
- Estimating equal portions of food to share with others, eg cutting a pizza into quarters.
- Taking or dispensing tablets according to prescribed or maximum daily dosage.

**Leisure**
- Reading league tables, fixture lists or results for sports activities.
- Choosing numbers on a lottery ticket and checking winning numbers.
- Comparing temperatures at holiday destination using charts in brochures.

**Education and training**
- Using a calculator to work out simple calculations.
- Keeping to simple timetables, eg lesson times, lunch breaks.
- Using measuring equipment eg weighting scales.
Using ICT in social roles

- Using a cash point machine to withdraw cash
- Using simple ICT programs for learning and recreation
- Using an electronic diary, e.g., to record meetings at work.

Access statement

Learners with a disability may have special learning requirements and be unable to demonstrate certain of the capabilities or skills specified in the standards. As a reasonable adjustment and to aid access, it is recommended that alternative methods are investigated to allow individuals to demonstrate their abilities.

Any adjustments must not compromise independent achievement of the required standard, though can reflect the candidate's normal way of working and make use of equipment (excluding third-party intervention) that would be routinely available to the candidate. Centres must discuss any proposed assessment adjustments in advance with their external verifier.
Adult Numeracy standards – Entry 3

Understanding and using mathematical information
At this level adults can
- read and understand information given by numbers, symbols, diagrams and charts used for different purposes and in different ways in graphical, numerical and written material
- specify and describe a practical problem or task using numbers, measures, and diagrams to collect and record relevant information.

An adult will be expected to
- use whole numbers, fractions and decimals to measure and make observations
- use space and shape to record information
- use numerical information from lists, tables, diagrams, and simple charts to help understanding
- make observations and record numerical information using a tally
- use given materials and methods.

Calculating and manipulating mathematical information
At this level adults can
- generate results to a given level of accuracy using given methods, measures and checking procedures appropriate to the specified purpose.

An adult will be expected to
- use whole numbers
- count, read, write, order and compare numbers up to 1000
- add or subtract using three-digit numbers
- recall addition and subtraction facts to 20
- multiply two-digit whole numbers by single
- divide two digit whole numbers by single-digit whole numbers and interpret remainders
- recall multiplication facts, eg multiples of 2, 3, 4, 5, 10
- to approximate by rounding numbers less than 1000 to the nearest 10 or 100
- estimate answers to calculations
- use and interpret, -, ×, +, and = in practical situations for solving problems
- use fractions
- read, write and understand common fractions, eg 3/4, 2/3, 1/10
- recognise and use equivalent forms, eg 5/10 = 1/2
• use decimals
• read, write and understand decimals up to two decimal places in practical in practical contexts (such as common measures to one decimal place, eg 1.5m, money in decimal notation, eg $2.37)
• use common measures
• estimate, calculate and compare money by
• adding and subtracting sums using decimal notation
  o rounding sums to the nearest £1, 10p
  o making approximate calculations
  o read, measure and record time using:
    o am and pm and common date formats
    o digital clocks and analogue clocks to the nearest 5 minute intervals
• read, estimate, measure and compare length, capacity, weight and temperature using non-standard and standard units, eg distance on road signs, simple scales to the nearest labelled or unlabelled division
• to choose and use appropriate units and measuring instruments
• use shape and space
• sort 2D and 3D shapes to solve practical problems using properties, eg lines of symmetry, side length, angles
• use data to extract numerical information from lists, tables, diagrams and simple charts
• make numerical comparisons from bar charts and pictograms
• organise and represent information in different ways so that it makes sense to others
• use electronic or mechanical aids
• calculate using whole numbers and decimals to solve problems in contest
• check calculations.

Interpreting results and communicating mathematical information
At this level, adults can:
• present and explain results that meet the intended purpose using appropriate numbers, diagrams, chart and symbols.

An adult will be expected to
• use whole numbers, common fractions and decimals to present results
• use common measures and units of measure to define quantities
• use tables, charts and diagrams to present results, eg for amounts and sizes
• use given methods to check results
• use given methods to present results
• use appropriate methods and forms to describe outcomes.
Guidance and examples

At this level adults can apply their numeracy skills effectively using a limited range of strategies in contexts and situations that are familiar to them.

Numeracy plays a fundamental part of life numeracy is the ability to represent ideas, problems or situations using numerical or mathematical information work with the information and then present results as solutions and conclusions. Effective numeracy skills support independent living and the choices and opportunities available to individuals.

The examples which follow are broadly indicative of the types of contexts and situations where adults with skills at this level should be able to use them efficiently.

These activities and applications are given as guidance each adult is different and in real life contexts and situations the range of skills required may vary. It is recognised that not all of these examples will be relevant to each individual's experience interests and aspirations. For this important reason the guidance should not be seen as definitive or prescriptive of how, when or where skills should be developed, practiced or applied.

Citizen and community
- Matching the number on the front of a bus with the destination
- Making and keeping appointments, eg at the doctors, hospital, housing office
- Understanding opening hours, eg for community organisations, council services, clinics
- Understanding public safety information eg parking restrictions, weight restrictions.

Economic activity, including paid and unpaid work
- Understanding price labels on pre paced items
- Checking the receipt and change when paying for goods
- Comparing the price of goods of equivalent weight or capacity
- Selecting sizes and prices from a table in a manufacturer's catalogue
- Using a simple map to find a location, eg for an interview or delivery
- Weighting loose items that are sold by weights.

Domestic and every day life
- Paying usual household bills, eg electricity or gas bills
- Following cooking and storage instructions on packaged food
- Mixing a baby's bottle feed according to instructions
- Selecting an item of furniture or appliance to fit into an available space.
Leisure

- Understanding programme times in listings, eg for television, radio, cinema
- Understanding prices on a menu in a restaurant, hotel or café
- Estimating total cost before purchasing or ordering
- Using a map to locate amenities and services
- Checking depth markings at a swimming pool.

Education and training

- Using a calculator to work out contextual problems using decimals
- Planning use of time, eg preparation or coursework
- Using measuring instruments that are essential for training, eg weighing ingredients in catering
- Interpreting numerical data that is essential for training, eg quantities in construction.

Using ICT in social roles

- Inputting numeric data into electronic systems, eg dates, costs or quantities in spreadsheets
- Shopping for goods and services using the internet
- Using electronic banking facilities, inputting passwords and account details
- Selecting teletext pages.

Access statement

Learners with a disability may have special learning requirements and be unable to demonstrate certain of the capabilities or skills specified in the standards. As a reasonable adjustment and to aid access, it is recommended that alternative methods are investigated to allow individuals to demonstrate their abilities.

Any adjustments must not compromise independent achievement of the required standard, though can reflect the candidate’s normal way of working and make use of equipment (excluding third-party intervention) that would be routinely available to the candidate. Centres must discuss any proposed assessment adjustments in advance with their external verifier.
Overview

Communication and Application of Number
The standards for Essential Skills Communication and Application of Number at Levels 1 and 2 are derived from the Key Skills of the same name. However, the pedagogy expectations and assessment requirements differ significantly from the Key Skills qualifications, reflecting the particular focus on explicit teaching and learning within the Essential Skills strategy.

Information and Communication Technology
The standards for Essential Skills ICT are derived from the National Standards for Adult ICT. As with Communication and Application of Number, assessment of these standards is related closely to the Adult ICT core curriculum.

Role of the Level 1-2 standards in portfolio assessment
The standards for all three essential skill areas are set out in full on the following pages, along with relevant amplification and guidance. These standards are essential reading for all Essential Skills assessors and internal quality assurers, and must form the basis of all portfolio assessment decisions.

In the case of the desktop tasks for Communication and Application of Number, assessment decisions must be based on the relevant assessment guide/scheme, though the standards should be consulted if further clarification is needed.

Access arrangements
Learners with a disability may have special learning requirements and be unable to demonstrate certain of the capabilities or skills specified in the standards. As a reasonable adjustment and to aid access, it is recommended that alternative methods are investigated to allow individuals to demonstrate their abilities.

Any adjustments must not compromise independent achievement of the required standard, though can reflect the candidate's normal way of working and make use of equipment (excluding third-party intervention) that would be routinely available to the candidate. Centres must discuss any proposed assessment adjustments in advance with their external verifier.

All assessment must be completed through the medium of English or Irish, with the exception of the Speaking and Listening component within Communication where British Sign Language (BSL) or Sign-Supported English (SSE) may be used.
Introducing the Communication standards

Introduction
The aim of the Communication standards is to encourage learners to develop and demonstrate their speaking, listening, reading and writing skills for different purposes. The standards are essentially concerned with developing and recognising the ability of learners to select and apply skills in ways that are appropriate to their particular context. However, they can also be used to help individuals make connections with less familiar contexts and develop their ability to progress to higher levels of competence. Techniques (for example, in reading and writing) are essential, but so too are the skills of application, such as making decisions about the relevance and quality of information.

The standards are designed to recognise learners’ progression in terms of both techniques and skills of application.

Overview of levels
At Level 1 candidates are required to use speaking, listening, reading and writing skills in the context of straightforward tasks, including taking part in discussions on everyday subjects, identifying the main points and ideas in reading material, and producing short documents written in uncomplicated language. Candidates must be able to:

- take part in either a one-to-one discussion or a group discussion
- read and obtain information from at least one document
- write two different types of document.

Within their portfolio, candidates must use at least one image, either to obtain information, or to convey information in their discussion or one of the documents they write to help the audience/reader understand the points they are making.

At Level 2 candidates are required to give a short talk, and contribute to a discussion by using more varied vocabulary and helping to move things forward. Candidates should be able to select relevant reading material from different sources and be able to use more advanced reading skills, both in order to follow lines of reasoning in lengthier documents and to summarise information. They must show they can adjust the structure and style of writing in different types of document, and show they are capable of using complex sentences that are correctly spelt and punctuated. Candidates must be able to:

- take part in a group discussion
- read and summarise information from at least two documents about the same subject. Each document must be a minimum of 500 words long
- give a talk of at least four minutes
- write two different types of documents each one giving different information. One document must be at least 500 words long.
Within their portfolio, candidates must use at least one image, either to obtain information, or to convey information in their discussion or talk, or one of the documents they write to help the audience/reader understand the points they are making.
Communication Level 1 standards and evidence requirements

At Level 1, subject matter and materials should be straightforward. These will include those that are commonly met in the context in which the candidates are working or studying that have content put across in a direct way with the main points being easily identified (usually sentence structures are simple and candidates will be familiar with the vocabulary). Candidates will need to be clear about their purpose for taking part in discussions, reading and obtaining information, and producing written documents. Evidence must meet all the assessment criteria for each component (C1.1, C1.2 and C1.3).

C1.1 Take part in either a one-to-one discussion or a group discussion.

C1.1.1 provide information that is relevant to the subject and purpose of the discussion
C1.1.2 communicate clearly in a way that suits the situation and respond appropriately to others.

In assessing a candidate’s performance in one-to-one or group discussions, evidence from each discussion must show that the candidate is able to meet all the assessment criteria, ie provide information that is relevant to the subject, communicate clearly in a way that suits the situation and respond appropriately to what others are saying.

Evidence could include edited audio/video clips of the discussions that clearly show the assessment criteria being met, and/or records from observing the candidate meet the criteria. Witness statements can be useful as supporting evidence, but should not be the sole form of evidence for both discussions. Where they are used, they should include the date, the name, signature and contact details of the witness, and details of the context in which the observation took place. Assessors are responsible for judging the validity of witness statements; they may need to confirm with the witness that it is genuine and clarify points regarding the assessment criteria.

C1.2 Read and obtain information from at least one document.

C1.2.1 read relevant material
C1.2.2 identify accurately the main points and ideas
C1.2.3 use the information to suit your purpose.

Candidates are expected to read different types and formats of documents and to find information on straightforward subjects. At Level 1 candidates may be given advice about what to read. In reading at least one document, the candidate must show that she or he is able to meet all the assessment criteria, ie read relevant material, identify accurately the
main points and ideas, and go on to use the information to suit their purpose. Evidence could include notes of the purpose for reading each document; recorded answers to questions or highlighted key points in the text; an annotated copy of an image; records of how the information was used (eg a discussion assessed for C1.1, a document assessed for C1.3, a product made by the candidate).

**C1.3 Write two different types of documents.**
C1.3.1 present relevant information in a format that suits your purpose
C1.3.2 spell, punctuate and use grammar accurately
C1.3.3 make your meaning clear.

When writing documents, candidates at this level may be given guidance on an appropriate form for their writing. In assessing a candidate’s ability to write two different types of document about straightforward subjects evidence must show for each document that the candidate is able to meet all the assessment criteria, ie present relevant information in a form that suits their purpose and make sure that spelling, punctuation and grammar are accurate so meaning is clear.

Evidence could include earlier drafts to show that the candidate has checked documents for errors and legibility (where text is electronically-produced, spacing, typeface and type size must be appropriate for the intended reader/s). In final work, sentences must be marked correctly by capital letters and full stops or question marks. Where other types of punctuation are used, the candidate should not be penalised for occasional errors, providing meaning is still clear. If there are one or two spelling mistakes in a document, these should not be repeated in the second document. Where an assessor is uncertain about the candidate’s writing ability, further evidence should be requested.

**Use an image.**
Candidates must use at least one image either to obtain information or to convey information in their discussion, or one of the documents they write in order to help the audience/reader understand the points they are making.
Communication Level 2 standards and evidence requirements

At Level 2 subject matter and materials should be straightforward, i.e. those that are commonly met in the context in which the candidates are working or studying, which have content put across in a direct way with lines of reasoning and main points being easily identified. However, candidates will build on the skills at Level 1 by being able to take responsibility for moving forward a discussion, giving a short talk and reading, summarising and producing lengthier documents (including one of at least 500 words). Evidence must meet all the assessment criteria for each component (C2.1a, C2.1b, C2.2 and C2.3).

C2.1a Take part in a group discussion.
C2.1a.1 make clear and relevant contributions in a way that suits your purpose and situation
C2.1a.2 respond appropriately to others
C2.1a.3 help to move the discussion forward.

The group discussion should provide opportunities for responding to a range of views and sensibilities, and for candidates to be able to take the lead in moving discussions on. It is these higher level skills which are required at Level 2. Assessment of a candidate’s contributions to discussion must include evidence that they can make clear and relevant contributions in a way that suits their purpose and situation. The candidate must show evidence of responding appropriately to what others say and demonstrate an ability to keep the discussion going, e.g. by summarising what has been said, developing points made or focusing on purpose by asking questions.

C2.1b Give a talk of at least four minutes.
C2.1b.1 speak clearly in a way that suits your subject, purpose and situation
C2.1b.2 keep to the subject and structure your talk to help listeners follow what you are saying
C2.1b.3 use appropriate ways to support your main points.

The candidate must give a brief talk, lasting at least 4 minutes, normally to two or three familiar people. The subject matter will usually be closely connected with her or his work, an area of interest or programme of study. Brief notes may be used as a prompt, but the candidate should not read these out. Assessors should look for clarity of expression and evidence that the talk is well structured, keeps to the point, gives a clear illustration of the main points and uses a variety of ways to support the main points. There should be confirmation that the talk has been followed by listeners with little difficulty.
Evidence for C2.1a and C2.1b could include edited audio/video clips of the discussion and talk, and/or assessor records from observing the candidate, that clearly show the assessment criteria being met. Witness statements can be useful as supporting evidence, but should not be the sole form of evidence for a and b. Where used, they should include the date, the name, signature and contact details of the witness, and details of the context in which the observation took place. Assessors are responsible for judging the validity of statements; they may need to confirm with the witness that it is genuine and clarify points regarding the assessment criteria.

C2.2 Read and summarise information from at least TWO documents about the same subject. Each document must be a minimum of 500 words long.

C2.2.1 select and read relevant documents
C2.2.2 identify accurately the main points, ideas and lines of reasoning
C2.2.3 summarise the information to suit your purpose.

The candidate is required to read at least two documents, each of which must be a minimum of 500 words long. The documents must relate to the same subject and they can be used together in meeting the assessment criteria. At this level, the candidate must work independently to select material from the documents in order to meet the purpose of their task. The documents might be included on a reading list or be identified by the candidate, depending on the context of the research. It would be inappropriate to give candidates detailed chapter or page references. Evidence that appropriate material has been selected from the documents will be implicit in the subsequent summary or synthesis but the assignment brief or task could include details of the level of guidance provided and allow space for the candidate to record details of the documents used. In assessing the candidate’s performance, evidence must show that she or he is be able to select relevant material, identify accurately lines of reasoning and the main points from text, and summarise the information to suit her or his purpose.

C2.3 Write two different types of documents each one giving different information. One document must be at least 500 words long.

C2.3.1 present relevant information in a format that suits your purpose
C2.3.2 use a structure and style of writing to suit your purpose
C2.3.3 spell, punctuate and use grammar accurately
C2.3.4 make your meaning clear.

When writing documents, candidates at this level may be given guidance on an appropriate format for their writing. The candidate is required to produce two different types of documents, each one containing different information. One of the documents must be at least 500 words long. For each document, the candidate must show she or he can meet all the assessment criteria, ie can present relevant information in a format, structure and style that suits her or his purpose, which is accurately spelt and punctuated, and grammatically correct, so meaning is clear.

In final work, sentences (including complex ones, where these are used) must be formed correctly, with accurate punctuation (eg commas, apostrophes, inverted commas), as well as capital letters and full stops or
question marks. The candidate should not be penalised for one or two errors, providing meaning is still clear and mistakes in one document are not repeated in the second document. Where an assessor is uncertain about the candidate's writing ability, further evidence should be requested.

**Use an image.**

Candidates must use at least one image either to obtain information or to convey information in their discussion, their talk or one of the documents they write in order to help the audience/reader understand the points they are making.
Introducing the Application of Number standards

Introduction

The aim of the Application of Number standards is to encourage learners to develop and demonstrate their skills in interpreting information involving numbers, carrying out calculations, interpreting results and presenting findings. The standards are essentially concerned with developing and recognising the ability of learners to select and apply numerical, graphical and related mathematical skills in ways that are appropriate to their particular context. However, they can also be used to help individuals make connections with less familiar contexts and develop their ability to progress to higher levels of competence.

Techniques such as being able to measure and read scales, carry out specific calculations, or draw a particular type of diagram, are essential, but so too are the skills of application, such as interpreting information from tables, graphs or charts, selecting appropriate methods, describing what findings show, etc. Techniques and skills of application contribute both to understanding a task or problem and to deciding on the best course of action.

Application of Number requires learners to interpret information presented in different graphical forms and to produce these themselves in order to present their own findings. For the purposes of Essential Skills, it is not necessary to distinguish between ‘graph’ and ‘chart’. The basic differences between these representations and a diagram are set out in the table below.

<table>
<thead>
<tr>
<th>Chart or Graph*</th>
<th>A representation of the relationship between variables such as categories and frequency data, or $x$ and $y$ coordinates.</th>
<th>Pie or bar chart, histogram, pictogram, frequency polygon, frequency chart or diagram. Single or multiple line graph; scatter graph with or without line of best fit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagram</td>
<td>Any other graphical method of representation where scale is or is not a factor</td>
<td>Scale drawing, plan or workshop drawing, circuit drawing, 3D representation, flow chart, critical path or network diagram, organisation chart</td>
</tr>
</tbody>
</table>

The standards are designed to recognise learners’ progression in terms of both techniques and skills of application. Progression through the levels is demonstrated by increased ability to internalise the cycle of Collect ➔ Process ➔ Interpret with these three elements corresponding to the three components of the standards.

* Note a chart contains discrete data, whereas a graph contains continuous data.
Overview of levels

At **Level 1** candidates are required to handle simple numerical and graphical information, and apply techniques in the context of short activities. Calculations will usually involve only one or two steps. Much of the numerical content will be concerned with whole numbers and the use of decimals in everyday contexts (eg in using money or taking measurements), and the use of common units of measurement.

At this level, candidates must cover each element of the Collect → Process → Interpret cycle, but are not required to combine them. Evidence for each element may be presented separately. Candidates must be able to:

- interpret information from two different sources. At least one source must include a table, chart, graph or diagram
- carry out and check calculations to do with:
  - amounts or sizes
  - scales or proportion
  - handling statistics
- interpret the results of their calculations and present their findings in two different ways using charts or diagrams.

At **Level 2** candidates are required to set their use of application of number skills in the context of at least one activity that covers all of the assessment criteria. Such an activity will give them more scope to make decisions on how to find the information they need, what calculations to use, and how best to present their findings. Calculations will involve two or more steps and a more demanding range of techniques and understanding. Candidates will be expected to know how to work with numbers of any size, including addition and subtraction of fractions, calculations involving area and volumes, ratio, unit conversions, percentages and scaling, as well as the use of formulae and graphs. At this level, at least one piece of work must show evidence of the whole Collect → Process → Interpret cycle, with other work showing evidence of ‘collect and process’ or ‘process and interpret’.

Candidates must carry out at least one activity that includes tasks for all three of the assessment components N2.1, N2.2 (a or b or c or d) and N2.3. Overall, through one or more activities candidates must:

- use two different sources which include material containing a chart or graph (N2.1)
- do calculations for a, b, c, and d (N2.2)
- present findings in two different ways using charts, graphs or diagrams (N2.3)

Candidates must be able to:

- interpret information from a suitable source
- use the information to carry out calculations to do with:
  - amounts or sizes
  - scales or proportion
  - handling statistics
  - using formulae
- interpret the results of their calculations and present their findings.
Application of Number Level 1 standards and evidence requirements

At Level 1, subject matter and materials should be straightforward, (ie those commonly met in the context in which the candidates are working or studying) and have content put across in a direct way so that candidates can easily identify the information they need for their task. The precise nature of the information and calculations will depend on their relevance to the task.

All calculations should ideally be clearly set in context although standalone exercises are acceptable at Level 1. Evidence must meet all the assessment criteria for each component (N.1.1, N1.2 and N1.3). Candidates should try to show that they are clear about their purpose for obtaining information and carrying out calculations, and describe what their results tell them in relation to the purpose of the task they have undertaken.

**N1.1 Interpret information from two different sources. At least one source must include a table, chart, graph or diagram.**

N1.1.1 obtain the information you need to meet the purpose of your task
N1.1.2 identify suitable calculations to get the results you need.

In assessing a candidate's performance in interpreting information, evidence relating to each source must show that the candidate can obtain the information required, and can identify, for themselves, the calculations that are suitable for getting the results they need. One source must be a table, chart, diagram or graph. The second source may be direct observation or measurement, but it does not have to be; it could be another graphical source, eg a diagram if a table, chart or graph was chosen in the first instance.

Evidence of candidates being able to pick suitable calculations could be a record of describing their choice to a tutor or trainer. Evidence needs to make clear the purpose of the tasks that were tackled and include copies of source material (and, where relevant, details of site of observation/measurement) and records of information obtained.

**N1.2 Carry out and check calculations to do with:**
- a. amounts or sizes
- b. scales or proportion
- c. handling statistics.

N1.2.1 carry out calculations to the levels of accuracy you have been given
N1.2.2 check your results make sense.
In assessing a candidate's performance in carrying out calculations, assessors should look for examples (at least one from each category) of working with amounts or sizes (eg working out costs or the area of a room); scales or proportion (eg in using a map or working out how to mix or dilute a household product); and handling statistics (eg in working out temperature mean and range). Evidence must include records of how the candidate has checked that the results make sense.

N1.3 Interpret the results of your calculations and present your findings – in two different ways using charts or diagrams.

N1.3.1 choose suitable ways to present your findings
N1.3.2 use more than one way of presenting your findings
N1.3.3 present your findings clearly using a chart or diagram
N1.3.4 describe what your results tell you.

In assessing a candidate's performance in interpreting the results of calculations and presenting findings, assessors should look for (and document) evidence to show that the candidate can make, unaided, suitable choices of chart or diagram, with appropriate labels and correct use of units. Overall, candidates should use two different ways of presenting findings. It is also important that the candidate can describe how the results of calculations relate to the purpose of the task, eg more staff are needed to handle enquiries between 12:30 and 1:30 because findings show this as the busiest time (a total of 48 enquiries being made, compared to 27 at other times of the day). Information and communication technology can be used for producing charts and diagrams, providing the candidate can use these to clearly present findings.
Application of Number Level 2 standards and evidence requirements

At Level 2, candidates are expected to demonstrate familiarity with the Collect → Process → Interpret cycle. At least one of the activities they undertake must include all three parts of the cycle, i.e. evidence for at least part of each of N2.1, N2.2 and N2.3. Stand-alone activities are not permitted at Level 2, and all activities must cover at least two parts of the cycle, i.e. Collect/Process or Process/Interpret.

Within these activities, candidates must provide evidence for the overall requirements, i.e. they must use two different sources (either in a single activity or in separate activities), one of which must include material containing a chart or graph. They must also carry out calculations to do with amounts or sizes, scales or proportion, handling statistics and using formulae (again, different types of calculation may be in different activities, or one activity may contain more than one type of calculation). Finally, they must present their findings in two different ways.

Evidence must cover all the assessment criteria for each component (N.2.1, N2.2 and N2.3), and must include at least one activity that includes tasks for all three of N2.1, N2.2 (a or b or c or d) and N2.3. If additional activities are needed to meet all the requirements of N2.2 (a, b, c, d) each activity must include tasks for N2.2 and N2.3 or N2.1 and N2.2.

Overall, through one or more activities candidates must:

- use two different sources which include material containing a chart or graph (N2.1)
- do calculations for a, b, c and d (N2.2)
- present findings in two different ways using charts, graphs or diagrams (N2.3).

Guidance should be given to candidates on the types of activities that will provide sufficient scope for covering all aspects of the evidence requirements, but candidates must both identify and carry out the tasks for themselves.

N2.1 Interpret information from a suitable source.

N2.1.1 choose how to get the information you need to meet the purpose of your activity
N1.3.2 obtain relevant information
N1.3.3 choose appropriate methods to get the results you need.

In assessing a candidate’s performance in interpreting information, assessors should look for evidence of information obtained from two different sources. One source must be material that contains a chart or graph. The other could be a graph or another form of graphical or written
material, or direct measurements or observations, depending on the context in which the candidate is working. The candidate must show that she or he can use each source to obtain information that is relevant to the purpose of the activity, and can select, unaided, appropriate methods to get the results needed. Evidence needs to make clear the purpose of the activity and include a note of how choices were made, plus copies of source material (and, where relevant, details of site of observation/measurement) and records of information obtained.

N2.2 Use your information to carry out calculations to do with:
   a. amounts or sizes
   b. scales or proportion
   c. handling statistics
   d. using formulae.

N2.2.1 carry out calculations, clearly showing your methods and levels of accuracy
N2.2.2 check your methods to identify and correct any errors, and make sure your results make sense.

In assessing a candidate’s performance in carrying out calculations involving two or more steps, using the information from N2.1, assessors should look for examples (at least one from each category) of working with amounts or sizes; scales or proportion; handling statistics; and using formulae. In handling statistics, the candidate must show that she or he can use calculations to compare sets of data of an appropriate size (eg 20 items). Evidence must include records of the calculations that clearly show methods and levels of accuracy used, plus notes of how the candidate checked methods, corrected any errors, and made sure that the results made sense.

N2.3 Interpret the results of your calculations and present your findings.

N2.3.1 select effective ways to present your findings
N2.3.2 present your findings clearly using a chart, graph or diagram and describe your methods
N2.3.3 use more than one way of presenting your findings
N2.3.4 describe what your results tell you and how they meet your purpose.

In assessing a candidate’s performance in interpreting results and presenting findings, assessors should look for evidence that the candidate can select forms of presentation (a graph, chart or diagram) to effectively match the types of information being presented. Information and communication technology can be used to construct the graph, chart or diagram, providing the candidate can use these to clearly present findings. The candidate must describe both the methods used and what the results of the calculations mean in terms of meeting the purpose of the activity.
Introducing the Information and Communication Technology (ICT) standards

Level 1
At Level 1 learners are confident in applying ICT skills independently to meet needs, to exchange information and to solve problems in a range of familiar situations. They bring together, refine and select relevant information from different sources, checking fitness for purpose as work progresses.

Use of ICT should be purposeful; candidates should use ICT in a context that is relevant to them (eg as part of their main programme of learning) and should have an understanding of why they are using ICT.

Level 2
This builds on the competence required at Level 1. At Level 2, learners are confident in selecting and applying ICT skills independently to develop solutions requiring overall structure. They evaluate the quality of information from different sources and use ICT efficiently to meet needs, to exchange information and to solve problems requiring a range of information types.

At Level 2 candidates are expected to work with a certain amount of autonomy. They should know why they are carrying out an activity, have the skills to decide which tools to use, select appropriate software applications and decide on the information needed and how it is to be organised. Candidates should use ICT in a context that is relevant to them (eg as part of their main programme of learning). Information will be developed by processing and formatting so that the appearance of the final presentation meets the needs of the intended purpose and is appropriate for the identified audience.
ICT Level 1 standards and evidence requirements

ICT1.1 Using ICT systems

<table>
<thead>
<tr>
<th>Standard</th>
<th>Evidence requirements</th>
</tr>
</thead>
</table>
| ICT1.1 Use ICT systems | The candidate can  
|                 | • interact with and use ICT systems independently to meet needs  
|                 | • follow safety and security practices. |

Candidates will be expected to

a. use correct procedures for start and shutdown of ICT systems and to open, use and close applications as appropriate
b. use input devices (eg keyboard, microphone, touch screen, mouse) and output devices (eg screen, printer, headphones)
c. select and use software applications (eg word processing, spreadsheet, graphics, browser, email) to achieve a purpose
d. recognise and use interface features (ie window, eg size, move, dialogue box, zoom, minimise, maximise, close, icon, option button, menu and submenu, scroll, toolbar and drag and drop)
e. understand that settings (eg mouse, icon size, screen resolution, desktop contrast, volume) may need to be adjusted according to individual needs
f. work with files (ie create, open, save, save as, print, move, close and delete) and folders to enable storage and retrieval of information
g. handle and store media (ie insert, remove, label and store safely)
h. understand and follow recommended safe practices (ie arrangement of hardware, cables, seating, lighting, avoid hazards and take breaks)
i. understand and follow recommended procedures to protect information (ie passwords and backups) and be aware of the need for internet security.

Assessment guidance

Note: Where the criterion range is denoted ‘ie’ candidates must demonstrate all activities; if the indicator is ‘eg’ candidates must demonstrate at least one example relevant to the purpose of the activity.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Coverage, range and how it can be evidenced</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT1.1a-e</td>
<td>Evidence for these requirements will be implicit within the completed activities for ICT1.2 and ICT1.3.</td>
</tr>
<tr>
<td>ICT1.1f</td>
<td>Screen dump annotated by candidate.</td>
</tr>
<tr>
<td>ICT1.1g</td>
<td>Evidence for this requirement will be implicit within the completed activities for ICT1.2 and ICT1.3.</td>
</tr>
<tr>
<td>Criterion</td>
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</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------</td>
</tr>
</tbody>
</table>
| ICT1.1h-i | Evidence can be presented as comments by candidate on their own work as appropriate  
|           | or  
|           | by the completion of discrete additional material set in candidate's context. |
**ICT1.2 Finding and exchanging information**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Evidence requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT1.2</td>
<td>The candidate can</td>
</tr>
<tr>
<td>Find and exchange information</td>
<td>• select and use a variety of appropriate sources of information</td>
</tr>
<tr>
<td></td>
<td>• access, search for, select and record ICT information that is fit for purpose</td>
</tr>
<tr>
<td></td>
<td>• access and use ICT to communicate and exchange information.</td>
</tr>
</tbody>
</table>

**Candidates will be expected to**

a. select and use appropriate sources of ICT information (eg CD, DVD, internet, database, text message) and other forms of information (eg newspaper, book, map, conversation, directory, broadcast)

b. recognise copyright constraints on the use of information

c. access, navigate and search internet sources of information (ie enter web addresses, browse, follow links, use forward and back, save and use bookmarks and use a search engine)

d. use appropriate search techniques (use of wildcards, index, search engines, complex search criteria, use of quotation marks, search within results, use of relational operators) to locate relevant information

e. select and use information that matches requirements (ie copy and paste, save, capture images, download files, eg play streamed media, audio, video, games)

f. access, read and respond appropriately to email (ie open mailbox, read, reply, delete, create, eg to, cc, subject, content, send)

g. open attachments, use an address book and adapt style to suit audience (eg use appropriate language, respect confidentiality, use copy lists with discrimination).

**Assessment guidance**

Note: Where the criterion range is denoted ‘ie’ candidates must demonstrate all activities; if the indicator is ‘eg’ candidates must demonstrate at least one example relevant to the purpose of the activity.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Coverage, range and how it can be evidenced</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT1.2a</td>
<td>A minimum of two appropriate sources of information should be used of which at least one must be ICT.</td>
</tr>
<tr>
<td>ICT1.2b</td>
<td>Evidence can be presented as comments by candidate on their own work as appropriate or by completion of discrete additional material set in candidate's context.</td>
</tr>
<tr>
<td>ICT1.2c-e</td>
<td>Evidence for these requirements is implicit in ICT1.2a.</td>
</tr>
<tr>
<td>ICT1.2f-g</td>
<td>Screen dump of emails with attachments.</td>
</tr>
</tbody>
</table>
ICT1.3 Developing and presenting information

<table>
<thead>
<tr>
<th>Standard</th>
<th>Evidence requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT1.3</td>
<td>The candidate can</td>
</tr>
</tbody>
</table>
| Develop and present information | • enter, organise, develop, format and bring together information to suit content and purpose, in the form of  
| | o text and tables  
| | o images  
| | o numbers  
| | o records  
| | • present information in ways that are fit for purpose and audience. |

Candidates will be expected to

a. enter, develop and organise text (ie document layout and organisation of information, headings, lists, tables) that is fit for purpose and present information effectively, applying editing techniques to achieve the required outcome (ie insert, delete, select, copy, cut, paste, drag and drop, find and replace, undo and redo)

b. use appropriate page layout (ie margins, header/footer, portrait, landscape, page breaks and page numbering)

c. format paragraphs (eg bullets, numbering, alignment, tabs, line spacing)

d. format text (ie font, Arial, style, eg bold, italic, underline, size, eg 10pt, and colour)

e. create simple tables that present information effectively

f. insert, size, crop and position images (eg clip-art, photo, scanned image), that are fit for purpose

g. enter, develop and organise numerical information that is fit for purpose using spreadsheet software, cell references eg F2, cell ranges eg A2:A6, formulas with a single operator (+, -, *, /) and the SUM function

h. format numerical information appropriately (ie cell data type and format, eg text, currency, %, decimal places)

i. create and develop charts/graphs to suit the numerical information (eg pie, bar, single line) using suitable labels (ie title, axis titles and legend)

j. sort data (eg table, spreadsheet, database) on one criterion in ascending or descending order

k. bring together information from different types of source

l. work accurately (ie spelling, calculations, meaning, layout and consistency), seek views of others and proof read, using software facilities where appropriate for the task (eg spell check, print preview)

m. produce information (eg text, tables, images, charts/graphs, combined) using accepted layouts as appropriate (eg letter, memo, report, newsletter, poster) that is fit for purpose and audience

n. review effectiveness of creation and presentation of information.
**Assessment guidance**

Note: Where the criterion range is denoted ‘ie’ candidates must demonstrate **all** activities; if the indicator is ‘eg’ candidates must demonstrate at least one example relevant to the purpose of the activity.

<table>
<thead>
<tr>
<th><strong>Criterion</strong></th>
<th><strong>Coverage, range and how it can be evidenced</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT1.3a-m</td>
<td>In order to meet evidence requirements of ICT1.3 most of a-m is likely to be evident in the portfolio. However, evidence must be of a sufficient rigour and scope to meet the required standard at Level 1.</td>
</tr>
<tr>
<td>ICT1.3n</td>
<td>This could be included in the portfolio or as discrete supporting material.</td>
</tr>
</tbody>
</table>
ICT Level 2 standards and evidence requirements

ICT2.1 Using ICT systems

<table>
<thead>
<tr>
<th>Standard</th>
<th>Evidence requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT2.1 Use ICT systems</td>
<td>The candidate can</td>
</tr>
<tr>
<td></td>
<td>• select, interact with and use ICT systems independently to meet needs</td>
</tr>
<tr>
<td></td>
<td>• follow safety and security practices and manage information storage efficiently.</td>
</tr>
</tbody>
</table>

Candidates will be expected to

a. use correct procedures for start and shutdown of ICT systems and to open, use and close software as appropriate
b. use input devices (eg keyboard, microphone, touch screen, mouse) and output devices (eg screen, printer, headphones) and communication services (eg ISP, broadband, dial up network)
c. select and use software applications (eg word processing, spreadsheet, graphics, browser, email) and system facilities (eg print queue, file management)
d. recognise and use interface features (ie window, eg size, move, dialogue box, zoom, minimise, maximise, close, icon, option button, menu and submenu, scroll, toolbar and drag and drop)
e. adjust system settings as appropriate according to user need (eg mouse, icon size, screen resolution, desktop contrast, volume, date and time, add words to spell check dictionary)
f. manage file and folder structure (ie create, open, save, save as, print, move, close, delete, view, rename, move and copy) to enable efficient storage and retrieval of information
g. handle and store media (ie insert, remove, label and store safely)
h. understand and follow recommended safe practices (ie arrange hardware and cables, adjust seating and lighting, avoid hazards and take breaks and minimise physical stress)
i. understand and follow recommended procedures to protect information (ie passwords and backups) and confidentiality and be aware of the need for internet security.
### Assessment guidance

Note: Where the criterion range is denoted ‘ie’ candidates must demonstrate **all** activities; if the indicator is ‘eg’ candidates must demonstrate at least one example relevant to the purpose of the activity.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Coverage, range and how it can be evidenced</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT2.1a-e</td>
<td>Evidence for these requirements will be implicit within the completed activities for ICT2.2 and ICT2.3.</td>
</tr>
<tr>
<td>ICT2.1f</td>
<td>Screen dump annotated by candidate.</td>
</tr>
<tr>
<td>ICT2.1g</td>
<td>Evidence for this requirement will be implicit within the completed activities for ICT2.2 and ICT2.3.</td>
</tr>
<tr>
<td>ICT2.1h-i</td>
<td>Evidence can be presented as comments by candidate on their own work as appropriate</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>by completion of discrete additional material set in candidate's context.</td>
</tr>
</tbody>
</table>
### ICT2.2 Finding and exchanging information

<table>
<thead>
<tr>
<th>Standard</th>
<th>Evidence requirements</th>
</tr>
</thead>
</table>
| ICT2.2 Find and exchange information | The candidate can  
• select and use a variety of appropriate sources of information for a complex task  
• access, search for, select and develop ICT-based information and evaluate its fitness for purpose  
• access and use ICT to communicate and exchange information, including storage of messages and address lists. |

#### Candidates will be expected to

a. select and use appropriate sources of ICT information (eg CD, DVD, internet, database, text message) and other forms of information (eg newspaper, book, map, conversation, directory, broadcast) for a complex task  

b. recognise copyright and other constraints on the use of information (eg speed of internet connection, time constraints for downloading large files)  

c. access, navigate and search internet sources of information (ie connect, enter web addresses, browse, follow links, use forward and back, save and use bookmarks and use a search engine)  

d. use appropriate search techniques (ie find tool including wildcards, index, multiple search criteria eg use of quotation marks, search within results, use of relational operators, eg =, >, =, <=, <, >, and logical operators, eg AND, NOT, OR) and design queries to locate relevant information  

e. select and use information that matches requirements (ie copy and paste, save, capture images, download files, eg play streamed media, audio, video, games) and evaluate fitness for purpose (ie intention and authority of provider, currency of information, relevance and bias)  

f. access, read and respond appropriately to email (ie open mailbox, read, reply, delete, create, eg to, cc, subject, content, send open and add attachments, use an address book and adapt style to suit audience eg use appropriate language, respect confidentiality, use copy lists with discrimination)  

g. manage efficient storage of email and attachments (eg use folders) and contact email addresses (eg maintain address book).
Assessment guidance

Note: Where the criterion range is denoted ‘ie’ candidates must demonstrate all activities; if the indicator is ‘eg’ candidates must demonstrate at least one example relevant to the purpose of the activity.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Coverage, range and how it can be evidenced</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT2.2a</td>
<td>A minimum of two appropriate sources of information should be used of which at least one must be ICT. In addition the selection of these must be for a complex task, eg a task that involves a number of inter-related sub-tasks.</td>
</tr>
<tr>
<td>ICT2.2b</td>
<td>Evidence can be presented as comments by candidate on their own work as appropriate or By completion of discrete additional material set in candidate's context.</td>
</tr>
<tr>
<td>ICT2.2c-e</td>
<td>Evidence for these requirements is implicit in ICT2.2a.</td>
</tr>
<tr>
<td>ICT2.2f-g</td>
<td>Screen dump and/or print out of email storage structure or learner comments with evidence to support.</td>
</tr>
</tbody>
</table>
ICT2.3 Developing and presenting information

Standard

ICT2.3
Develop and present information

Evidence requirements

The candidate can

• enter, organise, develop, format and bring together information to suit content and purpose, in the form of
  o text and tables
  o images
  o numbers
  o records

• evaluate and use different methods of organising and presenting information taking into account fitness for purpose and audience.

Candidates will be expected to

a. enter, develop and organise text (ie document layout and organisation of information, eg headings and subheadings, lists, tables and use of white space) to suit purpose and present information effectively, applying editing techniques to achieve the required outcome (ie insert, delete, select, copy, cut, paste, drag and drop, find and replace, undo and redo)

b. use appropriate page layout (ie margins, header/footer, portrait, landscape, columns page breaks and page numbering)

c. format paragraphs (eg bullets, numbering, alignment, tabs, indents and line spacing)

d. format text (ie font, eg Arial, style, eg bold, italic, underline, size, eg 10pt, borders, shading and colour)

e. design, create and format tables (ie row and column quantity and size, horizontal and vertical text alignment, merge and split cells, borders and shading)

f. insert, develop and organise images (eg clip-art, photo, scanned image) basic shapes (eg line, rectangle, ellipse) and text boxes

g. format images (ie resize, crop, align and use borders and text wrapping)

h. enter, develop and organise numerical information that is fit for purpose using worksheets, relative and absolute cell references (F2, $D$4) cell ranges, (A2:A6) formulas using multiple operators (+, -, *, /) functions (SUM, MIN, MAX, AVERAGE) and replication

i. format worksheets and numerical information appropriately (ie row height, column width, gridlines, merge cells, cell borders, cell data type and format, eg text, currency, %, decimal places, date, time, wrap text)

j. create and develop charts/graphs (eg pie, bar, single line) using suitable formats (ie chart title, axis titles and labels, legends, data labels and gridlines)

k. enter and organise records (in eg a table, spreadsheet or database) using field names and headings, data types and primary key, sort on one or more fields in ascending or descending order, select records (eg using data filtering) and edit records (ie add, delete and amend)

l. bring together information from different types of source

m. bring together components of images and text (ie position, behind, in front and grouping)
n. work accurately (ie spelling, calculations, meaning, layout and consistency), seek views of others, proof read and use software facilities where appropriate for a complex task
o. produce information (eg text, tables, images, charts, combined) using accepted conventions (eg letter, memo, report, newsletter, poster, web page) as appropriate and fit for purpose and audience
p. review effectiveness of creation and presentation of information.

Assessment guidance

Note: Where the criterion range is denoted ‘ie’ candidates must demonstrate all activities; if the indicator is ‘eg’ candidates must demonstrate at least one example relevant to the purpose of the activity.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Coverage, range and how it can be evidenced</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT2.3a-o</td>
<td>In order to meet evidence requirements of ICT2.3, most of a-o is likely to be evident in the portfolio. However evidence must be of a sufficient rigour, scope and complexity to meet the required standard at Level 2. It would be difficult to envisage achievement of the level of complexity for Level 2 to be met without using a database or spreadsheet.</td>
</tr>
<tr>
<td>ICT2.3p</td>
<td>This could be included in the portfolio or as discrete supporting material.</td>
</tr>
</tbody>
</table>
Appendix 1  Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the Centres and Training Providers homepage on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The centre homepage section of the City & Guilds website also contains useful information such on such things as:

- Walled Garden: how to register and certificate candidates on line
- Qualifications and Credit Framework (QCF): general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- Events: dates and information on the latest Centre events
- Online assessment: information on how to register for GOLA/e-volve assessments.
Useful contacts

<table>
<thead>
<tr>
<th>UK learners</th>
<th>T: +44 (0)844 543 0033</th>
</tr>
</thead>
<tbody>
<tr>
<td>General qualification information</td>
<td>E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>International learners</th>
<th>T: +44 (0)844 543 0033</th>
</tr>
</thead>
<tbody>
<tr>
<td>General qualification information</td>
<td>F: +44 (0)20 7294 2413</td>
</tr>
<tr>
<td>E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Centres</th>
<th>T: +44 (0)844 543 0000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports</td>
<td>F: +44 (0)20 7294 2413</td>
</tr>
<tr>
<td>E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Single subject qualifications</th>
<th>T: +44 (0)844 543 0000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change</td>
<td>F: +44 (0)20 7294 2404 (BB forms)</td>
</tr>
<tr>
<td>E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>International awards</th>
<th>T: +44 (0)844 543 0000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports</td>
<td>F: +44 (0)20 7294 2413</td>
</tr>
<tr>
<td>E: <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Walled Garden</th>
<th>T: +44 (0)844 543 0000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-issue of password or username, Technical problems, Entries, Results, GOLA, Navigation, User/menu option, Problems</td>
<td>F: +44 (0)20 7294 2413</td>
</tr>
<tr>
<td>E: <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employer</th>
<th>T: +44 (0)121 503 8993</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer solutions, Mapping, Accreditation, Development Skills, Consultancy</td>
<td>E: <a href="mailto:business@cityandguilds.com">business@cityandguilds.com</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Publications</th>
<th>T: +44 (0)844 543 0000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logbooks, Centre documents, Forms, Free literature</td>
<td>F: +44 (0)20 7294 2413</td>
</tr>
</tbody>
</table>

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City & Guilds Group

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