



Summary of how Functional skills are covered within E-Learning : Either by Module/ Tutorial or Offline Activity

English : Speaking and listening

Level	Skill standard	Coverage and range	Module	Covered in Offline activity
Entry 1	Participate in and understand the main points of simple discussions/ exchanges about familiar topics with another person in a familiar situation.	<ul style="list-style-type: none"> • understand the main points of short explanations and listen for specific information • follow instructions • respond appropriately to comments and requests • make contributions clearly to be heard and understood • ask questions using appropriate terms to obtain specific information when listening, talking and discussing in familiar situations. 	Module 2 Living Together : L7/L9 Module 4 Fitness: F7/F8	*
Entry 2	Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations.	<ul style="list-style-type: none"> • listen for and identify the main points of short explanations and instructions • speak clearly to be heard and understood • express simply one's own feelings and opinions and understand those expressed by others • express clearly statements of fact, short accounts and descriptions • ask and respond to straightforward questions 	Module 2 Living Together: L7/L9 Module 4 Fitness: F7/F8	*

		<ul style="list-style-type: none"> • follow the gist of discussions and make appropriate contributions when listening and talking and discussing in familiar situations. 		
Entry 3	Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges.	<ul style="list-style-type: none"> • use techniques to clarify and confirm understanding • give own point of view and listen to and respond appropriately to others' points of view • use formal and informal language as appropriate • follow the main points of discussions and make relevant contributions, respecting others' turn-taking rights in familiar formal and informal exchanges and discussions. 	Module 4 Fitness: F7/F8,F9	*
Level 1	Take full part in formal and informal discussions/exchanges	<ul style="list-style-type: none"> • make relevant contributions to discussions, responding appropriately to others • prepare for and contribute to formal discussion of ideas and opinions • be flexible in discussion, making different kinds of contributions • present information/points of view clearly and in appropriate language in formal and informal exchanges and discussions. 	Module 4 Fitness: F7/F8/F9 Module 6 Building Your Profile : B7/B8	*
Level 2	Make a range of contributions to discussions and make effective presentations in a wide range of contexts.	<ul style="list-style-type: none"> • listen to complex information and give a relevant, cogent response in appropriate language • present information and ideas clearly and persuasively to others • adapt contributions in discussions to suit audience, purpose and situation 	Module 4 Fitness: F7/F8	*

		<ul style="list-style-type: none">• make significant contributions to discussions, taking a range of roles and helping to move discussion forward to reach decisions in a wide range of contexts, including those that involve others who are unfamiliar.		
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Reading

Level	Skill standard	Coverage and range	Covered in Module	Covered in Off line activity
Entry 1	Read and understand short, simple texts	<ul style="list-style-type: none"> • understand short texts on familiar topics and experiences. • read and understand simple, regular words in texts that explain, describe and narrate, on paper and on screen. 	Module 4 Fitness: F3	*
Entry 2	Read and understand straightforward texts.	<ul style="list-style-type: none"> • understand the main events of chronological and instructional texts • read and understand simple instructions and directions • read and understand high frequency words and words with common spelling patterns • use knowledge of alphabetical order to locate information in texts that inform, describe and narrate, on paper and on screen. 	Module 4 Fitness : F3	*
Entry 3	Independently read and understand straightforward texts for a purpose.	<ul style="list-style-type: none"> • understand the main points of texts (including diagrams or graphical representations). Written texts are of more than one paragraph at this level • obtain specific information through detailed reading • scan texts and use organisational features to locate information (for example contents, index, menus) • use strategies to read and understand texts 	Module 4 Fitness: F3/F10	*

		in different formats (for example web page, application form) in texts that inform, instruct, describe and narrate, on paper and on screen.		
Level 1	Read and understand a range of texts.	<ul style="list-style-type: none"> • identify the main points and ideas and how they are presented in different texts • understand texts in detail • read and understand texts and take appropriate action in a range of texts including reports, instructional, explanatory and persuasive texts, on paper and on screen. 	Module 4 Fitness : F3/F10 Module 5 Gaining Confidence : G1/G6 Module 6 Building Your Profile : B1	*
Level 2	Compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions.	<ul style="list-style-type: none"> • select and use different types of texts to obtain relevant information • read and summarise succinctly information/ideas from different sources • identify the purposes of texts and comment on how effectively meaning is conveyed • detect point of view, implicit meaning and/or bias • read and actively respond to different texts (for example, reply to each point in a letter of complaint) in a wide range of texts for different purposes, on paper and on screen. 	Module 4 Fitness: F3/F10 Module 5 Gaining Confidence: G1/G6 Module 7 Injuries and Setbacks : I1 Module 8 Reality Check: R8/R10	*



Writing

Level	Skill standard	Coverage and range	Covered in Module	Covered in Off line activity
Entry 1	Write short, simple sentences.	Write short, simple <ul style="list-style-type: none"> • use written words and phrases to present information • construct simple sentences and punctuate using capital letters and full stops • spell correctly some personal or very familiar words • use upper and lower case in documents such as forms, messages or notes, on paper and on screen. 	Module 2 Living Together: L1/L3	*
Entry 2	Write short documents with some awareness of the intended audience.	<ul style="list-style-type: none"> • use written words and phrases to record/present information • construct compound sentences using common conjunctions and punctuate correctly using capital letters, full stops and question marks • spell correctly a range of common words • produce legible text in documents such as forms, messages or simple narratives, on paper and on screen. 	Module 2 Living Together: L1/L3	*
Entry 3	Write documents with some adaptation to the intended audience.	<ul style="list-style-type: none"> • plan, draft and organise writing • sequence writing logically and clearly 	Module 3 Health and Well Being: H1/H2	*

		<ul style="list-style-type: none"> • use basic grammar including appropriate verb tense and subject/verb agreement • spell correctly and check work for accuracy in documents such as forms, emails, letters, simple instructions or short reports, on paper and on screen. 	Module 4 Fitness: F6	
Level 1	Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience.	<ul style="list-style-type: none"> • write clearly and coherently including an appropriate level of detail • present information in a logical sequence • use language, format and structure suitable for purpose and audience • use correct grammar including subject/verb agreement and correct and consistent use of tense • ensure written work includes accurate grammar, punctuation and spelling and that meaning is clear in a range of documents on paper and on screen. 	Module 6 Building Your Profile : B5/B9	*
Level 2	Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	<ul style="list-style-type: none"> • present information/ideas concisely, logically and persuasively • present information on complex subjects concisely and clearly • use a range of different styles of writing for different purposes • use a range of sentence structures, 	Module 7 Injuries and Setbacks: I3/I5 Module 8 Reality Check :R9	*

		<p>including complex sentences</p> <ul style="list-style-type: none">• punctuate accurately using commas, apostrophes and inverted commas• ensure written work has accurate grammar, punctuation and spelling and that meaning is clear in a wide range of documents on paper and on screen.		
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Mathematics: Entry 1

Performance	Coverage and range	Covered in Module	Covered in Off line activity
	Content and skills are equivalent to national curriculum mathematics level 1 and the adult numeracy standards at Entry 1		
Learners can: <ul style="list-style-type: none"> • understand simple mathematical information in familiar and accessible contexts and situations • use given methods and standard models to obtain answers to simple given practical problems that are clear and routine • generate results that make sense in relation to a specified task • describe solutions to simple given practical problems in familiar contexts and situations. 	Learners can: <ul style="list-style-type: none"> • understand and use numbers up to 10 • use everyday language to describe the properties of size and measurements including length, width, height and weight, and make simple comparisons • use everyday language to describe position • recognise and select coins and notes • recognise and name common 2D and 3D shapes • sort and classify objects using a single criterion • show an awareness of uncertainty. 	Module 2 Living Together : L4/L5/L6/L8	*



Mathematics: Entry 2

Performance	Coverage and range	Covered in Module	Covered in Off line activity
	Content and skills are equivalent to national curriculum mathematics levels 1–2 and the adult numeracy standards at Entry 2		
<p>Learners can:</p> <ul style="list-style-type: none"> • understand simple practical problems in familiar and accessible contexts and situations • use basic mathematics to obtain answers to simple given practical problems that are clear and routine • generate results to a given level of accuracy • use given checking procedures • describe and explain solutions to simple given practical problems in familiar contexts and situations. 	<p>Learners can:</p> <ul style="list-style-type: none"> • understand and use whole numbers to 100 and count reliably up to 20 items • understand and use addition/subtraction in practical situations • understand and use multiplication in practical situations, where necessary using repeated addition to calculate • complete calculations using whole numbers • understand and use halves and quarters and find halves and quarters of small numbers of items • recognise and use familiar measures including time and money • recognise sequences of numbers including odd and even numbers • read simple scales to the nearest labelled division • use properties of simple 2D and 3D shapes • extract information from simple lists • record results. 	Module 2 Living Together : L3/L6/L8/I10	*



Mathematics: Entry 3

Performance	Coverage and range	Covered in Module	Covered in Off line activity
	Content and skills are equivalent to national curriculum mathematics levels 1–3 and the adult numeracy standards at Entry 3		
Learners can: <ul style="list-style-type: none"> • understand practical problems in familiar and accessible contexts and situations • begin to develop own strategies for solving simple problems • select and apply mathematics to obtain answers to simple given practical problems that are clear and routine • interpret and communicate solutions to practical problems in familiar contexts and situations • use simple checking procedures. 	Learners can: <ul style="list-style-type: none"> • understand and use whole numbers to 1,000 • complete written calculations with two-digit numbers • add and subtract using three-digit numbers • solve whole number problems involving multiplication and division • use mental recall of multiplication tables 2, 3, 4, 5 and 10 • round to the nearest 10 or 100 • understand and use simple fractions • understand decimals to two decimal places in practical contexts • recognise and describe number patterns • understand, estimate, measure and compare length, capacity, weight and temperature • complete simple mental calculations involving money and measures • recognise, name and draw simple 2D and 3D shapes • use metric and imperial units in everyday situations • extract and use information from lists, tables, simple charts and graphs, and make comparisons of this information • check accuracy of calculations and results • present findings to make sense to others. 	Module 4 Fitness: F1/F2/F4/F5	*



Mathematics: level 1

Performance	Coverage and range	Covered in Module	Covered in Off line activity
	Content and skills are equivalent to national curriculum mathematics levels 1–4, the adult numeracy standards and the application of number key skill, level 1		
<p>Learners can:</p> <ul style="list-style-type: none"> • understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine • identify and obtain necessary information to tackle the problem • select and apply mathematics in an organised way to find solutions to practical problems for different purposes • use appropriate checking procedures at each stage • interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations. 	<p>Learners can:</p> <ul style="list-style-type: none"> • understand and use whole numbers and recognise negative numbers in practical contexts • add, subtract, multiply and divide whole numbers using a range of mental methods • multiply and divide whole numbers by 10 and 100 using mental arithmetic • understand and use equivalences between common fractions, decimals and percentages • add and subtract decimals up to two decimal places • solve simple problems involving ratio, where one number is a multiple of the other • use simple formulae expressed in words for one- or two-step operations • solve problems requiring calculation, with common measures including money, time, length, weight, capacity and temperature 	<p>Module 5 Gaining Confidence: G2/G3/G4/G5/G7/G8/G9/G10</p> <p>Module 6 Building Your Profile : B2/B3/B4/B6/B10</p>	<p style="text-align: center;">*</p>

	<ul style="list-style-type: none">• convert units of measure in the same system• work out areas, perimeters and volumes in practical situations• construct models and draw shapes, measuring and drawing angles and identifying line symmetry• extract and interpret information from tables, diagrams, charts and graphs• collect and record discrete data and organise and represent information in different ways• find mean and range• use probability to show that some events are more likely to occur than others• understand outcomes, check calculations and explain results.		
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Mathematics: level 2

Performance	Coverage and range	Covered in Module	Covered in Off line activity
	Content and skills are equivalent to national curriculum mathematics levels 1–6, the adult numeracy standards and application of number key skill, level 2		
<p>Learners can:</p> <ul style="list-style-type: none"> • understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations • identify the situation or problem and the mathematical methods needed to tackle it • select and apply a range of mathematics to find solutions • use appropriate checking procedures and evaluate their effectiveness at each stage • interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations • draw conclusions and provide mathematical justifications. 	<p>Learners can:</p> <ul style="list-style-type: none"> • understand and use positive and negative numbers of any size in practical contexts • carry out calculations with numbers of any size in practical contexts • understand, use and calculate ratio and proportion, including problems involving scale • understand and use equivalences between fractions, decimals and percentages • add and subtract fractions; add, subtract, multiply and divide decimals to a given number of decimal places • understand and use simple equations and simple formulae involving one- or two-step operations • recognise and use 2D representations of 3D objects • find area, perimeter and volume of common shapes • use, convert and calculate using metric and, where appropriate, imperial measures • collect and represent discrete and continuous data, using ICT where appropriate • use and interpret statistical measures, tables and diagrams, for discrete and continuous data, using ICT where appropriate • use statistical methods to investigate situations • use a scale from 0 to 1 to express and compare probabilities. 	<p>Module 7 Injuries and Setbacks : 12/14/16/17/18/19</p> <p>Module 8 Reality Check: R2/R3/R4/R5/R6/R7</p>	<p style="text-align: center;">*</p>



Information and Communication Technology

ICT is covered in the introduction module which also includes links to sites where learners can further their ICT skills

Use ICT systems:

Level	Skill standard	Coverage and Range	Examples/ applications
Entry 1	1. Interact with ICT for a given purpose	1.1 ICT for a given purpose 1.2 Recognise and use interface features	ICT: Computer, touch screen, cash machine, mobile phone, multimedia device, on screen information Purpose: find local community information/ use learning software Icon, option button, hotspot
	2. Follow recommended safe practices	2.1 Minimise physical stress 2.2 Keep access information secure	Adjust seating and lighting Avoid hazards Password, PIN

Use ICT systems:

Level	Skill standard	Coverage and Range	Examples/ applications
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Entry 2	1. Interact with ICT for a purpose	1.1 Use computer hardware 1.2 Use software applications for a purpose 1.3 Recognise and use interface features	Keyboard, screen, printer, point and click device, headphones, microphone Text processing, graphics, web browser, email Icon, option button , hotspot, window, menu
	2. Follow and understand recommended safe practices	2.1 Minimise physical stress 2.2 Keep access information secure 2.3 Understand the need to stay safe	Adjust seating and lighting, avoid hazards, take breaks Password, PIN Avoid inappropriate disclosure of personal information

Use ICT systems:

Level	Skill standard	Coverage and Range	Examples/ applications
Entry 3	1. Interact with and use an ICT system to meet needs	1.1 Use correct procedures to start and shut down an ICT system 1.2 Use input and output devices	Log in , log out , use shutdown menu Keyboard, mouse, touchscreen, microphone, printer, headphones

		<p>1.3 Select and use software applications to meet needs and solve problems</p> <p>1.4 Recognise and use interface features</p> <p>1.5 Understand that settings can be adjusted according to individual needs</p>	<p>Word processing, graphics, internet browser, email, audio or video player</p> <p>Icon, option button, hotspot, window, dialogue box, menu, drag and drop</p> <p>Window size, mouse settings icon size, screen resolution desktop contrast, volume</p>
	2. Store information	<p>2.1 Work with files to enable storage and retrieval of information</p> <p>2.2 Insert and remove media</p>	<p>Create , open, save, print and close files, name files appropriately</p> <p>CD,DVD, Memory stick , Hard drives</p>
	3. Follow and understand the	3.1 Minimise physical stress	Adjust seating and lighting, avoid hazards, take breaks,



	need for safety and security practices	<p>3.2 Keep information secure</p> <p>3.3 Understand the need to stay safe and to respect others when using ICT based communication</p>	<p>arrangement of hardware and cables, wrist rests and other devices</p> <p>Keep copies safe, keep password or PIN secret</p> <p>Avoid inappropriate disclosure of personal information, use appropriate language</p>
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Use ICT systems:

Level	Skill standard	Coverage and Range	Examples/ applications
Level 1	I 1. interact with and use ICT systems independently to meet needs	<p>1.1. use correct procedures to start and shut down an ICT system</p> <p>1.2. use a communication service to access the internet</p>	<p>log in, log out, use shutdown menu</p> <p>broadband, dial-up, network, mobile device</p> <p>word processing, spreadsheets, graphics, internet browser, email, audio and video software</p>

		<p>1.3. select and use software applications to meet needs and solve given problems</p> <p>1.4. recognise and use interface features effectively to meet needs</p> <p>1.5. adjust system settings as appropriate to individual needs</p>	<p>desktop, windows, dialogue box, menu, submenu, toolbar, scrollbar, drag and drop, zoom, minimise, maximise</p> <p>window size, mouse settings, icon size, screen resolution, desktop contrast, volume</p>
	2. use ICT to plan work and evaluate their use of ICT systems	2.1. use ICT to plan and organise work	time, convenience, cost
	3. manage information storage	3.1. work with files and folders to organise, store and retrieve information	create, open, save, save as, print and close files, create folders and subfolders, name files and folders appropriately

		3.2. insert, remove, label and store media safely	CD, DVD, memory stick, hard drives
	4. follow and understand the need for safety and security practices	<p>4.1. minimise physical stress</p> <p>4.2. keep information secure</p> <p>4.3. understand the danger of computer viruses, and how to minimise risk</p> <p>4.4. understand the need to stay safe and to respect others when using ICT-based communication</p>	<p>adjust seating and lighting, avoid hazards, take breaks, arrangement of hardware and cables, wrist rests</p> <p>keep copies safe, take backups, keep password or PIN secret</p> <p>use virus-checking software, treat files from unknown sources with caution</p> <p>avoid inappropriate disclosure of personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination</p>



Use ICT systems:

Level	Skill standard	Coverage and Range	Examples/ applications
Level 2	1. select, interact with and use ICT systems independently for a complex task to meet a variety of needs	<p>1.1. use correct procedures to start and shut down an ICT system</p> <p>1.2. select and use a communication service to access the internet</p> <p>1.3 select and use software applications to meet needs and solve problems</p> <p>1.4. select and use interface features and system facilities effectively to meet needs</p> <p>1.5. select and adjust system settings as appropriate to individual needs</p>	<p>log in, log out, use shutdown menu</p> <p>broadband, dial-up, network, mobile device</p> <p>word processing, spreadsheet, graphics, browser, email, audio and video software</p> <p>desktop, windows, dialogue box, menu, submenu, toolbar, scrollbar, drag and drop, zoom, template, wizard</p> <p>window size ,mouse settings, icon size, screen resolution, desktop contrast, volume, date and time</p>

	2. use ICT to effectively plan work and evaluate the effectiveness of the ICT system	2.1. use ICT to, effectively plan work; review the effectiveness of the ICT tools to meet needs in order to inform future used judgments	time, convenience, cost, quality range of facilities, versatility
	3. manage information storage to enable efficient retrieval	3.1. manage files and folder structures to enable efficient information retrieval 3.2. insert, remove, label and store media safely	create, open, save, save as, print, close, delete, view, rename move and copy files, create folders and subfolders, name files and folders appropriately CD, DVD, memory stick, hard drives
	4. follow and understand the need for safety and security practices	4.1. minimise physical stress 4.2. keep information secure	arrangement of hardware and cables, wrist rests and other devices keep copies safe, take backups, keep password or PIN secret use virus-checking software,

		<p>4.3. understand the danger of computer viruses and how to minimise risk</p> <p>4.4. understand the need to stay safe and to respect others when using ICT-based communication</p>	<p>treat files from unknown sources with caution</p> <p>avoid inappropriate disclosure of personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination</p>
	5. troubleshoot	5.1. identify ICT problems and take appropriate action	software freeze, respond appropriately to error dialogue, virus threat, storage full, paper jam, uninstall software, know when and whom to ask for help to fix the problem



Level	Skill standard	Coverage and Range	Examples/ applications
Entry 1	1. recognise sources of information	1.1. recognise sources of information	information point, poster, newspaper, conversation, TV, web page, radio, text message
	2. find information from an ICT-based source	2.1. find appropriate information from an ICT-based source	text message, voicemail, on-screen information

Find and select information

Level	Skill standard	Coverage and Range	Examples/ applications
Entry 2	1. use appropriate sources of information	1.1. recognise and use appropriate sources of ICT-based and other forms of information	information point, newspaper, book, picture, map, conversation, CD, DVD, text message, website, podcast, web log
	2. find information from ICT-based sources	2.1. find information from ICT-based sources using appropriate facilities	menu, contents list, index, follow links, forward and back

Find and select information

Level	Skill standard	Coverage and Range	Examples/ applications
Entry 3	1. select and use appropriate sources of	1.1. select and use appropriate sources of	newspaper, book, image, map, conversation, CD, DVD, text



	information	ICT-based and other forms of information	message, website, podcast, web log
	2. use ICT to search for and select information that matches given requirements	<p>2.1. use internet sources of information</p> <p>2.2. use appropriate search techniques to find required information</p> <p>2.3. select and use information that matches given requirements</p>	<p>enter a web address, use a search engine, use bookmarks, follow links</p> <p>contents list, index, find or search tool</p> <p>write down, copy and paste, capture images, download audio or video files</p>

Find and select information

Level	Skill standard	Coverage and Range	Examples/ applications
Level 1	1. select and use a variety of sources of information independently to meet	1.1. select and use appropriate sources of ICT-based and other forms	newspapers, books, images, maps, conversations, CDs, DVDs, text messages, podcasts,

	needs	of information 1.2 recognise copyright constraints on the use of information	web logs, web-based reference sites music downloads, acknowledgement of sources, avoiding plagiarism
	2. access, search for, select and use ICT-based information and evaluate its fitness for purpose	2.1. access, navigate and search internet sources of information purposefully and effectively 2.2 Use appropriate search techniques to locate and select relevant information 2.3. use information from a variety of sources and evaluate its match to requirements and fitness for purpose	enter a web address, use a search engine, browse, save and use bookmarks search criteria, quotation marks, search without results, relational operators, find or search tool recognise intention and authority of provider, currency of the information, relevance, bias



Find and select information

Level	Skill standard	Coverage and Range	Examples/ applications
Level 2	1. select and use a variety of sources of information independently for a complex task	<p>1.1. select and use appropriate sources of ICT-based and other forms of information which match requirements</p> <p>1.2. recognise copyright and other constraints on the use of information</p>	<p>newspapers, books, images, maps, conversations, CDs, DVDs, text messages, podcasts, web logs, web-based reference sites</p> <p>music downloads, acknowledgement of sources, avoiding plagiarism, provisions of the Data Protection Act</p>
	2. access, search for, select and use ICT-based information and evaluate its fitness for purpose	<p>2.1. access, navigate and search internet sources of information purposefully and effectively</p> <p>2.2 Use appropriate search techniques and design queries to locate and select relevant information enter a web address, use a search</p>	<p>enter a web address, use a search engine, browse, save and use bookmarks</p> <p>multiple search criteria, quotation marks, search within results, relational operators, logical operators, find or search tool including wildcards</p> <p>recognise intention and authority of provider, currency</p>

		<p>engine, browse, save and use bookmarks</p> <p>2.3. use discrimination in selecting information that matches requirements from a variety of sources and evaluate fitness for purpose</p>	<p>of the information, relevance, bias</p>
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Develop, present and communicate information:

Level	Skill standard	Coverage and Range	Examples/applications
Entry 1	1. enter and edit single items of information	1.1. enter and edit information	name, PIN wrong button press, incorrect password or PIN
	2. submit information to achieve a purpose	2.1. identify and correct simple errors 2.2. submit information correctly	confirm choice, press enter key
	3. use ICT-based communication	3.1. receive ICT-based communication	receive a text message view an email message

Develop, present and communicate information:

Level	Skill standard	Coverage and Range	Examples/ applications
Entry 2	1. enter and edit information for a simple given purpose	1. 1 enter information and edit it as necessary	information: name, reference number, diary entry, text message edit: insert, delete
	2. present information that is fit for a given purpose	2.1. check accuracy and correct errors	check for missing words, correct typing errors list, diary entry, text message,

		2.2. present information that is fit for a purpose	email reply
	3. use ICT appropriately to communicate	3.1. use ICT to send and receive information	text messaging, email, internet



Develop, present and communicate information:

Level	Skill standard	Coverage and Range	Examples/ applications
Entry 3	1. enter and develop information to meet needs, in the form of: text images numbers	1.1. enter and edit information to achieve the required outcome 1.2. enter and format text to enhance its effect 1.3. insert and position images or other digital content to achieve a purpose 1.4. enter and process numbers to meet needs	information: email message, letter, online form edit: insert, delete, copy, cut, paste, drag and drop, undo, redo left, centre, right, font, style, size clip-art, photo, scanned image, audio file enter a list of prices and generate a total
	2. bring together information to achieve a purpose	2.1. organise information of different forms to achieve a purpose	image with text, in a poster or web page



	3. present information and review its effectiveness	3.1. check meaning, accuracy and suitability 3.2. present information that is fit for purpose	ensure meaning is clear, seek views of others, check spelling, check calculations information: email message, letter, poster, web page fitness for purpose: impact, clarity
	4. select and use ICT to communicate	4.1. create, access and respond appropriately to ICT-based communication	read, reply, forward, create, delete

Develop, present and communicate information:

Level	Skill standard	Coverage and Range	Examples/ applications
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<p>Level 1</p>	<p>1. enter, develop and format information to suit its meaning and purpose, including:</p> <p>text and tables</p> <p>images</p> <p>numbers</p>	<p>1.1. enter, organise, develop, refine and format information, applying editing techniques to meet needs</p> <p>1.2. use appropriate page layout</p> <p>1.3. format text to maximise clarity and enhance presentation</p> <p>1.4. obtain, insert, size, crop and position images that are fit for purpose</p> <p>1.5 enter, develop and organise numerical information that is fit for purpose</p>	<p>headings, lists, tables, use of templates ,highlight, drag and drop, find, replace, undo, redo, templates</p> <p>margins, header, footer, portrait, landscape, page breaks, page numbering</p> <p>bullets, numbering, alignment, tabs, line spacing, colour, font, style, size, simple tables</p> <p>clip-art, photo, scanned image</p> <p>cell data types, cell ranges, formula with a single operator, SUM functions, structure/ layout/of worksheet</p> <p>currency, per cent, number of decimal places</p> <p>pie chart, bar chart, single line</p>
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		<p>1.6. format numerical information appropriately</p> <p>1.7. create and develop charts and graphs to suit requirements, using suitable labels</p> <p>1.8. enter, organise and sort structured information in ascending or descending order</p>	<p>graph, appropriate format, title, axis titles, legend</p> <p>field selection, data sort (alphanumeric), filter</p>
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Develop, present and communicate information:

Level	Skill standard	Coverage and Range	Examples/ applications
Level 1 – cont	2. Bring together information to suit content and purpose	2.1 organise information of different forms or from different sources to achieve a purpose	Organise , combine images, graphs and tables with text, combine texts, graphics sound and video footage Purpose : for a poster, newsletter, web page , multimedia presentation
	3. present information in ways that are fit for purpose and audience	3.1. work accurately and proofread, using software facilities where appropriate for the task 3.2. produce information that is fit for purpose and audience using accepted layouts as appropriate	ensure meaning is clear, seek views of others, check spelling, check calculations, ensure consistent layout, print preview letter, memo, report, newsletter, poster, information sheet, web page, multimedia presentation
	4. evaluate the selection and use of ICT tools and facilities used to present information	4.1. evaluate the effectiveness of ICT tools to meet presentation needs	time taken, quality

		4.2. review and modify work as it progresses to ensure the result is fit for purpose and audience	produce drafts, review against initial plans, check with intended audience
	5. select and use ICT to communicate and exchange information safely, independently, responsibly and effectively	5.1. create, access, read and respond appropriately to email and other ICT-based communication, including attachments, and adapt style to suit audience 5.2. use a contacts list	open mailbox, read, reply, forward, communicate using from, to, cc, bcc, subject and content fields, add and open attachments, use instant messaging, contribute to forums, web logs or web-based reference sites add, amend and delete entries



Develop, present and communicate information:

Level	Skill standard	Coverage and Range	Examples/ applications
Level 2	<p>1. enter, develop and format information independently to suit its meaning and purpose, including:</p> <p>text and tables</p>	<p>1.1. enter, organise, develop, refine and format information, applying editing techniques to meet needs</p> <p>1.2. use appropriate page layout</p> <p>1.3 enter and format text to maximise clarity and enhance presentation</p> <p>1.4. create and format tables to maximise</p>	<p>organise: structure of information, document layout, headings, subheadings, lists, tables, use of templates</p> <p>edit: drag and drop, find, replace, undo, redo</p> <p>columns, margins, header, footer, portrait, landscape, page breaks, page numbering</p> <p>bullets, numbering, sub-numbering, alignment, tabs, line spacing, colour, font, style , size</p> <p>tables: timetable, components list, membership information</p> <p>format: horizontal and vertical text alignment, merge and split cells, gridlines, borders, shading</p> <p>clip-art, photos, scanned</p>

	<p>images</p> <p>numbers</p> <p>records</p>	<p>clarity and enhance presentation</p> <p>1.5. obtain, insert, size, crop and position images that are fit for purpose</p> <p>1.6 enter, develop and organise numerical information that is fit for purpose</p> <p>1.7 format numerical information appropriately</p> <p>1.8. create and develop charts and graphs to suit</p>	<p>images, borders</p> <p>cell data types, cell ranges, absolute and relative referencing, formulas, functions, replication, structure and layout of worksheet</p> <p>currency, per cent, number of decimal places, date, time, text wrap, row height, column width, gridlines, merged cells, cell borders</p> <p>pie chart, bar chart, single line graph, scattergram, title, axis titles, legend</p> <p>spreadsheet or database, use data filtering</p> <p>table, spreadsheet, database</p>
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		<p>the numerical information, using suitable labels</p> <p>1.9. enter, organise, select and edit records using field names and headings, data types and unique record identifier when appropriate</p> <p>1.10. sort records on one or more fields in ascending or descending order</p>	
	<p>2. bring together information to suit content and purpose</p>	<p>2.1. bring together and organise components of images and text</p> <p>2.2. organise information of different forms or from different sources to achieve a purpose</p>	<p>image, chart, text alignment, captions, text wrap, use of text boxes, behind, in front, grouping</p> <p>poster, newsletter, web page, catalogue, brochure, multimedia presentation</p>

<p>Level 2 – cont</p>	<p>3. Present information in ways that are fit for purpose and audience</p>	<p>3.1 work accurately and proofread, using software facilities where appropriate</p> <p>3.2. produce information that is fit for purpose and audience, using accepted layouts and conventions as appropriate</p>	<p>Ensure meaning is clear, seek views of others, check spelling, check calculations, ensure consistent layout, print preview</p> <p>letter, memo, report, newsletter, brochure, poster, web page, information sheet</p>
	<p>4. evaluate the selection and application of ICT tools and facilities used to present information</p>	<p>4.1. evaluate the effectiveness of ICT tools to meet needs</p> <p>4.2. review and modify work as it progresses to ensure the result is fit for purpose and audience, and to inform future judgments</p>	<p>time taken, quality, range of facilities, versatility, transferability of information into other formats, speed of internet connection, time constraints of downloading large files</p> <p>produce drafts, review against initial plans, check with intended audience</p>
	<p>5. select and use ICT to</p>	<p>5.1. create, access, read and</p>	<p>open mailbox, read, reply,</p>



	<p>communicate and exchange information safely, responsibly and effectively, including storage of messages and contact lists</p>	<p>respond appropriately to email and other ICT-based communication, including attachments, and adapt style to suit audience</p> <p>5.2. manage efficient storage of ICT-based communications, attachments and contact addresses</p>	<p>forward, communicate using from, to, cc, bcc, subject and content fields, add and open attachments, use instant messaging, contribute to forums, web logs or web-based reference sites</p> <p>create and maintain folders, delete redundant messages, add, amend and delete contact entries</p>
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Offline/ blend activities

Offline/ blend activities			
Skill area	Coverage and range	Rationale for not including	Comments
English (writing)	<ul style="list-style-type: none"> •Write clearly and coherently including an appropriate level of detail 	<p>We could ask them to enter their thoughts about something but we have no real way of assessing whether it is clear and coherent.</p> <p>Could be an offline activity where they have to write a match report.</p>	
ICT (Use ICT systems)	<ul style="list-style-type: none"> •3.1. work with files and folders to organise, store and retrieve information •3.2. insert, remove, label and store media safely 	<p>If users have to organise the various downloads they use into folders this would cover the first objective.</p> <p>They could then use a pen drive or CD to transfer the files from the hard drive this would cover the second objective.</p>	
ICT (Find and select information)	<ul style="list-style-type: none"> •1.2. recognise copyright constraints on the use of information 	<p>Could be an offline activity linked to the newspaper article - a short exercise about how copyright works online.</p>	
ICT (Find and select information)	<ul style="list-style-type: none"> •2.1. access, navigate and search internet sources of information purposefully and effectively •2.2. use appropriate search techniques to locate and select relevant information •2.3. use information from a variety of sources and evaluate its match to requirements and fitness for purpose 	<p>As an additional add-on to the scenario we could ask people to look up information online about lottery funding for Ryan.</p> <p>Use a search engine to look up lottery funding. Read from different sources about</p>	



		it. Test if they know how to apply based on what they've learnt.	
ICT (Develop, present and communicate information)	<ul style="list-style-type: none"> •1.5 enter, develop and organise numerical information that is fit for purpose •1.6. format numerical information appropriately 	Could be an offline activity based around Ryan's income per month – with incomings and outgoings.	
ICT (Develop, present and communicate information)	<ul style="list-style-type: none"> •1.8. enter, organise and sort structured information in ascending or descending order •2.1 organise information of different forms or from different sources to achieve a purpose 	Provide raw data that the user has to sort and then organise to create a PowerPoint presentation all about Ryan's sponsorship deal.	
ICT (Develop, present and communicate information)	<ul style="list-style-type: none"> •3.2. produce information that is fit for purpose and audience using accepted layouts as appropriate 	Could ask users to write their own newspaper article that shows the flatmates in a positive light. PowerPoint skills used on the activity above.	

