

Specification

Functional Skills ICT, Levels 1 & 2

Why choose Edexcel for functional skills?

Easier to deliver. More opportunities for success.

There are sound reasons for choosing Edexcel if you want to be sure of giving your learners the best chance of success. Our papers are clearer and more extensively tested than any other awarding organisations. Whether you are a teacher, a tutor, an employer or a training provider, you'll find that Edexcel offers more of the practical support needed for seamless delivery.

You'll benefit from our experience

We've invested in the largest national functional skills pilot, by far (250,000 entries at over 1,300 centres). You can rely on our experience and expertise to help you achieve the best results.

We offer the full range of functional skills qualifications in ICT. Our range means that whatever opportunity you want to offer your learners, we're able to help.

Clear, straightforward specifications for easier delivery

Each of our specifications has a simple structure and is easy to understand. They will tell you clearly what you need to teach, making delivery that much easier.

There's plenty of opportunity for assessment

We know that you'll want to fit functional skills around your other programmes of learning - that's why we're offering 4 assessment opportunities throughout the teaching year.

Clear, accessible papers for improved achievement

Lastly - and most important of all - our papers are clear, well written and accessible to all. Our aim is to give every learner the best chance of attaining a functional skills qualification.



What are functional skills in ICT and how are they assessed?

Functional skills are designed to equip learners with the skills to operate confidently, effectively and independently in education, work and every day life. They have been designed in response to employers' perceptions that many students are not achieving a firm enough grounding in the basics.

Functional Skills ICT at Levels 1 & 2, aims to ensure that each individual is:

- confident and capable when using ICT systems and tools
- able to find and select information
- able to develop, present and communicate information in both life and work.

For each level, realistic contexts have been designed so that learners develop the functionality they need. Learners must pass the assessment at their chosen level in order to achieve the award for Functional Skills ICT. There are unlimited re-sit opportunities for learners who do not achieve the level required at the first attempt.

A summary of the assessment structure can be seen in the table below:

Assessment structure – Levels 1 & 2

	Level 1 & 2
Assessment	One external assessment. Four assessment opportunities each year.
Sections	Two sections in each assessment. First section involves using the internet to find and select information. Second section involves working with numbers, creating a digital product and using communication tools.
Assessment duration	2 hours.
Marks	50 marks in total.
Additional information	Internet is allowed in one section. Each assessment has a theme.

How are functional skills linked with our qualifications?

Functional Skills ICT at Entry Level 1, 2, & 3 and Levels 1 & 2 can be offered as stand alone qualifications for Key Stage 3, 4 and post-16 learners.

Functional skills in ICT is a component part of the Diploma and Foundation Learning programmes of study. It is also embedded within the programme of study of the new GCSE ICT, where there is an opportunity for learners to sit the separate functional skills assessment and gain additional attainment points.

We have also sign-posted functional skills learning opportunities within our new BTEC specifications. This will boost capabilities of those learners working towards achieving a Foundation Learning programme of study.

The different learning pathways for all levels of functional ICT

Diploma – all learners studying for the Diploma will take functional skills as a mandatory component. They must achieve functional skills in English, mathematics and ICT if they intend to gain the full Diploma.

Diplomas require learners to achieve functional skills at:

- Level 1 for the Diploma at Level 1 (Foundation)
- Level 2 for the Diplomas at Levels 2 and 3 (Higher and Advanced).

BTECs – our BTEC suite of qualifications provides excellent opportunities for the teaching of functional skills in vocational contexts. Research has shown that for many learners these vocational contexts are a successful platform for the applied teaching and learning of ICT.

Foundation Learning – this is a new framework for Entry and Level 1 qualifications. It can incorporate our exclusive-to-Edexcel vocational BTECs and stand alone functional skills qualifications.

GCSEs – Functional Skills ICT at Levels 1 & 2 are embedded within the new 2010 ICT GCSEs, allowing you to co-teach both functional skills and the GCSE course. Decide to add Functional Skills ICT as a stand alone qualification and your learners could earn additional attainment points, equivalent to half a GCSE.



Support you can count on from Edexcel

Training events

We will be running a series of face-to-face and online training events to fully prepare you for delivering functional skills. Further information can be found online, at www.edexcel.com/fs

Expert people on hand – to ensure all your questions are answered quickly

Our free 'Ask the Expert' service for specific functional skills queries puts you in direct contact with senior examiners, moderators and external verifiers. Please visit www.edexcel.com/asktheexpert for further information.

Our National Managers and Regional Account Managers can provide you with face-to-face support and consultation. Visit www.edexcel.com/regionaloffices to find out whom to contact.

For general enquiries, please call our customer services team on **0844 576 0028** or email functionalskills@edexcel.com

Subscribe to our free functional skills newsletters

To keep up-to-date with the latest developments, you can join our Functional Skills Development Group (commitment-free). We will periodically send you e-newsletters and other information you'll find useful. Please email fsdevelopment@edexcel.com to subscribe.

Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications, Adamsway, Mansfield, Nottinghamshire NG18 4FN. Tel 01623 467467 Fax: 01623 450481

Please note: there may be a charge for some publications, as well as a charge for postage and packaging.

Publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on our website www.edexcel.com and in the Edexcel publications catalogue.

A free range of teacher support materials for functional skills will be made available on our website, and will be offered in hard-copy to those centres offering our qualifications.



Specification

Edexcel Level 1 and 2

Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Level 1 (FST01)

Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Level 2 (FST02)

For first teaching September 2010

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which helps to raise attainment.

References to third party material made in this specification are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

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Qualification titles covered by this specification

Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Level 1

Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Level 2

These qualifications have been accredited onto the National Qualifications Framework (NQF) and are eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website www.dfe.gov.uk/. The Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners.

These qualification titles and codes will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

The QANs for the qualifications in this publication are:

Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Level 1	500/9468/3
Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Level 2	500/9827/5

Structure of qualifications

Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Level 1

Level 1:		cash-in code: FST01
<ul style="list-style-type: none">Externally assessedAvailability: please see the Edexcel website for detailsFirst assessment: November 2010	100% of the total qualification	
Overview of content		
<ul style="list-style-type: none">Using ICTFinding and selecting informationDeveloping, presenting and communicating information		
Assessment description		
<ul style="list-style-type: none">A 2 hour test paper set and marked by EdexcelLearners will be required to prepare a task using ICT systems (and appropriate resources) and submit this to EdexcelThe total number of marks available is 50The component assesses all required functional skills ICT standards		

Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Level 2

Level 2:	cash-in code: FST02
<ul style="list-style-type: none"> Externally assessed Availability: Please see the Edexcel website for details First assessment: November 2010 	100% of the total qualification
<p>Overview of content</p> <ul style="list-style-type: none"> Using ICT Finding and selecting information Developing, presenting and communicating information 	
<p>Assessment description</p> <ul style="list-style-type: none"> A2 hour test paper set and marked by Edexcel Learners will be required to prepare a task using ICT systems (and appropriate resources) and submit this to Edexcel The total number of marks available is 50 The component assesses all required functional skills ICT standards 	

Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Level 1

NQF level 1

Guided learning hours: 45

Cash-in code: FST01

Skill standards and coverage and range

To pass this qualification, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the skill standards for the qualification. The coverage and range determine the standard required to achieve the qualification.

At each level, this has been sub-divided into:

- using ICT
- finding and selecting information
- developing, presenting and communicating information.

On completion of this qualification a learner should:

Skill standards	Coverage and range
Using ICT	
1 identify the ICT requirements of a straightforward task	1.1 use ICT to plan and organise work
2 interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	2.1 select and use software applications to meet needs and solve straightforward problems 2.2 select and use interface features effectively to meet needs 2.3 adjust system settings as appropriate to individual needs
3 manage information storage	3.1 work with files, folders and other media to access, organise, store, label and retrieve information
4 follow and demonstrate understanding of the need for safety and security practices	4.1 demonstrate how to create, use and maintain secure passwords 4.2 demonstrate how to minimise the risk of computer viruses

Skill standards		Coverage and range	
Finding and selecting information			
5	use search techniques to locate and select relevant information	5.1	search engines, queries
6	select information from a variety of ICT sources for a straightforward task	6.1	recognise and take account of currency, relevance, bias and copyright when selecting and using information
Developing, presenting and communicating information			
7	enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	7.1	apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content
8	use appropriate software to meet requirements of straightforward data-handling task	8.1	process numerical data
		8.2	display numerical data in a graphical format
		8.3	use field names and data types to organise information
		8.4	enter, search, sort and edit records
9	use communications software to meet requirements of a straightforward task	9.1	read, send and receive electronic messages with attachments
		9.2	demonstrate understanding of the need to stay safe and to respect others when using ICT-based communication
10	combine information within a publication for a familiar audience and purpose	10.1	for print and for viewing on screen
		10.2	check for accuracy and meaning
11	evaluate own use of ICT tools	11.1	at each stage of a task and at the task's completion

Assessment structure level 1

Assessment	One externally assessed assessment.
Tasks	<p>Two sections in each assessment.</p> <p>Section A involves using the internet to find and select information.</p> <p>Section B involves working with numbers, creating a digital product and using communication tools.</p> <p>Each assessment has a theme.</p>
Assessment-taking time	2 hours.
Marks	50 marks in total.
Assessment availability	<p>Four assessment opportunities each year.</p> <p>The test will be available within a five-day window.</p>
Assessment preparation	<p>The data files needed for the activities will be provided to centres securely before the test. Separate guidance will be provided on how to prepare the data files before the test.</p> <p>Centres will be required to prepare a separate user area for each learner so that they can save their work safely and securely as they progress during the test.</p> <p>Learners will need open access to the internet in Section A of the assessment. Internet is not allowed in Section B. Learners are advised to spend 15 minutes on Section A and 1 hour and 45 minutes on Section B. Centres must ensure that learners do not have access to the internet when completing activities in Section B. Learners will also need access to an email package. They do not need to be able to send emails.</p> <p>Learners will be required to provide printouts during the assessment. Centres must ensure that appropriate printing facilities are available and accessible during the assessment.</p>
Sampling of coverage and range	<p>The following coverage and range statements will be sampled in assessment. All other coverage and range will be assessed.</p> <p>Skills standard 2 – two out of three coverage and range statements assessed</p> <p>Skills standard 4 – one out of two coverage and range statements assessed.</p>

Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Level 2

NQF level 2

Guided learning hours: 45

Cash-in code: FST02

Skill standards and coverage and range

To pass this qualification, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the skill standards for the qualification. The coverage and range determine the standard required to achieve the qualification.

At each level, this has been sub-divided into:

- using ICT
- finding and selecting information
- developing, presenting and communicating information.

On completion of this qualification a learner should:

Skill standards	Coverage and range
Using ICT	
1 plan solutions to complex tasks by analysing the necessary stages	1.1 use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches
2 select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	2.1 select and use software applications to meet needs and solve complex problems 2.2 select and use a range of interface features and system facilities effectively to meet needs 2.3 select and adjust system settings as appropriate to individual needs 2.4 respond to ICT problems and take appropriate action 2.5 understand the danger of computer viruses and how to minimise risk

Skill standards		Coverage and range	
Using ICT			
3	manage information storage to enable efficient retrieval	3.1	manage files, folders and other media storage to enable efficient information retrieval
Finding and selecting information			
4	use appropriate search techniques to locate and select relevant information	4.1	search engines, queries and AND/NOT/OR, >,<,>=,<=, contains, begins with, use of wild cards
5	select information from a variety of sources to meet requirements of a complex task	5.1	recognise and take account of copyright and other constraints on the use of information
		5.2	evaluate fitness for purpose of information
Developing, presenting and communicating information			
6	enter, develop and refine information using appropriate software to meet requirements of a complex task	6.1	apply a range of editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numerical data, charts, graphs or other digital content
7	use appropriate software to meet the requirements of a complex data-handling task	7.1	process and analyse numerical data
		7.2	display numerical data in appropriate graphical format
		7.3	use appropriate field names and data types to organise information
		7.4	analyse and draw conclusions from a data set by searching, sorting and editing records
8	use communications software to meet requirements of a complex task	8.1	organise electronic messages, attachments and contacts
		8.2	use collaborative tools appropriately
		8.3	understand the need to stay safe and to respect others when using ICT-based communication

Skill standards		Coverage and range	
Developing, presenting and communicating information			
9	combine and present information in ways that are fit for purpose and audience	9.1	organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate
		9.2	work accurately and check accuracy, using software facilities where appropriate
10	evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	10.1	at each stage of a task and at the task's completion

Assessment structure level 2

Assessment	One externally assessed assessment.
Tasks	<p>Two sections in each assessment.</p> <p>Section A involves using the internet to find and select information.</p> <p>Section B involves working with numbers, creating a digital product, using communication tools and organising work.</p> <p>Each assessment has a theme.</p>
Assessment-taking time	2 hours.
Marks	50 marks in total.
Assessment availability	<p>Four assessment opportunities each year.</p> <p>The test will be available within a five-day window.</p>
Assessment preparation	<p>The data files needed for the activities will be provided to centres securely before the test. Separate guidance will be provided on how to prepare the data files before the test.</p> <p>Centres will be required to prepare a separate user area for each learner so that they can save their work safely and securely as they progress during the test.</p> <p>Learners will need open access to the internet in Section A of the assessment. Internet is not allowed in Section B. Learners are advised to spend 15 minutes on Section A and 1 hour and 45 minutes on Section B. Centres must ensure that learners do not have access to the internet when completing activities in Section B. Learners will also need access to an email package. They do not need to be able to send emails.</p> <p>Learners will be required to provide printouts during the assessment. Centres must ensure that appropriate printing facilities are available and accessible during the assessment.</p>
Sampling of coverage and range	<p>The following coverage and range statements will be sampled in assessment. All other coverage and range will be assessed.</p> <p>Skills standard 2 – three out of five coverage and range statements assessed.</p> <p>Skills standard 8 – two out of three coverage and range statements assessed.</p>

Assessment

Assessment summary

Edexcel Functional Skills qualifications in Information and Communication Technology (ICT) at Levels 1 and 2 are externally assessed through a 2 hour test paper.

Learners will be required to carry out a number of tasks using ICT systems (and appropriate resources) which is submitted to Edexcel.

The total number of marks available is 50.

Assessment opportunities

There will be up to four assessment windows each year. Please see our website (www.edexcel.com) for further details.

Security arrangements

Assessment is available within a five-day window. The following requirements must be adhered to.

- The dates of the window will be published by Edexcel.
- Test sittings must be scheduled to minimise the possibility of learners colluding.
- Centres must produce a schedule showing the date and time of each test session to be held in the window. This schedule must be submitted in writing to Edexcel's Compliance of Quality Services Department.
- Learners must only have access to files required for the test.
- During the test, learners are permitted internet access in Section A but must not access the internet in Section B.
- Each paper must be collected in, accounted for and held securely until the end of the window.
- Learners may only sit the test once in each window.
- Teaching of the subject should be suspended for the duration of the window.
- Learners must sign a declaration when they sit the test to confirm they understand they are not allowed to discuss the contents of the test until the end of the window.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special consideration aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the act) without compromising the assessment of skills, knowledge, understanding or competence.

Please read the *Inclusion information for Information and Communication Technology*, from the Functional Skills Standards, below. Please also see our website (www.edexcel.com) for:

- how to request for access arrangements and special consideration
- deadlines for submission of the forms.

Requests for access arrangements and special consideration must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Inclusion information for Information and Communication Technology

Centres may request access for learners to all forms of equipment, software and practical assistance, such as a reader or a scribe, that reflect their normal way of working, provided that these do not affect the reliability or validity of assessment outcomes or give the learner an assessment advantage over other learners undertaking the same or similar assessments.

The following access arrangements may be requested.

- Extra time.
- Reader/screen reader.
- Oral language modifier.
- Sign language interpreter.
- Scribe.
- Word processor.
- Transcript.
- Practical assistant. A practical assistant may switch on the computer and insert a disk at the learner's instruction but must not perform any skill for which marks will be credited. A practical assistant may be used in written examinations.
- Modified question papers (including Braille).
- External device to load personal settings (permitted as a reasonable adjustment provided that this does not compromise the assessment or give the learner any advantage not available to other learners).

No arrangements for exemptions exist for functional skills in ICT.

Entry, awarding and reporting

Learner entry

Details of learner entry requirements, and the number of assessment opportunities, can be found in our *Information Manual*, which is sent to all examinations officers. Our Information Manual is updated regularly and can be found on our website (www.edexcel.com).

Awarding and reporting

The awarding and certification of this qualification will comply with the requirements of the Office of the Qualifications and Examinations Regulator (Ofqual). The qualification will be awarded as a pass or fail. The result for a learner who fails to reach the minimum standard for a pass to be awarded will be recorded as U (unclassified) and will not be certificated.

The first certification opportunity for the Edexcel Functional Skills in Information and Communication Technology (ICT) will be November 2010.

Qualification results

These qualifications are assessed as pass or fail. They are not graded. Learners must pass the component test to be awarded a qualification pass.

Cash-in code

The cash-in code for the Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Level 1 is FST01.

The cash-in code for the Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Level 2 is FST02.

Resitting

If learners fail a qualification they may resit the failed component/s of assessment.

Language of assessment

Assessment of this qualification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website (www.jcq.org.uk).

Learner recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all learners.

Progression

Learners could progress from these qualifications to:

- Edexcel GCSE in Information and Communication Technology (ICT)
- Edexcel BTEC Level 2 or 3 qualifications for IT Users (ITQ)
- Edexcel Level 2 qualifications in Digital Applications for IT Users DIDA
- other related qualifications.

Annexe A

Codes

Type of code	Use of code	Code number
National Qualifications Framework (NQF) codes	<p>Each qualification title is allocated an Ofqual National Qualifications Framework (NQF) code.</p> <p>The Ofqual National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DCFS Funding Schedule, Sections 96 and 97, and is to be used for all qualification funding purposes. The Ofqual QAN is the number that will appear on the learner's final certification documentation.</p>	<p>The QANs for the qualifications in this publication are:</p> <p>Level 1 – 500/9468/3</p> <p>Level 2 – 500/9827/5</p>
Cash-in codes	<p>The cash-in code is used as an entry code to aggregate the learner's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering learners for their qualification.</p>	<p>Level 1 – FST01</p> <p>Level 2 – FST02</p>
Entry codes	<p>The entry codes are used to:</p> <ul style="list-style-type: none">• enter a learner for the assessment of a qualification/component• aggregate the learner's unit scores to obtain the overall grade for the qualification.	<p>Please refer to the <i>Edexcel Information Manual</i>, available on the Edexcel website.</p>

Annexe B

Glossary of qualification format terms

All Edexcel functional skills qualifications have a standard format. The format is designed to give the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each qualification has the following sections.

Qualification title

The title is accredited on the National Qualifications Framework (NQF) and this form of words will appear on the learner's Notification of Performance (NOP).

NQF level

All units and qualifications within the NQF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the NQF level descriptors.

GLH

This is the guided learning hours required to teach the qualification.

Cash-in code

This is the Edexcel code required to claim certification for the whole qualification after completion of all components.

Skill standard and coverage and range

The skill standard of a qualification sets out the functional skills that learners are expected to achieve as the result of a process of learning.

Coverage and range

The coverage and range specifies the scope of the application of a skill standard. The skill standard and coverage and range articulate the learning achievement which will be awarded at the level assigned to the qualification.

Assessment structure

This includes details of the component/s of assessment and the key features of each component.

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts NG18 4FN

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For more information on Edexcel and BTEC qualifications please
visit our website: www.edexcel.com

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