Bronze 3 - Unit 10 - Assessor's Guide

Relevant LINKS

BACK TO SCHOOLS ITQ UNITS **[1]**

Handbook home page **[2]**

Assessor's guide to interpreting the criteria

General Information

- Bronze 3 is the same as Entry Level 3 in the Qualification Credit Framework. It is mapped to the National curriculum at levels 3 and 4.
- The definition of an entry level qualification is to recognize basic knowledge and skills and the ability to apply learning in everyday situations under direct guidance or supervision. Learning at this level involves building basic knowledge and skills and is not geared towards specific occupations.
- The criteria are designed to provide opportunities to promote numeracy, literacy and social skills as well as ICT capability and are fully compatible with the UK National Curriculum programmes of study with some strengthening of important contemporary issues related to open systems providing support for PLTS and citizenship.
- Bronze 3 is designed to promote a wider range of participation by providing a progression pathway from Bronze 2 to Level 1 in the QCF and from national curriculum levels 3 and 4 to level 5.
- The specification for the Entry Level 3 certificate provides an outcome framework for assessment and is not intended to dictate any particular context for learning and so can be used with young children or adults.

Requirements

- Standards must be confirmed by a trained Bronze Assessor or higher
- Assessors must at a minimum record assessment judgements as entries in the on-line mark book on the INGOTs.org certification site
- It is expected that there will be routine evidence of work used for judging assessment outcomes in the candidates' records of their day to day work. Samples should be available at the annual visit and/or by video conference.
- Different approaches to learning will be required in order to match differing needs, for example, the needs of children will be different from the needs of adults with learning disabilities.
- Completing the criteria for this unit entitles the candidate to the Award of the Entry level 3 Unit . In general, the candidate should demonstrate that criteria related to co-operative behaviour can be sustained over time.

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- We expect at least 20 hours of guided study to be under-taken before this Unit Award is made to those new to computers but discretion can be used to take account of prior learning where this is sensible in individual cases. In terms of making the award, what matters is outcomes.

- Certificates must be printed on INGOT logo template paper for which there is a charge of 50p per template

Assessment Method

Assessors can use the criteria to determine levels of prior learning through dialog with the candidate, direct observation and any other appropriate and relevant evidence. They can score each of the criteria "L", "S", "H". An "N" indicates no evidence and this is the default setting. "L" indicates some capability but some help still required and the candidate is not secure with that particular criterion. "S" indicates secure mastery of the criterion. "H" indicates that the candidate is operating beyond the basic requirements of the criterion. If all criteria are matched with "S" or "H" the unit is passed. All criteria must be at least "S" for a pass.

Expansion of the assessment criteria

The entry 3 learner will be becoming increasingly capable of making use of skills, knowledge and understanding to carry out simple structured tasks and activities with occasional guidance and intervention. They will start to relate tasks to contexts and be aware of consequences of actions for themselves and others. While support and guidance are still needed they will demonstrate increasing capability of working self-sufficiently with simple structured tasks.

A**n activity will typically be 'structured' when:**

* there are several steps that need to be sequential; and
* the learner has opportunities to practice the sequence or clear guidance is provided.

Presentation Software

1. The candidate will input and combine text and other information within presentation slides

1.1 I can identify what types of information to use in the presentation

The candidate should show that they have carried out some basic planning to prepare for their presentation.

Evidence: Assessor feedback.

Additional information and guidance
The candidate should be aware that some materials may not be suitable for a presentation, for example embedding a very long video, rather than linking to it. They should demonstrate they understand different file types to be used.

1.2 I can enter information into presentation slides so that it is ready for editing and formatting

The candidate should be able to build up their slides.

Evidence: Assessor feedback.

Additional information and guidance
The candidate should show a clear process in developing their slides. It is more efficient to enter all of the information and then edit it, rather than edit each item individually.

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1.3 I can combine information for presentations in line with any copyright constraints
The candidate should show an understanding of legal issues.

Evidence: Assessor feedback and candidate reflection.

Additional information and guidance
The candidate should understand and demonstrate their awareness of copyright and plagiarism in relation to other people's work. If they use someone else's material, such as their words or files, they have to give credit. They should also be aware of times when this is not required, such as using OpenClipArt [3] for images.

1.4 I can identify copyright constraints on using others' information
The candidate should show the constraints they use.

Evidence: Assessor feedback and learner's work.

Additional information and guidance
The candidate should show where they have used copyright material and what they did to acknowledge this.

1.5 I can store and retrieve presentation files effectively, in line with local guidelines
The candidate should have a working management of files system

Evidence: Assessor feedback.

Additional information and guidance
The candidate should be able to manage their files, whether this is on a local network or in a cloud based system, so that it is effective and efficient. They should show naming conventions for stored files and folder names so that work is easy to retrieve.

2. The candidate will use presentation software tools to structure, edit and format slides

2.1 I can select a template and theme for slides
The candidate should be able to use basic templates

Evidence: Presented final work.

Additional information and guidance
The candidate should understand and therefore demonstrate that they can use existing resources effectively. Many presentation packages have build in templates for different purposes which greatly speed up the creation of presentation work. There are also online libraries of these to add further choice.

2.2 I can use appropriate techniques to edit slides
The candidate should demonstrate editing skills.

Evidence: Assessor feedback and learner's work.

Additional information and guidance
The candidate should be able to carry out basic editing of slides so they they are free from errors and poor formatting such as overlapped images or text boxes running over page edges for example.

2.3 I can apply format techniques to slides
The candidate should have formatted material that looks for for purpose.

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Evidence: Finished work.

Additional information and guidance
The candidate should be able to create some basic slides which are free from basic errors and use appropriate colours and images for the intended audience.

3. The candidate will prepare slides for presentation

3.1 I can identify how the slides should be presented
The candidate should be able to perform a basic presentation of their work.

Evidence: Assessor feedback.

Additional information and guidance
The candidate should understand how to use a presentation process and add the slides int he right order and understand the basic timings required. They may use the notes features of the package to help them deliver it.

3.2 I can prepare and present slides for presentation
The candidate should make the file ready for delivery.

Evidence: Assessor feedback.

Additional information and guidance
The candidate should understand how to use a presentation package and the peripheral equipment needed (as required) and show their presentation and accompanying talk.

3.3 I can check presentation using IT tools making corrections as appropriate
The candidate should carry out full checks of the work to ensure it is ready to use.

Evidence: Completed work and assessor feedback.

Additional information and guidance
The candidate should demonstrate the use of built in tools such as spell-check to ensure the work is ready for public delivery.

Moderation/verification

The assessor should keep a record of assessment judgements made for each candidate and make notes of any significant issues for any candidate. They must be prepared to enter into dialog with their Account Manager and provide their assessment records to the Account Manager through the on-line mark book. They should be prepared to provide evidence as a basis for their judgements should it be required by the Principal Assessor or their Account Manager/external moderator. Before authorising certification, the Account Manager must be satisfied that the assessors judgements are sound.

Source URL: https://theingots.org/community/siel3u10x

Links
[1] http://theingots.org/community/ITQ_unit_development

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[2] http://theingots.org/community/handbook2
[3] https://openclipart.org

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