Silver Unit 8 - Using the Internet

Relevant LINKS

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Handbook home page **[2]**

Overview

This is the ability to set up and use appropriate connection methods to access the internet; make the best use of browser software tools and techniques to search for, retrieve and exchange information using a browser or public search engine, and work safely and securely online. The level 1 user will use a straightforward connection method to access internet based information using software tools and techniques for searching, displaying and sharing information. Any aspects that are unfamiliar will require support and advice from others.

Software tools and techniques required will be pre-determined and/or commonly used, and the range of techniques used for searching and exchanging information will be familiar or commonly undertaken. Activities will be generally familiar and with limited variable factors such as time available, audience needs and content structure. In most cases the input and output of information will be determined by the assessor and/or teacher supervising the work.
Example of context: Finding information about a subject and sharing it with other people. Booking a train ticket on-line, following instruction to create e-learning content on line or to present on-line evidence of their work.

Activities supporting the assessment of this award

Assessor's guide to interpreting the criteria

General Information

QCF general description for Level 1 qualifications

- Achievement at QCF level 1 (EQF Level 2) reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.
- Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks. Be aware of information relevant to
the area of study or work
- Complete well-defined routine tasks. Use relevant skills and procedures. Select and use relevant information. Identify whether actions have been effective.
- Take responsibility for completing tasks and procedures subject to direction or guidance as needed

Requirements

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- Standards must be confirmed by a trained Silver Level Assessor or higher

- Assessors must at a minimum record assessment judgements as entries in the on-line mark book on the INGOTs.org Markbook Site.

- Routine evidence of work used for judging assessment outcomes in the candidates' records of their day to day work will be available from their e-portfolios and on-line work. Assessors should ensure that relevant web pages are available to their account manager on request by supply of the URL.

- When the candidate provides evidence of matching all the criteria to the specification subject to the guidance below, the assessor can request the award using the link on the certification site. The Account Manager will request a random sample of evidence from candidates' work that verifies the assessor's judgement.

- When the Account Manager is satisfied that the evidence is sufficient to safely make an award, the candidate's success will be confirmed and the unit certificate will be printable from the web site.

- This unit should take an average level 1 learner 30 hours of work to complete.

Assessment Method

Assessors can score each of the criteria L, S, H. N indicates no evidence and is the default starting position. L indicates some capability but secure capability has not yet been achieved and some help is still required. S indicates that the candidate can match the criterion to its required specification. H indicates performance that goes beyond the expected in at least some aspects. Candidates are required to achieve at least S on all the criteria to achieve the unit.

Expansion of the assessment criteria

1. Connect to the internet

1.1 I can identify different types of connection methods that can be used to access the Internet

The candidate should be able to list 3 different types of connection, for example, through connection to a local network that is itself connected to the internet, through a cell phone and 3G broad band, through a home broadband provision such as ADSL.

Evidence: Lists of broadband connections in general work, short test on identifying connection types.

Additional information and guidance
Internet access is getting easier and less expensive. One of the biggest changes in recent times is the possibility of internet connection through mobile devices such as cell phones. This is likely to increase and candidates should realise that a cell phone is a small computer. Wireless connections to the internet tend to be slower and less reliable than cable and cell phone access can be expensive particularly if used abroad. It is likely that, speed reliability and cost will fall and it could be that in the future the vast majority of internet connections are through wireless mobile devices. For this

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reason it is highly desirable for candidates to have experience of e.g. WiFi and 3G connections that can be made via smartphone to determine the advantages and disadvantages of each. If the 'phone is on a contract that includes data it might be better value than paying for "hotspot" access through WiFi whereas a free WiFi hotspot is probably going to give a better connection than a 3G phone. This is not always the case and will also depend on how many users are accessing the particular point. At this level it is sufficient that the candidate can identify different types of connection and has had a chance to discuss advantages and disadvantages based on direct experience of the technologies.

1.2 I can access the Internet or intranet

The candidate should be able to self-sufficiently access the internet (intranet) to find information of interest to them.

Evidence: Assessor witnessing, candidate work that contains information they have obtained from the internet and referenced as such.

Additional information and guidance:
As long as there is obvious evidence that the learner can access the internet, the methods of providing it are flexible. Assessors need to be sure that the learner can access simple straight forward information self-sufficiently.

2. Use browser software to navigate web pages

2.1 I can use browser tools to navigate webpages

The candidate should use the common browser facilities such as forward and back icons. They should be aware of "anchors" that can direct the browser to a specific place on a page. They should know about bookmarks and their browser history.

Evaluation: Direct observation by the assessor, answering simple questions such as identify the means of going back to the previous page in your browser, what is a browser bookmark?

Additional guidance:
Candidates should be self-sufficient in simple navigation using their browser. They should know about local book marks but also book marking sites since these are far more useful when working on shared machines. They should know conventions such as links usually in blue and pointer changes to indicate "hot spots" on a page. They should know about right clicking to download graphics and tabs to browse more than one site at a time.

2.2 I can identify when to change browser settings to aid navigation

Candidates should identify the following circumstances as times when a browser setting needs changing.

- Text size being too large or too small (screen size and resolution)
- Work space too restricted and/or toolbars inaccessible
- Need to implement spell checking
- Implement or organise book marks
- Switch on JavaScript when prompted.

Evidence: Candidate work on changing browser settings, centre administered test on browser settings.

Additional information and guidance
At this level, candidates need to be beginning to learn how to get the best from their browser responding to restrictions or limitations in the settings. This includes some basic security and

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accessibility features. They are not expected to be fully self-sufficient in all their browser settings but they should be confident with a few key ones as described and respond positively to learning new features with guidance and dialogue with peers and assessors.

2.3 I can adjust browser settings to meet needs

Candidates should use CTRL + and CTRL - to change the size of text. They should be able to add and remove toolbars so they can increase the work space of the browser window. They should know how to clear a browser history, switch JavaScript on and off and similar preferences for cookies and blocking particular sites. They should be able to invoke spell check.

Evidence: Observations and dialogue with assessor, centre devised test or controlled task.

Additional information and guidance:
In keeping with the general descriptions of level 1 qualifications, candidates will need instruction and guidance from time to time but they will be becoming increasingly self-sufficient in choosing settings that enable them to work effectively and efficiently.

2.4 I can use browser help facilities

The candidate will use the browser help facility to solve straight forward problems.

Evidence: Assessor observations, centre set test of controlled task

Additional information and guidance:
This is straightforward. Assessors should prompt learners to use the help facility before solving problems for them. In all cases they should make some attempt to find things out for themselves. If they are doing this routinely with little prompting they are operating at H rather than S and it could be that Level 2 will provide a better level of challenge.

3. Use browser tools to search for information from the internet

3.1 I can select and use appropriate search techniques to locate information

Candidates should show success in finding useful information as a result of using at least two different search engines.

Evidence: Candidates work and references, centre devised controlled test or task

Additional information and guidance
Software tools and techniques required will be pre-determined and/or commonly used, and the range of techniques used for searching and exchanging information will be familiar or commonly undertaken. Activities will be generally familiar and with limited variable factors such as time available, audience needs and content structure. In most cases the input and output of information will be determined by the assessor and/or teacher supervising the work. Candidates should appreciate that there are many freely available search engines and each will generally provide both common and different results. They should know that they can bookmark their favourite search engines and that it might be useful to make the search engine their browser start page. In recent browsers, careful choice of search words, combination of words or phrases is more important than using Boolean operators. At this stage it is sufficient to concentrate on single word searches and refining them by adding additional words that will narrow down the search.

3.2 I can outline how information meets requirements

Candidates should demonstrate that they can link the information they found to specifically

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identified need.

Evidence: Candidates work and references, centre devised controlled test or task

Additional information
Candidates should demonstrate clear links between the information they find and the reasons they were searching for it. For example they might want to find an image of a soccer stadium that they are free to use in their work. They might search Wikipedia because they know images there are free for sharing.

3.3 Use references to make it easier to find information another time

Candidates should make simple links and references to useful information sources

Evidence: Candidates' work and references, centre devised controlled test or task

Additional information
For candidates using web pages to record and present their work (recommended), they can make links directly to their information sources. This makes presenting information that is copied directly from another source without modification, redundant. There is no point in copying information if it can be made directly available through a simple link. At this level simple links and bookmarks are enough. Candidates should understand the advantage of bookmarking sites when working across several machines or sharing machines with others. Assessors should support candidates in becoming more self-sufficient in referencing their work but at this level formal references and citations are not required.

3.4 I can download and save different types of information from the Internet

The candidate should demonstrate the capability of making downloads with due regard for safety and security

Evidence: Candidates' work, direct observation, centre devised controlled test or task

Additional information
Technically, whenever a page is displayed in a browser, the candidate is downloading information from the internet. It will be cached and recorded in the browser history. Web pages are stored in html files and browsers display them them directly so users tend not to understand that all they are doing is downloading a file of information and displaying it. If is worth showing candidates that an HTML file held locally on their computer can be displayed in their web browser without any sort of internet connection. The main difference is simply where the file is located. Links displayed in web browsers can be to different types of files. If it is an HTML file the content will be designed to be efficient for use in the context of web pages. If, for example, it is a pdf file the information is designed for printing on paper. As long as the browser supports the pdf file format it can display pdf files. Files other than HTML are often more efficiently handled by other applications e.g. the browser can play an audio file but an application such as Audacity can edit it and provide effects etc. The convention to download a file rather than display it directly is to right click on the link and choose "save target as" or similar option to download the file. Candidates at this level should be told that they should never download files unless they are absolutely sure they are safe. The file could be a virus or spyware. Windows and Internet Explorer are by far the biggest target for this malware so users have to be especially careful. At this level it is sufficient for candidates to be able to download files of information with due caution but assessors should support understanding in order to make the candidate increasingly self-sufficient and flexible in their work place.

4. Use browser software to communicate information online

4.1 I can select and use tools and techniques to communicate information

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online

Candidates should demonstrate a range of communication through a web browser using at least 3 different tools

Evidence: Candidates work, direct observation, centre devised controlled test or task

Additional information and guidance

Candidates should demonstrate practical communications through their browser. This can be using web based e-mail, instant messaging, Twitter, Facebook, Skype, You Tube or other social networking applications.

4.2 I can use browser tools to share information sources with others

Candidates should demonstrate that they can share information sources with others using links, collaborative technologies or similar means

Evidence: Candidates work, direct observation, centre devised controlled test or task

Additional information and guidance

Candidates using web pages to record and display work in publicly accessible pages will be satisfying this criterion by providing links to information within their work. They might also share information by putting links out through social media such as Twitter or in replies to comments in blogs and forums.

4.3 I can submit information online using forms or interactive sites

Candidates should demonstrate that they can fill in an on-line form or questionnaire and/or respond to a thread in a forum, mailing list or news group.

Evidence: Candidates work, direct observation, centre devised controlled test or task

Additional information and guidance

Candidates should demonstrate some basic "netiquette" such as keeping to the topic, not being abusive, using emoticons, taking into account the limitations of what can be conveyed succinctly in particular media. They should have direct personal experience of submitting information on-line. General use of the INGOT community learning site will satisfy this requirement. e.g. through making a blog entry, forum post or e-portfolio page.

4.4 I can identify opportunities to post or publish material to websites

Candidates should be able to name some web sites where they can post or publish their work

Evidence: Links to candidates' work, direct observation, centre devised controlled test or task

Additional information and guidance
The INGOT community learning site will fulfil this need. Also their own organisation's web site if they can publish their own materials there. You Tube, Facebook, My Space, Twitter are further examples.

5. Follow and understand the need for safety and security practices when working online

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5.1 I can identify the threats to user safety when working online

Candidates should be able to name specific safety threats with an emphasis on their personal safety

Evidence: Candidates' work, centre devised controlled test or tasks

Additional information and guidance
There are three key classes of safety and security threats. Firstly personal physical safety, secondly safety of personal data and thirdly the safety and integrity of the users' technology. At this level it is important that the candidate appreciates that their lack of knowledge and experience makes them vulnerable. They need to ask if unsure. They should not disclose personal details such as their real name and definitely not their address or times they will be in a particular location. This applies equally to all technologies. Safety of personal data can also result in unsafe situations because breaking security can enable people with malicious intentions to get access to identity and details we would not publish about ourselves on-line. The most likely causes of compromised personal data security are weak passwords, leaving computers logged in and malware designed to bypass security. In this latter respect, Windows and Internet Explorer are the biggest risk. Apart from the fact that most malware is targeted at Windows, the methods of software installation leave more scope for inexperienced users to accidentally install malware.

5.2 I can outline how to minimise internet security risks

Candidates should be able to name specific strategies to minimise security risks

Evidence: Candidates' work, centre devised controlled test or tasks

Additional information and guidance

Candidates should demonstrate that they know the following key principles.

1. Don't do anything unless you are sure it is safe.

2. Ask more experienced users if in doubt

3. Don't publish personal details on the internet

4. Don't install software unless it is from a known safe source e.g. the Ubuntu Software Centre for Linux.

5. Don't use a system that enables software to be installed without first asking for your user password.

6. Keep the system up to date with security updates and patches

5.3 I can work responsibly and take appropriate safety and security precautions when working online

Candidates should demonstrate in practical contexts that they can be trusted to work safely on-line

Evidence: Assessor observation

Additional information and guidance

This criterion should not be judged secure if the candidate does not demonstrate a positive attitude to working safely and securely on-line, accepting advice and acting accordingly. While they may still make errors, the most important aspect is that they show willingness to learn and improve their

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competence in working securely and safely on-line.

5.4 I can keep personal information secure

Candidates should demonstrate in practical contexts that they keep their personal information secure

Evidence: Assessor observation

Additional information and guidance

This criterion should not be judged secure if the candidate publishes their real name on-line, their address or similar personal details of themselves or others that could be potentially dangerous. They should not respond to e-mails from strangers. They should only use systems that are properly patched and secure.

5.5 I can follow relevant laws, guidelines and procedures for the use of the Internet

Candidates should demonstrate in practical contexts that they operate legally on-line and conform to any local acceptable use policies.

Evidence: Assessor observation

Additional information and guidance

This criterion should not be judged secure if the candidate disregards any local acceptable use policies or carries out any unlawful act, the most likely is disregarding licensing conditions of copyright work.

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 dialogue 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 through reference to candidate e-portfolios Before authorising certification, the Account Manager must be satisfied that the assessors judgements are sound.

Source URL: https://theingots.org/community/SIL1U8X

Links
[1] http://theingots.org/community/ITQ_UNIT_development
[2] http://theingots.org/community/handbook2

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