Displaying Information Using ICT

Relevant LINKS

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

Handbook home page **[2]**

Bronze 3 unit 4 **[3]**

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.

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

- We expect at least 15 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. Learners for this unit need to demonstrate a reasonable level of skills in basic computing with an emphasis on creating documents and images and being able to edit them. They will also demonstrate basic skills of stating and stopping their work. 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.

1. Follow recommended safe practices

1.1 I can use equipment safely, e.g. arrange hardware, cables, adjust seating, lighting, avoid hazards, take breaks

The candidate should show practical attention to basic ergonomics and safety.

Evidence: Assessor observations

Additional information and guidance

Working environments need to be safe and secure at all times and there are many hazards that are present in most work based ICT environments. These include loose cables and badly placed or configured hardware, but also include less obvious elements such as poor or faulty lighting and excessive sound. Candidates also need to know they are entitled to breaks by law and should take breaks regularly to avoid eye strain, back problems and issues such as RSI. These can be minimised by good chairs and other equipment, but they are not avoidable due to the nature of the work.

2. Use correct procedures to start ICT systems and open and use applications

2.1 I can switch on computer and monitor safely

The candidate is self-sufficient in getting switched on and started.

Evidence: Assessor observation

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

Additional information and guidance

This criterion is a basic one to demonstrate correct procedures by the candidate in switching on computers and being aware of some of the core safety issue. At the simplest level, this is making sure that they are protecting their logins, particularly if working in a public place, and not leaving machines logged on in pubic places.

2.2 I can open software application, e.g. word processing, desktop publishing,

Candidate self-sufficiently get started by opening applications and beginning to use them..
Evidence: Assessor observations and content of candidates' files.

Additional information and guidance

Assessors need to be confident that candidates can find and start up the applications they need. This is a good time to show file associations and get candidates to understand that applications will open automatically if a file is chosen that is their primary association.

2.3 I can use input devices, e.g. keyboard, mouse, microphone, touch screen

Candidate can use the devices they need in their own practical context

Evidence: Candidate's work includes obvious contribution from input devices. Assessor observations.

Additional information and guidance

The exact devices will depend on the particular context and circumstances. It would be a good idea to support skills transfer by highlighting common features of input devices eg plugging into common ports etc.

2.4 I can understand that setting can be adjusted to individual needs, e.g. mouse, icon size, screen resolution, desktop contrast, volume
The candidate is self-sufficient in getting switched on and started.

Evidence: Assessor observation

Additional information and guidance

The candidate will demonstrate they can set up their working environment so that it is comfortable and safe. This will involve some basic adjustments to chairs and monitors, as well as positioning of peripheral devices. People with poor eye site may adjust the on-screen fonts and icons to be far larger.

3. Create a new document, enter data and check for accuracy

3.1 I can create a document
Candidates should be able to routinely produce documents

Evidence: Candidate documents

Additional information and guidance

This will vary depending on the software available at centres, but candidates should be able to find and open the application which they need to create documents.

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

3.2 I can work with files
Candidates should be able to find open and save files from an application.

Evidence: Assessor observations and candidate files.

Additional information and guidance

Candidates need to show that they understand that there are different file formats for different functions and applications. Some of these will be obvious by their icons on desktops, but other may need to be checked via their file extensions.

3.3 I can enter text and numbers accurately
Candidates should enter text and numbers into documents with very few errors.

Evidence: Candidate documents and assessor observations.

Additional information and guidance

Candidates need to demonstrate good practice with applications, whether this be text in word processors, or numbers in spreadsheets etc.

3.4 I can check meaning, accuracy and suitability
Candidates should not leave text they don't understand without checking, and spelling should be accurate in final documents. Documents should be generally fit for purpose.

Evidence: Candidate documents and assessor observations.

Additional information and guidance

It is good practice to check work as you go along to make the overall checks far easier at the end. Candidates should use spell-checks and other tools effectively and efficiently and also know their limitations with synonyms and closely spelled words.

4. Insert and position an image

4.1 I can select an image, e.g. picture, clipart, scanned photograph
Candidates should be able to select appropriate images for their work

Evidence: Candidate documents

Additional information and guidance

Images can be sourced from a number of different places and these will each have their own way to be managed. Candidates should show an awareness of this and be able to adjust their actions to suit. For example, dealing with scanned images can be quite challenging. If the image quality levels are too high, A4 pages can be 100s of megabytes of data.

4.2 I can insert an image into a document
Candidates should be able to insert images dealing with routine formatting such as align left and centre

Evidence: Candidate's files

Additional information and guidance

Basic skills shown here of manipulating images in documents and other applications.

4.3 I can bring together information, e.g. image with text

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

Candidates should format images in text in simple cases using wrap options.

Evidence: Candidate documents.

Additional information and guidance

Skills shown here should be of managing different file types, for example putting a photo image of themselves into a CV etc.

5. Save, print and close a document

5.1 I can save documents

Candidates should save documents to sensible places using save and save as to e.g. vary the name or file type.

Evidence: Candidate documents and assessor observations.

Additional information and guidance

Save as is often not understood. Save as enables files to be saved in other formats and this needs to be considered when sharing files with other people, particularly files that are in proprietary formats.

5.2 I can print documents

Candidates should be able to print documents and check issues such as paper type in shared printers where someone else could be about to print to a special type of paper or is in the middle of a print run.

Evidence: Candidate documents and assessor observations.

Additional information and guidance

Candidates should be made aware of environmental and cost issues associated with printing. Increasingly documents can be viewed on screens and might never need printing at all.

5.3 I can close documents

Candidates should be able to appreciate that closing a document without saving could lose data. This is now less relevant with on-line document processing where the document is constantly updated.
Evidence: Assessor observations.

Additional information and guidance

This is now less relevant with on-line document processing where the document is constantly updated.

6. Retrieve and edit a document to achieve required outcome

6.1 I can open an existing document and retrieve information

Candidates should routinely select and open document files both from the file menu and from file associations. They should be able to view and make sense of the information presented in the document.
Evidence: Assessor observations.

Additional information and guidance

Candidates need to show they are comfortable with a range of different document types and know

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

which applications are required to deal with them.

6.2 I can edit data to achieve required outcome, e.g. add, insert, select, copy, cut, paste, drag and drop, undo, redo

Candidates should routinely use editing tools to manipulate and organise document contents in simple documents.

Evidence: Assessor observations and candidate documents and their organisation.
Additional information and guidance

Teaching the keyboard shortcuts CTRL C (copy) CTRL X (cut) CTRL V (paste) and will contribute also to IPU.

6.3 I can delete data

Candidates should be able to delete parts of files and whole files and use undo and e.g. CTRL Z to undo accidental deletions.

Evidence: Assessor observations and candidate documents and their organisation.
Additional information and guidance

It is useful to know that double and triple clicks can select words and lines to select text to be deleted. Teaching the keyboard shortcut CTRL X (cut) will contribute also to IPU.

6.4 I can present information that is fit for purpose

Candidates should be able to delete parts of files and whole files and use undo and e.g. CTRL Z to undo accidental deletions.

Evidence: Assessor observations and candidate documents and their organisation.
Additional information and guidance

It is useful to know that double and triple clicks can select words and lines to select text to be deleted. Teaching the keyboard shortcut CTRL X (cut) will contribute also to IPU.

7. Align and format text

7.1 I can align and justify text, e.g. left, centre, right, full

Candidates should be able to control the layouts of the information in their documents.

Evidence: Candidates' documents and their internal organisation.
Additional information and guidance

Basic skills to show how to make text easy to see and understand.

7.2 I can change font size, e.g. 16 pt etc

Candidates should be able to control the appearance of text and use this to make documents attractive, consistent and easy to read.

Evidence: Candidates' documents and their internal organisation.
Additional information and guidance

Explain to candidates the difference between local effects and document styles and why styles are

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

often a better option particularly in larger documents.

7.3 I can change font styles, e.g. arial etc

Candidates should be able to control the appearance of text and use this to make documents attractive, consistent and easy to read.

Evidence: Candidates' documents and their internal organisation.
Additional information and guidance
Explain to candidates the difference between local effects and document styles and why styles are often a better option particularly in larger documents.

7.4 I can emphasise text, e.g. bold, italics or underline

Candidates should be able to apply these styles discriminatingly. Notice that underlining is not generally needed now that there are better ways of easily emphasising text.

Evidence: Candidates' documents and their appearance.
Additional information and guidance

Explain to candidates the difference between local effects and document styles and why styles are often a better option particularly in larger documents. Encourage consistency and use of pre-defined styles for titles and side headings rather than bold and a local font size.

8. Shutdown computer system

8.1 I can close documents

Candidates should be able to control the layouts of the information in their documents.

Evidence: Candidates' documents and their internal organisation.
Additional information and guidance

There are different ways to close down document, though office based applications tend ot have the same methods and a consistent way of doing this.

8.2 I can close software

Candidates should be able to control the layouts of the information in their documents.

Evidence: Candidates' documents and their internal organisation.
Additional information and guidance

There are different ways to close down applications and candidates need to know these, whether via drop down menus or screen based icons. They also need to make sure they have saved their work.

8.3 I can switch off the computer and monitor safely

Candidates should be able to control the layouts of the information in their documents.

Evidence: Candidates' documents and their internal organisation.
Additional information and guidance

Once completed and check that all work is saved, candidates can show competence in switching off their devices.

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

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/siel3u_noprogression_1169X

Links
[1] http://theingots.org/community/ITQ_unit_development
[2] http://theingots.org/community/handbook2
[3] https://theingots.org/community/SIEL3U4

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');