Using IT to find information

Relevant LINKS

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

Handbook home page **[2]**

Bronze 3 unit 5 **[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.

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- 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. 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.

Using IT to find information.

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

2. Select and use appropriate ICT-based information sources

2.1 I can recognise different sources of information, ICT-based and other forms

The candidate identifies sources of information for supporting their work given a limited selection.

Evidence: Assessor observation and content of files.

Additional information and guidance

2.2 I know how to use ICT-based information sources, e.g. Internet, text message, social media

Candidate uses appropriate sources to get the information they need,

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Evidence: Assessor observations and content of their files

Additional information and guidance

As the internet has grown it has largely replaced many of the previously popular physical sources, though libraries might still store CDs and other media for information. It is sufficient to focus on the world-wide web if this is the most appropriate source.

2.3 I can use correct procedures to access, use and close application

Candidate can use applications to access information efficiently and effectively.

Evidence: Assessor observations

Additional information and guidance

3. Search to find specific information

3.1 I can use input devices.
Candidates should be practically capable of using keyboard, mouse, touch screens and other devices needed to input search information.

Evidence: Assessor observations, content of files.

Additional information and guidance

3.2 I can use appropriate search techniques, e.g. search, menu, contents list, index, key word, find tool
Candidates should be able to search for information systematically

Evidence: Assessor observations and candidate files.

Additional information and guidance

3.3 I can use internet sources of information, i.e. enter a web address, use search engine, follow links, use forward, back and use bookmarks
Candidates should navigate web pages to find the information they need.

Evidence: Content of candidates' documents and assessor observations.

Additional information and guidance

3.4 I can use help facilities to find information within applications
Candidates should know where to find help links in applications and appreciate that sometimes a general search will produce better results than an internal application search.

Evidence: Assessor observations and content of files.

Additional information and guidance

4. Use removable media

4.1 I can insert, use and remove media safely, e.g. DVD, other - memory stick, flash or

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USB drive, etc
Candidates should use removable peripherals routinely to access information where appropriate.

Evidence: Assessor observations.

Additional information and guidance
In most cases USB and SSD will be the main removable media as obsolete hardware is phased out. In many cases, devices like PCs and laptops no
longer have DVD drives.

5. Select and present information

5.1 I can recognise when appropriate information has been found.
Candidates should match results of searches to their needs.

Evidence: Appropriate information in their files.

Additional information and guidance

5.2 I know how to present information, e.g. printouts, written reports
Candidates should be able to present information effectively on screen and to paper when appropriate.

Evidence: Candidate documents and assessor observations.

Additional information and guidance
Increasingly information is not transferred to paper and this is increasing with the rise of mobile technologies.

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/SIEL3U5X

Links
[1] http://theingots.org/community/ITQ_unit_development
[2] http://theingots.org/community/handbook2
[3] https://theingots.org/community/SIEL3U5

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