Entry 2 - Unit 3 - Online Basics (2 credits)

BACK TO SCHOOLS ITQ **[1]**

Handbook home page **[2]**

Activities supporting the assessment of this award **[3]**

Assessor's guide to interpreting the criteria

General Information

- The Bronze 2 Award is designed to provide progression from the Entry Level 1 Bronze award to Entry level 3 Award and as a foundation for Level 1 ICT user qualifications particularly the ITQ.

- The definition of an entry level qualification [4] is to recognise 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.

- The Bronze 2 Award is designed to promote a wider range of participation by providing coherent progression from the Bronze 1 to Bronze 3 and/or Silver Level 1 qualifications. We want especially to include people with special needs or specific learning difficulties and younger children. Contexts for learning should be chosen appropriately for the learner.

- The specification for the Bronze 2, Entry Level 2 Award 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. The INGOTs family of qualifications are designed for personalising learning rather than targeting arbitrary groups. Assessors have discretion about the contexts used as long as the assessment criteria can be matched and the guidance below should be read with this in mind.

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.

(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');

- 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 entitles the candidate to the Bronze 2 Award. In general, the candidate should demonstrate that matching criteria can be sustained over time with continued practice.

- We expect at least 15 hours of guided study to be under-taken before the award is made assuming learners are 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 and competence.

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 for each candidate N (No evidence), L (some progress but still lower than the level) S, secure at that level and this criterion, H, the candidate is performing beyond the required level. Candidates are required to achieve S or H on all the criteria to achieve the full award. This means they provide evidence of "Secure" competence across all the criteria.

Expansion of the assessment criteria

The Entry 2 learner will be becoming more self-sufficient in carrying out simple familiar tasks following instructions and using practiced and routine sequences and steps. They will be able to use online services and systems for simple tasks. They will be comfortable with searches and browsers. They will be able to use email appropriately for this level.

An activity will typically be ‘straightforward or routine’ because:

- the task or context will be familiar and involve few factors (desktop computer, laptop, mobile phone, opening a document, selecting an object, naming keyboard, mouse, screen); and
- the techniques used will be familiar or commonly undertaken with support from other more experienced people.

Learners should show willingness to be co-operative and respect the advice and support given by more experienced users.

1. The learner will be able to use an online IT system to meet specified needs

1.1 I can start an online IT system or application

Candidates should be able to find and load one of the applications required for this unit: a browser or email client.

Evidence: Direct observation, planning and recording documents from day to day activities.

Additional information and guidance

Depending on the IT system used, the candidates should be able to locate th required application and know how to open the application for use. In many cases, the application may be a desktop

(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');

icon, but it may be in a menu or sub-,enu. Candidates should be given the opportunity to explore as many of these different ways as possible to ensure they have the requisite knowledge to always find what they need.

1.2 I can close down an online IT system or application when finished
Candidates should be able to find and close down one of the applications required for this unit: a browser or email client.

Evidence: Direct observation, planning and recording documents from day to day activities.

Additional information and guidance

There are usually a number of different ways to close programs, either by the menu options or by icons in the window. As above, the different methods need to be introduced and explored so that all eventualities are catered for.

1.3 I can work safely and responsibly online
Candidates need to show a basic awareness of the health and safety and eSafety elements of online working.

Evidence: Direct observation, planning and recording documents from day to day activities.

Additional information and guidance

The online world is full of threats and dangers and candidates need to show a basic awareness of the most obvious and prominent ones such as phishing, spam and other problems. They should also adopt basic health and safety procedures when suing computers to avoid eyestrain and RSI.

2. The learner will know how to search for and use internet-based information

2.1 I can use browser software to find required information
Basic browser skills evidenced.

Evidence: Direct observation, planning and recording documents from day to day activities.

Additional information and guidance

This criterion would lend itself to a pre-defined tasks such as a list of items to find on the Internet. Use of basic search engines and search short-cuts should be taught and observed.

2.2 I can select information from the Internet for a purpose
More refined skills in Internet searches.

Evidence: Direct observation, planning and recording documents from day to day activities.

Additional information and guidance

This criterion would lend itself to a pre-defined tasks such as a list of items to find on the Internet related to some interest the candidate has. Use of basic search engines and search short-cuts should be taught and observed.

2.3 I can use information from the Internet for a purpose
Compilation of the gathered information.

Evidence: Direct observation, web page or document.

Additional information and guidance

(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 can gather specified evidence from 2.2 and compile it into a short report. The easiest option would be into a word processed document, but more adventurous candidates can compile the information into a web based application.

3. The learner will be able to use email software tools and techniques to compose and send messages

3.1 I can use software tools to: a) compose email messages; b) format email messages; c) attach files to email messages; d) send email messages
Candidates need to show the basic skills required to create and send an email, including adding attachments.

Evidence: Direct observation, planning and recording documents from day to day activities.

Additional information and guidance

Depending on whether they use a desktop based email application or an Internet based one, they should be familiar with the procedures that allow them to open an email and write in the address and subject. Once this is done, they can format the message, including using tools such as spell check. In most cases, it is not a good idea to use HTML email as it can embed dangerous code, but they may use this in order to add format elements such as bold text and emotions. They are also required to be able to find and attach a simple document or image to send with the email. This will require some appreciation of file size so that extremely large files are not attached. They will then need to send the email and be able to check in the sent folder that is has indeed been sent.

3.2 I can read and respond to email messages
Candidates need to be able to correctly open and reply to messages

Evidence: Direct observation.

Additional information and guidance

If assessors use a sample email account, they can get candidates to email to them and therefore respond as well and can then check the quality of the responses and discuss them with their candidates.

3.3 I can respond appropriately to common email problems
An understanding of some common problems and how to overcome them

Evidence: Direct observation.

Additional information and guidance

It may be useful to give candidates incomplete email addresses or addresses known to bounce so that they can experience and discuss some common problems with email. If some control over desktop clients is possible, it might be good to make an attachment limit and ask candidates to try and send attached files which exceed these limits. Examples of phishing email might be useful to discuss as group.

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 authorizing certification, the Account Manager must be satisfied that the assessors judgements 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');

sound.

Source URL: https://theingots.org/community/siel2u3x

Links
[1] http://www.theingots.org/community/ITQ_unit_development
[2] http://theingots.org/community/handbook2
[3] https://theingots.org/community/Bronze2SOW
[4] http://theingots.org/community/node/9021

(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');