Entry 2 - Unit 6 - Using ICT in the Workplace (3 credits)

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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.

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- 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 demonstrate a reasonable level of competence in a working environment relating to the use of ICT. This will involve using equipment effectively, using it safely and for the right reasons, as well as being able to use ICT to find and share resources.

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 know the importance of making effective use of ICT in the workplace

1.1 I can outline key reasons why effective use of ICT is important in the workplace
Candidates should be able to identify the main reasons.

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

Additional information and guidance

If someone can not type more than 50 words per minute on a computer or laptop, then it is perhaps not the best way to make notes during a meeting. This is an obvious case where the effectiveness of the ICT equipment is not up to the task. Candidates should show a basic awareness of the strengths and weaknesses of ICT equipment in relation to their needs and own skill set. They should also be

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able to demonstrate that their skills in using the equipment is important in how effective it will be.

2. The learner will be able to identify the ICT requirements of workplace tasks

2.1 I can identify the ICT requirements of some routine, workplace tasks

Candidates should be able to identify the main uses of ICT in a workplace in relation to key tasks.

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

Additional information and guidance

Most offices use ICT and candidates should know the main types of application used for everyday tasks such as word processing, email, spreadsheets and presentations etc.

3. The learner will be able to make safe use of an ICT system to undertake workplace tasks

3.1 I can use ICT to carry out routine, straightforward workplace tasks

Candidates should be able to use ICT safely in their day to day activities.

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

Additional information and guidance

When working in a new environment, or if they have their own dedicated work environment with ICT equipment, candidates need to demonstrate that they can use the equipment for basic tasks as required.

3.2 I can follow workplace guidelines to store files

Candidates should be able to demonstrate good file management in line with local guidelines.

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

Additional information and guidance

Most working environments will have a dedicated network and file areas that are either private, for the user, or public within the organisation for sharing and collaboration. Candidates need to demonstrate that they understand this environment and can follow its processes and procedures when dealing with their files or others.

3.3 I will be able to minimise physical stress when using ICT (e.g. by adjusting seating and lighting)

Candidates should be able to demonstrate basic health and safety practices.

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

Additional information and guidance

At the very least, candidates should be able to follow the laws and regulations that govern the use of ICT. This means that the working environment should be adjusted for comfort and good posture and the lighting should be adequate so as not to strain the eyes.

4. The learner will be able to use ICT to find information in the workplace

4.1 I can use straightforward search techniques to find specific information for a routine workplace task

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Candidates should be able to find information in various ways.

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

Additional information and guidance

The working environment will vary, but in most cases, candidates should be able to search a local hard drive or network drive for files of information, use searches on an intranet, or use browsers and search engines to find information on the world wide web.

5. The learner will be able to use ICT to present and share information in the workplace

5.1 I can use ICT to present work-related information to colleagues including: text; images; numbers
Candidates should be able to do some basic presentations of information as required.

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

Additional information and guidance

Once they have gathered information via searches, the candidates will need to be able to present this information in an appropriate form. This could be text in a word processed document, numbers in a spreadsheet, or images in a presentation or graphics program. The presentation will be dependent on what is required of the information.

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 sound.

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