Entry 2 - Unit 7 - Imaging Software (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.

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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 creating and modifying graphical images. This will entail searching for and finding the materials, combining theses and editing for final production or publication.

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 obtain, insert and combine information for images

1.1 I can identify what images are needed

Candidates should be able to identify what they are going to work on.

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

Additional information and guidance

This could be a centre set task such as asking for a logo for a newsletter or image for a website page, but could also be the candidates own requirements. Ideally it should be for a client as this will give feedback and be a more realistic representation of the process in a work place.

1.2 I can obtain, input and prepare images to meet needs

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Candidates should be able to find the elements they need and get them ready for use.

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

Additional information and guidance

Candidates might be mixing a number of elements such as text and images into a final piece and in each cases they need to make sure that they are going to work and are the right format, dimensions etc.

1.3 I can identify what generic copyright and other constraints apply to the use of images
Candidates should be able to identify legal issues that apply.

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

Additional information and guidance

Most materials that are available, either in printed formats or digital, are controlled by various rues and regulations such as copyright or patents. Candidates at this level need to have a basic familiarity with these issues and know when working to check for them before using the protected works.

1.4 I can combine information of different types or from different sources for images
Candidates should be able to demonstrate basic competence with using different elements in their designs.

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

Additional information and guidance

Images may not be purely graphic, they might also contain text and other digital pieces and candidates need to show that they are comfortable with mixing and combining these into a final design.

1.5 I can identify which file format to use for saving and exchanging images
Candidates should be able to identify issues relating to interoperability.

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

Additional information and guidance

Images created in proprietary file formats are of little use when trying to share designs. In many cases, graphic artists will create images so that other creative staff can use them, for example in publishing or web site design. If the images are not made to work with other system, they are of little real use. candidates should show an awareness for these issues and make sure that they save and output their work in a format that is usable more widely than in the application it was created with.

1.6 I can store and retrieve file effectively
Candidates should be able to demonstrate good file management practices.

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

Additional information and guidance

Once the images have been created, it is of little use if it can not be found again a week later. Good file naming conventions and practices are vital to be effective and efficnet in any job involving ICT.

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2. The learner will use imaging software tools to create, manipulate and edit images

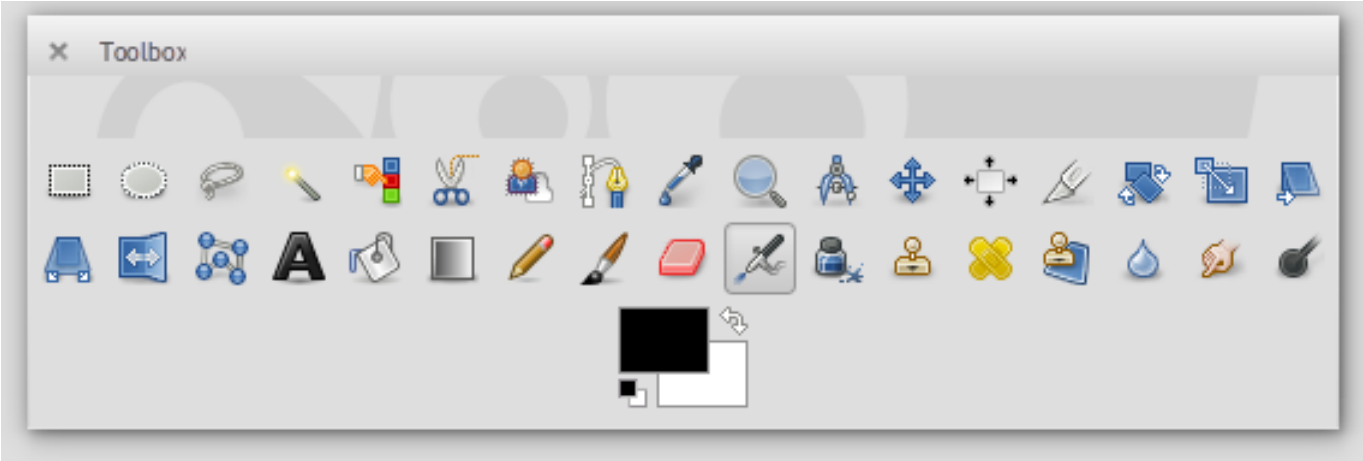
2.1 I can use suitable tools and techniques to create images

Candidates should be able to show good skills in using graphics software applications.

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

Additional information and guidance

Each graphics package will vary in the layout, but will have a general set of features and tools that can be used. Some of these will be quite complex and require a great deal of time and effort to master. At this level, candidates should show they can use the tools comfortably and achieve a decent level of effects with the techniques they have mastered and understood. The toolbar blow id from the Gimp program and shows some of the main tools available.



Most of the tools are obvious by their icon as to their purpose, but some are less than clear.

2.2 I can use appropriate tools and techniques to manipulate and edit images

Candidates should be able to use basic tools to achieve an objective.

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

Additional information and guidance

It might be useful to have a set task her that will guarantee that candidates use some fo the basic editing and manipulation tools to produce a modified image from an original if they are not sure how to generate their own.

2.3 I can check images meet needs, using IT tools and making corrections as necessary

Candidates should be able to make sure an image meets some need.

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

Additional information and guidance

If working with a client it is easy enough to show a process of correction and adjustment as the designer meets the end-user's needs. If using a centre set assignment, it might be useful to build in some aspect of adjustment, perhaps simulating the client changing their mind on some fundamental aspects of colour or positioning to give candidates the opportunity to change the designs to suit.

Moderation/verification

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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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