Entry 2 - Unit 8 - Using ICT Equipment in a Work Place (2 credits)

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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

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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 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 general knowledge of the office space they work in and some of the specific aspects of the equipment available to them. Different working environments will have different ICT equipment, but there should be some similar aspects.

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 health and safety rules when using ICT equipment in a work place

1.1 I can follow health and safety rules when using ICT equipment in a work place
Candidates should be able to demonstrate familiarity with a work place rules for health and safety.

Evidence: Direct observation and reflections.

Additional information and guidance

Work environments, by law, need to display their health and safety practices and should have some basic training on how they affect the work force. Candidates need to do a basic check of the work place and make sure they know what the rules are for the specific work place and follow these to the

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best of their ability.

1.2 I can identify who to report faulty ICT equipment to
Candidates should be able to identify who is responsible for their equipment.

Evidence: Direct observation.

Additional information and guidance

Each work place should have a notice in the place to tell users who to report faulty equipment to and the candidates should demonstrate that they know this information.

1.3 I can identify who to report an accident to
Candidates should be able to identify who the designated health and safety officer is.

Evidence: Direct observation.

Additional information and guidance

With the best will in the world, accidents will still happen and candidates need to show that they know who will help them in such a situation. Most organisations will have a designated person in charge of this and they need to know who this is and how to contact them.

2. The learner will know types of ICT equipment in a work place

2.1 I can identify types of common ICT equipment used in a work place
Candidates should be able to identify the most commonly used pieces of equipment encountered in a work place.

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

Additional information and guidance

Candidates should be able to look at the various pieces of ICT equipment in a work place and know what they are by their look and feel.

2.2 I can name common pieces of ICT equipment used in a work place
Candidates should be able to name all of the devices they see.

Evidence: Direct observation, database or digital table.

Additional information and guidance

This could be a centre task for candidates to fill in a table for their work place such as this:

Device name	Size/dimensions	Connection	Usage	Notes
Scanner	150cm x 90cm x 8cm	USB	scanning documents and images	Requires specialised software
Graphics tablet	110cm x 70cm x 1cm	USB	Drawing sketches to input into the computer	Needs a special pwn called a stylus and software to run

2.3 I can identify my use of ICT equipment in a work place

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Candidates should be able to identify how they use the identified devices.

Evidence: Database table.

Additional information and guidance

Using something like the table above, candidates could add some ore detailed examples of how they use the equipment in the work place they are.

3. The learner will be able to use ICT equipment in a work place

3.1 I can identify why ICT equipment must be checked for safety
Candidates should be able to identify the safety aspects of different equipment.

Evidence: Direct observation.

Additional information and guidance

Different pieces of equipment will have different safety requirements that need to be considered. For example, laser printers when they are operating give off dangerous levels of the gas ozone. In these concentrations it is very bad for you. You should not work within 1.5 metres of a laser printer and the room should be extremely well ventilated.

3.2 I can check that ICT equipment is safe to use
Candidates should be able to understand the safety requirements for equipment and apply this in my usage.

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

Additional information and guidance

Most equipment will have a user manual and at the back of the manual there will be a section on health and safety issues. Candidates should be able to demonstrate they know this and can use the information to improve their practice.

3.3 I can carry out activities in the work place using ICT equipment safely
Candidates should be able to demonstrate safe practices on work place equipment.

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

Additional information and guidance

Candidates should be observed carrying out their learned practices or a centre task set to test their basic understanding and application if there is not enough in their work environment to give them sufficient breadth.

4. The learner will be able to llo after ICT equipment in a work place

4.1 I can identify ways to keep an ICT work station tidy
Candidates should be able to identify their own practice in terms of safety.

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

Additional information and guidance

Candidates should be observed carrying out some routine maintenance and set-up of their work station to make sure it is safe and ready for working. They should be able to demonstrate that they know what a tidy and safe work station is.

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4.2 I can tidy ICT equipment after use
Candidates should be able to maintain the equipment they use and tidy it away as required.

Evidence: Direct observation.

Additional information and guidance

In many cases, there will be dedicated areas to store and house additional ICT equipment. Candidates should be able to get the equipment and put it away when they have completed their tasks.

4.3 I can turn ICT equipment on and off
Candidates should be able to use the additional equipment.

Evidence: Direct observation and reflections.

Additional information and guidance

Candidates should be observed using additional equipment in their work place and know how to turn it on and off. Some equipment might require specific methods in order that they do not get damaged, such as projector equipment that requires a long cool down period so as not to damage the bulb.

4.4 I can identify where to store ICT equipment in a work place
Candidates should be able to identify storage areas.

Evidence: Direct observation and reflection.

Additional information and guidance

Depending on the size of the work place, the equipment they use may be stored in the office itself or in a separate room. In some cases they may need to request the equipment be brought to them by technicians. In all cases they need to demonstrate that they can do this.

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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Links
[1] http://www.theingots.org/community/ITQ_unit_development
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[4] http://theingots.org/community/node/9021

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