Entry 2 - Unit 9 - Uisng Word Processing Software (2 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 general knowledge of word processing software packages including the ability to create and refine documents. They should understand some of the more advanced features, at least in practice, such as tables and forms. The should demonstrate some competence in formatting fonts and other layout issues.

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 enter, edit and combine text and other information accurately within word processing documents

1.1 I can identify what types of information are needed in documents

Candidates should be able to demonstrate familiarity with a range of documents and their construction.

Evidence: Direct observation and reflections.

Additional information and guidance

There are a wide range of documents that can be created with word processors and candidates need to show that they at least know what these are and how they might be constructed. There will be a

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combination of text and images in most instances. You can add videos to word processed documents, though this is not generally best practice. At this level, candidates should just be aware of what they might be able to use as they think about making their own materials. A research or centre based task might help them to focus on the task more clearly.

1.2 I can use keyboard or other input methods to enter or insert text and other information
Candidates should be able to demonstrate basic data entry skills for word processing.

Evidence: Direct observation and reflections.

Additional information and guidance

In most cases, candidates will use the main system menus to copy and paste material, but should also be shown and encouraged to use keyboard shortcuts such as Ctrl + c to copy and Ctrl + v to paste.

1.3 I can combine information of different types or from different sources in a document
Candidates should be able to demonstrate the skills required to combine different elements when making word processed materials.

Evidence: Direct observation and reflections.

Additional information and guidance

Word processed documents will vary in their format and content. perhaps the most complex, such as newsletters, should be made on specialised software such as Desktop Publishing Software, but if this is not available, candidates will need to show a good range of skills in combining different images and text into a working piece.

1.4 I can enter information into existing tables, forms or templates
Candidates should be able to demonstrate a good range of editing skills.

Evidence: Direct observation and reflections.

Additional information and guidance

Centres may need to provide a range of completed documents with these features in order to allow candidates to practice these skills if they are not yet competent of doing them for themselves.

1.5 I can use editing tools to amend document content
Candidates should be able to demonstrate competence with the mian editing functions with word processing software.

Evidence: Direct observation and reflections.

Additional information and guidance

Most word processing packages have editing tools to allow you to modify elements of your work, such as headings, bullet points, paragraph styles and spacing, as well as the ability in most cases to modify images in the work. Candidates can be given a series of tasks to demonstrate these skills.

1.6 I can store and retrieve document files effectively, in line with local guidelines
Candidates should be able to demonstrate file management skills.

Evidence: Direct observation and reflections.

Additional information and guidance

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Work environments will have their own systems and procedures for storing and retrieving files and candidates need to show that they can follow these guidelines effectively.

2. The learner will use word processing software to structure information, format and present document

2.1 I can identify what formatting to use to enhance the presentation of the document
Candidates should be able to demonstrate competence with formatting.

Evidence: Direct observation and ePortfolis.

Additional information and guidance

Different document require different layouts and formatting techniques in order to suit their purpose. Some documents are purely to transmit information, so do not need to be very elaborate, others may be used to convey a feeling or impression of a company so they formatting needs to reflect this image. Candidates should investigate a range of documents and comment on the formatting used and say why they think it was used and if it suits the purpose.

2.2 I can create and modify tables to organise tabular or numeric information
Candidates should be able to demonstrate the ability to organise information for specific purposes and outcomes.

Evidence: Direct observation and ePortfolios.

Additional information and guidance

Some information in word processed documents will need to be formatted in order to make it easy to read and understand. In particular, information relating to numbers or organised structures will require a table format and the use of tabs to make the information easy to see in relation to other information. For example, a table showing rain data would be easier to understand if tit was organised into months.

2.3 I can use appropriate techniques to format characters and paragraphs
Candidates should be able to demonstrate an understanding and application of paragraphs and fonts.

Evidence: Direct observation and reflections.

Additional information and guidance

Documents are often made much clearer by the use of formatting on characters, such as **bold** or *italic**.*** Other formatting can be underlining or even ~~strikethrough~~ to highlight some changes. other common formatting at this level might be the use of subscripts such as H_2O or superscript such as 10^oC. They also need to be competent with using paragraph formatting such as indents, spacing and other features.

2.4 I can use appropriate page layout to present and print documents
Candidates should be able to demonstrate familiarity with output features.

Evidence: Direct observation and reflections.

Additional information and guidance

Some documents will be better if produced as a portrait, which the default, but others may be required to be in landscape view. This will affect many other factors and candidates need to be

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aware of this. They should also be aware of this when printing and understand how to use print preview to make sure they are going to print what they want and not waste ink and paper.

2.5 I can check documents meet needs, using IT tools and making corrections as necessary
Candidates should be able to demonstrate quality assurance techniques.

Evidence: Direct observation and reflections.

Additional information and guidance

Candidates need to show that they are always working towards achieving the best possible end product. If they are working with a client this will be easier as they will have specific requests to change their work. if this is not possible, it would be useful to create a set task to enable them to be asked to change some of their work to meet changing needs.

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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