Entry 2 - Unit 11 - Audio and Video Software (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 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 competence with the equipment required to create audio and video materials. This will include both the hardware and the software. They should be able to modify this material and make it ready for presentation.

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 audio and/or video hardware and software to capture sequences

1.1 I can identify what input devices and associated software to use

Candidates should be able to demonstrate familiarity with equipment and software required.

Evidence: Direct observation and reflections.

Additional information and guidance

Evidence here will vary with th situation the candidates are in, but they should be comfortable with video cameras and microphones etc in order to capture their required materials. Some may work with generic operating system software, but others may have their own specialised software and tools.

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1.2 I can use input devices and built-in audio and/or video software to record information
Candidates should be able to demonstrate practical knowledge of the systems.

Evidence: Direct observation and reflections. Output files.

Additional information and guidance

The work they are undertaking may require them to record video on a laptop or hand-held device which has the equipment built in, or it may require them to set up equipment as peripheral devices. In either case, they should be able to use them effectively to record the audio or video they need.

2. The learner will be able to use audio and/or video hardware and software tools to edit sequences

2.1 I can cut and paste short sequences to meet needs
Candidates should be able to demonstrate basic editing skills.

Evidence: Direct observation and reflections.

Additional information and guidance

At this level, candidates are only required to be able to take existing materials that they recorded or that they found, and be able to put them together for another purpose. They should be competent with the editing functions to make this happen.

2.2 I can respond to common problems with audio and/or video sequences
Candidates should be able to fix simple problems encountered.

Evidence: Direct observation and reflections.

Additional information and guidance

Materials may have a range of problems such as bad recordings, over recorded or some interference and candidates should know how to fix this, either by remaking them or using some tools in the software.

2.3 I can identify copyright constraints on using others' information
Candidates should be able to work within legal requirements.

Evidence: Direct observation and reflections.

Additional information and guidance

Audio and video material is very easy to get hold of, but candidates need to be very aware of what they can and can't use and why.

3. The learner will be able to play and present audio and/or video sequences

3.1 I can select audio and/or video software to playback and display audio and/or video sequences
Candidates should be able to demonstrate the ability to play their creations.

Evidence: Direct observation and reflections.

Additional information and guidance

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Candidates should be aware of what packages will pay their finished materials and have some notion of file formats and restrictions.

3.2 I can use a device to playback and display audio and/or video sequences
Candidates should be able to demonstrate playback abilities, regardless of finished file type.

Evidence: Direct observation and reflections.

Additional information and guidance

The audio and video needs to be created and output so that it can be played in as many ways as possible. The use of standard file formats here would ensure that it can be plaid on most devices. The use of proprietary formats should be discouraged wherever possible.

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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