

Entry 3 - Unit 10 - Presentation Software (2 credits)

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Assessor's guide to interpreting the criteria

General Information

- Bronze 3 is the same as Entry Level 3 in the Qualification Credit Framework. It is mapped to the National curriculum at levels 3 and 4.
- The definition of an entry level qualification is to recognize 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 with some strengthening of important contemporary issues related to open systems providing support for PLTS and citizenship.
- Bronze 3 is designed to promote a wider range of participation by providing a progression pathway from Bronze 2 to Level 1 in the QCF and from national curriculum levels 3 and 4 to level 5.
- The specification for the Entry Level 3 certificate 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.

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.
- 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 for this unit entitles the candidate to the Award of the Entry level 3 Unit . In general, the candidate should demonstrate that criteria related to co-operative behaviour can be sustained over time.

- We expect at least 15 hours of guided study to be under-taken before this Unit Award is made to those 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.
- Certificates must be printed on INGOT logo template paper for which there is a charge of 50p per template

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 "L", "S", "H". An "N" indicates no evidence and this is the default setting. "L" indicates some capability but some help still required and the candidate is not secure with that particular criterion. "S" indicates secure mastery of the criterion. "H" indicates that the candidate is operating beyond the basic requirements of the criterion. If all criteria are matched with "S" or "H" the unit is passed. All criteria must be at least "S" for a pass.

Expansion of the assessment criteria

The Entry 3 learner will be becoming increasingly capable of making use of skills, knowledge and understanding to carry out simple structured tasks and activities with occasional guidance and intervention. They will be able to use information in order to present ideas successfully using presentation software designed for this task. While support and guidance are still needed they will demonstrate increasing capability of working self-sufficiently with simple structured tasks.

An activity will typically be 'structured' when:

- * there are several steps that need to be sequential; and
- * the learner has opportunities to practice the sequence or clear guidance is provided.

1. The learner will be able to input and combine text and other information within presentation slides

1.1 I can identify what types of information to use in the presentation

The candidate should show practical skills in gathering the correct information to create their presentation.

Evidence: Assessor observations

Additional information and guidance

Candidates should work to a basic plan and understand what is required for their presentation. If they require images, for example, they will need to know how to get them and what is required to make them usable in their presentations.

1.2 I can enter information into presentation slides so that it is ready for editing and formatting

The candidate should be able to enter text into slides, either directly or through copy and paste.

Evidence: Assessor observations

Additional information and guidance

The main caveat here is that candidates should be aware that copying directly from other packages, such as word processors, will carry additional formatting information which may make a mess of their presentation styles. In this case they need to copy to a neutral editor such as wordpad first.

1.3 I can combine information for presentations in line with any copyright constraints

The candidate should show understanding of legal issues and constraints.

Evidence: Assessor observations

Additional information and guidance

It is very easy with computers to copy and use anything, whether that is text, images or videos.

However, all or most of this material belongs to someone else and in most cases it is protected by laws. Copyright laws can carry up to 10 years in prison and large fines. It is worth candidates being reminded of this as much as possible, especially in creating elements such as presentations which will likely be for public displays.

1.4 I can identify copyright constraints on using others' information

The candidate should show that they understand copyright.

Evidence: Assessor observations

Additional information and guidance

Candidates don't need to have an in depth understanding of the law, just a working understanding that if work has a © symbol, then they need to contact the owner to use it. There are other works with legal protection such as ® or ™ which they should understand.

1.5 I can store or retrieve presentation files effectively, in line with local guidelines

The candidate should show good file management.

Evidence: Assessor observations

Additional information and guidance

The local working environment should have guidelines about where to file files and what naming conventions should be used. Candidates need to demonstrate these skills.

2. The learner will be able to use presentation software tools to structure, edit and format slides

2.1 I can select a template and theme for slides

The candidate should show practical skills in choosing slides and templates for purpose.

Evidence: Assessor observations

Additional information and guidance

Most presentation software has a good array of usable slide templates that are ready for use and there are additional on-line resources that can be used. Candidates should show that they know how to access these.

2.2 I can use appropriate techniques to edit slides

The candidate should show appropriate editing skills.

Evidence: Assessor observations

Additional information and guidance

At this level, candidates should be able to show that they can move text around and format it in basic ways, such as making it bold or adding bullet points etc. They should also be able to add

images and move them around or make them into backgrounds.

2.3 I can apply format techniques to slides

The candidate should show formatting skills.

Evidence: Assessor observations

Additional information and guidance

Most slides will not require any changes, but they should be able to choose slide formats for their purpose, for example some slides have a pre-set template for images, or layouts to use. Candidates need to choose these effectively.

3. The learner will be able to prepare slides for presentation

3.1 I can identify how the slides should be presented

The candidate should show that they understand the nature of the presentation.

Evidence: Assessor observations

Additional information and guidance

The intended audience and proposed subject matter will determine some elements of the presentation and how it will be presented. The candidates need to show this understanding in their planning of through observations and discussions.

3.2 I can prepare and present slides for presentation

The candidate should prepare their slides and present them.

Evidence: Assessor observations

Additional information and guidance

The candidates will need to check their slides work well and work out issues such as timing and whether or not that need to build in some notes for themselves. They may also investigate whether or not they need animations and transition effects as appropriate.

3.3 I can check presentation using IT tools making corrections as appropriate

The candidate should show some quality checking skills.

Evidence: Assessor observations

Additional information and guidance

The presentation software should have basic spell-checking facilities, but candidates also need to do a quality check to make sure that images are not off the screen or that other elements work as expected. They can also check that fonts are correct and other aspects to make sure the presentation is successful.

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 authorising certification, the Account Manager must be satisfied that the assessors judgements are

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sound.

Source URL: <https://theingots.org/community/siel310x>

Links

[1] http://theingots.org/community/ITQ_unit_development

[2] <http://theingots.org/community/handbook2>