Entry Level 3 - Unit 28 - Personal Information Management Software (1 credit)

Bronze 3 - Unit 28 - Assessor's Guide

Relevant LINKS

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Handbook home page **[2]**

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

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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 20 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 start to relate tasks to contexts and be aware of consequences of actions for themselves and others. While support and guidance are still needed they will demonstrate increasing capability of working self-sufficiently with simple structured tasks.

A**n 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 candidate will use a calendar to schedule appointments

1.1 I can create, edit and delete calendar entries

The candidate should show that they appreciate specific purposes for using IT in the broader aspects of their work. This could be identifying the purpose of their own devised tasks or those provided by others. For example, they might identify the use of a web page as having the purpose of making their work more widely available. They might say that it is easier to build on existing resources to produce something useful rather than having to start right from the beginning. They should build on experience of completed tasks to suggest situations where IT might have purpose in future work.

Evidence: Planning and recording documents from day to day activities.

Additional information and guidance
The candidate should engage in discussions

1.2 I can organise and display appointments as required

The candidate should show that they appreciate specific purposes for using IT in the broader aspects of their work. This could be identifying the purpose of their own devised tasks or those provided by others. For example, they might identify the use of a web page as having the purpose of making

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Evidence: Planning and recording documents from day to day activities.

Additional information and guidance
The candidate should engage in discussions

2. The candidate will use a task list to prioritise activities

2.1 I can create, edit and delete task information

The candidate should show that they appreciate specific purposes for using IT in the broader aspects of their work. This could be identifying the purpose of their own devised tasks or those provided by others. For example, they might identify the use of a web page as having the purpose of making their work more widely available. They might say that it is easier to build on existing resources to produce something useful rather than having to start right from the beginning. They should build on experience of completed tasks to suggest situations where IT might have purpose in future work.

Evidence: Planning and recording documents from day to day activities.

Additional information and guidance
The candidate should engage in discussions

2.2 I can organise and display tasks, setting targets for completion

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Evidence: Planning and recording documents from day to day activities.

Additional information and guidance
The candidate should engage in discussions

3. The candidate will use an address book to store, organise and retrieve contact information

3.1 I can create, edit and delete contact information

The candidate should show that they appreciate specific purposes for using IT in the broader aspects of their work. This could be identifying the purpose of their own devised tasks or those provided by others. For example, they might identify the use of a web page as having the purpose of making their work more widely available. They might say that it is easier to build on existing resources to produce something useful rather than having to start right from the beginning. They should build on experience of completed tasks to suggest situations where IT might have purpose in future work.

Evidence: Planning and recording documents from day to day activities.

Additional information and guidance
The candidate should engage in discussions

3.2 I can organise and display contact information

The candidate should show that they appreciate specific purposes for using IT in the broader aspects

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Evidence: Planning and recording documents from day to day activities.

Additional information and guidance
The candidate should engage in discussions

3.3 I can describe why it is important to use personal data responsibly and safely
The candidate should show that they appreciate specific purposes for using IT in the broader aspects of their work. This could be identifying the purpose of their own devised tasks or those provided by others. For example, they might identify the use of a web page as having the purpose of making their work more widely available. They might say that it is easier to build on existing resources to produce something useful rather than having to start right from the beginning. They should build on experience of completed tasks to suggest situations where IT might have purpose in future work.

Evidence: Planning and recording documents from day to day activities.

Additional information and guidance
The candidate should engage in discussions

3.4 I can outline why and how to keep contact information up to date
The candidate should show that they appreciate specific purposes for using IT in the broader aspects of their work. This could be identifying the purpose of their own devised tasks or those provided by others. For example, they might identify the use of a web page as having the purpose of making their work more widely available. They might say that it is easier to build on existing resources to produce something useful rather than having to start right from the beginning. They should build on experience of completed tasks to suggest situations where IT might have purpose in future work.

Evidence: Planning and recording documents from day to day activities.

Additional information and guidance
The candidate should engage in discussions

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 sound.

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Links
[1] http://theingots.org/community/ITQ_unit_development
[2] http://theingots.org/community/handbook2

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