# WORKPLACE CORE SKILLS
## ASSESSMENT SUPPORT PACK

## INFORMATION AND COMMUNICATION TECHNOLOGY
### SCQF Level 3

Part 1: Information for assessors

Part 2: Exemplar assessment tasks

Part 3: Exemplar recording documentation

# Part 1: Information for assessors

## What is involved?

The Unit is designed for the workplace and the content should involve tasks and skills that are suited to the requirements of the candidates' working environment. The focus of the Unit is how well candidates use a data source / software application, not how many are used. Candidates will demonstrate their ICT skills by:

- using computerised technologies
- using applications software
- finding and presenting information from electronic data sources

These skills should be useful to candidates in their current and future jobs, as well as in their social and personal lives.

The Unit is designed for those who have little or no skill and experience in using ICT within the workplace. The work undertaken in the assessments should be simple and routine, for example, at trainee level. The Unit might be suitable for candidates who are currently working towards an SVQ/NVQ at Level 1 or Level 2.

ICT tasks can be combined with other Core Skills Units: Communication, Numeracy, Problem Solving, Working with Others. If you adopt this approach, records must be kept for each Core Skills Unit.

## Guidance on the Unit

Candidates at SCQF Level 3 are required to use computer technologies to carry out simple and familiar processing tasks. They may need some support to carry out the tasks and with technical terminology, either from you, or from a supervisor or other workplace mentor.

The “What do I need to do” section of the Unit lists knowledge, understanding and competence which the candidates must have and what they need to do to prove this. You may want to discuss these with the candidates. The following notes give detailed pointers on the things candidates need to know and be able to do:

### What candidates need to do:

#### Performing ICT operations

Candidates have to show ability in interacting with the operating system. This provides the user interface allowing application software to be run and files to be manipulated. The candidates must be able to carry out the following file operations:

- creating
- naming
- saving
- deleting

This applies to individual files as well as folders (directories).

Candidates must be able to copy files onto and from removable storage devices such as memory sticks, as well as within the computer hard drive.

Candidates should be aware of the difference between copying a file to a new destination (where the original also remains in its original location) and transferring (moving) a file to a new location (where the file disappears from its original location).

When a file is dragged to a new location, the file is copied if the new location is on a different disk drive. If the new location is on the same drive then the file is transferred or moved.

As an example, when pictures are uploaded from the memory of a digital camera to the computer's hard disk, they still remain in the camera's memory. The pictures have been copied.

The candidates must be able to use the appropriate modes of displaying information. An activity may require them to display results on the monitor screen, print out results or play a multi-media file as video or audio.

## Processing information

This part of the Unit can be based on any applications software used by the candidates in their workplace, provided that the chosen application allows menu-based operation. The candidates must be able to:

- use menus/lists to choose computer operations
- select the appropriate application software for the task
- enter, edit/process and output data in the application

In some workplaces, an appropriate single software application can be used to give a range of activities. Otherwise, two or three applications can be used by the candidates to support suitable simple activities.

## Finding information using ICT

There are three common scenarios for finding information using ICT. These may be generalised as:

- finding information on own machine, eg searching for an e-mail by a particular sender
- extracting information from a database application by searching for a particular record
- using a search engine to find information on a topic from the Internet

### Keeping information safe

Candidates must demonstrate safe practice with the information they handle. In many workplaces the most important practice is password security. This can prevent personal identity theft for the candidates but more importantly keep workplace information safe by preventing unauthorised access to confidential files. Candidates should not write down access details or give them out to unauthorised people.

In many cases, candidates will be automatically restricted in the types of information they can access in the workplace. It is important that they understand what they are allowed to access and what they are permitted to do with the information. For example they may be allowed to view but not alter certain files. They may only be allowed to use a limited range of software out of what is actually available on the workplace computers. If they perceive a need to step outside these constraints, they must ask permission from the correct colleague before proceeding.

The online world brings additional problems for keeping information safe. Candidates should be aware of the techniques used by fraudulent websites to obtain information. Candidates should ignore unsolicited communications, no matter how attractive they may seem. Windows popping up indicating a prize has been won should be shut down immediately.

## How do candidates show they have achieved the Unit?

The Unit requires the candidates to provide evidence for each of the four tasks:

### Task 1: Performing ICT operations

Carry out ICT activities related to their work which involve simple operations.

### Task 2: Processing information

Carry out simple ICT activities related to their work which involve using at least one menu-based software application.

### Task 3: Finding information

Use ICT to locate information relevant to their work. No more than a single search field (or keyword term) need be used. The search can be for textual information or a graphics, audio or video file.

### Task 4: Keeping information safe

Demonstrate safe practice in using ICT to handle information.

There is no set number of times candidates should perform each of the individual tasks. They should be performed as often as is required for the assessor to be confident that the performance is consistently accurate.

## Assessment requirements

Candidates can use commercial packages or bespoke application software.

When extracting information from an electronic data source, candidates can use a local or a remote source which is familiar to them. The local data source may be one which they have helped to construct, such as a simple database.

You can identify suitable sources of information for the candidate to use in information searching. Information may be textual, numerical, graphical, audio etc

## Gathering evidence

It may be appropriate for you to gather written evidence produced by the candidates while carrying out the practical tasks. However, written evidence is not essential for this Unit and is inappropriate if it disadvantages the candidates.

You may wish instead to observe the candidates carrying out a task and use oral questioning. This requires you to create and complete a record of questions asked and candidate responses.

From the candidate's point of view, it is useful to have the means of keeping all the work of this Unit together. You can help here by creating and providing a workbook which includes all the evidence-gathering items. An alternative would be to provide worksheets which can be made into a portfolio or e-portfolio.

If you have chosen to integrate the ICT work with other Units being undertaken by the candidates, it may be possible to assess the ICT as part of a larger single activity. In this case you must keep separate records for this Unit.

You should try to identify naturally-occurring opportunities for assessment where possible. Some of the exemplars in this pack could be used or contextualised for this purpose.

The assessment process is likely to involve one or more of the following:

- observation
- recording
- oral questioning

When assessing by observation, you must keep a detailed checklist. Similarly, if you use oral questioning, you must keep a record of both the questions and candidate responses. All evidence, whether produced by the candidate or a record made by yourself, must be retained, signed and dated by you.

## Planning

You should work out where opportunities for meeting the Unit standards are likely to arise. Where possible, these should be built into the assessment process.

You should explain and discuss this assessment process with the candidates so that they are clear about what is expected of them.

## Part 2: Exemplar assessment tasks

Note for assessors

You can use the exemplar assessments given in this section in several ways:

- to illustrate to candidates the type of materials that could be used to generate evidence
- to help identify the type and amount of evidence which candidates should have gathered in their portfolio
- to help identify the level of complexity in evidence required for the Core Skill at this level
- to help you to identify / create an assessment task related to the candidate's own work environment
- as an off-the-shelf assessment although every effort should be made to source/provide candidates with assessment materials which relate to their specific area of work

**Task 1: Performing ICT operations —** The exemplar is in the form of a set of instructions and covers the first two points of the task. You will need to set up the required folders (test2 and test3) beforehand and supply a USB drive and CD-ROM with the file testfile.doc in folder test4.

You should find many opportunities to observe candidates carrying out the third point of Task 1 (present information in an appropriate mode) in their natural working activities.

**Task 2: Processing information —** the exemplar is in the form of a set of instructions. You will need to supply text in paper form for the candidate to use for typing the letter.

**Task 3: Accessing information —** the exemplar is in the form of a set of instructions. Any of the three examples may be used and you will need to supply the required audio file named 'Melody' or customer database with an entry under the name 'Jenny Farnon'.

**Task 4: Keeping information safe —** is designed to cover keeping information safe. You can use the exemplar to have a discussion with the candidate. Introduce each of the topics and make a note of their responses on the sheet. Alternatively, you might choose to give the sheet to the candidates and ask them to complete it under test conditions.

## Task 1: Performing ICT operations

Carry out the following eight operations:

1 Create a new folder named test1.

2 Using your spreadsheet software, create a new spreadsheet.

3 Save this spreadsheet, giving it the name mysheet in the folder test1.

4 Copy the file mysheet into the folder test2.

5 Delete the original file mysheet in the folder test1.

6 Delete the folder test1.

7 Copy the file mysheet in test2 to the USB drive folder test3.

8 Copy the file testfile.doc in the CD folder test4 to the folder test1 on the hard disk.

## Task 2: Processing information

Using the text provided, type a letter using your company's template.

1 Decide which application software to use for this task.

2 Open the application software and type the letter.

3 Show your work to the assessor.

4 Change the letter recipient so that it has your name and address.

5 Print out the letter.

## Task 3: Finding information

Carry out ONE of the following operations:

**1 a)** Open up a search engine to search the Internet.

**b)** Search and find an image of the painting 'Mona Lisa'

**c)** Show the image to your assessor.

**d)** Print out a screenshot of the image.

OR

**2 a)** Open up the Customer database.

**b)** Search for the customer named 'Jenny Farnon'

**c)** Print out her record.

OR

**3 a)** Open up your file manager (eg Windows Explorer).

**b)** Use the search facility to find the music file entitled 'Melody'.

**c)** Play the file to your assessor.

## Task 4: Keeping information safe

For each of the following questions, write down your answers in the space provided

| |
|---|
| **Q1** You have a user id and a password for your work computer system. Note down the precautions you should take to keep them safe. |
| |

| |
|---|
| **Q2** When you are working online, a window pops up telling you that you have won £1,000. Describe how you would react. |
| |

## Part 3: Exemplar recording documentation

This section gives some examples of forms which could be used by the candidates and/or assessors to gather evidence and record assessment decisions.

You are encouraged to adapt these materials to suit you and your candidate's preferred approach i.e. boxes can be made bigger, format can be changed to a non-table format, font size etc.

### Assessment Plan

You should work out where naturally-occurring opportunities for meeting the standards are likely to arise and, where possible, build them into the assessment process.

You should explain and discuss the assessment process with candidates so they are clear about what is expected of them.

### Assessment Checklists

Candidates could use the assessment checklists as a means of cross referencing evidence in their portfolio to the Unit.

Assessors could use the assessment checklists to record assessment decisions and any relevant comments.

### Summary Checklist

The summary checklist enables you to record the results from the assessment checklists on a single form.

# Assessment Plan

ICT (SCQF Level 3)

Candidate: _____

Task to be assessed: _____

Proposed date of assessment: _____

| Proposed method of assessment | Tick | Notes |
|---|---|---|
| Assignment or project | | |
| Observed performance | | |
| Witness testimony | | |
| Written questions | | |
| Oral questioning | | |
| Product evaluation, eg, written document | | |
| Previous evidence | | |
| Other evidence | | |

Details agreed and signed by:

Assessor _____

Candidate _____

Line Manager (if required) _____

Date _____

## Assessment Checklist

ICT (SCQF Level 3)

Task 1: Performing ICT operations

Candidate Name:_____ Date:_____

| Task 1: Carry out ICT activities related to your work which involve simple operations. | | | |
|---|---|---|---|
| **Carried out operations on folders and files for each of the following:** | **Evidence** | **Assessor initials & date** | **Comments** |
| Create | | | |
| Name | | | |
| Save | | | |
| Copy / Transfer | | | |
| Delete | | | |
| Carried out transfers from removable storage device to the hard drive or vice versa | | | |
| Presented information in a suitable way which is helpful to others, for example on screen, print our or audio file | | | |

## Assessment Checklist

ICT (SCQF Level 3)

Task 2: Processing information

Candidate Name:_____ Date:_____

| Task 2: Carry out simple ICT activities related to your work which involve using menu-based applications software. | | | |
|---|---|---|---|
| | **Evidence** | **Assessor initials & date** | **Comments** |
| Selected application software suitable for the task | | | |
| Used menus/lists to choose operations | | | |
| Entered, edited, processed and output data | | | |

## Assessment Checklist

ICT (SCQF Level 3)

Task 3: Finding information

Candidate Name:_____ Date:_____

| Task 3: Use ICT to locate information relevant to your work | | | |
|---|---|---|---|
| | **Evidence** | **Assessor initials & date** | **Comments** |
| Used local or remote data sources for example, CD-ROM, intranet, own computer | | | |
| Located information which matches one keyword and is in an appropriate format for example, numerical, graphical, video or audio | | | |

## Assessment Checklist

ICT (SCQF Level 3)

Task 4: Keeping information safe

Candidate Name:_____ Date:_____

| Task 4: Demonstrate safe practice in using ICT to handle information | | | |
|---|---|---|---|
| **Kept information safe by observing common ICT security measures, for example:** | **Evidence** | **Assessor initials & date** | **Comments** |
| Keeping own log-in and password secure | | | |
| Taking precautions when on-line for example, not giving out personal details unless on a secure / reputable site | | | |

## Summary Checklist

ICT (SCQF Level 3)

Candidate Name:_____

Candidate Number:_____

Centre:_____

| Task | Date achieved |
|---|---|
| 1 Performing ICT operations | |
| 2 Processing information | |
| 3 Finding information | |
| 4 Keeping information safe | |
| Assessor's signature:_____ | Date:_____ |

## ADMINISTRATION INFORMATION

**Credit Value**

6 SCQF credit points at SCQF Level 3

Publication Date: 2008
Source: SQA Accreditation
Version: 1

**Tel:** 0845 213 5249
**Fax:** 0845 213 5000
**Website:** www.sqa.org.uk/coreskills

**Optima Building**
58 Robertson Street
Glasgow
G2 8QD

**© SQA Accreditation 2008**