SQA

INFORMATION AND COMMUNICATION TECHNOLOGY
SCQF Level 2
40 Hour Unit

CORE SKILLS
ASSESSMENT SUPPORT PACK

Part 1: Information for tutors

What is involved?

This Unit is about using very simple ICT to access, process and present information in personal, workplace, social and educational situations.

The focus of the Unit is on transferable ICT skills:

- using ICT systems
- using applications software
- finding information from electronic data sources

At this level, learners are expected to be able to work with a familiar ICT system to carry out very simple processing tasks. They may need some support with this, especially with technical terminology.

Learner motivation can be maximised by making the ICT activities as relevant as possible to the learner's likely uses for ICT. The activities should be drawn from the learner's personal, workplace, social or educational situation. Additionally, integration of the ICT activities with those of other SQA qualifications being undertaken should be explored. For example, when a learner is undertaking other National Qualifications, motivation for ICT can be increased if the activities are related to these National Qualifications and the learner can see the direct relevance of the ICT. If you do decide to adopt this approach, separate records of assessment decisions must be kept for this Unit and evidence for this Unit should be clearly accessible.

Assessment and evidence

Assessment is likely to use a combination of observation and learner-produced supporting evidence (product evidence) such as printouts, screenshots and files.

You should try to identify naturally-occurring opportunities for assessment where possible. For learners who are also working towards vocational Units or subject specific Units, opportunities for assessment of ICT skills could arise while completing tasks which provide evidence for both the vocational/subject specific Unit and this Unit. Some of the exemplars in this pack could be used or contextualised for this purpose.

When you are assessing by observation, it is essential to keep a detailed checklist. When you are assessing by oral questioning, you must keep a copy of the questions asked and the answers given.

All items of evidence should be signed and dated by you.

Part 3 of this pack supplies exemplar forms which you can use to record successful completion of each of the Unit tasks. You can sign and date these as the learner achieves each task to keep a record of the learner's progress.

Planning

You should work out where opportunities for meeting the standard are likely to arise. Where possible this should be built into the assessment process. You should discuss this assessment process with the learners so that they are quite clear about what is expected from them.

Guidance on the Unit

What learners need to know or be able to do

The Unit states that on completion the learners will know how to:

- recognise and use features of an ICT interface (eg icons; menus; option buttons)
- load and access files from the hard drive or from cloud storage, as well as from modern removable storage devices or smartphones and tablet device
- name and save a file (eg text; graphics; audio; video)
- retrieve information in different formats (for example, text, numbers, graphics, video, and audio) through the use of modern technology, using personal computers, ATMs, smartphones, applications, touch-screen devices, and the internet
- enter, edit and output data, using appropriate applications software (eg text processing)
- locate a file with information (eg text; numbers; graphics; video; audio) which matches one criterion (eg a key term; field; filename)
- present information in an appropriate mode (eg display on screen; print out; play audio file)
- log on to an ICT system (eg using your own log-in; password; PIN number)

At the SCQF 2 level, learners will need help and support to ensure that they are familiar with three general areas of ICT outlined in the next section.

Basic ICT operations

Here the learners have to show ability in interacting with the operating system. This provides the user interface which allows users to log on, application software to be run and files to be manipulated. The learners must be familiar with the particular interface used. A variety of systems may be encountered, eg based on menus, icons or options buttons on a touch screen. The learners must be able to carry out the following file operations:

- creating
- naming
- saving

The learners must be able to load files from the hard drive or from cloud storage, as well as from modern removable storage devices or smartphones and tablets.

Processing information using ICT

This part of the Unit can be based on any applications software. The learners must be able to:

- enter, edit/manipulate and output data in an application
- present the resulting output (display on screen; print out; play as an audio file)

At the SCQF 2 level, the learners are required to use only one software application.

Accessing information using ICT

Two types of accessing are required:

- finding a particular file in order to carry out operations on it, eg searching for a particular document to subsequently edit with a word processor, or searching for simple and straightforward information on the internet
- locating information from an ICT source, eg finding a telephone number stored on a mobile phone by inputting a caller's name, or conduct online searches using voice assistants or smart devices

In each case 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.

The resulting information should be presented by the learners in the appropriate manner, eg displayed on screen, as a printout or played as an audio file.

When extracting information from a digital data source, learners 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 very simple database or help text. Tutors can identify suitable sources of information for the learner to use in information searching.

Gathering evidence

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

You may wish instead to use oral questioning. This requires you to create and complete record sheets comprising a checklist, questions asked and learner responses.

From the learner'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 paper-based or e-portfolio.

If you have chosen to integrate the ICT work with that of other Units being undertaken by the learner, 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.

The Unit requires learners to carry out ICT tasks which involve accessing and processing information. This may be achieved in many ways. Some typical activities might be:

- Use a cash-point machine to get cash or a statement
- Use a touch-screen for travel information
- Searching for simple and straightforward information on the internet.
- Use a digital or mobile banking application to manage finances
- Use mobile banking applications for a wide range of financial transactions
- Access travel information through mobile applications
- Conduct online searches using voice assistants or smart devices
- Searching for phone numbers or other information on the internet
- Share pictures and videos through social media or cloud services
- Use contactless payments with a smartphone device

It may be possible to create a single activity which would provide evidence for the whole Unit. However, this may not be appropriate for your learners. An alternative approach would be to use three tasks. Each would cover one of the sections discussed above.

These are:

- Basic ICT operations
- Processing information using ICT
- Accessing information using ICT

Part 2: Assessment Guidance

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

- to help identify the type and amount of evidence which the learner needs to produce
- to help identify the level of complexity in evidence required for the Core Skill at this level
- to help you to create an assessment task related to the learner's own situation

You can use the following information to create task sheets to be used with the learners in assessment sessions. The task sheet will contain the assessment items and you can leave appropriate space for the learners to insert their responses.

Learners must complete all three tasks.

Task 1 is designed to cover the basic ICT operations.

Task 2 is designed to cover processing information using ICT.

Task 3 is designed to cover accessing information using ICT.

For each of the Tasks, successful completion should be noted on a checklist.

Task 1: Basic ICT operations

This task covers the Unit requirements to:

- log on to an ICT system (eg using log-in; password; PIN)
- recognise and use features of an ICT interface (eg icons; menus; option buttons)
- name and save a file (eg text; graphics; audio; video)
- load and access files from the hard drive or from cloud storage, as well as from modern removable storage devices or smartphones and tablet device

You should be able to observe the learners carrying out each of the required points as they progress through the Unit.

If this is not the case for one or more of these points, you can explicitly ask the learners to carry out the required operations for you to observe.

In either case, you can use the checklist in Part 3 to record the assessment.

Here are some examples:

Personal/Social Context

This task can be performed using a sophisticated mobile phone as the ICT system. The learner:

- logs on by using a PIN number to access the phone
- uses the icon-based interface system
- takes a photograph with a smartphone or tablet device, names and saves it on the smartphone or tablet devices
- transfers a photo file to a printer using a wireless connection such as Bluetooth or a physical cable, allowing for direct printing from a mobile device or computer

Educational Context

This task can be performed using a computer system. The learner:

- logs on by using a ID and password to access the computer
- uses the icon/menu based interface system
- creates a word processing document, names and saves it on the hard drive or from cloud storage, as well as modern removable storage device
- loads the document file from the hard drive or from cloud storage, as well as from modern removable storage devices or smartphones and tablet device to carry out further processing

Workplace Context

This task can be performed using a standalone retail point. The learner:

- logs on by using a PIN number to access the retail point
- uses the icon based interface system
- saves the transactions for the day, giving the day's date as the filename
- loads a price data file into the system

Task 2: Processing information using ICT

This task covers the Unit requirements to:

- enter, edit and output data, using applications software (eg text processing)
- present information in an appropriate mode (eg display on screen; print out; play audio file)

The learners must show that they can carry out the steps above using a single software application. This can be any application which the learners use in their personal, workplace, social or educational situations.

The most straightforward way to assess this part of the Unit is to ask the learners to carry out a simple activity which cover the above points. You can then observe that they have been carried out as required.

Here are some examples:

Personal/Social Context

A suitable software application is photo manipulation software. This could be carried out on a computer or on an in-store photo processor. The learners can be asked to:

1. Use the photo manipulation software, open up the image file containing your photograph.

2. Crop the photograph into a suitable square shape.

3. Save the photograph and utilise cloud storage to share it with your tutor or print out a copy.

Educational Context

A suitable software application is word processing software. This could be used to write up a report. The learners can be asked to:

1. Start up the word processing software.

2. Type in your contact details.

3. Save the report and utilise cloud storage to share it with your tutor or print out the document.

Workplace Context

A suitable software application is spreadsheet software. It could be used to display and total the costs of items required for a decorating job. The learners can be asked:

1. Start up the spreadsheet software.

2. Enter the decorating items required for the job along with their costs.

3. Use a formula to calculate the total cost of the items.

4. Save the spreadsheet and utilise cloud storage to share it with your tutor or print out the document.

You can create a learner task sheet based on the above to give to the learners and then observe their performance. You will need to make sure the

learners have all the information they require including a photograph for the first context.

Task 3: Accessing information using ICT

This task covers the Unit requirements to:

- locate a file with information (eg text; numbers; graphics; video; audio) which matches one criterion (eg a key term; field; filename)
- retrieve information in different formats (eg text; numbers; graphics; video; audio) from ICT sources (eg personal computers; cashpoint machines; mobile phones; touch screen devices; internet)

To achieve the task, the learner must successfully complete at least one information locating activity of each type.

Personal/Social Context

1   Using your mobile phone, retrieve the photograph which you took on the date dd/mm/yyyy and display it on the mobile.

2   Using an intelligent banking terminal, retrieve a statement for your bank account covering the past month. Print out a copy of the statement

Educational Context

1   Locate the file 'history_data' on your computer. Print out the file or save it as a digital file.

2   Use the Internet to locate information on Forestry. Show the article to your tutor.

Workplace Context

1   Locate a specific file containing information (text, numbers, graphics, video, audio) based on defined criteria (e.g., a key term, field, filename) within the company's network or database. Print out the file or save as a digital file.

2   Retrieve information formats (text, numbers, graphics, video, audio) from various ICT sources relevant to the workplace, such as personal computers, company servers, mobile devices, and online databases.

You can create a learner task sheet based on the above to give to the learners and then observe their performance. You will need to make sure that any files or information you have asked for is available at the point of the assessment.

Part 3: Exemplar recording documentation

This section provides sample forms which can be used by the learners and tutor, to gather evidence and record assessment decisions.

If you have created task sheets, as described in Part 2, they can be used as an assessment record sheet to be completed by the learner directly or used by you to note the result of the discussions with the learner.

There is an assessment checklist for each of the tasks to be completed, signed and dated by you.

The final form is a summary checklist recording Unit progress to be completed, signed and dated by you.

Assessment checklists

Learner:	
Task 1: Basic ICT operations	
• log on to an ICT system (eg using log-in; password; PIN) • recognise and use features of an ICT interface (eg icons; menus; option buttons) • name and save a file (eg text; graphics; audio; video) • load and access files from the hard drive or from cloud storage, as well as from modern removable storage devices or smartphones and tablet devices	

Activity	Achieved (Yes/No)	Tutor initials and date	Comments
1 Logs on to ICT system			
2 Recognises and uses ICT interface features			
3 Names and saves file			
4 Loads and accesses files from hard disk, removable storage or cloud storage			

Date of completion:

Tutor signature:

Learner:

Task 2: Processing information using ICT

- enter, edit and output data, using applications software (eg text processing)
- present information in an appropriate mode (eg display on screen; print out; play audio file)

Activity	Achieved (Yes/No)	Tutor initials and date	Comments
1 Enters and edits data			
2 Presents information in appropriate mode			

Date of completion:

Tutor signature:

Learner:

Task 3: Accessing information using ICT

- locate a file with information (eg text; numbers; graphics; video; audio) which matches one criterion (eg a key term; field; filename)
- retrieve information in different formats (eg text; numbers; graphics; video; audio) from ICT sources (eg personal computers; cashpoint machines; mobile phones; touch screen devices; internet)

Activity	Achieved (tick)	Tutor initials and date	Comments
1 Locates a file			
2 Retrieves information			

Date of completion:

Tutor signature:

Summary checklist

Learner:	
Learner number:	
Centre:	

Task	Date achieved	Tutor signature
1: Basic ICT operations		
2: Processing information using ICT		
3: Accessing information using ICT		

Part 4: Information for learners

As you work through this Unit, your tutor will need to gather evidence to prove that you have demonstrated all the ICT skills.

This can be done by:

- your tutor asking you questions
- you producing printouts or screenshots
- you filling in a paper based or digital work book, worksheet or log book

By the end of the Unit you must show that you can:

- recognise and use features of an ICT interface (eg icons; menus; option buttons)
- load and access files from the hard drive or from cloud storage, as well as from modern removable storage devices or smartphones and tablet devices
- name and save a file (eg text; graphics; audio; video)
- retrieve information in different formats (eg text; numbers; graphics; video; audio) from ICT sources (eg personal computers; cashpoint machines; mobile phones; touch screen devices; internet)
- enter and edit and output data, using appropriate applications software (eg text processing)
- locate a file with information (eg text; numbers; graphics; video; audio) which matches one criterion (eg a key term; field; filename)
- present information in an appropriate mode (eg display on screen; print out; play audio file)
- log on to an ICT system (eg using your own log-in; password; PIN number)

These are some of the things you might do to provide the evidence:

- Use a cash-point machine to get cash or a statement
- Use a touch-screen for travel information
- Searching for simple and straightforward information on the internet.
- Use a digital or mobile banking application to manage finances
- Use mobile banking applications for a wide range of financial transactions
- Access travel information through mobile applications
- Conduct online searches using voice assistants or smart devices
- Searching for phone numbers or other information on the internet
- Share pictures and videos through social media or cloud services
- Use contactless payments with a smartphone device

Learners with disabilities and/or additional support needs

The additional support needs of individual learners should be taken into account when planning learning experiences, selecting the most appropriate assessment activity and considering any reasonable steps which might be necessary to allow the learner to meet the assessment standard.

Further advice can be found in SQA's Assessment Arrangements' web pages (www.sqa.org.uk)

ADMINISTRATIVE INFORMATION

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