SQA

INFORMATION AND COMMUNICATION TECHNOLOGY
SCQF Level 3
40 Hour Unit

CORE SKILLS
ASSESSMENT SUPPORT PACK
Part 1: Information for tutors

What is involved?

This Unit is about using 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 computer systems

♦ using applications software

♦ finding information from electronic data sources

At this level, learners are expected to be able to work with a familiar computer system to carry out some 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:

♦ use menus to choose operations

♦ copy/transfer files from the hard drive to a removable storage device and vice versa (eg from the hard drive to a memory stick; from a CD-ROM to the hard drive)

♦ create, name, save, copy/transfer and delete folders and files (eg text; graphics; audio; video)

♦ select applications software (eg word processing; spreadsheet; database; media packages) which is suitable for the activity they are doing

♦ enter, edit and output data, using appropriate applications software

♦ locate information in different formats (eg text; numbers; graphics; video; audio) which matches one keyword from local or remote data sources (eg Internet; CD-ROM; intranet; your own computer)

♦ present information in an appropriate mode (eg display on screen; print out; play audio file)

♦ keep information safe by observing common ICT security measures (eg keeping their own log-in and password secure; taking precautions when on-line)

At the SCQF 3 level, learners will need help and support to ensure that they are familiar with four general areas of ICT.

Basic ICT operations

Here the learners 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 learners must be able to carry out the following file operations:

♦ creating

♦ naming

♦ saving

♦ copying/transferring

♦ deleting

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

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

You must ensure that the learners are aware of the rules used by the computer operating system when using the graphical interface. In particular if a file is dragged from one location to another on the same drive, it will disappear from its original location. It is in fact transferred and not copied. Usually if a file is dragged from one disk to another, it will be copied on to the new drive, ie it is not removed from its original location.

Processing information using ICT

This part of the Unit can be based on any applications software, provided that the chosen application allows menu- based operation. The learners must be able to:

♦ use menus to choose computer operations
♦ select the appropriate application for the task
♦ enter and edit/manipulate data in the application
♦ present the resulting output (display on screen; print out; play as an audio file)

At SCQF level 3, the learners need use only one software application.

Accessing 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.

When extracting information from an electronic 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 simple database. Tutors can identify suitable sources of information for the learner to use in information searching. 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 the playing of an audio file.

Keeping information safe

The learners must demonstrate safe practice with the information which they handle. The most important point is likely to be password security. This can prevent personal identity theft for the learners and keep confidential information safe by preventing unauthorised access to files on the systems they are using.

In some cases the learners will be automatically restricted in the types of information they can access. 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 computers. If they perceive a need to step outside these constraints, they must ask permission before proceeding.

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:

♦ word processing a letter to inform a utility company of a change of address

♦ loading a piece of music onto a portable music player

♦ logging on and using e-mail at home, at school/college or at work

♦ using the Internet to find times of trains for a class trip and displaying this information on screen

♦ searching a company's intranet to find a training course

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 four tasks. Each would cover one of the sections discussed in the previous section.

These are:

♦ basic ICT operations

♦ processing information using ICT

♦ accessing information using ICT

♦ keeping information safe

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 four 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.

Task 4 is designed to cover keeping information safe.

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:

♦ copy/transfer files from the hard drive to removable storage device and vice versa (eg from the hard drive to a memory stick; from a CD-ROM to the hard drive)

♦ create, name, save, copy/transfer and delete folders and files (eg text; graphics; audio; video)

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

The following steps satisfy the Unit requirements:

1 Create a new folder named test1.

2 Using your word processing software, create a new document and type in your name at the top of the page.

3 Save and close the document, giving it the name testdoc in the folder test1.

4 Copy the file testdoc into the folder test2.

5 Delete the original file testdoc in the folder test1.

6 Delete the folder test1.

7 Copy the file testdoc in test2 onto the USB drive in folder test3.

8 Copy the file testfile in the CD folder test4 to the folder test2 on the hard disk.

You can create a learner task sheet from the above to give to the learners and then observe their performance. 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.

The word processing application has been chosen here as it will be applicable for almost all learners undertaking this Unit. However any other application can be substituted. If the learners are in a workplace situation where they do not meet word processing but carry out CAD/CAM, then the points 2 and 3 can be altered to:

2   Using your CAD/CAM package, create a new blank diagram and draw a circle in the centre of the page.

3   Save this drawing, giving it the name testdoc in the folder test1.

Task 2: Processing information using ICT

This task covers the Unit requirements to:

♦ use menus to choose operations

♦ select applications software (eg word processing; spreadsheet; database; media packages) which is suitable for the task

♦ enter, edit and output data, using appropriate applications software

♦ 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 set of operations which cover the above points. You can then observe that they have been carried out as required.

The following steps satisfy the Unit requirements:

Personal/Social Context

A suitable software application is email software. The learners can be instructed as follows:

1 You need to send an email to a friend via your computer. Decide which application software to use for this task.

2 Open the application software, type in the message supplied and send it.

3 Show your work to your tutor.

4 Open up the sent email, add in your name and address at the end and re-send it.

5 Print out the second email.

Educational Context

A suitable software application is spreadsheet software. This could be used to process results from an experiment in physics. A set of temperatures have been recorded and can be entered and averaged in the spreadsheet. The learners can be instructed as follows:

1   You need to process the temperature readings to find their average. Decide which application software to use for this task.

2   Open the application software and type in the temperatures. Save the spreadsheet.

3   Show your work to the tutor.

4   Open up the spreadsheet and use formulae to find their average. Save the spreadsheet.

5   Print out the spreadsheet.

Workplace Context

A suitable software application is word processing software. The learners can be instructed as follows:

1   You are to type the short letter provided using your company template. Decide which application software to use for this task.

2   Open the application software and type in the letter. Save the document.

3   Show your work to the tutor.

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

5   Print out the letter.

You can create a learner task sheet from the above to give to the learners and then observe their performance. You will need to provide the appropriate information to be used (eg email message / temperature data / letter).

Task 3: Accessing information using ICT

This task covers the Unit requirements to:

♦ locate information in different formats (eg text; numbers; graphics; video; audio) which matches one keyword from local or remote data sources (eg Internet; CD-ROM; company intranet; own computer)

♦ present information in an appropriate mode (eg display on screen; print out; play audio file)

To achieve the task and show capability over different types of information, the learner must successfully complete two information locating activities. One could be an Internet search and the other locating information on the learner's own machine.

Personal/Social Context

1   Use the Internet to find a map of the streets around the postcode G2 8DQ. Show the map to your tutor.

2   Search for the file notify.wav on your computer. Play this file to your tutor.

Educational Context

1   Use the Internet to locate a short article on Mary Queen of Scots. Show the article to your tutor.

2   Locate the file chemdata.rtf on the college intranet. Print out the file.

Workplace Context

1   Open up the client database and find the record for the client John Smith. Print out the record.

2   Use the Internet to find the postal address of the Glasgow Chamber of Commerce. Print out the information.

You can create a learner task sheet from the above to give to the learners and then observe their performance. You will need to make sure that the appropriate files, eg chemdata.rtf are available on the machine or intranet locally.

Task 4: Keeping information safe

This task covers the Unit requirements to:

♦ keep information safe by observing common ICT security measures (eg keeping own log-in and password secure; taking precautions when on-line)

This area of the Unit can be assessed by discussion with the learner or by the learner answering questions under test conditions. You are looking for suitable responses to questions about login security and on-line precautions. The following two questions will be applicable to the majority of learners:

1   Give two precautions which you should take in dealing with your computer login and password information.

2   When you are online, a popup box tells you to click on it and you will win an all expenses paid holiday. What action should you take?

In some situations, the learners may use a stand-alone computer and not require a login. You can alter the question to refer to accessing webmail or logging on to web chat or Internet ,telephone.

You can create a learner task sheet from the above to have a discussion with the learner. Introduce each of the topics and make a note of their responses on the sheet. You might choose to give the sheet to the learners and ask them to complete it under test conditions.

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		
♦ Copy/transfer files from the hard drive to removable storage and vice versa (eg from the hard drive to a memory stick; from a CD-ROM to the hard drive) ♦ create, name, save, copy/transfer and delete folders and files (eg text; graphics; audio; video)		
Activity	**Achieved (tick)**	**Tutor initials and date**
1 Creates folder		
Comments		
2 Creates file		
Comments		
3 Saves file		
Comments		
4 Copies file		
Comments		
5 Deletes file		
Comments		
6 Deletes folder		
Comments		
7 Copies from hard disk to removable storage		
Comments		
8 Copies from removable storage to hard disk		
Comments		
Date of completion:	**Tutor signature:**	

Learner:		
Task 2: Processing information using ICT		

◆ use menus to choose operations

◆ select applications software (eg word processing; spreadsheet; database; media packages) which is suitable for the task

◆ enter, edit and output data, using appropriate applications software

◆ present information in an appropriate mode (eg display on screen; print out; play audio file)

Activity	Achieved (tick)	Tutor initials and date
1 Uses menus		
Comments		
2 Selects appropriate applications software		
Comments		
3 Enters and edits data		
Comments		
4 Presents information in appropriate mode		
Comments		

Date of completion:	Tutor signature:

Learner:		
Task 3: Accessing information using ICT		

◆ locate information in different formats (eg text; numbers; graphics; video; audio) which matches one keyword from local or remote data sources (eg Internet; CD-ROM; company intranet; your own computer)

◆ present information in an appropriate mode (eg display on screen; print out; play audio file)

Activity	Achieved (tick)	Tutor initials and date
1 Locates and displays I		
Comments		
2 Locates and displays II		
Comments		
Date of completion:	**Tutor signature:**	

Learner:		
Task 4: Keeping information safe		

♦ keep information safe by observing common ICT security measures (eg keeping own log-in and password secure; taking precautions when on-line)

Activity	Achieved (tick)	Tutor initials and date
1 Log on and password security		
Comments		
2 Online security		
Comments		
Date of completion:	**Tutor signature:**	

Summary checklist

Task	Date achieved	Tutor signature
Learner:		
Learner number:		
Centre:		
Task	**Date achieved**	**Tutor signature**
1:Basic ICT operations		
2: Processing information using ICT		
3: Accessing information using ICT		
4: Keeping information safe		

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 work book, worksheet or diary

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

♦ use menus to choose operations

♦ copy/transfer files from the hard drive to removable storage device and vice versa (eg from the hard drive to a memory stick; from a CD-ROM to the hard drive)

♦ create, name, save, copy/transfer and delete folders and files (eg text; graphics; audio; video)

♦ select applications software (eg word processing; spreadsheet; database; media packages) which is suitable for the activity you are doing

♦ enter, edit and output data, using appropriate applications software

♦ locate information in different formats (eg text; numbers; graphics; video; audio) which matches one keyword from local or remote data sources (eg Internet; CD-ROM; intranet; your own computer)

♦ present information in an appropriate mode (eg display on screen; print out; play audio file)

♦ keep information safe by observing common ICT security measures (eg keeping your own log-in and password secure; taking precautions when on-line)

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

♦ word processing a letter to inform a utility company of your change of address

♦ loading a piece of music onto a portable music player

♦ logging on and using e-mail at home, at school/college or at work

♦ using the Internet to find times of trains for a class trip and displaying this information on screen

♦ searching your company's intranet to find a training course which you could sign up for

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)