



**INFORMATION AND
COMMUNICATION TECHNOLOGY**
SCQF Level 2
40 Hour Unit (F3GC 08)

CORE SKILLS ASSESSMENT SUPPORT PACK

Part 1: Information for tutors

What is involved?

This Unit is about using very simple information and communication technology (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. In addition, 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 print outs, screenshots, and files.

You should try to identify naturally occurring opportunities for assessment where possible. For learners who are also working towards vocational or subject-specific Units, opportunities for assessment of ICT skills could arise while completing tasks that 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 that 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 learners will:

- ◆ recognise and use features that they find on screen such as icons, menus, and option buttons
- ◆ load and access files from the hard drive or removable storage such as a CD-ROM, memory stick, or mobile telephone
- ◆ name and save a file such as a text file, a graphics file, an audio file, or a video file to a given location
- ◆ find information (eg text, numbers, graphics, video, and audio) using personal computers, cash-point machines, mobile phones, touch-screens, or the internet
- ◆ enter, edit, and output data using appropriate applications software (eg word processing)
- ◆ use a simple search to find a file containing text, numerical, graphical, video, or audio information
- ◆ present information in a suitable form (eg on screen, as a print out, or as sound)
- ◆ log on to an ICT system using their own login, password, or PIN.

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

(i) Basic ICT operations

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

- ◆ creating
- ◆ naming
- ◆ saving

Learners must be able to load files from a removable storage device, such as a memory stick, or from a computer's hard disk.

(ii) Processing information using ICT

This part of the Unit can be based on any applications software. 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 SCQF level 2 learners are required to use only one software application.

(iii) 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
- ◆ locating information from an ICT source, eg finding a telephone number stored on a mobile phone by inputting a caller's name.

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 learners in the appropriate manner, eg displayed on screen, as a printout, or played as an audio file.

When extracting information from an electronic data source, learners can use a local or a remote source that 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 be provided with a means of keeping all the work relevant to this Unit together. You can help here by creating and providing the learner with a workbook that includes all the evidence-gathering items. An alternative is to provide worksheets that 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 that involve accessing and processing information. This may be achieved in many ways. Some typical activities might be:

- ◆ using a cash point machine to get cash or a statement
- ◆ using a touch-screen for travel information
- ◆ searching on the internet for phone numbers and printing out the results
- ◆ showing pictures on a mobile phone to other people
- ◆ typing a short assessment on a personal computer

It may be possible to create a single activity that would provide evidence for the whole Unit. However, this may not be appropriate for your learners. One alternative approach might be to use three tasks. Each task could cover one of the areas discussed in the previous section, ie:

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

Disabled learners and/or those with additional support needs

The additional support needs of individual learners should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

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 that 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 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 login, password, or PIN)
- ◆ recognise and use features found on screen such as icons, menus, or option buttons
- ◆ name and save a file (eg text, graphics, audio, or video) to a given location
- ◆ load and access files from the hard drive or from a removable storage device (eg a CD-ROM, memory stick, or a mobile telephone)

You should be able to observe 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 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 the phone, names it, and saves it on the phone
- ◆ loads the photograph file on to a printer via Bluetooth or a cable

Educational context

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

- ◆ logs on by using an ID and password to access the computer
- ◆ uses the icon/menu-based interface system
- ◆ creates a word processing document, names it, and saves it on the hard disk
- ◆ loads the document file from the hard disk 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 word processing)
- ◆ present information in an appropriate mode (eg display on screen, as a print out, or as an audio file)

Learners must show that they can carry out the steps above using a single software application. This can be any application that 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 learners to carry out a simple activity that 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. Learners can be asked to do the following:

- 1 Use the photo manipulation software to open up the image file containing a photograph.
- 2 Crop the photograph into a suitable square shape.
- 3 Save and print out the new photograph.

Educational context

A suitable software application is word processing software. This could be used to write up a report. Learners can be asked to do the following:

- 1 Start up the word processing software.
- 2 Type in their contact details.
- 3 Save and 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. Learners can be asked to do the following:

- 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 and print out the resulting spreadsheet.

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

- ◆ use a simple search to find a file containing text, numerical, graphical, video, or audio information
- ◆ find information (eg text, numbers, graphics, video, audio) using personal computers, cash point machines, mobile phones, touch-screens, or the internet.

Personal/social context

- 1 Using your mobile phone, retrieve the photograph that 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.
- 2 Use the internet to locate information on forestry. Show the information to your tutor.

Workplace context

- 1 Locate the configuration 'file test1.con' on your terminal. Print it out.
- 2 Find information on plated-through holes on the online help system. Print out the information.

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 are available at the point of the assessment.

Part 3: Exemplar recording documentation

This section provides sample forms that can be used by learners and tutors 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		
<ul style="list-style-type: none"> ◆ Log on to an ICT system (eg using a login, password, or PIN) ◆ Recognise and use features found on screen such as icons, menus, and option buttons ◆ Name and save a file such as a text file, graphics file, audio file, or video file to a given location ◆ Load and access files from the hard drive or removable storage device (eg CD-ROM, memory stick, or mobile telephone) 		
Activity	Achieved (tick)	Tutor initials and date
1 Logs on to ICT system		
Comments		
2 Recognises and uses ICT interface features		
Comments		
3 Names and saves file to given location		
Comments		
4 Loads and accesses files from hard disk or removable storage device		
Comments		
Date of completion:	Tutor signature:	

Learner:		
Task 2: Processing information using ICT		
<ul style="list-style-type: none"> ◆ Enter, edit, and output data using appropriate applications software (eg word processing) ◆ Present information in a suitable form (eg on screen, as a printout, or as a sound) 		
Activity	Achieved (tick)	Tutor initials and date
1 Enters, edits and outputs data		
Comments		
2 Presents information in suitable form		
Comments		
Date of completion:	Tutor signature:	

Learner:		
Task 3: Accessing information using ICT		
<ul style="list-style-type: none"> ◆ Use a simple search to find a file containing text, numerical, graphical, video, or audio information ◆ Find information (eg text, numbers, graphics, video, audio) using personal computers, cash point machines, mobile phones, touch screens, or the internet 		
Activity	Achieved (tick)	Tutor initials and date
1 Uses simple search to find a file		
Comments		
2 Find information		
Comments		
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		

ADMINISTRATIVE INFORMATION

Credit value

6 SCQF credit points (1 SQA credit) at SCQF level 2



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