



**INFORMATION AND
COMMUNICATION TECHNOLOGY**
SCQF Level 3
40 Hour Unit (F3GC 09)

CORE SKILLS ASSESSMENT SUPPORT PACK

Part 1: Information for tutors

What is involved?

This Unit is about using 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 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. 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:

- ◆ use features on the screen, such as icons, menus, and option buttons 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 suitable for the activity they are doing (eg word processing, spreadsheet, database, media packages)
- ◆ enter, edit, and output data using appropriate applications software
- ◆ locate information using a single search criteria from local or remote data sources (eg the internet, CD-ROM, intranet, own computer)
- ◆ present information in an appropriate mode (eg display on screen, print out, play an audio file)
- ◆ keep information safe by using common ICT security measures (eg keeping own login and password secure and taking precautions when online)

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

(i) Basic ICT operations

Here learners have to show ability in interacting with the operating system. This provides the user interface that allows application software to be run and files to be manipulated. 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).

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 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.

(ii) Processing information using ICT

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

- ◆ use features on the screen such as icons, menus, and option buttons
- ◆ select the appropriate application for the task
- ◆ enter and edit/manipulate data in the application
- ◆ present information in an appropriate mode (display on screen, print out, play as an audio file)

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

(iii) 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 from a particular sender or looking for particular information within a CD or DVD encyclopaedia
- ◆ 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 that 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 learners in the appropriate manner, eg displayed on screen, as a print out, or the playing of an audio file.

(iv) Keeping information safe

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

In some cases 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 from 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 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:

- ◆ 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
- ◆ searching a CD or DVD encyclopaedia to get information on a museum

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. An alternative approach might be to use four 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
- ◆ Keeping information safe

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 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 that 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 points 2 and 3 could 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 features on the screen, such as icons, menus, and option buttons to choose operations
- ◆ select applications software suitable for the task they are doing (eg word processing, spreadsheet, database, media packages)
- ◆ enter, edit, and output data using appropriate applications software
- ◆ present information in an appropriate mode (eg display on screen, print out, play 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 set of operations that 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 e-mail software. Learners can be instructed as follows:

- 1 You need to send an e-mail 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 e-mail, add in your name and address at the end, and re-send it.
- 5 Print out the second e-mail.

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.

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. 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 based on the above to give to learners and then observe their performance. You will need to provide the appropriate information to be used (eg e-mail message, temperature data, letter).

Task 3: Accessing information using ICT

This task covers the Unit requirements to:

- ◆ locate information using a single search criteria from local or remote data sources (eg the internet, CD-ROM, company intranet, own computer)
- ◆ present information in an appropriate mode (eg display on screen, print out, play an 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, CD, or DVD 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 local Chamber of Commerce. 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 the appropriate files, eg chemdata.rtf, are available on the machine or intranet locally.

Task 4: Keeping information safe

This task covers the Unit requirement to:

- ◆ keep information safe by using common ICT security measures (eg keeping own login and password secure and taking precautions when online)

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 online precautions.

The following two questions will be applicable to the majority of learners:

- 1 Give two precautions that 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, 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 the internet.

You can create a learner task sheet based on 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 learner and ask them to complete it under test conditions.

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"> ◆ Copy/transfer files from the hard drive to a 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		
<ul style="list-style-type: none"> ◆ Use features on the screen such as icons, menus, and option buttons to choose operations ◆ Select applications software suitable for the activity they are doing (eg word processing, spreadsheet, database, media packages) ◆ Enter, edit, and output data using appropriate applications software ◆ Present information in an appropriate mode (eg display on screen, print out, play an 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		
<ul style="list-style-type: none"> ◆ Locate information using a single search criteria from local or remote data sources (eg the internet, CD-ROM, company intranet, your own computer) ◆ Present information in an appropriate mode (eg display on screen, print out, play an 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		
<ul style="list-style-type: none"> ◆ Keep information safe by using common ICT security measures (eg keeping own login and password secure and taking precautions when online) 		
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

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		

ADMINISTRATIVE INFORMATION

Credit value

6 SCQF credit points (1 SQA credit) at SCQF level 3



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