

Using ICT

Entry Level Award (Entry 3)

Scheme code 01679

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1 Introduction

This Centre Handbook provides information for centre staff involved in the planning, delivery and assessment of the following qualification which has been accredited onto the Qualifications and Credit Framework (QCF) at Entry Level:

OCR Entry Level Award in Using ICT (Entry 3)

Scheme code 01679

It is important that centre staff involved in the delivery of the above qualification understand the requirements laid down in this handbook. Centres should therefore ensure that staff have access to this publication.

Further copies are available to download from our website www.ocr.org.uk.

1.1 The OCR Entry Level Award in Using ICT (Entry 3) qualification

OCR Entry Level Award in Using ICT (Entry 3) allows individuals to:

- develop practical skills in using common software applications for a purpose
- develop ability to operate ICT equipment correctly and safely
- develop confidence in the use of ICT
- progress to qualifications at Level 1 of the Qualifications and Credit Framework by assisting in the development of the skills and knowledge that learners will need to undertake further study.

The OCR Entry Level Award in Using ICT (Entry 3) has been designed to recognise candidates' practical skills in using information technology to carry out straightforward tasks in a range of vocational contexts.

It has been designed to encourage an active learning approach that will be appropriate for both pre- and post-16 learners. It will also provide a practical introduction for those who are new to using ICT.

The OCR Entry Level Award in Using ICT (Entry 3) is unit-based. This structure provides flexibility for delivery, assessment and certification. The qualification contains four units. Each unit focuses on a different use of ICT – displaying information, searching for information, communicating information and producing graphs from numerical information.

In order to achieve the full qualification, candidates are required to achieve three out of the four units. However, candidates who wish to demonstrate skills in fewer applications will be able to work towards the unit(s) of particular relevance to their own situation. Units of the qualification can also be incorporated into broader courses of study such as vocational qualifications and cross-

curricular learning programmes. It is anticipated that candidates will be able to use the ICT skills they develop through a programme of study leading to this qualification, in other areas of study and/or in practical workplace situations.

The OCR Entry Level Award in Using ICT (Entry 3) has been embedded in the Foundation Learning Tier as part of the Qualifications Credit Framework (QCF). Those candidates who are successful in achieving this qualification, who have demonstrated competence for the equivalent Entry Level Adult ICT Standards, will be able to progress to the OCR ITQ Award for IT Users (QCF), OCR Level 1 Certificate for IT Users (New CLAiT), OCR Level 1 Award in Functional Skills (ICT) or to the Level 1 NVQ for IT users.

The qualification has been designed to meet the QCA Common Criteria for qualifications and also the QCA Criteria for Entry Level qualifications.

1.2 Administration arrangements for this qualification

A separate publication, the *Administrative Guide to Vocational Qualifications* (code A850), provides details of the administration arrangements for this qualification. The Administrative Guide is issued free on centre approval and is available on our website: www.ocr.org.uk.

1.3 What is the Qualifications and Credit Framework (QCF)?

The QCF is a unit and credit-based regulatory framework which will replace the National Qualifications Framework (NQF). It is a way of recognising skills and qualifications by awarding credits for qualifications and units achieved.

1.4 If centre staff have queries

This Centre Handbook and the Administrative Guide contain all the information needed to deliver and administer this qualification. If centre staff have any queries about this qualification that are not answered in these publications, they should refer to the section [Further support and information](#) for details of who to contact. Support is also available on the dedicated OCR qualification page.

1.5 Documentation updates

The information provided in this handbook was correct at the time of production. Occasionally OCR may update this information. Please refer to the qualification home pages on our website www.ocr.org.uk for details regarding updates to this qualification. For your convenience, the latest amended version of this handbook is available to download from the OCR website.

2 General information

2.1 Qualification profile

Title	OCR Entry Level Award in Using ICT (Entry 3)			
OCR code	01679			
Level	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Entry Level (Entry 3)			
QAN	500/5694/3 (Qualification Accreditation Number)			
Age group approved	Pre-16	16-18	18+	19+
	✓	✓	✓	✓
This qualification is suitable for	This qualification will be appropriate for both pre- and post-16 learners engaged in a variety of full or part-time programmes of study. It is ideally suited for those who are new to using ICT and who wish to gain accreditation for newly acquired skills.			
Entry requirements	There are no formal entry requirements for this qualification.			
Qualification structure	To achieve this qualification, candidates must complete a total of 9 credits from 4 units.			
Assessment and grading	All units are centre-assessed and externally moderated. Candidates will be required to produce evidence demonstrating that they have met all of the assessment objectives as required for each of the units. Units will be graded Pass or Fail			
Funding	<p>This qualification has been accredited onto the QCF and is eligible for public funding. When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above.</p> <p>For information on qualifications approved by the Secretary of State see the DCSF and BIS websites:</p> <p>http://www.dcsf.gov.uk/section96/</p> <p>http://www.direct.gov.uk/en/DI1/Directories/DG_069034</p>			
Performance figures	For information on this qualification's contribution to performance measurement please see the QCA's National Database of Accredited Qualifications (NDAQ): http://www.accreditedqualifications.org.uk			
Last entry date*	30/06/2013			
Last certification date*	30/06/2014			

*OCR will inform centres of changes to these dates. Please refer to our website www.ocr.org.uk for current dates. All centre records must be updated accordingly.

2.2 Target market

This qualification will be appropriate for both pre- and post-16 learners engaged in a variety of full or part-time programmes of study. It is ideally suited for those who are new to using ICT and who wish to gain accreditation for newly acquired skills.

2.3 Qualification aims

- 1 To develop candidates' practical skills in using common software applications for a purpose
- 2 To develop candidates' ability to operate ICT equipment correctly and safely
- 3 To develop candidates' confidence in the use of ICT
- 4 To encourage progression to qualifications at Level 1 of the Qualifications Credit Framework by assisting in the development of the skills and knowledge that learners will need to undertake further study

2.4 Statement of level

The qualification has been designed to assess skills at Entry 3. Entry 3 accredits skills that are at a level below that of NVQs at Level 1, GNVQs at Foundation level and the QCA Key Skills at Level 1.

Each unit within this qualification has been assigned a credit value of 3 within the QCF. A minimum of 9 credits must be achieved to receive the full qualification.

The section entitled "Progression opportunities" provides information on the way in which this award forms part of a progression route through the Qualifications Credit Framework.

2.5 Recommended prior learning

This qualification has been designed to be accessible to learners who are entirely new to using ICT and therefore no prior experience or knowledge of ICT is required.

In order to achieve this qualification, candidates must be able to meet all of the assessment requirements. No barriers to access are introduced through minimum entry requirements. However, it is expected that successful candidates will be working at Entry 3 of the Qualifications and Credit Framework and the stated assessment requirements reflect this.

This qualification is not designed to assess numeracy skills, however, Unit 4 requires candidates to manipulate numerical information which has been supplied by the Tutor accurately. To meet the numerical demands of this unit, candidates should be competent in numeracy skills to at least Entry 3 or National Curriculum Level 3.

Units 1 and 3 require candidates to enter text. Although literacy skills are not being assessed in this qualification it is expected that candidates will be competent in literacy to at least Entry 3 or National Curriculum Level 3.

2.6 Entry requirements

This qualification is available to anyone who is capable of reaching the required standards. It has been developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

All centre staff involved in the assessment or delivery of this qualification should understand the requirements of the qualification and match them to the needs and capabilities of individual learners before entering them as candidates for this qualification.

2.7 Unique Learner Number (ULN)

It is a QCA requirement that Awarding Bodies must capture the Unique Learner Number (ULN) for all candidates who have claimed certification for OCR Entry Level Award in Using ICT (Entry 3). Where a candidate has a ULN, you should enter their number in the ULN field within the Candidate submission sheet (NQF4). For candidates who do not have a ULN, a claim will still be accepted if you leave this field blank but OCR will not be able to send these achievements to the Diploma Aggregation Service.

2.8 Entry restrictions

There are no entry restrictions for OCR's Entry Level Award in Using ICT (Entry 3) qualification.

2.9 Progression opportunities

The OCR Entry Level Award in Using ICT (Entry 3) has been designed to recognise candidates' knowledge, understanding and practical skills in using ICT in vocational contexts. Those candidates, who are successful in achieving this qualification, will be able to progress to the OCR ITQ Award for IT Users (QCF), OCR Level 1 Award for IT Users (New CLAIT), OCR Level 1 Award in Functional Skills (ICT) or to the Level 1 Key Skill in IT.

For those candidates who wish to broaden their achievements at this level and for whom progression will be horizontal rather than vertical, qualifications at Entry 3 are also available in the following areas: Adult Literacy, Adult Numeracy, Preparation for Employment, Learning Skills, Job Seeking and a range of vocational and general subjects.

2.10 Supporting candidates

Centres should ensure that candidates are informed of the title and level of the qualification they have been entered for and that Oxford Cambridge and RSA Examinations (OCR) is the awarding body for their chosen qualification.

2.11 Wider issues

This qualification provides the potential for centres to develop candidates' understanding of spiritual, moral, ethical, social and cultural issues and heighten candidates' awareness of environmental issues, health and safety considerations and European developments.

Spiritual, moral, ethical, social and cultural issues

Teachers/Tutors delivering a programme of learning leading towards the OCR Entry Level Award in Using ICT (Entry 3) would have opportunities to address ethical, social and moral values throughout the programme, in the exploration of issues such as:

- the rights of an individual to be informed of, and to have access to, data held about them by an organisation (Data Protection Act)
- the copyrights of individuals and organisations over published electronic data
- confidentiality of information (employer and clients)
- computer misuse
- responsibility of honesty and accuracy in recording, manipulating and presenting data
- the need to ensure data security.

The subject matter of the tasks may (in non-controversial ways) address spiritual, moral, ethical, social and cultural issues.

Environmental issues, health and safety considerations and European developments

Teachers/Tutors delivering a programme of learning leading towards the OCR Entry Level Award in Using ICT (Entry 3) would have opportunities to address health and safety issues, environmental issues and European developments throughout all units, the exploration of issues such as:

- correct procedures for working with ICT equipment
- repetitive strain injury
- print consumables
- energy saving software.

2.12 Guided learning hours

OCR does not prescribe guided learning hours for this qualification. There are numerous valid ways of delivering this qualification. These include a discrete programme of study, as well as integrating learning as part of a broader vocational programme, such as adult literacy and adult numeracy.

OCR recognises that the needs of learners following courses of study leading to this award are particularly diverse and that this will result in a wide range of approaches to learning.

As the guided learning hours needed by learners will differ significantly between individual learners, OCR encourages teachers/tutors to determine individual needs on a learner by learner basis. As a general guide however, it is anticipated that around 15 hours per unit (45 hours for the full qualification) should be adequate to meet the needs of most learners.

2.13 Funding

This qualification is accredited at Entry Level of the Qualifications and Credit Framework and is eligible for funding under Section 96 and/or 97 arrangements. Should you require any more information on funding please contact The Learning and Skills Council.

2.14 Mode of delivery

OCR does not specify the mode of study or specify a time limit for the achievement of this qualification other than the expiry dates for entry and certification laid down by the regulatory authorities detailed in the qualification profiles.

Centres are free to deliver this qualification using any mode of delivery that meets the needs of their candidates. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified below.

Centres should consider the candidates' complete learning experience when designing learning programmes. This is particularly important in relation to candidates studying part time alongside real work commitments where candidates may bring with them a wealth of experience that should be utilised to maximum effect by teachers/tutors and assessors.

2.15 Resources

Each unit will contain guidance on the resources required. Staff conducting the assessment of this qualification must understand fully the requirements of this award.

Centres will need to provide appropriate assessment facilities for learners that comply with the regulations laid down by OCR (the *Administrative Guide to Vocational Qualifications* – code A850) and the *JCQ Instructions for Conducting Examinations*, available on the OCR website www.ocr.org.uk.

Centres will need to meet the above requirements when they seek centre approval from OCR.

Centres should ensure that appropriate physical resources are available in line with guidance provided in this handbook.

2.16 Delivery in Wales and Northern Ireland

The specification for this qualification has only been approved by QCA for delivery in England/Wales/Northern Ireland during the life of the qualification.

The specification for this qualification has been approved by the Department for Children, Education, Lifelong Learning and Skills (DCELLS) for use by centres in Wales and by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland.

Candidates in Wales or Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral so that candidates may apply whatever is appropriate to their own situation.

We will provide specifications, assessments and supporting documentation in English.

Further information concerning the provision of assessment materials in Welsh and Irish may be obtained from the OCR Customer Contact Centre: 024 76 851509.

2.17 Arrangements for candidates with access-related needs

We aim to make sure that all candidates are given equal opportunity to demonstrate their skills.

OCR recognises that there are some candidates who can demonstrate attainment in the skills being assessed, but who may be disadvantaged by standard assessment arrangements. For these candidates standard assessment arrangements may be adjusted to enable them to compete on an equal basis with other candidates, provided that the adjustments do not compromise the integrity of the qualification.

Adjustments to standard assessment arrangements are made on the basis of the individual needs of candidates. This is to ensure that the adjustment will only compensate candidates for their particular difficulty without giving them an advantage over others.

It is important, therefore, that centres identify as early as possible whether candidates have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and select an appropriate qualification or adjustment that will allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is one which is shared between OCR and the centre. Centre staff should consult the JCQ publication *Access Arrangements and Special Consideration for General and Vocational Qualifications* for a description of their responsibilities and the procedures by which adjustments can be made.

For further guidance on specific assessment requirements of individual qualifications and appropriate adjustments to assessment, centres are advised to contact the relevant Qualifications Team at OCR's Coventry office.

Centres should ensure that all candidates are given equal opportunity to demonstrate their competence for the qualifications against specified criteria. All of the specified criteria must be met by all candidates independently and may not be reworded or omitted in any circumstances. However, candidates may use mechanical, electronic and other aids in order to demonstrate competence so long as the aids are generally commercially available and can feasibly be used on employers' premises, software must not perform tasks for which credit is given to the candidate. OCR's website provides further advice on assessment arrangements for candidates with particular assessment requirements in the Administration/Vocational Qualifications/Special Requirements area.

2.18 Results enquiries and appeals

Please refer to the *Administrative Guide to Vocational Qualifications* (code A850) which can be downloaded from the OCR website www.ocr.org.uk

2.19 Centre malpractice guidance

It is the responsibility of the Head of Centre* to report (in writing) all cases of suspected malpractice involving centre staff or candidates, to the OCR Quality and Standards division.

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice promptly, and report the outcomes to the OCR Quality and Standards division. Further information is contained in the publication *JCQ publication: Suspected Malpractice in Examinations and Assessment* which is available from the OCR Customer Contact Centre: 024 76 851509.

* The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, eg the Principal of a College, the Head Teacher of a school, the Managing Director of a Private Training Provider or the Group Training Manager of a major company.

3 Assessment and moderation

3.1 Internal Assessment

Assessment of this qualification has been designed to reflect the requirements of the regulatory authorities.

The assessment consists of:

Centre-assessed evidence that is externally moderated by the OCR Examiner-Moderator.

All units are centre-assessed and externally moderated. Candidates will be required to produce evidence demonstrating that they have met all of the assessment objectives as required for each of the units.

A Candidate Evidence Sheet needs filling in to show the achievement of objectives not evidenced by prints. One Candidate Evidence Sheet is needed for each folder - one for a candidate with a full submission or one for a unit in a single unit entry.

Centre assessment may be undertaken at any point during the course. No time limits have been set for the collection of evidence and it is anticipated that candidates will build up portfolios of evidence over the period of the learning programme.

In order to achieve a Pass in a unit, candidates will need to achieve all of the assessment objectives specified for that unit.

Guidance will be provided to centres on internal assessment within the units section of this Handbook.

Centres will be required to forward **all** centre-assessed work to OCR for external moderation by an OCR-appointed Examiner-moderator.

Centre-assessed units

All units are centre-assessed and externally moderated by OCR. Centres will need to devise activities/assignments that enable candidates to meet all of the assessment objectives in these units. To help centres with this, OCR has produced a Template model assignment for each unit which centres are advised to use. These can be found at the end of each unit.

When candidates complete an assignment, the centre assessor (usually the teacher/tutor) assesses their work. Centres will need to identify staff who will act as assessors. Assessors will need to have experience in making judgments about candidates' progress.

Assessors must:

- Judge candidate work against the standard identified in the unit content and the assessment guidance
- Show clear evidence of marking on all printouts
- Identify valid and sufficient evidence, identify gaps in evidence, give feedback to candidates
- Provide candidates with opportunities to meet any gaps in the evidence by revising work and reprinting
- Liaise with other assessors assessing the same units in the centre to ensure standards
- Verify candidate achievement by completing and signing OCR documentation (i.e. Candidate Evidence Sheets)
- Maintain records of candidates' achievements

Assessment conditions

There are no time constraints on centre-assessed units. It is anticipated that Centres will devise activities/assignments that enable candidates to work at a pace appropriate to their needs and the requirements of the task in hand.

The tasks need to be flexible and aim to allow individual candidates the opportunity to build on their own interests and experience and thus to demonstrate what they know and can do in a relevant and motivating context. Open ended tasks can produce a variety of evidence from which appropriate prints can be selected for external moderation.

Centres must ensure that the work presented as evidence by candidates is carried out independently. Tutors/task supervisors are required to verify that the work submitted is solely that of the candidate concerned.

Assessment documentation

In order to assist Centres in collating and recording appropriate and sufficient evidence, OCR has provided recording documentation. The following proforma documents **must** be used by Centres to capture evidence/act as corroboration for an exercise/task performed:

Candidate Evidence Sheets

The completion of Candidate Evidence Sheets is a mandatory requirement. Centres are required to complete a Candidate Evidence Sheet for each candidate for each unit achieved. A Candidate Evidence Sheet should be submitted to the OCR Examiner-moderator for each candidate in the appropriate Assessment Record Folder along with the candidate's work. This sheet is used to record assessment objectives that are not evidenced by hard copy.

NB One Candidate Evidence Sheet is needed for each folder – one for a candidate with a full submission or one for a unit in a single unit entry folder.

The documents have been designed to reflect the assessment requirements and may be photocopied or downloaded from the OCR website. Separate documents should be prepared for each candidate.

OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3)

CANDIDATE EVIDENCE SHEET

This sheet is used to record assessment objectives that are not evidenced by hard copy. The same sheet should be used to record evidence for all units the candidate is submitting.

Candidate name: _____

Units 1, 2, 3, 4 Use ICT system	
Start & shutdown system <input type="checkbox"/>	Use input device <input type="checkbox"/>
Follow recommended safe practice in ICT <input type="checkbox"/>	

Unit 1, 4 Work with files	
Create new file <input type="checkbox"/>	Open existing file <input type="checkbox"/>
Save file <input type="checkbox"/>	Close file <input type="checkbox"/>

Unit 2 Insert and remove media	
Floppy disc <input type="checkbox"/>	Flash drive <input type="checkbox"/>
CD <input type="checkbox"/>	Memory card <input type="checkbox"/>
DVD <input type="checkbox"/>	Other:..... <input type="checkbox"/>

Unit 3 Keep access information secure	
	Use password <input type="checkbox"/>
	Delete email <input type="checkbox"/>

Tutor's signature _____

Candidate's signature _____

Date _____

Internal standardisation

Internal standardisation is an important part of the local assessment process. Centres will be required to demonstrate that a system is in place which ensures that all assessment is being carried out in a similar way and to an equivalent standard across all teachers/tutors acting as assessors. OCR will require evidence of this process. Centres are required to keep evidence of standardisation and records of any decisions/issues for a minimum of one year.

In order to maintain a consistent approach to internal standardisation, a centre co-ordinator should be nominated. The centre co-ordinator will be responsible for:

- maintaining a list of current assessors
- ensuring that all current assessors are working to the same standard
- arranging regular meetings
- ensuring cross-moderation of work between assessors
- maintaining records of the outcome of cross-moderation activities
- regularly sampling the assessment of all assessors and documenting the outcome
- advising assessors of any discrepancies in assessment and suggesting ways in which assessment may be brought into line with the work of other assessors
- completing the Internal Standardisation Report Form that follows.

OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3)

INTERNAL STANDARDISATION REPORT FORM

CENTRE NUMBER

CENTRE NAME

CENTRE ADDRESS
.....
.....

Number of sites

Number of assessors currently involved in assessment

Names of Centre Assessors:	Number of candidates assessed by each
.....
.....
.....
.....
.....

Date of last internal standardisation meeting

Number of Centre Assessors present

Number of candidates' work checked

Total number of candidates

Issues arising:	Action

Centre Co-ordinator Signature:

.....

Date:

.....

External moderation

External moderation ensures centres' internal assessments meet the national requirements of this qualification.

OCR Examiner-moderators are appointed by OCR to moderate centre assessment decisions.

OCR requires centres to submit a Candidate Evidence Sheet for each candidate for each folder. OCR anticipates that centres will wish to create programmes of learning for candidates towards the completion of these units that will generate additional items of evidence. Centres are free to do this, but OCR does not require these items as a part of the accreditation of the units.

OCR requires that all Evidence Checklists submitted in support of achievement are signed by the teachers/tutor prior to submission for moderation.

Teachers/Tutors must check that each aspect of the criteria has been successfully met by the candidate before work is signed and sent for external moderation. A separate Candidate Evidence Sheet is not needed for each unit. One sheet is needed for each folder - one for a candidate with a full submission or one for a unit in a single unit entry.

Centres must use Assessment Record Folders (ARFs) to send candidate's work to the OCR Examiner-Moderator.

The OCR Examiner-Moderator will check a sample of candidates' work for each of the units from each batch submitted by a centre. If errors or omissions are found in the centre assessment of the sample, all candidates' work for that assessment requirement will be checked.

The Examiner-moderator will complete an electronic Centre Feedback Report Form (NQF6) for the batch. If the centre assessment is satisfactory, arrangements will be made for certification. Centres are able to access such reports via OCR Interchange.

If the centre assessment is inaccurate, the necessary amendments to candidates' achievements will be recorded on the Centre Feedback Report Form (NQF6), and certification will reflect these amendments.

OCR reserves the right to send a representative to a centre.

Examiner-moderators are not empowered to enter into direct contact with centres. In no circumstances must centres attempt to contact their Examiner-moderator in any way other than through posting candidate work to the address provided to them by OCR. Any queries concerning the units or assessment must be directed to OCR, Coventry.

4 Certification

In order to achieve the OCR Entry Level Award in Using ICT (Entry 3) candidates will be required to achieve 9 credits.

The OCR Entry Level Award in Using ICT (Entry 3) is not graded. Where candidates achieve the full qualification, achievement will therefore be reported as Pass level.

All units achieved will be listed on certificates.

Candidates achieving one or more units but who do not meet the credit requirements for a full certificate will receive a certificate listing the units they have achieved along with their credit value.

Learners who achieve the full qualification will receive:

- a certificate listing the unit achieved with their related credit value, and
- a certificate giving the full qualification title

OCR Entry Level Award in Using ICT (Entry 3)

4.1 Claiming certificates

Certificates will be issued directly to the centre for successful candidates. In order to ensure that these are automatically issued centres must ensure that the OCR candidate number is **always** used where a candidate has already achieved one or more units. See the *Administrative Guide to Vocational Qualifications* (code A850) for full details.

4.2 Replacement certificates

If a replacement certificate is required a request must be made to the OCR Operations Division on 024 76 470033, or in writing to the Coventry office, and an application form with further instructions will be sent. A charge will be made for a replacement certificate.

5 Qualification structure and units

5.1 Qualification structure

This unit structure facilitates a flexible, unit-based approach, which allows candidates to work towards individual units as stepping stones towards the full qualification. All units are centre assessed which gives tutors the opportunity to provide feedback to their candidates.

Candidates must achieve three of the four units in order to achieve the full qualification (centres can still submit all four units for certification). Candidates must meet all of the stated assessment requirements for the units. All of the units are centre assessed and externally moderated by OCR.

The units are numbered for reference purposes only. There is no requirement for candidates to work towards the units in any particular order and teachers/tutors may tailor learning programmes to meet individual situations. Teachers/Tutors are encouraged to recognise the links between the units and the common terminology.

If a candidate is not able to complete a full award, their achievements will be recognised through the issue of a unit certificate listing the units achieved.

OCR Entry Level Award in Using ICT (Entry 3)

(Qualification Accreditation Number 500/5694/3)

To achieve this qualification, candidates must achieve a total of 9 credits made up as follows:

There are no mandatory units, all units are optional, candidates must achieve 9 credits

Unit No	Unit title	QCA accreditation number	Level	Credit value
1	Displaying Information Using ICT	T/502/1141	Entry	3
2	Using ICT to Find Information	R/502/1194	Entry	3
3	Communicating Information Using ICT	H/502/1197	Entry	3
4	Producing Charts Using ICT	K/502/1198	Entry	3

Unit format

The information contained in each unit is structured in the same way. This will help centre staff and candidates to understand fully the requirements of these qualifications.

A unit title

This is a summary of the content of the unit.

Level

This advises the QCF level on which the unit is accredited.

Credit value

This advises how many credits the candidate will achieve for successful achievement of the unit.

Guided learning hours

This specifies the amount of time that the average candidate would be expected to take to complete all requirements of the unit.

Unit expiry date

This section specifies the end accreditation date of the unit on the QCF.

Learning outcomes

This section identifies the understanding and skills that candidates will develop through following a programme of study that leads to the unit.

Assessment criteria

These detail the requirements that the learner will be assessed against in order to evidence the learning outcomes.

Unit purpose and aim

This section specifies the overall purpose and aim of the unit.

Assessment requirements

This section sets out the essential knowledge and skills which candidates will need to demonstrate to achieve Pass standard. Candidates will be required to achieve all assessment objectives in order to achieve the unit.

Tutor notes for model assignment

This section provides guidance on the use of the model assignment templates and provides information on the assessment requirements for each task.

Evidence requirements

This section identifies the evidence that will need to be produced to meet the assessment objectives for the unit.

Model assignment template

This section identifies the purpose of the model assignment template.

5.2 Units

Unit 1: Displaying Information Using ICT

Level: Entry

Credit value: 3

Guided learning hours: 15

Unit expiry date: 31/01/2011

Learning Outcomes	Assessment Criteria
1. Follow recommended safe practices	1.1. Use equipment safely, eg arrange hardware, cables, adjust seating, lighting, avoid hazards, take breaks
2. Use correct procedures to start ICT systems and open and use applications	2.1. Switch on computer and monitor safely 2.2. Open software application, eg word processing, desktop publishing, etc 2.3. Use input devices, eg keyboard, mouse, microphone, touch screen 2.4. Understand that setting can be adjusted to individual needs, eg mouse, icon size, screen resolution, desktop contrast, volume
3. Create a new document, enter data and check for accuracy	3.1. Create a document 3.2. Work with files 3.3. Enter text and numbers accurately 3.4. Check meaning, accuracy and suitability
4. Insert and position an image	4.1. Select an image, eg picture, clipart, scanned photograph 4.2. Insert an image into a document 4.3. Bring together information, eg image with text
5. Save, print and close a document	5.1. Save documents 5.2. Print documents 5.3. Close documents
6. Retrieve and edit a document to achieve required outcome	6.1. Open an existing document and retrieve information 6.2. Edit data to achieve required outcome, eg add, insert, select, copy, cut, paste, move, undo, redo 6.3. Delete data 6.4. Present information that is fit for purpose
7. Align and format text	7.1. Align and justify text, eg left, centre, right, full 7.2. Change font size, eg 16 pt etc 7.3. Change font styles, eg arial etc 7.4. Emphasise text, eg bold, italics or underline
8. Shut down computer system	8.1. Close documents 8.2. Close software 8.3. Switch off the computer and monitor safely

Unit purpose and aim

Candidates will be able to create a document to suit a particular purpose by bringing together text and images. They will be able to edit the document to make the presentation fit for purpose.

Assessment requirements

In order to achieve this centre-assessed and OCR-moderated unit, candidates must:

- a) create a new document to suit a specific purpose, eg a menu, poster, letter etc; enter a small amount of text and numbers, insert an image, check accuracy, save and print
- b) retrieve the document saved at a) and format it to make the display fit for purpose; change font sizes and styles, use different forms of emphasis, change alignment of text, move the image, save and print the final copy.

Tutor notes for model assignment

The tasks in this model assignment have been designed to meet the full assessment requirements of this unit. The template should be used to produce candidate assignments and to design practice material. The context may be adapted so that the form of document and chosen topic matches the interests and needs of the candidate. A wide variety of document types and applications may be used with the template. Candidates should be encouraged to create documents that are of particular interest to them or that would be of practical use to them. Centres, however, must ensure that all the assessment requirements of this unit are covered in full. There is no limit to the length of time candidates may take to carry out the tasks.

There is no requirement for all students to copy the same block of text but to create and edit their own posters, suited to their individual interests. The minimum is set at 15 words so students are not looking at spending time entering text but at the formatting and presentation of the document. By using open-ended tasks, students can build on their own interests. Assist individuals with preparing the text as appropriate.

Each candidate should be given a copy of the Candidate Task Sheet. The tick boxes on this sheet may be used by candidates and tutors to ensure that all the assessment objectives have been covered in each of the tasks.

Centres must ensure that candidates have access to software packages that will enable them to meet all the assessment objectives, eg word processing, desktop publishing, presentation graphics, etc.

Candidates need to be aware of issues of Health and Safety relating to the use of computers and should follow recommended safe practices at all times.

Tutors may give support and guidance to candidates and this may focus on checking that candidates understand what is expected of them. Tutors may also wish to provide help to candidates on choice of document and the information they wish to include. Candidates may make a rough plan of what they intend to produce, if they wish, but this should not be assessed.

Candidates should be encouraged to use a spellchecker to ensure their work is accurate. The printouts submitted must be solely the work of the candidates. Printouts should be accompanied by a completed Candidate Evidence Sheet, one for each candidate.

Evidence should only be submitted to the OCR Examiner-moderator when the centre assessor is satisfied that all the assessment requirements have been met. Where gaps in the evidence are identified, tutors may give feedback to the candidates so that they can revise and reprint.

This unit can be linked to the Writing unit in the OCR Entry Level Adult Literacy qualification. If a task is being used as evidence towards both qualifications the relevant evidence requirements for each qualification must be met. Candidates must use their own skills and understanding to carry out the tasks.

Task 1 – Create a document

This task covers Assessment Objectives 1, 2, 3, 4 and 5.

Candidates will create a new document to suit a particular purpose. The new document may take a number of forms, eg a menu, letter, poster, advertisement, etc.

- Candidates should decide the form of document and the information they wish to include.
- Candidates should input at least 15 words in order to give them scope to evidence all the assessment requirements.
- Candidates should enter text, numbers and insert an image. No formatting is required on this print.
- Candidates should be encouraged to use a spellchecker to check for accuracy. They should key in their name and the words “Draft Copy” beneath the information they have entered.
- Candidates should then save, print and close the document.

Task 2 – Edit a document

This task covers Assessment Objectives 1, 6, 7 and 8.

Candidates will change the draft document to make it fit for purpose.

- Candidates should retrieve the document they saved in Task 1. Print 2 should be clearly seen as an edited version of print 1. Two unrelated prints will be treated as a missing printout.
- Candidates should edit the text by using different forms of emphasis, font styles/sizes and alignment, in order to improve the display, eg to make a poster more eye-catching; to highlight the main points in a letter. Changes should be clear, eg not using two similar serif fonts and not changing font size by a single point.
- Candidates should move the image to a clearly different position in the document. The image may be resized but this is not a requirement. There must be clear evidence that an image from print 1 is in a different position (or is a clearly different size) on print 2. Deleting the image from print 1 and replacing it with a different image on print 2 does not satisfy this objective.
- Additional features, eg colour or word art are not required, but would not be penalised. It is important that candidates complete the changes that will be assessed before they make other changes.

- Students may be encouraged to make simple annotations on their own printouts to check that all elements have been covered eg “aligned” “bigger” “style” “emphasised” “moved” and “edited”. No details are necessary. This is good preparation for the proofreading skills required for the next level.
- Candidates should ensure their name is still present and should change the words “Draft Copy” in Task 1 to read “Final Copy”. Changing draft to final is to show evidence of editing text so is not achieved by handwriting.
- Candidates should save the task under a different file name, by use of “Save as” or similar function.
- Candidates should then print and close the document.

Evidence requirements

Evidence will consist of two printouts and the completion of the Candidate Evidence Sheet.

Model assignment template

The template has been designed to meet the full assessment requirements of this unit. It may be used to design practice material and assessment assignments. The context may be adapted so that the content and type of document matches the interests and needs of the candidates.

OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3) UNIT 1: DISPLAYING INFORMATION USING ICT

TEMPLATE FOR MODEL ASSIGNMENT

CANDIDATE TASK SHEET

You must use your computer to produce a (*enter type of document*). Before you start, you may make a rough plan of the document you wish to produce.

Task 1

- Open a blank document.
- Create a (*enter type of document*).
- Enter at least **15 words** (*enter some appropriate ideas*).
- Enter some **numbers** (*enter some appropriate ideas*).
- Insert **one image** (clip art, scanned photo, imported picture).
- Enter your **name** and the words **draft copy** beneath the data you have entered.
- Use a spellchecker to help you check your work is **accurate**.
- Save** your work, **print** a copy and **close** the document.
- Ask your tutor to check that you have included everything required.

You need to make some changes to the (*enter type of document*) you saved in Task 1.

Task 2

- Open** your saved document.
- Align some (or all) of your words to the **centre** or to the **right** of the page.
- Clearly** change the font **size** of some of your words.
- Clearly** change the font **style** of some of your words.
- Emphasise some of your words using **bold**, and/or *italics* and/or underlining.
- Move** the image to a different position in the document.
- Delete the words **draft copy** and enter the words **final copy**.
- Check that your name is still present.
- Use a **spellchecker** to check for accuracy.
- Save** your work using a **different file name**, print a copy and close the document.
- Ask your tutor to check that you have included everything required.

Hand your two printouts, with this sheet, to your tutor so that they can be assessed.

Unit 2: Using ICT To Find Information

Level: Entry

Credit value: 3

Guided learning hours: 15

Unit expiry date: 31/01/2011

Learning Outcomes	Assessment Criteria
1. Follow recommended safe practices	1.1. Use equipment safely, eg arrange hardware, cables, adjust seating, lighting, avoid hazards, take breaks
2. Select and use appropriate ICT-based information sources	2.1. Recognise different sources of information, ICT-based and other forms 2.2. Know how to use ICT-based information sources, eg Internet, CD, DVD, floppy disc, Teletext, text message, simple spreadsheets or database tasks 2.3. Use correct procedures to access, use and close application
3. Search to find specific information	3.1. Use input devices 3.2. Use appropriate search techniques, eg search, menu, contents list, index, key word, find tool 3.3. Use internet sources of information, ie enter a web address, use search engine, follow links, use forward, back and use bookmarks 3.4. Use Help facilities to find information within applications
4. Use removable media	4.1. Insert, use and remove media safely, eg CD, DVD, floppy disc, zip disc/drive, other - memory stick, flash drive, etc
5. Select and present information	5.1. Recognise when appropriate information has been found 5.2. Know how to present information, eg printouts, written reports

Unit purpose and aim

Candidates will be able to use appropriate ICT-based sources of information. They will be able to search for and select information that meets a specified requirement.

Assessment requirements

In order to achieve this centre-assessed and OCR-moderated unit, candidates must:

- a) carry out **two** straightforward searches to find specific information using **two different** ICT sources (eg Internet & removable media). For **each** search they must identify the aim of the search, find the specified information and present the information either in print or in writing.
- b) use Help files within an application, on one occasion, to find information on a straightforward topic; print a copy of one page of the information found.
- c) use removable media. This could form one of the two searches at step a), **or it could be covered separately if two sources that don't require use of removable media are used eg Internet and Teletext.**

Tutor notes for model assignment

The tasks in this model assignment have been designed to meet the full assessment requirements of this unit. They should be used to produce candidate assignments and can be used to design practice material. The context may be adapted so that the form of search topics matches the interests and needs of the candidate. There is no requirement in this scheme for all students to follow identical tasks for assessment. By using open-ended questions, students can build on their own interests eg weather today in a place you'd like to visit.

Candidates should be encouraged to search for information that would be of practical use or is of particular interest to them. Centres must ensure that all the assessment requirements of this unit are covered in full. There is no limit to the length of time candidates may take to carry out the tasks.

Centres must ensure that candidates have access to software that will enable them to meet all the assessment objectives, eg the Internet, CD, DVD, etc. Where centres have access to the Internet, it is anticipated that this will be one source of information used. It is recognised that this may be a problem for some centres, in these circumstances internet access can be simulated or other information sources can be used to meet the Assessment Objectives. Any form of removable media, appropriate to the centre's facilities, can be used.

Candidates need to be aware of issues of Health and Safety relating to the use of computers and the safe insertion, use and removal of media such as CDs and DVDs, etc. They should follow recommended safe practices at all times and should be encouraged to take breaks when appropriate, especially in view of the fact that searching for information can be very absorbing and time can pass quickly.

Each candidate should be given a copy of the Candidate Task Sheet. The tick boxes on this sheet may be used by candidates and tutors to ensure that all the assessment objectives have been covered in each of the tasks.

Candidates should write down what information they want to find. Tutors may give support and guidance to candidates. This may focus on checking that candidates understand what is expected of them and providing help to candidates on their choice of information and the sources they intend to use.

Candidates should print a single page showing the information they have successfully found. Where printouts are not possible, eg where candidates use Teletext, they may handwrite the results of their searches or may provide oral feedback, in which case tutors should record the candidates' responses on their behalf.

Printouts and handwritten evidence should be accompanied by a completed Candidate Evidence Sheet for each candidate.

Evidence should only be submitted to the OCR Examiner-moderator when the centre assessor is satisfied that all the assessment requirements have been met.

Task 1 and Task 2 – Search for information

These tasks cover all Assessment Objectives – 1, 2, 3, 4, and 5.

- Candidates need to carry out **two** straightforward searches to find information on a specific topic.
- Candidates must use two different sources of information in their searches that are sent for moderation, eg the Internet and a CD. If only removable media is used, this should necessitate the opening of at least two separate sources, eg CD and DVD in order to find the required information.
- Candidates should start by deciding the information they wish to find and the sources to be used to enable them to achieve this. The aim of each search should then be keyed in or handwritten on a sheet of paper to accompany the search results or written directly on to the printout. **Evidence of the actual search process is not required.**
- Candidates using the Internet should be encouraged to use search engines to help them find the information.
- Candidates must ensure that the aim of their search is successful. For example, candidates searching for today's lottery via Teletext should write the actual winning numbers for that day on a sheet of paper rather than answers, such as, "*I didn't win*".
- **Removable media:**
 - Just opening a file and using find is like opening a web browser and looking on the first page. Similarly, looking for a file by name in the folder is only what we are expecting in Unit 1, AO6 - retrieve a document. A more useful search technique would be using the "containing text" box for a word that isn't obvious from the file title.
 - Centres will have to make use of removable media appropriate to their hardware/network restrictions in the classroom. There is no requirement to use any particular form of removable media, only the need to make students aware of how files and applications can be transferred.
 - Use of removable media may be part of a search task but it may be treated as a separate area of study.
- When candidates are satisfied with their search results, they should print a copy of one page of the information selected or should handwrite the result of their search if printing is not possible. Tutors can scribe the candidates' responses if necessary.

- The candidate's name must be included (this may be handwritten) on each of the printouts or handwritten sheets.

Task 3 – Use the help facility in an application

This task covers Assessment Objectives 1, 2, 3, and 5.

- Candidates must use Help facilities within an application to solve simple problems so that they become aware of the support available away from the centre and their tutor.
- Candidates should be encouraged to search for topics that would be of practical use to them and are within their technical understanding. Consider using Help searches to extend techniques already introduced eg decorative underline or font effects.
- Suitable topics for searching might include:
 - Choose your opening page for the Internet – keywords **Home page**
 - How to copy an image from a web page – keyword **pictures**
 - Put a border around some text – keyword **border**
 - Cancel the printing of a document once it has started – keyword **print**
 - Add someone to your address book – keyword **add contact**
 - What do message list icons mean? – keyword **read**
 - Check spelling in messages – keyword **spell**.
- Where initial searches lead to a menu of choices, candidates should follow the link to a particular solution rather than printing the index page.

Evidence requirements

Evidence will show two successful searches with the aim of the search and the findings. It will also show use of Help file and the completion of the Candidate Evidence Sheet.

Model assignment template

The template has been designed to meet the full assessment requirements of this unit. It may be used to design practice material and assessment assignments. The context may be adapted so that the form of search topics matches the interests and needs of the candidates.

OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3)

UNIT 2: USING ICT TO FIND INFORMATION

TEMPLATE FOR MODEL ASSIGNMENT

CANDIDATE TASK SHEET

You must find specific information using **two** different sources on your computer or some other ICT equipment. For **this search** you must:

Task 1

- Decide the information you wish to find and write or type the aim of your search.
- Choose the ICT source you will use to help you find your information.
- Search for the information using appropriate search techniques.
- Ensure that the information you have found is what you actually wanted.
- Print a copy of one page of the information you have found, or handwrite the results if printing is not possible.
- Write your name on each of the printouts or handwritten sheets that contain your search results.
- Ask your tutor to check that you have included everything required.

Task 2 – using a different source from Task 1

- Decide the information you wish to find and write or type the aim of your search.
- Choose the ICT source you will use to help you find your information.
- Search for the information using appropriate search techniques.
- Ensure that the information you have found is what you actually wanted.
- Print a copy of one page of the information you have found, or handwrite the results if printing is not possible.
- Write your name on each of the printouts or handwritten sheets that contain your search results.
- Ask your tutor to check that you have included everything required.

You must show that you can use the **Help facility** in an application to find out how to solve a simple problem.

Task 3

- Decide what problem you wish to solve and write this down.
- Decide what application to open.
- Find the information that you want.
- Print out a copy.
- Write the aim of the search and your name on the printout.

Hand your printouts or handwritten sheets with your search results, and this sheet, to your tutor so that they can be assessed.

Unit 3: Communicating Information Using ICT

Level: Entry

Credit value: 3

Guided learning hours: 15

Unit expiry date: 31/01/2011

Learning Outcomes	Assessment Criteria
1. Follow recommended safe practices	1.1. Use equipment safely, eg arrange hardware, cables, adjust seating, lighting, avoid hazards, take breaks
2. Access email application	2.1. Keep information secure, eg password, PIN, keep copies safe 2.2. Open mailbox 2.3. Use input devices, eg keyboard, mouse
3. Create and send an email message	3.1. Create an email message 3.2. Enter an email address 3.3. Enter an appropriate subject 3.4. Enter text in the message area 3.5. Check meaning, accuracy and suitability of the email 3.6. Send an email 3.7. Print an email
4. Receive and read email messages	4.1. Open an email that has been received 4.2. Read the email 4.3. Print the email
5. Reply to an email	5.1. Prepare a reply to the received email 5.2. Use the reply facility 5.3. Enter text in the message area 5.4. Check meaning, accuracy and suitability of the email 5.5. Send the email 5.6. Print the email
6. Delete an email	6.1. Find the received email 6.2. Delete an email

Unit purpose and aim

Candidates will be able to send, receive and reply to emails.

Assessment requirements

In order to achieve this centre-assessed and OCR-moderated unit, candidates must:

- a) access an email application and open a mailbox
- b) create an email and insert an accurate email address and subject; enter about 15 words, check accuracy and send the email; print the email that was sent
- c) receive an email; open an email, read the email and print a copy

- d) prepare a reply to the received email; use the reply facility, enter some words, check accuracy and send the email; print a copy of the email
- e) delete the received email.

Tutor notes for model assignment

The tasks in this model assignment have been designed to meet the full assessment requirements of this unit. The template should be used to design candidate assignments and practice material. The context may be adapted so that the candidates' emails match their interests and needs. There is no requirement in this scheme for students to follow identical tasks for assessment. Use an open ended question and give assistance as appropriate rather than making it a copy text exercise.

Candidates must have access to software that will enable them to meet all the assessment objectives, eg to send and receive email messages. The use of internal, external or web-based email is acceptable. There is no limit to the length of time candidates may take to carry out the tasks.

All messages should clearly identify candidates and this may be achieved by candidates typing their names beneath the text in the send and reply messages. In the received message, where the address does not clearly identify the candidates, eg *student6@...*, then the candidate's name should be written on the received message printout. Printouts should be accompanied by a completed Candidate Evidence Sheet, one for each candidate.

Each candidate should be given a copy of the Candidate Task Sheet. The tick boxes on this sheet may be used by candidates and tutors to ensure that all the assessment objectives have been covered in each of the tasks.

This unit assesses the ICT elements of using email. Where students have problems with literacy skills, tutors may assist with the draft before sending. Candidates should be encouraged to check for spelling and grammar if appropriate to the message.

Candidates need to be aware of issues of Health and Safety relating to the use of computers and should follow recommended safe practices at all times. Confirmation that safe practices have been followed should be confirmed on the candidate's Candidate Evidence Sheet.

Candidates should decide in advance what the message is about and the words they want to include in their email message. Candidates will need access to suitable email addresses or an appropriate address book. Tutors may give support and guidance to candidates; this may focus on checking that candidates understand what is expected of them and that they are able to access email facilities and have suitable email addresses.

Evidence should only be submitted to the OCR Examiner-moderator when the centre assessor is satisfied that all the assessment requirements have been met.

Although all practice assignments can use messages in languages other than English, only English must be used in work submitted for external moderation so that moderators are sure that the content is not unsuitable in any way.

Task 1 – Open a mailbox

This task covers Assessment Objectives 1 and 2.

- Where the email account is not protected, use of a password to log on to the system is acceptable. The tutor should tick the use of a password on the Candidate Evidence Sheet. No other evidence is required
- If no password is used, tutors must create an opportunity for candidates to access a password protected area, eg use password to open protected file containing tutor's email address.

Task 2 – Create and send an email

This task covers Assessment Objectives 1 and 3.

- Candidates should prepare for this task by deciding to whom they will send an email message, what the subject of the message will be and what text they will include. Tutors should give appropriate support to each student in the preparation of text to be sent.
- Candidates may type the email address or select an appropriate address from an address book.
- Candidates should include the title of their email in the subject box, enter about 15 words in the message area and include their name immediately below the text. The text should be keyed in the message area and **not** be included as an attachment.
- Candidates should be encouraged to use a spellchecker to check accuracy where the email application has this facility.
- Candidates should send the email and then access their Sent Items folder in order to print the message.

Task 3 – Receive an email

This task covers Assessment Objectives 1 and 4.

- Candidates should receive a message into their Inbox. This may be from the tutor, a fellow student, or from an external source. There is no requirement for all students to answer the same email message.
- Candidates should open the email, read the message and print a copy.
- Where the email address does not clearly identify the candidate, they should write their name on the printout.
- The received message need not be the same for every candidate.

Task 4 – Reply to an email

This task covers Assessment Objectives 1 and 5.

- Candidates should prepare a reply (consisting of about 15 words) to the message they received in Task 3. Tutors should give appropriate support to each student in the preparation of text to be sent.

- Candidates should use the Reply facility and enter about 15 words in their message, with their name immediately below the text. The third printout should show evidence that the reply facility has been used eg RE: in the header or copy of the incoming message. The reply should not be started from scratch and should be a "match" to message 2 not a reply to another message that hasn't been included.
- Candidates should use a spellchecker to check for accuracy where the email application has this facility.
- Candidates should check that the message shows the use of Reply (eg *RE:* or similar).
- Candidates should then send the message.
- Candidates should print a copy of their email.

Task 5 – Delete an email

This task covers Assessment Objectives 1 and 6.

- Candidates should select the message they received in Task 3. (Tutors may wish to remind them that they should look in their Inbox and not in their Sent Items folder.)
- Candidates should delete the received message.
- Candidates should access their Deleted Items folder to show the tutor that the message has been deleted successfully. The tutor should complete the Candidate Evidence Sheet. **A screen print is not required.**

Evidence requirements

Evidence will consist of three messages printed out and the completion of the Candidate Evidence Sheet.

Model assignment template

The template has been designed to meet the full assessment requirements of this unit. It may be used to design practice material and assessment assignments. The context may be adapted so that the form of messages matches the interests and needs of the candidates.

OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3) UNIT 3: COMMUNICATING INFORMATION USING ICT

TEMPLATE FOR MODEL ASSIGNMENT

CANDIDATE TASK SHEET

You need to show that you can use email to create, receive, reply to and delete messages.

Task 1

- Open** the software for your email account.
- Accurately enter the **password** to access your messages.

Task 2

- Decide to whom you wish to send an email and find their **email address**.
- Enter** the **address** or select it from your email address book. Check it is correct.
- Prepare your message – decide the words you want to include.
- Enter** a few words as the **subject** to identify the message.
- Enter** about **15 words** in the message area about (*identify the topic*).
- Enter your **name** at the end of the message.
- Check the **accuracy** of your message.
- Send** the email.
- Print** the email from (*identify the location*).

Task 3

- Open** one of the emails that you have received in (*identify the location*).
- Open** the email.
- Read** the email.
- Print** the email from (*identify the location*).
- If your name does not appear on this email, write your name on the printout.

Task 4

- Prepare your reply to the email opened in Task 3 – decide the words you will enter.
- Use the **Reply** facility.
- Enter about 15 words and check the accuracy of your message.
- Enter your **name** at the end of the message.
- Send** the message and then **print** the reply email from (*identify the location*).

Task 5

- Delete** the email you received in Task 3.
- Show** the tutor that the message received in Task 3 has been deleted.

Check that you have done everything required.

Hand your **three** printouts, with this sheet, to your tutor so they can be assessed.

Unit 4: Producing Charts Using ICT

Level: Entry

Credit value: 3

Guided learning hours: 15

Unit expiry date: 31/01/2011

Learning Outcomes	Assessment Criteria
1. Follow recommended safe practices	1.1. Use equipment safely eg arrange hardware, cables, adjust seating, lighting, avoid hazards, take breaks
2. Start up computer systems	2.1. Switch on computer and monitor safely 2.2. Open software application, eg word processing, data handling, etc
3. Use a data handling package to create charts	3.1. Use hardware, eg keyboard, mouse 3.2. Use software 3.3. Know that different software applications can produce charts eg spreadsheets and graphing packages
4. Enter and select data	4.1. Key in text and numbers 4.2. Know the importance of accuracy 4.3. Select the required data
5. Create charts appropriate to the data set	5.1. Create pie charts, bar/column charts and line charts 5.2. Know that pie charts show the proportion of the individual items within the whole data set 5.3. Know that bar/column charts compare individual data items 5.4. Know that line charts show continuously changing data
6. Attach headings and other labels to charts	6.1. Add headings to identify chart content 6.2. Add labels and percentage values to identify pie chart sectors 6.3. Add axis labels to bar/column and line charts
7. Save, print and close documents	7.1. Save documents 7.2. Print documents 7.3. Close documents

Unit purpose and aim

Candidates will be able to use a data handling package to create charts. They will be able to select data correctly and create a chart in an appropriate format.

Assessment requirements

In order to achieve this centre-assessed and OCR-moderated unit, candidates must:

- a) produce three charts appropriate to given data sets: a pie chart, a bar/column chart and a line chart
- b) correctly label each chart with the headings, sector labels, axis labels and legends required by the chart type

Tutor notes for model assignment

The tasks in this Model Assignment have been designed to meet the full assessment requirements of this unit. They may be adapted so that the chosen topic matches the interests and needs of each candidate. However, centres must ensure that all the assessment requirements of this unit are covered in full. There is no limit to the length of time candidates may take to carry out the tasks.

Each candidate should be given a copy of the Candidate Task Sheet. The tick boxes on this sheet may be used by candidates and tutors to ensure that all the assessment objectives have been covered in each of the tasks.

Centres must ensure that candidates have access to software that will enable them to meet all the assessment objectives, eg spreadsheet, graphing package etc.

Candidates need to be aware of issues of Health and Safety relating to the use of computers and should follow recommended safe practices at all times.

Candidates will need information for three different charts. Tutors should use small data sets appropriate to the interests and experience of their candidates. Data sets should include four, five or six items. A different data set is required for each chart or graph. Comparative data sets are not required at this level. Tutors should prepare the data sets and make them available to candidates in a format suitable for the centre's software and from a source easily accessible by the student. Centres should ensure that they are presenting students with data appropriate to different chart types - eg continuous rather than discrete data for line graphs.

Tutors may give support and guidance to candidates and this may focus on checking that candidates understand what is expected of them. Tutors may also wish to provide help to candidates on choice of chart type for the data they wish to include. Candidates may make a rough plan of what they intend to produce, if they wish, but this should not be assessed.

Candidates must ensure their chart uses the appropriate format, that data is charted completely accurately and that all labels are shown. They should be encouraged to check that the content of all labels is correct, but will not be penalised for errors. If students are going to add labels to data sets, encourage them to improve the information shown by displaying the values rather than repeating the category name. The printouts submitted must be solely the work of the candidates. Printouts should be accompanied by a completed Candidate Evidence Sheet, one for each candidate.

Evidence should only be submitted to the OCR Examiner-moderator when the centre assessor is satisfied that all the assessment requirements have been met successfully. Where gaps in the

evidence are identified, tutors may give feedback to the candidates so that they can revise and reprint.

At Level 3 in Adult Numeracy, candidates are expected to be able to interpret charts and read information from them. 3D charts, without labelling of data points are particularly hard to read.

Task 1 - Create a pie chart

This task covers all Assessment Objectives

- Produce a pie chart from a given data set that will show the proportion of each item in the overall total. The data should be charted with 100% accuracy. Where this is not achieved, eg final data item not included in selection, tutors can give feedback to the student so they can edit the chart and reprint.
- The heading should assist in interpreting the content of the chart. “Peter’s Pie Chart” is not appropriate.
- Each sector must be clearly identified with a label and the percentage value. When printed the sectors must be clearly distinct. If a legend is used, the sectors must be clearly identifiable from the legend.
- Candidates should be encouraged to check all headings and labels for accuracy.
- Each chart must show the student’s name. This may be included in the title, eg “Centre Use by Peter Jackson”, in a header or footer, or handwritten on the printout.
- Candidates should then save, print and close the document.

Task 2 - Create a bar/column chart

This task covers all Assessment Objectives

- Produce a bar/column chart from a given data set that will compare individual data items. The data should be charted with 100% accuracy. Where this is not achieved, eg axis label shows series 1, series 2 ..., tutors can give feedback to the student so they can edit the chart and reprint.
- The heading should assist in interpreting the content of the chart. “Peter’s Bar Chart” is not appropriate.
- Bar charts can have vertical or horizontal bars. Each bar must be clearly identified with a label. When printed the bars must be clearly distinct. Values may be shown on the top of the bars to assist interpretation of the data.
- Candidates should be encouraged to check all headings and labels for accuracy.
- Each chart must show the student’s name. This may be included in the title, eg “Daily Travel by Peter Jackson”, in a header or footer, or handwritten on the printout.
- Candidates should then save, print and close the document.

Task 3 - Create a line chart

This task covers all Assessment Objectives

- Produce a line chart from a given data set that will show continuously changing data. The data should be charted with 100% accuracy. Where this is not achieved, eg, incorrect data set selected, tutors can give feedback to the student so they can edit the chart and reprint.
- Line charts are used to show continuous data eg sales of one item over a period of time rather than static data like sales of different items at the same time.
- The heading should assist in interpreting the content of the chart. “Peter’s Line Chart” is not appropriate.
- The chart must be clearly identified with axis labels. When printed the line must be clearly distinct. Values may be shown by the data points to assist interpretation of the data.
- Candidates should be encouraged to check all headings and labels for accuracy.
- Each chart must show the student’s name. This may be included in the title, eg “Summer in Malta by Peter Jackson”, in a header or footer, or handwritten on the printout.
- Candidates should then save, print and close the document.

Evidence requirements

Evidence will consist of three printouts and the completion of the Evidence Checklist

Model assignment template

The template has been designed to meet the full assessment requirements of this unit. It may be used to design practice material and assessment assignments. The context may be adapted so that the form of charts matches the interests and needs of the candidates.

OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3) UNIT 4: PRODUCING CHARTS USING ICT

TEMPLATE FOR MODEL ASSIGNMENT

CANDIDATE TASK SHEET

You need to show that you can use suitable software to create 3 types of charts.

Task 1

- Open the data set (*filename*) from (*identify location.*)
- Highlight the data set (*give details*).
- Create a **pie chart**.
- Enter the heading (*enter appropriate text*).
- Ensure each sector is identified by a label or from a legend.
- Ensure each sector shows a **percentage** value.
- Check your work is accurate.
- Save** your work, **print** a copy and **close** the document.
- Check that you have included everything required.

(*Identify scenario*)

Task 2

- Open the data set (*filename*) from (*identify location*).
- Highlight the data set (*give details*).
- Create a **bar/column chart**.
- Enter the heading (*enter appropriate text*).
- Ensure each bar/column is identified by a label showing the data name.
- Label the x axis (*enter appropriate text*)
- Label the y axis (*enter appropriate text*)
- Check your work is accurate.
- Save** your work, **print** a copy and **close** the document.
- Check that you have included everything required.

(Identify scenario)

Task 3

- Open the data set (*filename*) from (*identify location*).
- Highlight the data set (*give details*).
- Create a **line chart**.
- Enter the heading (*enter appropriate text*).
- Ensure each point in the line chart is identified by a label showing the data name.
- Label the x axis (*enter appropriate text*)
- Label the y axis (*enter appropriate text*)
- Check your work is accurate.
- Save** your work, **print** a copy and **close** the document.
- Check that you have included everything required.

Hand your three printouts, with this sheet, to your tutor so that they can be assessed.

6 Administration arrangements

This section provides an overview of the administration arrangements operating for this qualification. Please refer to the *Administrative Guide to Vocational Qualifications* (code A850) for further information.

6.1 Unnamed entry

Entries are only available through the **unnamed route**; centres need **not** provide OCR with their candidates' details at the time that they purchase entries. Rather, they need only indicate on the entry form the number of entries they wish to purchase. Only when centres submit candidate work for accreditation will they need to provide candidates' details.

OCR provides centres with two NQF2 forms for unnamed entries. A completed example of this form can be found in Section 7.

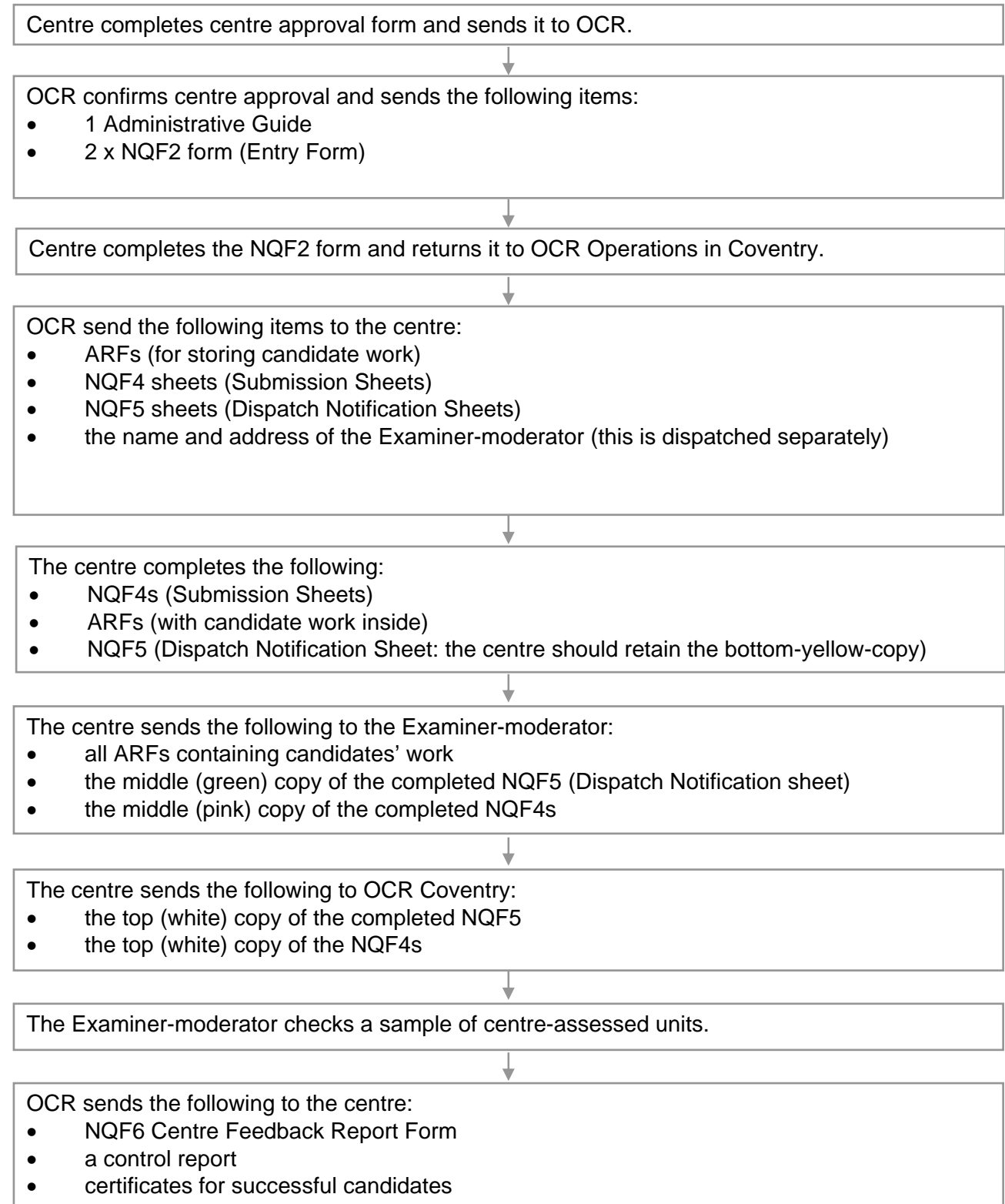
6.2 Full or Unit Entry

Centres may choose to enter candidates for either the full qualification or for one or more individual units.

On the NQF2 (Unnamed Entry form), centres have the opportunity to purchase either full entry or individual units.

Centres using the unnamed route need only indicate to OCR the total number of full and single units required, without specifying the unit numbers.

6.3 Overview of full process



6.4 How to gain centre approval

Centres can download and complete the electronic Centre Approval Form from the OCR website and return it to OCR Operations (or complete and submit it electronically). Alternatively contact the OCR Customer Contact Centre on 024 76 851509.

Further guidance on completion of the Centre Approval Form is provided in the *Administrative Guide to Vocational Qualifications* (code A850).

6.5 How to enter candidates

Enter candidates by completing the NQF2 Entry form. Entry forms will be issued to you after you have been approved as a centre to offer this qualification.

6.6 How to make an enquiry about results or appeal against a result

Full details of the results enquiries and appeals procedures are contained in the *Administrative Guide to Vocational Qualifications* (code A850).

6.7 Administrative documentation

Copies of example documentation may be found in the *Administrative Guide to Vocational Qualifications* (code A850). Copies of supporting documentation for teachers/tutors may also be found in the section [Supporting documentation](#) in this Centre Handbook.

7 Exemplar forms


Examples of the following documents are contained in this section.

- NQF2 OCR NQF Vocational Qualifications Entry Form (Unnamed Route)
- NQF4 OCR NQF Vocational Qualifications Candidate Submission Sheet (Unnamed Route)
- NQF5 OCR NQF Vocational Qualifications Dispatch Notification Sheet
- eNQF6 Centre Feedback Report

NQF2 OCR Vocational Qualifications Entry Form (Unnamed Route).

Centres use this form only to indicate the scheme code(s) of the required qualification(s), and the number of candidate entries required.

NQF2



OCR Vocational Qualifications Entry Form (Unnamed Route)

(Qualifications within the National Qualifications Framework only)

Centre Name & Address (Block Letters) FURTHER COLLEGE FAR STREET A CITY ANY COUNTY AN1 2NA	Centre Number <table border="1" style="width: 100%; text-align: center;"> <tr><td>9</td><td>9</td><td>3</td><td>7</td><td>3</td></tr> </table>	9	9	3	7	3
9	9	3	7	3		

Important:
See the OCR Vocational Qualifications Administration Catalogue for codes, fees and administration details

Scheme Code	Quantity	Fee @ £	Total									
<table border="1" style="display: inline-table; text-align: center;"> <tr><td>0</td><td>1</td><td>6</td><td>7</td><td>9</td></tr> </table> Full Entry A <table border="1" style="display: inline-table; text-align: center;"> <tr><td>1</td><td>0</td></tr> </table>	0	1	6	7	9	1	0	Single Unit Entry D <table border="1" style="display: inline-table; text-align: center;"> <tr><td>1</td><td>0</td></tr> </table>	1	0	£ _____	£ _____
0	1	6	7	9								
1	0											
1	0											
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Total			£ _____									

FEE SUMMARY/CONTACT DETAILS Amount of Fees Due £ Balance Due £ Your Order Number <table border="1" style="display: inline-table; text-align: center;"> <tr><td>A</td><td>2</td><td>0</td><td>0</td><td>3</td><td>0</td><td>1</td><td>4</td><td>6</td><td>8</td><td>1</td><td>2</td><td>9</td><td>6</td><td>0</td><td>B</td></tr> </table>	A	2	0	0	3	0	1	4	6	8	1	2	9	6	0	B	Contact Name PETER SMITH Telephone 024 7647 0033 Ext Fax 024 7646 8080 Signature <i>P Smith</i> Date 10/07/2009
A	2	0	0	3	0	1	4	6	8	1	2	9	6	0	B		

Cheques should be made payable to OCR and crossed
 VAT Reg No. GB 790 3301 12 RATING - EXEMPT
 Acceptance by OCR of Entries relating to Examinations or Verified Schemes is in accordance with its Terms of Business which are available on request from OCR


FOR USE AT OCR: Cheque received

D785

010703500/0701/8500/8500

Assessment Record Folder (Full Entry)

The Assessment Record Folder is the means by which each candidate's achievement is recorded. The candidate's personal details should be filled in as specified on the front cover of the ARF. The ARF must be kept secure by the centre and must not be retained by the candidate.



OCR
RECOGNISING ACHIEVEMENT

Entry Level Award

Using ICT (Entry 3) Full Entry

Assessment Record Folder

This folder is used to submit the work of a single candidate who has been entered for the full qualification. Please read the instructions overleaf.

Please complete in block letters:

Scheme Code:

0	1	6	7	9
---	---	---	---	---

Centre Number:

9	9	3	7	3
---	---	---	---	---

Candidate's surname or family name: ALLEN

Candidate's first forename: STEVEN

Candidate's second forename (if any): WILLIAM

Candidate's date of birth:

DD	MM	YYYY
22	10	1988

Assessment Record:
The Centre Assessor must tick the following boxes to indicate which units are enclosed. All units are centre assessed. Unit submitted to OCR unless the Centre Assessor is satisfied that all the necessary criteria for the award of the unit has been r
ation should any unit be

Unit	1	2	3	4
Centre Use	✓	✓	✓	

I confirm that all of the enclosed evidence was produced unaided by the above candidate under the specified assessment conditions.

Centre Assessor's name (please print): PAT FLORY

Centre Assessor's signature: P Flory Date: 01.07.2009

For OCR Examiner-moderator use only:
Please complete the following (✓) and indicate for units 1, 2, 3 and 4 whether fully sampled (f) or partially sampled (p).
Where a unit has not been achieved please mark with an X.

	1	2	3	4
OCR Examiner-moderator use				
OCR use - quality assessor check				

Examiner-moderator name (please print): _____ Date: _____

A116 0906

Assessment Record Folder (Full Entry) second page

ENTRY LEVEL AWARD IN USING ICT (ENTRY 3)

ASSESSMENT RECORD FOLDER (FULL ENTRY)

This folder is used to submit the work of a single candidate who has been entered for the full qualification.

The Assessment Record Folder (ARF) is the means by which each candidate's progress is monitored and his/her achievement recorded. It must be kept secure by the centre and, although it may be shown to the candidate, it must not be retained by him/her. Only the Tutor or Centre Assessor may make entries on the Assessment Record Folder.

All Tutors or Centre Assessors must ensure that they have a copy of the relevant Entry Level Award in Using ICT (Entry 3) Tutor's Handbook which gives detailed guidance on the running of the qualification and the assessment of candidates' work.

COMPLETION OF THE ASSESSMENT RECORD FOLDER

The Centre must complete the front cover of the Assessment Record Folder, entering the centre and candidate details, and indicating in the boxes provided which units have been enclosed. The Centre Assessor must indicate which units have been enclosed and should sign the ARF to confirm that the work consists only of evidence provided by the candidate under assessment conditions.

SUBMISSION FOR CERTIFICATION

When the group of candidates has completed all of the work for the units and the Centre Assessor has marked the units and completed the Assessment Record Folders the folders must be submitted for moderation.


Unnamed Entry

- 1 The candidate's personal details and the units achieved must be accurately transferred from the Assessment Record Folders onto the Candidate Submission Sheet(s) (NQF4).
- 2 The Centre must forward to the appointed OCR Examiner-moderator:
 - an Assessment Record Folder, for each candidate, containing their work
 - the middle (pink) copy of all Candidate Submission Sheets (NQF4) in the batch
 - the middle (green) copy of the Dispatch Notification Sheet (NQF5).
- 3 The Centre must forward the top (white) copy of the Candidate Submission Sheets to OCR at Coventry, attached to the top (white) copy of the Dispatch Notification Sheet.

Please note: the award of units by the Centre Assessor may be changed by the Examiner-moderator.

Assessment Record Folder (Unit Entry)

The Unit Entry ARF may only be used for single unit submissions. The candidate's personal details should be filled in as specified on the front cover of the ARF. The Centre Assessor must indicate which unit is being submitted for assessment.



OCR
RECOGNISING ACHIEVEMENT

Entry Level Award

Using ICT (Entry 3) Unit Entry

Assessment Record Folder

This folder is used to submit the work of a single candidate who has been entered for one unit. A separate folder must be used for each unit being submitted. The work of candidates who have been entered for the full qualification should be submitted using the 'Full Entry' version. Please read the instructions overleaf.

Please complete in block letters

Scheme Code:

0	1	6	7	9
---	---	---	---	---

Centre Number:

9	9	3	7	3
---	---	---	---	---

Candidate's surname or family name: WOOD

Candidate's first forename: EMILY

Candidate's second forename (if any): OLIVA

Candidate's date of birth:

DD	MM	YYYY
31	12	1981

Assessment Record:
The Centre Assessor must tick one of the following boxes to indicate which unit is assessed. All units are centre assessed. Under no circumstances should any centre assessed unit be submitted to OCR unless the Centre Assessor is satisfied that all the necessary criteria for the award of the unit has been met.

Unit	1	2	3	4
Centre Use	✓			

I confirm that all of the enclosed evidence was produced unaided by the above candidate under the specified assessment conditions.

Centre Assessor's name (please print): PAT FLORY

Centre Assessor's signature: P Flory Date: 01.07.2009

For OCR Examiner-moderator use only:
Please complete the following (✓) and indicate for units 1, 2, 3 and 4 whether fully sampled (F) or partially sampled (p). Where a unit has not been achieved please mark with an X.

	1	2	3	4
OCR Examiner-moderator use				
OCR use - quality assurance check				

Examiner-moderator name (please print): _____ Date: _____

A117 0906

Assessment Record Folder (Unit Entry) second page

ENTRY LEVEL AWARD IN USING ICT (ENTRY 3)**ASSESSMENT RECORD FOLDER (UNIT ENTRY)**

This folder is used to submit the work of a single candidate who has been entered for one single unit. A separate folder must be used for each unit being submitted. The work of candidates who have been entered for the full qualification should be submitted using the 'Full Entry' version.

The Assessment Record Folder ARF is the means by which each candidate's progress is monitored and his/her achievement recorded. It must be kept secure by the centre and, although it may be shown to the candidate, it must not be retained by him/her. Only the Tutor or Centre Assessor may make entries on the Assessment Record Folder.

All Tutors or Centre Assessors must ensure that they have a copy of the relevant Entry Level Award in Using ICT (Entry 3) Tutor's Handbook which gives detailed guidance on the running of the qualification and the assessment of candidates' work.

COMPLETION OF THE ASSESSMENT RECORD FOLDER

The Centre must complete the front cover of the Assessment Record Folder, entering the centre and candidate details, and indicating in the boxes provided which unit has been enclosed. The Centre Assessor must indicate which unit has been enclosed and should sign the ARF to confirm that the work consists only of evidence provided by the candidate under assessment conditions.

SUBMISSION FOR CERTIFICATION

When the group of candidates has completed all of the work for the unit and the Centre Assessor has marked the units and completed the Assessment Record Folders the folders must be submitted for moderation.


Unnamed Entry

- 1 The candidate's personal details and the units achieved must be accurately transferred from the Assessment Record Folders onto the Candidate Submission Sheet(s) (NQF4).
- 2 The Centre must forward to the appointed OCR Examiner-moderator:
 - an Assessment Record Folder, for each candidate, containing their work
 - the middle (pink) copy of all Candidate Submission Sheets (NQF4) in the batch
 - the middle (green) copy of the Dispatch Notification Sheet (NQF5).
- 3 The Centre must forward the top (white) copy of the Candidate Submission Sheets to OCR at Coventry, attached to the top (white) copy of the Dispatch Notification Sheet.

Please note: the award of units by the Centre Assessor may be changed by the Examiner-moderator.

NQF5 OCR Vocational Qualifications Dispatch Notification Sheet

A Dispatch Notification Sheet (NQF5) must always accompany the submission of candidate work: Every NQF5 has a unique number. One copy of the form is sent to OCR, one, with the work, to the Examiner-moderator and one is retained by the centre.

> Batch Number 546275	NQF5													
<hr/> OCR Vocational Qualifications DISPATCH NOTIFICATION SHEET <hr/>														
<p>One Dispatch Notification Sheet must be completed for each parcel of work submitted for certification. Several Submission Sheets may be submitted with one Dispatch Notification Sheet.</p>														
<table style="width: 100%; border: none;"> <tr> <td style="width: 30%; border: none;">Top Copy (White)</td> <td style="border: none;">send to OCR at Coventry, attached to the Submission Sheet(s)</td> </tr> <tr> <td style="border: none;">2nd Copy (Green)</td> <td style="border: none;">send to OCR Examiner-moderator</td> </tr> <tr> <td style="border: none;">3rd Copy (Yellow)</td> <td style="border: none;">retain as Centre record</td> </tr> </table>			Top Copy (White)	send to OCR at Coventry, attached to the Submission Sheet(s)	2nd Copy (Green)	send to OCR Examiner-moderator	3rd Copy (Yellow)	retain as Centre record						
Top Copy (White)	send to OCR at Coventry, attached to the Submission Sheet(s)													
2nd Copy (Green)	send to OCR Examiner-moderator													
3rd Copy (Yellow)	retain as Centre record													
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; border: 1px solid black; padding: 2px;">Qualification Title</td> <td style="border: 1px solid black; padding: 2px;">OCR ENTRY LEVEL AWARD IN USING ICT</td> </tr> </table>			Qualification Title	OCR ENTRY LEVEL AWARD IN USING ICT										
Qualification Title	OCR ENTRY LEVEL AWARD IN USING ICT													
<p>Please use CAPITAL LETTERS for all names</p>														
<table style="width: 100%; border: none;"> <tr> <td style="width: 20%; border: none;">Scheme Code:</td> <td style="border: 1px solid black; padding: 2px;">0</td> <td style="border: 1px solid black; padding: 2px;">1</td> <td style="border: 1px solid black; padding: 2px;">6</td> <td style="border: 1px solid black; padding: 2px;">7</td> <td style="border: 1px solid black; padding: 2px;">9</td> </tr> <tr> <td style="border: none;">Centre Number:</td> <td style="border: 1px solid black; padding: 2px;">9</td> <td style="border: 1px solid black; padding: 2px;">9</td> <td style="border: 1px solid black; padding: 2px;">3</td> <td style="border: 1px solid black; padding: 2px;">7</td> <td style="border: 1px solid black; padding: 2px;">3</td> </tr> </table>			Scheme Code:	0	1	6	7	9	Centre Number:	9	9	3	7	3
Scheme Code:	0	1	6	7	9									
Centre Number:	9	9	3	7	3									
< Centre Name:	FURTHER COLLEGE				>									
Centre Address:	FAR STREET													
	A CITY													
	ANY COUNTY AN1 2NA													
Contact Name:	PETER SMITH													
Total No of ARFs/USFs in batch: <input style="width: 40px; text-align: center;" type="text" value="4"/>			Total No of Submission Sheets in batch: <input style="width: 40px; text-align: center;" type="text" value="1"/>											
First name on first Submission Sheet in batch:			SAMANTHA SMITH											
Last name on last Submission Sheet in batch:			EMILY WOOD											
Name of OCR Examiner-moderator:			M TAYLOR											
Date ARFs/USFs dispatched to Examiner-moderator:			10/02/2009											
<p>The purpose of this form is to allow OCR to identify the parcel of work you have submitted through the Batch Number in the top left hand corner. If you have any queries relating to your candidates' results you should quote this Batch Number</p>														
					A742 > <small>0111/A858/0112/SK/10000</small>									

NQF6 Centre Feedback Report

This form is used to provide feedback to centres on the work submitted and to notify centres of any changes to awards made by the Examiner-moderator.

OCR Vocational Qualifications	
CENTRE FEEDBACK REPORT	
Centre Details	
99373	Further College
Qualification	
01679	OCR ENTRY LEVEL AWARD IN USING ICT
Examiner-moderator Details	
2399	Mark Taylor
Reference:	386863
Batch Details	
Batch number:	546275
Total ARFs received in Batch:	4
First Name in Batch:	Smith
Last Name in Batch:	Wood
Moderation Date:	17 July 2009
Centre Assessors	
P Smith	
<input type="checkbox"/> Insert item	
Electronic Portfolios	
Has the evidence you have moderated been provided as:	
<input type="checkbox"/> Electronic Portfolio Evidence Only	
<input checked="" type="checkbox"/> Paper Portfolio Evidence Only	
<input type="checkbox"/> In Both Formats	
The e-portfolio links can be found at:	
<input type="text"/>	
<input type="checkbox"/> Insert item	
Feedback	
Awarding Change Required?:	No
<input type="radio"/> Click here to insert specific candidate feedback.	
General Feedback Comments	
Comment	Applies to
Unit:	<input type="radio"/> Click here to insert relevant assessor names
All Units	
The comment refers to:	<input type="radio"/> Click here to insert relevant candidate names
Centre Assessor	
Comments:	
Thank you for your students' work – generally sound evidence	
u1 - encourage students to use clearly different font sizes	
u2 - ensure the aim of the search is clearly recorded. Handwritten on the printout is quite acceptable	
u3 - some interesting replies to your email	
u4 - no problems	
Admin - package arrived damaged - please reinforce parcels before posting	
<input type="checkbox"/> Insert item	
Recommendations	
Batch requires OCR review	<input type="checkbox"/>
Batch returned for remark	<input type="checkbox"/>
Batch requires OCR administrative action	Not applicable
<input type="text"/>	
Please submit this form to OCR when complete.	

8 Supporting Documentation

8.1 OCR sample assignments

OCR sample assignments are available for all units. Centres may choose to use these assignments as a benchmark for devising their own assessments to aid candidate preparation.

OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3) UNIT 1: DISPLAYING INFORMATION USING ICT

SAMPLE ASSIGNMENT A (using template)

CANDIDATE TASK SHEET

You must use your computer to produce a menu. Before you start, you may make a rough plan of the document you wish to produce.

Task 1

- Open a blank document.
- Create a menu.
- Enter at least **15 words**, eg the location, the food on offer.
- Enter some **numbers**, eg the prices, the opening times.
- Insert **one image** (clip art, scanned photo, imported picture).
- Enter your **name** and the words **draft copy** beneath the data you have entered.
- Use a spellchecker to help you check your work is **accurate**.
- Save** your work, **print** a copy and **close** the document.
- Ask your tutor to check that you have included everything required.

You need to make some changes to the menu you saved in Task 1.


Task 2

- Open** your saved document.
- Align some (or all) of your words to the **centre** or to the **right** of the page.
- Clearly** change the font **size** of some of your words.
- Clearly** change the font **style** of some of your words.
- Emphasise some of your words using **bold**, and/or *italics* and/or underlining.
- Move** the image to a different position on the menu.
- Delete the words **draft copy** and enter the words **final copy**.
- Check that your name is still present.
- Use a **spellchecker** to check for accuracy.
- Save** your work using a **different file name**, print a copy and close the document.
- Ask your tutor to check that you have included everything required.

Hand your two printouts, with this sheet, to your tutor so that they can be assessed.

Example evidence produced using task sheet

Task 1



The Tall Tree

Lunch 12.00 to 2.00

Soup
Fish chips and peas
Ice cream
Coffee or tea

£4.75

Peter Jackson Draft Copy

Task 2

The Tall Tree

Lunch 12.00 to 2.00

Soup
Fish chips and peas
Ice cream
Coffee or tea

£4.75



Peter Jackson Final Copy

OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3) UNIT 1: DISPLAYING INFORMATION USING ICT

SAMPLE ASSIGNMENT B (using template)

CANDIDATE TASK SHEET

You must use your computer to produce a letter about your holiday. Before you start, you may make a rough plan of the document you wish to produce.

Task 1

- Open a blank document.
- Draft a letter about your holiday.
- Enter at least **15 words**, eg where you went, what you did.
- Enter some **numbers**, eg the date, the cost.
- Insert **one image** (clip art, scanned photo, imported picture).
- Enter your **name** and the words **draft copy** beneath the data you have entered.
- Use a spellchecker to help you check your work is **accurate**.
- Save** your work, **print** a copy and **close** the document.
- Ask your tutor to check that you have included everything required.

You need to make some changes to the letter you saved in Task 1.

Task 2

- Open** your saved document.
- Align some (or all) of your words to the **centre** or to the **right** of the page.
- Clearly** change the font **size** of some of your words.
- Clearly** change the font **style** of some of your words.
- Emphasise some of your words using **bold**, and/or *italics* and/or underlining.
- Move** the image to a different position on the letter.
- Delete the words **draft copy** and enter the words **final copy**.
- Check that your name is still present.
- Use a **spellchecker** to check for accuracy.
- Save** your work using a **different file name**, print a copy and close the document.
- Ask your tutor to check that you have included everything required.

Hand your two printouts, with this sheet, to your tutor so that they can be assessed.

Example evidence produced using task sheet

Task 1

10 Main Road
Coventry
CV4 8BR

22/07/09


Dear Chris

I have just come back from visiting my sister.
She lives in Florida in the USA.


The weather was fantastic. It was 32 degrees.

Love Peter

Peter Jackson Draft Copy



Task 2



10 Main Road
Coventry
CV4 8BR

22/07/09

Dear Chris

I have just come back from visiting my sister.
She lives in Florida in the USA.

The weather was fantastic. It was **32 degrees**.

Love Peter

Peter Jackson Final Copy

OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3) UNIT 2: USING ICT TO FIND INFORMATION

SAMPLE ASSIGNMENT A (using template)

CANDIDATE TASK SHEET

You must find specific information using your computer or some other ICT source.

For **this search** you must use the Internet to find train times tomorrow to go from home to a place you would like to visit.

Task 1

- Open up the Internet Explorer and find a site with train information.
- Enter the journey details.
- Follow the instructions to find suitable trains.
- Print out a copy of just one page showing the information you found.
- Write the aim of the search and your name on the printout.
- Highlight the information you have found so that your tutor can check you have been successful.

For **this search** you must find a recipe you would like to try.

Task 2

- Write down the recipe name.
- Insert the CD with the recipe library.
- Search the menu for your recipe.
- Print out a copy of just one page showing the result of your search.
- Write the aim of the search and your name on the printout.
- Highlight the name of the recipe you have found so that your tutor can check you have been successful.

Show that you can use the Help facility in Word to find out how to copy an image on your page.

Task 3

- Open a word processing package.
- Find the information that you want.
- Print out a copy.
- Write the aim of the search and your name on the printout.
- Highlight the information you have found so that your tutor can check you have been successful.

Hand your printouts or handwritten sheets with your search results, and this sheet, to your tutor so that they can be assessed.

Example evidence produced using task sheet

Task 1

I wanted to find train times from Coventry to Durham. It will take about five hours.

Peter Jackson

TIMETABLE RESULT: COVENTRY TO DURHAM

Below is a list of the train departure and arrival times which match your outward and return journeys. You can use the Find earlier trains and Find later trains buttons to click through the rest of the timetable.

OUTWARD JOURNEY SUNDAY 19 TH JULY 2009				RETURN JOURNEY SUNDAY 19 TH JULY 2009			
Depart	08:35	09:00	10:05	Depart	20:28	22:28	22:28
Arrive	13:31	14:23	14:32	Arrive	05:49	08:20	07:24
Changes	1	3	1	Changes	1	2	3
Duration	4:56	5:23	4:27	Duration	9:21	9:54	8:56
Details	View	View	View	Details	View	View	View
FIND EARLIER TRAINS FIND LATER TRAINS				FIND EARLIER TRAINS FIND LATER TRAINS			

Task 2

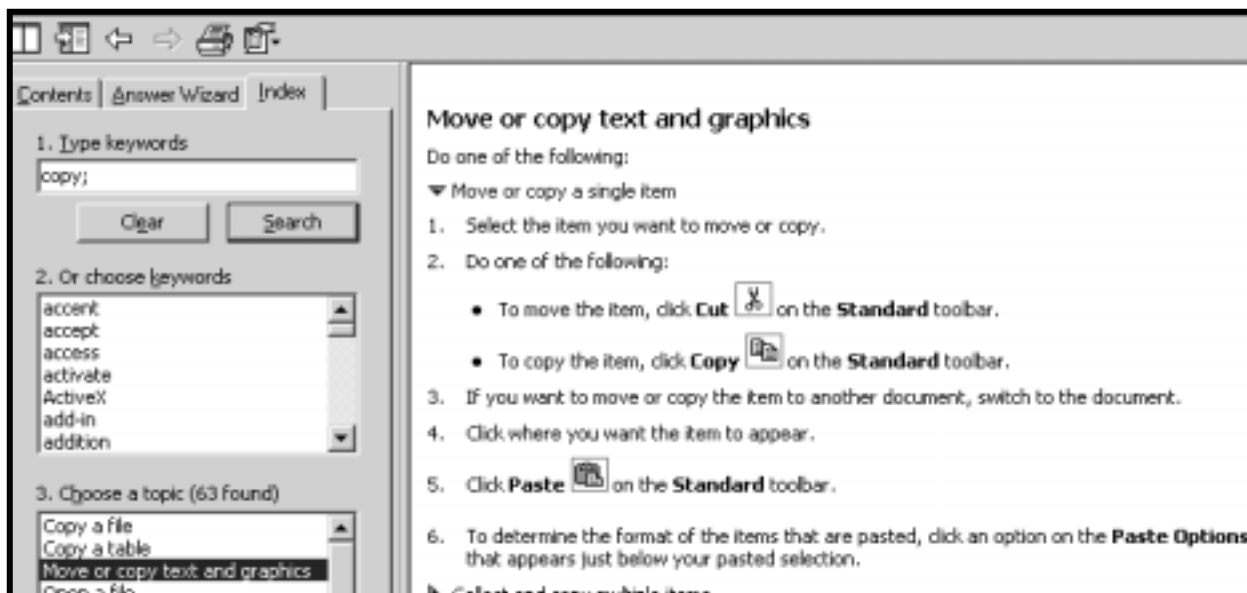
I wanted a recipe to cook fish because fish is healthy to eat.

Peter Jackson

Task 3

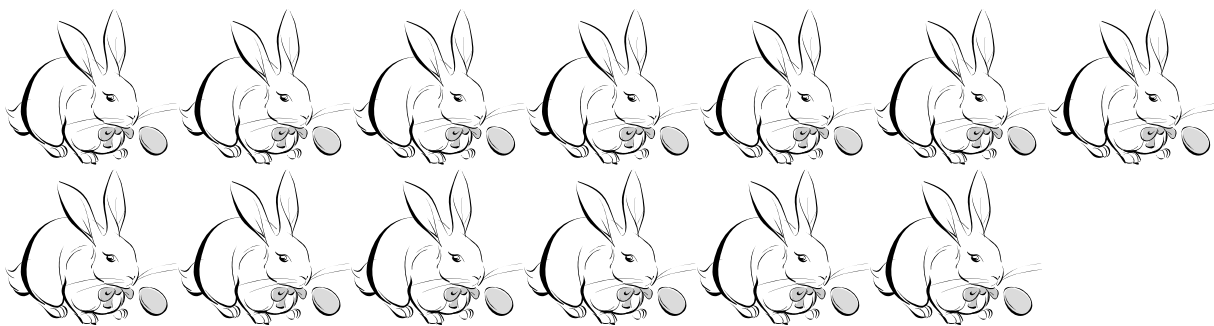
I wanted to know how to copy an image. I went to the Help File and now I know how to do it.

Peter Jackson



I can copy and paste images

Peter Jackson



OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3) UNIT 2: USING ICT TO FIND INFORMATION

SAMPLE ASSIGNMENT B (using templates)

CANDIDATE TASK SHEET

You must find specific information using your computer or some other ICT source.

For **this search** you must use the Internet to find the weather in a place that you would like to visit this weekend.

Task 1

- Write down the place name.
- Open up the Internet and find a search engine.
- Enter the search details.
- Follow the links to a suitable page.
- Print out a copy of just one page showing the information you found.
- Write the aim of the search and your name on the printout.
- Highlight the information you have found so that your tutor can check you have been successful.

For **this search** you must use a CD ROM that will help you work out how much wallpaper you need to decorate one of your rooms.

Task 2

- Find out the size of your room.
- Open up the DIY CD ROM and go to the index.
- Choose the wallpaper calculator.
- Enter the measurements for your room.
- Calculate the wallpaper you will need.
- Print out a copy of just one page showing your calculations.
- Write the aim of the search and your name on the print out.

You must use the Help file in an application to find out how to find a web page you visited last week.

Task 3




- Open the web browser.
- Find the information that you want.
- Print out a copy.
- Write the aim of the search and your name on the printout.
- Highlight the information you have found so that your tutor can check you have been successful.

Example evidence produced using task sheet

Task 1

I am going to Blackpool tomorrow and want to know what the weather will be like – it doesn't look very good.

Peter Jackson

The weather today at: Blackpool		
Blackpool, Gbr		
Today	Sunday	Monday
		
sunny	showers	cloudy
min: 15	min: 18	min: 20
max: 25	max: 20	max: 23

Task 2

I want to wallpaper my living room and want to know how many rolls of wallpaper I will need.

Peter Jackson

your room details...

Are these measurements in feet or metres

Enter the width of the area:

Enter the height of the area:

Enter the width of the door:

Enter the height of the door:

Enter the width of the window:

Enter the height of the window:

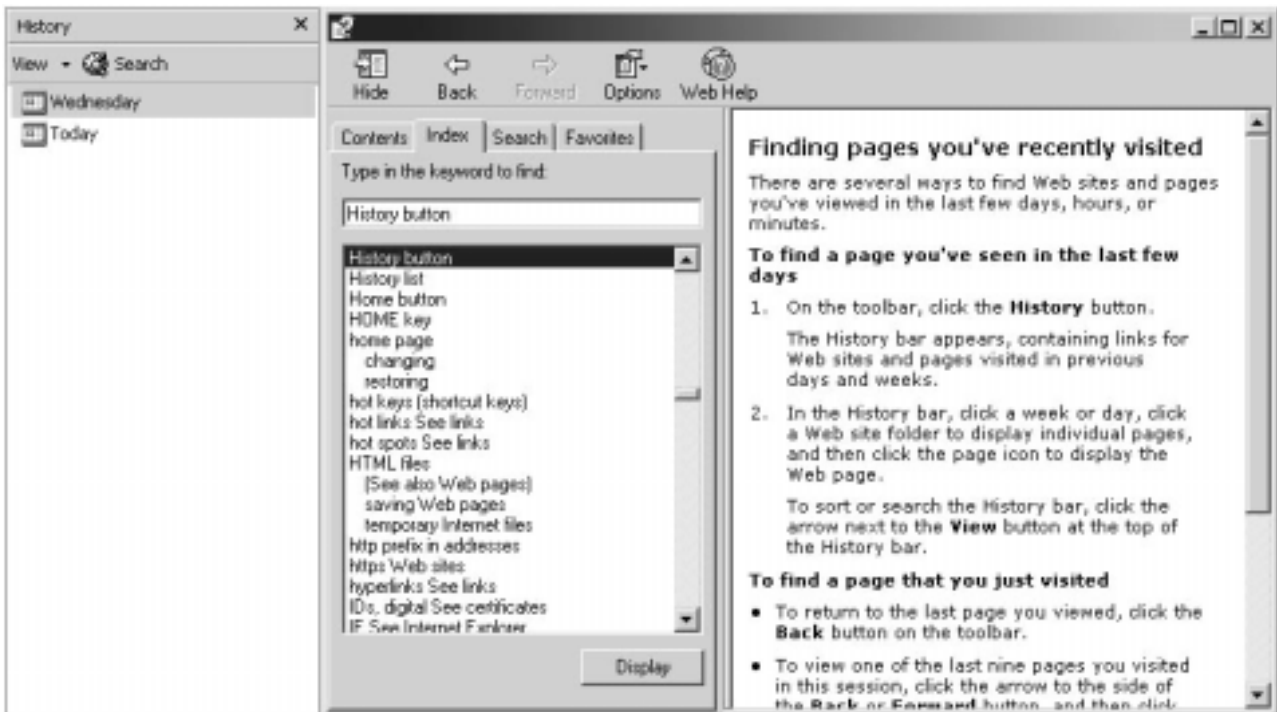
your results...

area to paper	number of rolls
25.5	5

Task 3

I wanted a quick way to go back to pages I searched last week. I searched the Help file in Internet Explorer and found the History button.

Peter Jackson



Example of completed form

OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3)

CANDIDATE EVIDENCE SHEET

This sheet is used to record assessment objectives that are not evidenced by hard copy. The same sheet should be used to record evidence for all units the candidate is submitting.

Candidate name: *Peter Jackson*

Units 1, 2, 3, 4 Use ICT system	
Start & shutdown system <input checked="" type="checkbox"/>	Use input device <input checked="" type="checkbox"/>
Follow recommended safe practice in ICT <input checked="" type="checkbox"/>	

Unit 1, 4 Work with files	
Create new file <input checked="" type="checkbox"/>	Open existing file <input checked="" type="checkbox"/>
Save file <input checked="" type="checkbox"/>	Close file <input checked="" type="checkbox"/>

Unit 2 Insert and remove media	
Floppy disc <input type="checkbox"/>	Flash drive <input type="checkbox"/>
CD <input checked="" type="checkbox"/>	Memory card <input type="checkbox"/>
DVD <input type="checkbox"/> Other:.....	<input type="checkbox"/>

Unit 3 Keep access information secure	
Use password <input checked="" type="checkbox"/>	
Delete email <input checked="" type="checkbox"/>	

Tutor's signature *SJ Cove*

Candidate's signature *Peter Jackson*

Date *17/07/09*

OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3) UNIT 3: COMMUNICATING INFORMATION USING ICT

SAMPLE ASSIGNMENT A (using template)

CANDIDATE TASK SHEET

You need to show that you can use email to create a message asking for information.

Task 1

- Open** the software for your email account.
- Accurately enter the **password** to access your messages.

Task 2

- Find the **address** for the **Centre Manager** from the **Address Book**.
- Create a blank message using the address – check that it is completely accurate.
- Prepare a message** asking for information about new courses – decide the words you want to include.
- Enter a few words as the **subject** to identify the message.
- Enter about **15 words** in the message area asking about courses.
- Enter your **name** at the end of the message.
- Check the **accuracy** of your message.
- Send** the email.
- Print** the email from your **Sent items** folder.

You need to show that you can open the email I sent about my lottery win and send a reply.

Task 3

- Open** the message that that you have received from your tutor in your **Inbox**.
- Read** the email with the subject **If only this were true!**
- Print** the email from your **Inbox**.
- If your name does not appear on this email, write your name on the printout.

You need to show that you can reply to the email and tell me about your charity.

Task 4

- Prepare your reply to the **If only this were true!** email – decide the words you want to include.
- Use the **Reply** facility.
- Enter about 15 words in the message area and check the accuracy of your message.
- Enter your **name** at the end of the message.
- Send** the message and then **print** the reply email from your **Sent items** folder.

You need to show that you can delete messages from your email account.

Task 5

- Delete** the **If only this were true!** email you received in Task 3.
- Show** the tutor that the message printed for Task 3 has been deleted.

Check that you have done everything required.

Hand your **three** printouts, with this Sheet, to your tutor so they can be assessed.

Example evidence produced using task sheet

Task 2 – Send an email

From: Peter Jackson Date: 4 June 2009 19:45 To: manager@coniston.cumbria.sch.uk Subject: Scribble with Photoshop
I like the sound of this course. Is it for complete beginners like me? Peter

Task 3 – Receive an email

From: Tutor Date: 11 June 2009 19:00 To: ict3@coniston.cumbria.sch.uk Subject: If only this were true!	Peter Jackson
I've just won the lottery and I want to give most of it away to charity. Tell me which charity you would want me to support and why. Stephe	

Task 4 – Reply to an email

From: Peter Jackson Date: 11 June 2009 20:35 To: tutor@coniston.cumbria.sch.uk Subject: Re: If only this were true!
Please support Mountain Rescue. It's funded by voluntary contributions and every donation is welcome. Peter
----- Original Message ----- From: tutor@coniston.cumbria.sch.uk To: ict3@coniston.cumbria.sch.uk Sent: Thursday, November 11, 2009 7:00 PM Subject: If only this were true
> I've just won the lottery and I want to give most of it away to charity. Tell me which charity you > would want me to support and why. Stephe

Task 5 – Delete an email.

(A tick on the Candidate Evidence Sheet is all that is required for this task.)

OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3)

UNIT 3: COMMUNICATING INFORMATION USING ICT

SAMPLE ASSIGNMENT B (using template)

CANDIDATE TASK SHEET

You need to show that you can use email to create a message arranging a meeting.

Task 1

- Open** the software for your email account.
- Accurately enter the **password** to access your messages.

Task 2

- Choose an **address** from the **class list**.
- Enter** the email address and check that it is completely accurate.
- Prepare a message** arranging to meet someone – decide the words you want to include.
- Enter a few words as the **subject** to identify the message.
- Enter about **15 words** in the message area arranging to meet someone.
- Enter your **name** at the end of the message.
- Check the accuracy of your message.
- Send** the email.
- Print** the email from your **Sent items** folder.

You need to show that you can open the email I sent asking for feedback and send a reply.

Task 3

- Open** the messages that you have received in your **Inbox**.
- Read** the email with the subject **How is it going?**
- Print** the email from your **Inbox**.
- If your name does not appear on this email, write your name on the printout.

You need to show that you can reply to the email and give me your feedback.

Task 4

- Prepare your reply to the **How is it going?** email – decide the words you want to include.
- Use the **Reply** facility.
- Enter about **15 words** in the message area and check the accuracy of your message.
- Enter your **name** at the end of the message.
- Send** the message and then **print** the reply email from your **Sent items** folder.

You need to show that you can delete messages from your email account.

Task 5

- Delete** the **How is it going?** email you received in Task 3.
- Show** the tutor that the message has been deleted.

Check that you have done everything required.

Hand your **three** printouts, with this sheet, to your tutor so they can be assessed.

Example evidence produced using task sheet

Task 2 – Create and send an email

From: Peter Jackson Date: 11 June 2009 20:08 To: tutor@coniston.cumbria.sch.uk Subject: this weekend
<p>I can't wait for the weekend. The weather looks good for climbing mountains at long last. Peter</p>

Task 3 – Receive an email

From: Tutor Date: 18 June 2009 19:00 To: ict3@coniston.cumbria.sch.uk Subject: How is it going?	Peter Jackson
<p>How is the course going so far? Let me know what you think. Stephe</p>	

Task 4 – Reply to an email

From: Peter Jackson Date: 18 June 2009 20:35 To: tutor@coniston.cumbria.sch.uk Subject: Re: How is it going?
<p>I wish I could tell if it was me or the machine that was getting it wrong. Peter</p> <p>----- Original Message ----- From: tutor@coniston.cumbria.sch.uk To: ict3@coniston.cumbria.sch.uk Sent: Thursday, December 18, 2009 7:00 PM Subject: How is it going?</p> <p>> How is the course going so far? Let me know what you think. > Stephe</p>

Task 5 – Delete an email

(A tick on the Candidate Evidence Sheet Checklist is all that is required for this task)

Example of completed form**OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3)****CANDIDATE EVIDENCE SHEET**

This sheet is used to record assessment objectives that are not evidenced by hard copy. The same sheet should be used to record evidence for all units the candidate is submitting.

Candidate name: *Peter Jackson*

Units 1, 2, 3, 4 Use ICT systemStart & shutdown system Use input device Follow recommended safe practice in ICT **Unit 1, 4 Work with files**Create new file Open existing file Save file Close file **Unit 2 Insert and remove media**Floppy disc Flash drive CD Memory card DVD

Other:

Unit 3 Keep access information secureUse password Delete email Tutor's signature *SJ Cove* Candidate's signature *Peter Jackson* Date *17/07/09*

OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3)

UNIT 4: PRODUCING CHARTS USING ICT

SAMPLE ASSIGNMENT A (using template)

CANDIDATE TASK SHEET

You work in a Health Centre. You want to create a pie chart to show the number of patients using each of the different services on a single day.

Task 1

- Open the data set **health** from the folder **databank**
- Highlight the data set showing patients using **Doctor, Dentist, Nurse and Home visits**
- Create a **pie chart**
- Enter the heading **Centre Use by [Your Name]**
- Ensure each sector is identified by a label or from a legend
- Ensure each sector shows a **percentage** value
- Check your work is accurate
- Save** your work, **print** a copy and **close** the document
- Check that you have included everything required

You keep a check of the miles you drive for work to claim expenses. You want to create a bar/column chart to show how many miles you travel in a week.

Task 2

- Open the data set **miles** from the folder **databank**
- Highlight the data set showing the miles travelled for each day of the week from **Monday** through to **Friday**
- Create a **bar/column chart**
- Enter the heading **Daily Travel by [Your Name]**
- Ensure each bar/column is identified by a label showing the name of the day of the week
- Label the x-axis **May 2009**
- Label the y-axis **Distance in Miles**
- Check your work is accurate
- Save** your work, **print** a copy and **close** the document
- Check that you have included everything required

You are planning a trip to Malta. You want to create a line chart to see how much rain falls over the summer months.

Task 3

- Open the data set **malta** from the folder **databank**
- Highlight the data set showing the rainfall in Malta for each of the four months from **June** through to **September**
- Create a **line chart**
- Enter the heading **Rainfall in Malta by [Your Name]**
- Ensure each point on the line chart is identified by a label showing the month
- Label the x-axis **Month**
- Label the y-axis **Amount in mm**
- Check your work is **accurate**
- Save** your work, **print** a copy and **close** the document
- Check that you have included everything required

Hand your three printouts, with this sheet, to your tutor so that they can be assessed.

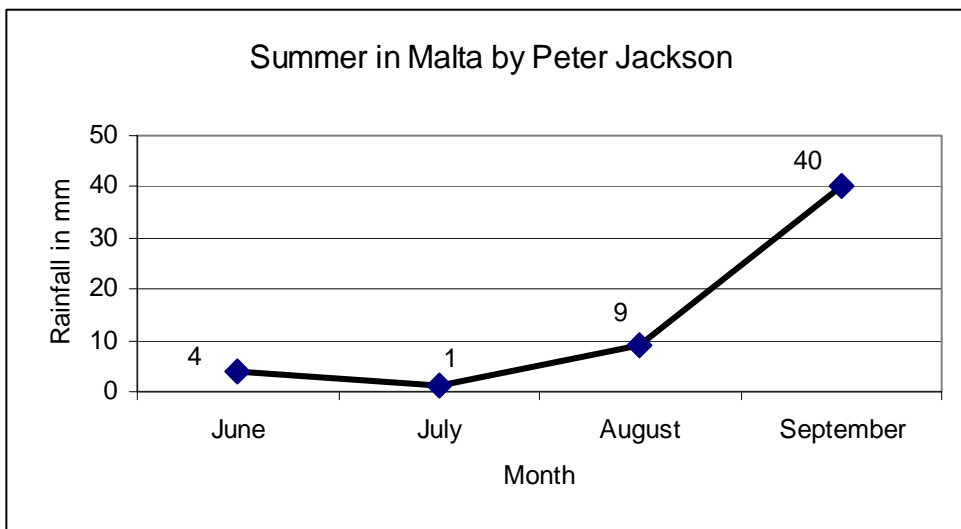
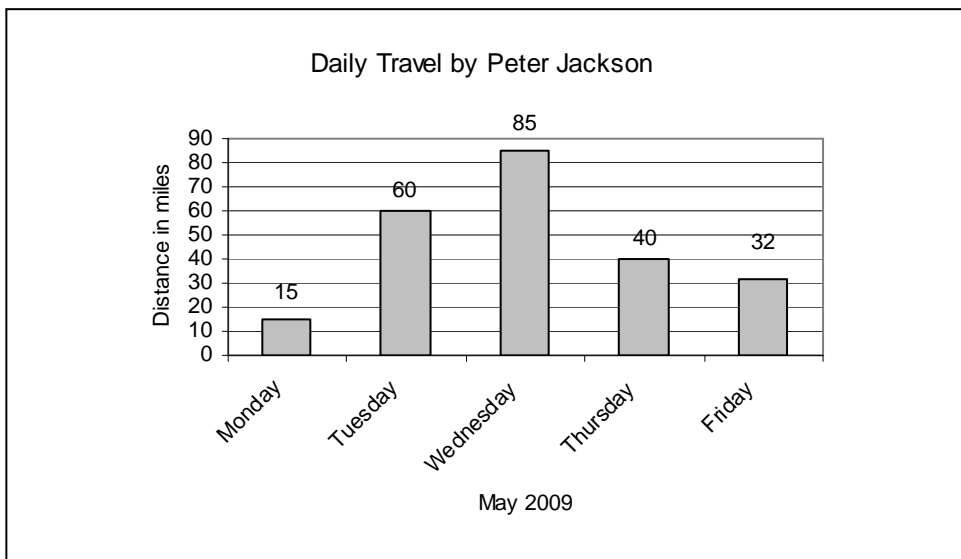
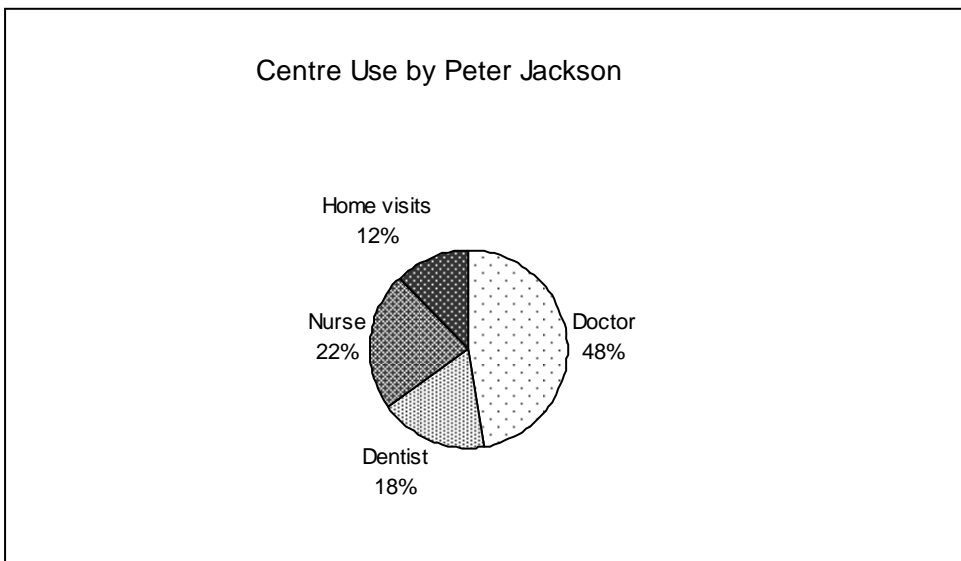
Data sets for practice assignment

health	
Doctor	85
Dentist	32
Nurse	40
Home visits	22

miles	
Monday	15
Tuesday	60
Wednesday	85
Thursday	40
Friday	32

malta	
June	4
July	1
August	9
September	40

Evidence produced using task sheet



OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3) UNIT 4: PRODUCING CHARTS USING ICT

SAMPLE ASSIGNMENT B (using template)

CANDIDATE TASK SHEET

You are working in a shop. You want to create a pie chart to show the sales of magazines on the different days of the week.

Task 1

- Open the data set **magazine** from the folder **databank**
- Highlight the data set showing magazine sales for the six days **Monday** through to **Saturday**
- Create a **pie chart**
- Enter the heading **Magazine Sales by [Your Name]**
- Ensure each sector is identified by a label or from a legend
- Ensure each sector shows a **percentage** value
- Check your work is accurate
- Save** your work, **print** a copy and **close** the document
- Check that you have included everything required

You are planning a trip to climb the highest mountains in England, Scotland, Wales and Northern Ireland. You want to create a bar/column chart to show how the heights of the four mountains compare.

Task 2

- Open the data set **mountain** from the folder **databank**
- Highlight the data set showing the heights of **Scafell Pike, Ben Nevis, Snowdon** and **Slieve Donard**
- Create a **bar/column chart**
- Enter the heading **Highest Points by [Your Name]**
- Ensure each bar/column is identified by a label showing the name of the mountain
- Label the x-axis **Mountain**
- Label the y-axis **Height in Metres**
- Check your work is accurate
- Save** your work, **print** a copy and **close** the document
- Check that you have included everything required

You want to create a line chart to keep track of the money you have left in your bank account at the end of each month.

Task 3

- Open the data set **savings** from the folder **databank**
- Highlight the data set showing what you have in your account at the end of the five months from **January** through to **May**
- Create a **line chart**
- Enter the heading **Savings in 2009 by [Your Name]**
- Ensure each point on the line chart is identified by a label showing the month
- Label the x-axis **Month**
- Label the y-axis **Amount**
- Check your work is **accurate**
- Save** your work, **print** a copy and **close** the document
- Check that you have included everything required

Hand your three printouts, with this sheet, to your tutor so that they can be assessed.

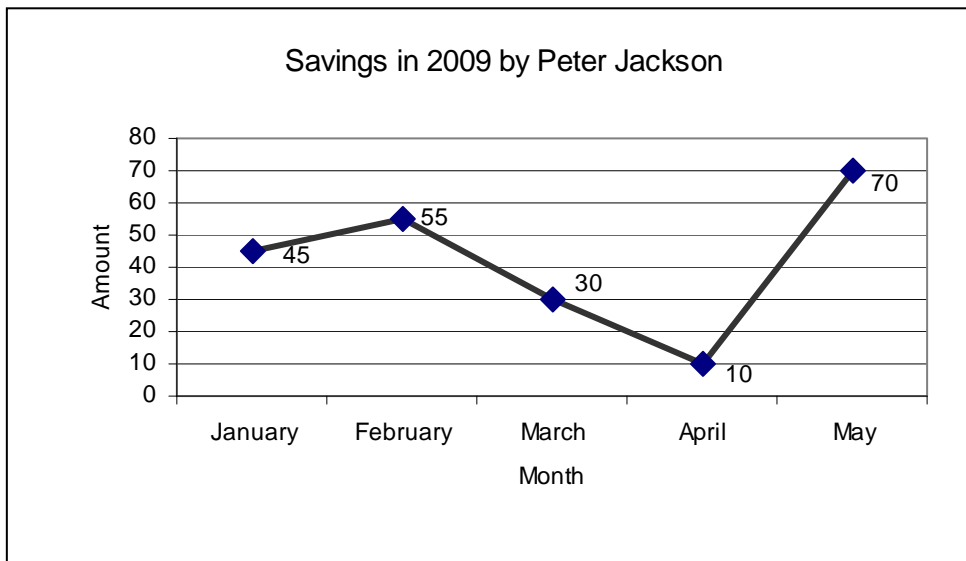
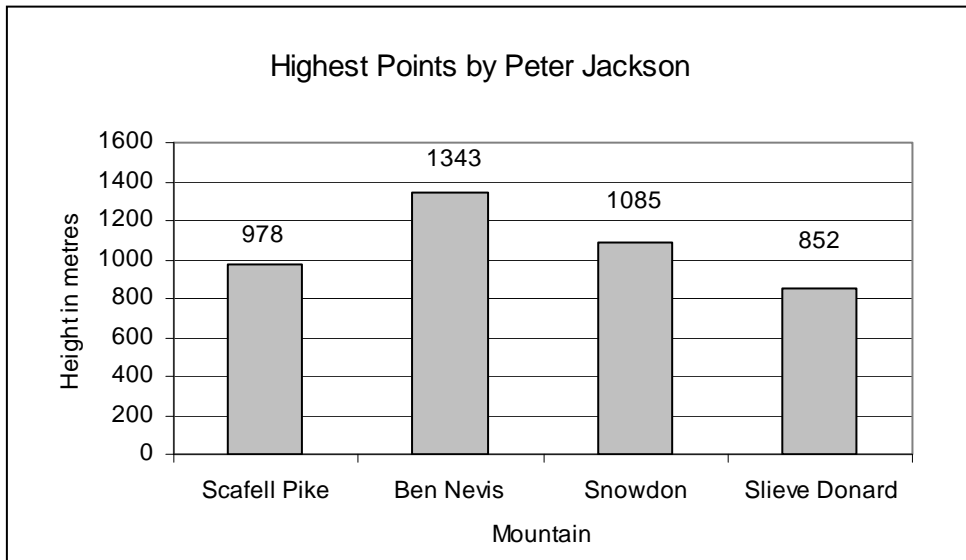
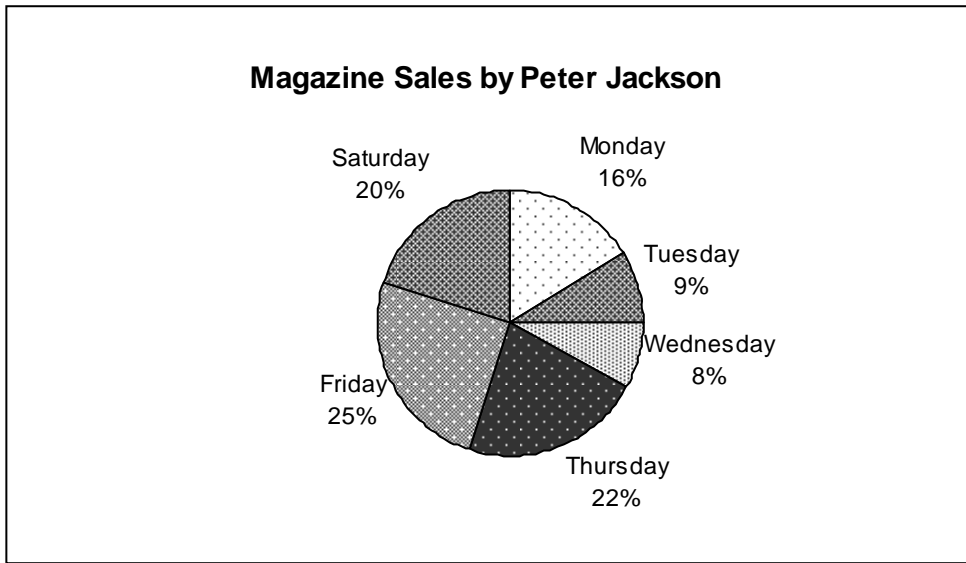
Data sets for assessment assignment

magazine	
Monday	48
Tuesday	27
Wednesday	24
Thursday	66
Friday	75
Saturday	60

mountain	
Scafell Pike	978
Ben Nevis	1343
Snowdon	1085
Slieve Donard	852

savings	
January	45
February	55
March	30
April	10
May	70

Evidence produced using task sheet



OCR ENTRY LEVEL AWARD IN USING ICT (ENTRY 3)**CANDIDATE EVIDENCE SHEET**

This sheet is used to record assessment objectives that are not evidenced by hard copy. The same sheet should be used to record evidence for all units the candidate is submitting.

Candidate name:

Peter Jackson

Units 1, 2, 3, 4 Use ICT system

Start & shutdown system

Use input device

Follow recommended safe practice in ICT

Unit 1, 4 Work with files

Create new file

Open existing file

Save file

Close file

Unit 2 Insert and remove media

Floppy disc

Flash drive

CD

Memory card

DVD

Other:

Unit 3 Keep access information secure

Use password

Delete email

Tutor's signature *SJ Cove*

Candidate's signature *Peter Jackson*

Date *17/07/09*

9 Guidance For Candidates

9.1 What is the OCR Entry Level Award in Using ICT (Entry 3)

This qualification aims to:

- 1 To develop candidates' practical skills in using common software applications for a purpose
- 2 To develop candidates' ability to operate ICT equipment correctly and safely
- 3 To develop candidates' confidence in the use of ICT
- 4 To encourage progression to qualifications at Level 1 of the Qualifications Credit Framework by assisting in the development of the skills and knowledge that learners will need to undertake further study

9.2 What do I have to do to achieve this qualification?

To achieve this qualification you must achieve the required combination of units from those listed below.

Unit No	Unit title	Credit value
1	Displaying information using ICT	3
2	Using ICT to find information	3
3	Communicating information using ICT	3
4	Producing charts using ICT	3

To achieve the Award you must achieve 9 credits.

9.3 What if I cannot complete enough units for a full award?

This qualification is very flexible and will allow you to achieve recognition for what you have already achieved even if you do not finish the full qualification. OCR has systems in place which allow you to be awarded a certificate listing the unit (or units) you have achieved even if you are unable to complete the full qualification.

9.4 How do I know that this qualification is right for me?

This qualification is designed for candidates who are new to using ICT and wish to gain accreditation for newly acquired skills.

This qualification may also form a progression route to courses such as OCR ITQ Award for IT Users (QCF), OCR Level 1 Award for IT Users (New CLAIT), OCR Level 1 Award in Functional Skills (ICT) or to the Level 1 Key Skill in IT.

For those candidates who wish to broaden their achievements at this level and for whom progression will be horizontal rather than vertical, qualifications at Entry 3 are also available in the following areas: Adult Literacy, Adult Numeracy, Preparation for Employment, Learning Skills, Job Seeking and a range of vocational and general subjects.

9.5 How are the units tested?

All of the units are assessed by the centre and externally moderated. Candidates will be required to produce evidence demonstrating that they have met all of the assessment objectives as required for each of the units.

9.6 Do I need to pass all of the units?

No. You need to achieve 9 credits in order to achieve a full OCR Entry Level Award in Using ICT (Entry 3). However, each unit represents a worthwhile achievement in its own right, and certification is also available at unit level.

9.7 Finally

To gain a full OCR Entry Level Award in Using ICT (Entry 3) you must achieve 9 credits. If you do not achieve all of the credits for the full qualification, you will be issued with a 'unit certificate' which lists the unit or units which have been passed.

OCR wishes you every success in your achievement of this qualification.

10 Basic Skills Signposting

The grid below indicates where a course of study learning to OCR Entry Level Award in Using ICT (Entry 3) may provide opportunities to work towards the requirements of the Adult Literacy, Adult Numeracy standards at Entry 3 and Entry Level Adult ICT Standards (Skills for Life / Basic Skills).

Basic Skills		OCR Entry Level Award in Using ICT (Entry 3)			
Basic Skill	Evidence Reference	Unit 1	Unit 2	Unit 3	Unit 4
National Standards for Adult Literacy Entry 3	Listen and Respond	✓	✓	✓	✓
	Speak to communicate	✓	✓	✓	✓
	Engage in discussion	✓	✓	✓	✓
	Read and understand	✓	✓	✓	✓
	Read and obtain information		✓	✓	
	Write to communicate	✓	✓	✓	
National Standards for Adult Numeracy Entry 3	Read and understand	✓	✓		✓
	Specify and describe				
	Generate results				
	Present and explain results				
National Standards for Adult ICT Skills for Life Entry 3	Using ICT systems	✓	✓	✓	✓
	Finding and exchanging information		✓	✓	
	Developing and presenting information	✓	✓	✓	✓

11 Further Support and Information

11.1 General enquiries

For general enquiries relating to any of OCR's vocational qualifications, please contact the OCR Customer Contact Centre on:

Telephone: 024 76 851509
Fax: 024 76 851633
Email: vocational.qualifications@ocr.org.uk

Alternatively, you could visit OCR's website at www.ocr.org.uk for further information on OCR qualifications.

11.2 Centre Approval, Candidate Registration and Certification

For general information regarding centre approval, candidate registration and certification, please contact Operations Customer Support on:

Operations
OCR
Progress House
Westwood Way
Westwood Business Park
Coventry
CV4 8JQ

Telephone: 024 76 470033
Fax: 024 76 468080

11.3 Results enquiries

Administrative Queries

If a candidate's work was submitted to the Examiner-Moderator but no certificate is received or the certificate accredits different units to those expected, the centre should check the Centre Feedback Report (NQF6 and NQF6a).

If there is no amendment to awards on the Centre Feedback Report (NQF6 and NQF6a) the centre should check its copy of the Candidate Submission Sheet (Unnamed Route) (NQF4).

Assessment Queries

If a centre disagrees with the Examiner-Moderator's comments or changes to awards, the centre can apply for a report on the work of an individual candidate or a group of candidates. The Centre Assessor or Head of Centre should make application, in writing. Requests for reports should be made only when the centre has reasonable grounds for believing a result is inaccurate.

No investigation of results can be carried out without receipt of a Results Enquiry form and the appropriate fee. If results are subsequently changed and the fault lies with OCR, the fee will be refunded in full.

Results Enquiry forms and current fees can be obtained from Vocational Assessment Business Support Services (VABSS) at OCR in Coventry.

Results Enquiries must be made within **THREE MONTHS** of receipt of the certificate(s).

Procedures for dealing with enquiries and appeals are in line with OCR's established procedures for qualifications within the Qualifications Credit Framework. Full information is provided in the OCR NQF Vocational Qualifications Administration Catalogue.

11.4 Customer feedback

We welcome feedback from customers on all aspects of our provision. Comments relating to this documentation should be sent to:

The OCR Qualification Manager
OCR Entry Level Award in Using ICT (Entry 3)
Qualifications Division
OCR
Progress House
Westwood Way
Coventry
CV4 8JQ

11.5 OCR Training Events

Information on OCR's training events for centres can be found on the OCR website by going to www.ocr.org.uk, or by contacting:

OCR Training
Customer Support Division
Progress House
Westwood Way
Coventry CV4 8JQ

Telephone: 02476 496 398
Fax: 02476 496 399
Email: training@ocr.org.uk

11.6 OCR Publications

The OCR Publications Service offers support to OCR customers, centres, parents and candidates. It offers a wide range of up-to-date materials for sale which relate to our key qualifications. These materials include specifications, past papers, mark schemes and a range of support materials.

The OCR Publications Catalogue holds the full list of materials currently available to order. To obtain a copy of this and to order publications, please go to <http://publications.ocr.org.uk> or call our dedicated order line on 0870 770 6622.

Orders can also be emailed to publications@ocr.org.uk or posted to the address on the order form printed in the OCR Publications Catalogue.

OCR Support Materials prepare extra resources to help you deliver our qualifications. These support materials can be ordered from OCR Publications and more information about the materials can be obtained from support.materials@ocr.org.uk.