

**OCR Entry Level Certificate in ICT Skills for Life  
Scheme Code 05556  
Frequently Asked Questions  
(FAQs)**

Preparing a Programme of Learning .....	3
Can I alter the template to suit my candidates with special needs?.....	3
Unit 2C .....	3
Can I submit a reply to an email as evidence? .....	3
Unit 3A.....	3
Do I need a DTP package for Unit 3A? .....	3
Do I need to record the number of words used?.....	3
Unit 3B.....	3
My centre does not have CD Rom drives. What other removable media source can I use?.....	3
Are databases and spreadsheets suitable sources of information?.....	3
Is finding a specified file on a floppy a suitable search for Unit 3B? .....	3
Does the help search have to come from any particular application?.....	4
Do I have to do a search using removable media?.....	4
Unit 3C .....	4
Do candidates have to reply to a message from the tutor in Unit 3C? .....	4
Do I need to record the number of words used?.....	4
Can I still send messages with attachments? .....	4
My centre does not have access to external email. Can I still do this unit? .....	4
Working With Candidates .....	5
How much help can tutors give candidates with writing, spelling and grammar? .....	5
My candidates are finding some elements quite hard. Can you suggest suitable activities? .....	5
Collecting Evidence .....	5
Do all candidates need identical prints? .....	5
Do local assessors have to mark work .....	5
Do I need a Candidate Evidence Sheet for each of the units I send for moderation?.	5
Sending Off Evidence.....	5
What if several tutors are teaching the same candidates? .....	5
Do you need to send all 3 units with a full entry Assessment Record Folder?.....	6
Do I need to fill in the units on the NQF4 Candidate Submission Sheet?.....	6
Do I need to send the whole of a student portfolio for moderation?.....	6
Should I put work in plastic wallets? .....	6
Is there a minimum batch size? .....	6
Do I need to record the number of words used?.....	6
Do I have to use a special carrier to send work for moderation? .....	6
Can I send work for more than one level in an Assessment Record Folder? .....	6

## **Preparing a Programme of Learning**

### **Can I alter the template to suit my candidates with special needs?**

OCR's policy on assessment for special needs can be found on the website. Centres must contact OCR well before the date that assessment is going to take place to discuss problems. Cases are judged against the criteria on an individual basis. Simple alterations to font size or style, paper size, vocabulary etc are usually not a problem and local assessors are encouraged to use contexts appropriate to their candidates

The idea of the templates is that tutors replace the italics with a context suitable for their candidates and some guidance (as with the ones shown in the second half of the handbook) rather than leaving them totally open-ended. Word copies of the templates are now on the website – search ICT Skills for Life and go to publications at the top of the page.

## **Unit 2C**

### **Can I submit a reply to an email as evidence?**

No. Candidates must create an email and enter an **accurate** address. A reply to an email is not acceptable as it does not provide evidence of entering an accurate address.

## **Unit 3A**

### **Do I need a DTP package for Unit 1?**

The scheme does not specify the software required only the outcomes it must produce. Unit 1 tasks could be completed with most word processing, presentation graphics or computer art packages as well as with a DTP programme. Choose the one most appropriate for your candidates from the range available at your centre.

### **Do I need to record the number of words used?**

There is no need to do a word count. It is usually very obvious that there are a not enough or a lot more than the set number. The minimum is set at 15 to give enough text to format. Above that is what is appropriate to the student's level of literacy and typing speed.

## **Unit 3B**

### **My centre does not have CD Rom drives. What other removable media source can I use?**

Using a file from a floppy disc, flash drive or memory stick are other possibilities. If your network system does not allow input in this way, it may be possible to give candidates access to a laptop or a stand-alone PC outside the network system for them to learn the correct procedures.

### **Are databases and spreadsheets suitable sources of information?**

If candidates are given a partly set-up file for them to search or total with autosum etc, then they are using an ICT source to search for information and may be processing numbers at the same time. It is important to ensure that the work with simple databases and spreadsheets is appropriate to the literacy and numeracy skills of individual candidates.

### **Is finding a specified file on a floppy a suitable search for Unit 3B?**

This is a very useful skill but it would not be counted as a search. Looking for a file by name in the folder is only what we are expecting in unit 3A, Assessment Objective 6 - retrieve a document.

If the sample file contains a simple spreadsheet or database, the candidate could find the file and perform a simple filter/ query/autosum to answer a specific question about the data.

Alternatively, provide a disc with a number of files and have the candidate search using "containing text" to find content that isn't apparent from the filename. This is a useful skill when they can't remember the filename they used for their work in the previous class! It would also cover the using removable media element.

### Does the help search have to come from any particular application?

No. It can come from any application the candidate is using eg their webmail or a specific graphing package.

Ensure that the help searches are appropriate to the candidate – not so easy that you will already have taught it (eg save) or too difficult eg (file system information). It is a useful way to extend existing knowledge eg decorative underline or copy a picture from the Internet

### Do I have to do a search using removable media?

No, not necessarily. Candidates must be introduced to what is involved in using removable media and this may include one of the searches eg Internet and CD encyclopaedia. However, if the searches were Internet and Teletext, then use of removable media would have to be covered as a separate topic.

## **Unit 3C**

### Do candidates have to reply to a message from the tutor in Unit 3C?

This e-mail can be from either the tutor, another candidate or from an external address. However, candidates must use the reply facility.

### Do I need to record the number of words used?

There is no need to do a word count. It is usually very obvious that there are a not enough or a lot more than the set number. The minimum is set at 15 to give enough text to format. Above that is what is appropriate to the student's level of literacy and typing speed.

### Can I still send messages with attachments?

Yes, of course. Adding attachments is not assessed at Entry Level 3, but many candidates will want to know how to do this. Attachments on messages will just be ignored at moderation.

### My centre does not have access to external email. Can I still do this unit?

Sending messages through a college Intranet is no problem if the messages show appropriate header details eg to, from date etc.

The use of email can be simulated and suggestions for how this could be done are given below.

You can save message(s) as a mail (.eml) file on a floppy disc/flash drive etc. The saved message can then be opened on any machine that has Outlook or Outlook express set up with a dummy account even though it has no connection. You will be asked where to put the message and need to choose Inbox. The message can be opened and read. Candidates can print the message directly as if received. If they click reply, they can get the appropriate screen, add a message and click Send. The reply message will only go into the Outbox and get no further. It can't be printed from the Sent items. You would have to do a screen print from the reply screen. The original message can then be deleted. A new message can be composed and screen printed in the same way.

That covers all the elements of the scheme and, although not ideal, will be accepted as covering all the non-server functions of email. Send a note with the batch explaining to the Examiner–moderator the circumstances at the centre that have made this approach necessary

## **Working With Candidates**

### **How much help can tutors give candidates with writing, spelling and grammar?**

It's quite OK for tutors to scribe for students so they use their time for ICT not handwriting.

Tutors can work with students in preparation to ensure they are absolutely clear on what is to be done. Then the assessment is just about achieving the ICT elements. If the ICT assessment is also going to be used for Literacy assessment, tutors must work to the higher of the standards expected

### **My candidates are finding some elements quite hard. Can you suggest suitable activities?**

ICT Skills for Life is available at Entry levels 1, 2 and 3. The handbook provides templates for teaching and assessment of candidates who have not yet reached Entry 3 and who will need to be entered at a lower level.

## **Collecting Evidence**

### **Do all candidates need identical prints?**

No. Candidate printouts don't even need to be on the same theme. Choice of text, image, layout, search question etc will be up to the individual candidate. Encourage open-ended tasks using the templates so candidates can build on their own interests and experience in a relevant and motivating context. From the work they have done, pick printouts that cover the evidence requirements. It could be that no two printouts are identical in a whole batch.

### **Do local assessors have to mark work**

All candidate printouts in all units must have evidence of marking to show that the local assessor has checked the work against the evidence requirements. You may also wish to encourage your candidates to annotate their printouts themselves – “bold” “new size” “picture moved” etc - as part of their check that all parts of the task have been completed. Where tasks are not successfully completed you should discuss with the candidate what is required, enabling them to edit and reprint their work.

### **Do I need a Candidate Evidence Sheet for each of the units I send for moderation?**

A Candidate Evidence Sheet needs filling in to show that objectives not evidenced by prints have been achieved. 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.

## **Sending Off Evidence**

### **What if several tutors are teaching the same candidates?**

A single local assessor needs to take responsibility for checking the evidence is complete and signing off a single Assessment Record Folder. For a group of candidates, this task could be shared across all the tutors doing a few ARFs each or all done by a single tutor. Therefore, batches of ARFs may contain work from a single or several local assessors. The maximum batch size is 60 ARFs. Where batches are larger than this, split them down into batches for individual local assessors

### Do you need to send all 3 units with a full entry Assessment Record Folder?

No. You could submit 1, 2 or 3 units as long as it is clear, on the front page of the ARF, what evidence has been included. You may find it motivating for candidates to submit part entries as a number of Single Unit entries. Sending in units as they are completed provides feedback and encouragement to candidates rather than having them wait for full certification right at the end of the course.

### Do I need to fill in the units on the NQF4 Candidate Submission Sheet?

Yes. Take a great deal of care in filling in the paperwork or results are delayed in the system.

Please ensure all awards are recorded on the NQF4. This starts off the certification process while the evidence is still with the examiner-moderator

### Do I need to send the whole of a student portfolio for moderation?

Only send final prints as evidence for assessment. Save postage by leaving out internal centre admin forms, task sheets, instructions, pre assessment work etc.

### Should I put work in plastic wallets?

No. Just put the work inside the Assessment Record Folders. It is helpful to the moderator if the checklist is at the front and the work is sorted in order of units.

### Is there a minimum batch size?

No. Work can be sent in to suit your centre/candidate needs. Some centres will send in a batch of single unit entries when all the class have finished one unit. Some centres wait until all candidates have finished all units before submitting work. The decision is made by the centre.

### Do I need to record the number of words used?

There is no need to do a word count. It is usually very obvious that there are a not enough or a lot more than the set number. The minimum is set at 15 to give enough text to format. Above that is what is appropriate to the student's level of literacy and typing speed.

### Do I have to use a special carrier to send work for moderation?

No. The centre may select the most appropriate means of sending work to be moderated. Some parcels arrive badly split and in Post Office bags. Please reinforce packages before sending.

### Can I send work for more than one level in an Assessment Record Folder?

No. Each folder can only contain evidence for one level (eg either Entry 1, or Entry 2 or Entry 3). If a candidate has completed assessments at different levels, use Single Entry Folders for submission. Entry level 1 is only a single unit and should be submitted in a Unit Entry Folder. It can not be entered in Full Entry Folder with two units at Entry Level 2.