

Information Technology

Tutor Guide

[INTERMEDIATE 2]

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UNIT Information Technology (Intermediate 2)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME I: Use an IT system effectively

Performance criteria

- a) Operation of hardware devices is efficient
- b) Operation of the system is responsible and considerate to other users
- c) Security and management of data is effective and efficient
- d) Use of the operating system is effective.

Evidence requirements

Performance evidence that the candidate can use an IT system. Candidates must use a minimum of five hardware devices including the following: input devices (e.g. keyboard); pointing device (e.g. mouse); output device (e.g. monitor and printer); storage device (e.g. disk drive).

Candidates must use the operating system to: start up the system; close down the system; launch applications; locate data and applications; use a filing system; manage data.

Candidates should use simple tools selected from a range of simple tools such as file managers, print managers and control panels.

OUTCOME 2: Perform processes using a range of application packages

Performance criteria

- a) Routine processes are carried out effectively
- b) Complex processes are carried out effectively
- c) Integration of different data types is effective
- d) Data is output accurately in an appropriate format.

Evidence requirements

Performance evidence that the candidate can perform the following routine processes: enter; edit; output.

Candidates must use at least three application areas selected from text processing, spreadsheet, database, simulation, graphics, communications, audio/music, desktop publishing, programming language, data logging, control, e-mail. One package must be used to perform complex processes, such as use of templates, macros and auto-correction facilities in text processing.

These applications must involve the use of a minimum of two types of data from text, number, graphics, sound, video.

OUTCOME 3: Carry out searches to extract and present relevant information

Performance criteria

- a) Selection of data sources is effective
- b) Search strategy selected is efficient and effective
- c) Data is correctly extracted using several selection criteria
- d) Information is presented effectively.

Evidence requirements

Oral and/or written evidence that the candidate can select data sources.

Performance evidence that the candidate can carry out searches and can extract and present data. At least two searches must be carried out involving different data sets or different forms of information.

A paper or electronic copy of the presented information should be retained.

What this unit is about

This core skills unit seeks to develop the skills in effective use of an IT system to perform routine processing of a range of data.

Outcomes

1. Use an IT system effectively.
2. Perform processes using a range of application packages.
3. Carry out searches to extract and present relevant information.

Prior experience

While entry is at the discretion of the centre, candidates would normally be expected to have attained Information Technology (Intermediate 1).

Progression

Successful attainment of this unit will allow the candidate to proceed to:

- Information Technology (Higher)

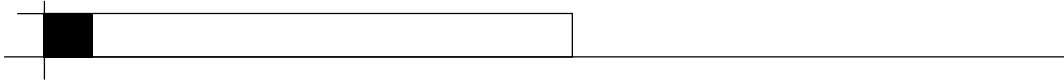
The Learning and Teaching Scotland publication *Information Technology (Higher)* has been written to allow students to progress easily from Intermediate 2 to Higher.

Core skills

Information on the automatic certification of core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

The attainment of this unit will lead to the automatic award of:

- Information Technology at Intermediate 2.



Introduction to this pack

This open learning pack covers the syllabus requirements for the SQA National Unit, Information Technology at Intermediate 2. In addition to this Tutor Guide, it consists of a Student Introductory Guide and **five** Study Sections as indicated below.

Student Introductory Guide

Study time: 1–2 hours

Outcome 1: Computer Basics

Study time: Approximately 5–7 hours

Outcome 2(1): Databases

Study time: Approximately 6–8 hours

Outcome 2(2): Spreadsheets

Study time: Approximately 6–8 hours

Outcome 2(3): Word Processing

Study time: Approximately 6–8 hours

Outcome 3: The Internet

Study time: Approximately 7–8 hours

Unit study sections

Each Study Section of this learning pack is structured in exactly the same way:

- Contents page
- An introduction to the section
 - what the section is about
 - the objectives of the section
 - suggested study time for the section
 - a note of other resources required which are not included in the pack
- Assessment information
 - how, when, where, what assessment for the section will take place

- Subject content, including
 - Activities (A) and Self Assessed Questions (SAQ)
 - Answers to SAQs are at the back of the Study Sections.

Approximate study time

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours. The study times quoted should therefore be used as a guide only.

Symbols used in the pack

In addition to the Introductory Guide there are three distinct Study Sections, each relating to a unit outcome. The Study Sections allow students to work on their own with your support. (The Study Section covering Outcome 2 is subdivided into three subsections.) As they work through the sections, students will encounter two symbols which indicate that something follows that they are expected to do. An explanation of these symbols follows:

Self Assessed Questions



This symbol is used to indicate a numbered Self Assessed Question (SAQ). SAQs are used most commonly to check the students' understanding of the material that has already been covered in the Study Sections.

This type of assessment is self-contained, that is to say that everything is provided within the Study Section to enable students to check their understanding of the materials.

The process is simple:

- The students are set SAQs throughout the Study Section. These will be set as e.g. short-answer questions, etc.
- They respond to these, either by writing in the space provided in the assessment itself, or in their own notebook.
- On completion of the SAQ, they turn to the back of the section to compare the SAQ responses to theirs.
- If they are not satisfied after checking out their responses, they should turn to the appropriate part of the Study Section and go over the topic again.

Remember – the answers to SAQs are contained within the study materials. Students are not expected to 'guess' at these answers.

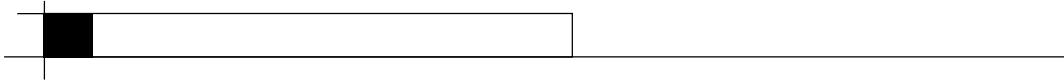
Activities



This symbol indicates a numbered Activity. An Activity is normally a task the student will be asked to do which should improve or consolidate understanding of the subject in general or a particular feature of it.

The activities take students through exercises on the computer to demonstrate how to carry out processing tasks. There are screen dumps to show them what their screen should look like so that they will know if they are following the activity correctly.

Remember that SAQs and Activities contained within the pack are intended to allow students to check their understanding and monitor their own progress throughout the course. It goes without saying that the answers to these should only be checked out after the SAQ or Activity has been completed.



How students will be assessed

Throughout each Study Section of this learning package, a series of Self Assessed Questions (SAQs) and Activities have been developed to provide students with 'on-the-spot' feedback about their progress within the relevant Section.

When and where students will be assessed

As a tutor, you should summatively assess each student using your own centre's instrument(s) of summative assessment.

Depending on the policy of your school or college, summative assessment may be undertaken at the centre, or at a distance from the centre, under supervision.

Most often assessment is undertaken by the learner at school or college under supervision of a tutor. However, for the student who lives some distance from the centre, an invigilation system may be set up at a recognised support centre local to the student (community education centre, training centre, etc).

The summative assessments are recorded by you, the tutor, and they form the basis of the student's final results within the unit. The students should be informed that you will complete all the necessary paperwork and notify them of their successful completion of the unit.

What students have to achieve

All outcomes have to be assessed and the objective of this 40-hour unit is that the student will achieve Outcomes 1, 2 and 3 of SQA unit D01D 11 Information Technology (Intermediate 2).

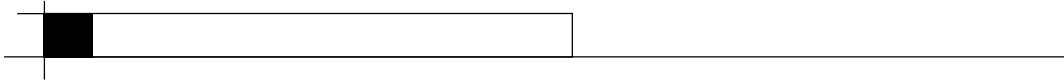
Opportunities for reassessment

If students don't achieve the required standard for the award of 'pass' within any assessment, they should be informed of this and you should arrange for them to be reassessed on the particular elements of the assessment which need improving.

Alternative instruments of summative assessment should be available and utilised where necessary.

External assessment

There is no external assessment associated with this unit.



PART 5

When students enrol for this course they should either be given a timetable or receive details of their tutor and information on contact details, i.e. the day, time, telephone/e-mail number, where they can make contact. They may retain this information on a Tutor Details Form similar to that shown below.

Tutor Details Form

Tutor's name: _____

Address (for correspondence and assignments):

Telephone number: _____

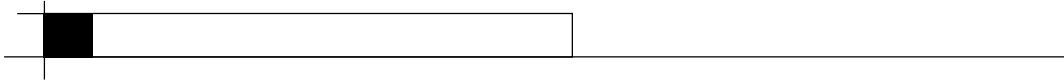
Fax number: _____

E-mail address: _____

Times available for contact: Day/Evening: _____

Times: _____

Attendance requirement: _____



PART 6

Learning and Teaching Scotland is very interested in the views of tutors who have used these learning materials with students. Your feedback and comments will assist us in evaluating and, where necessary, improving this package for future student and tutor use.

We would be grateful if you would spend a little time completing and returning this form to Learning and Teaching Scotland.

Please answer all of the questions as fully and frankly as possible. Please rate the materials by placing a tick in the appropriate box and adding relevant comments in the space provided.

Thank you for your assistance.

1	The content is pitched at the appropriate level for the target student	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
2	The content is accurate and up-to-date	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
3	The content meets the requirements of the stated outcomes/aims/objectives	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
4	The content is sufficient to allow the student to achieve the stated outcomes/aims/objectives	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
5	The learning approaches are appropriate	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>

contd overleaf

TUTOR EVALUATION FORM

6	The language is suitable for the target student	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
7	Sufficient and significant Activities, SAQs and Tutor Assignments are included	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
8	Appropriate feedback has been included	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
9	The assessment methods are appropriate	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
10	The standards of assessment are acceptable	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
11	The pack is structured in such a way as to allow students to find their way through the materials	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
12	This pack is appropriate for use with a minimum of tutor contact	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
13	Overall I would rate this pack as	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>

Name _____ School/College _____ Date _____

Thank you once again for your assistance. Please send completed forms to: OFDL Project, Learning and Teaching Scotland, Gardyne Road, Dundee DD5 1NY