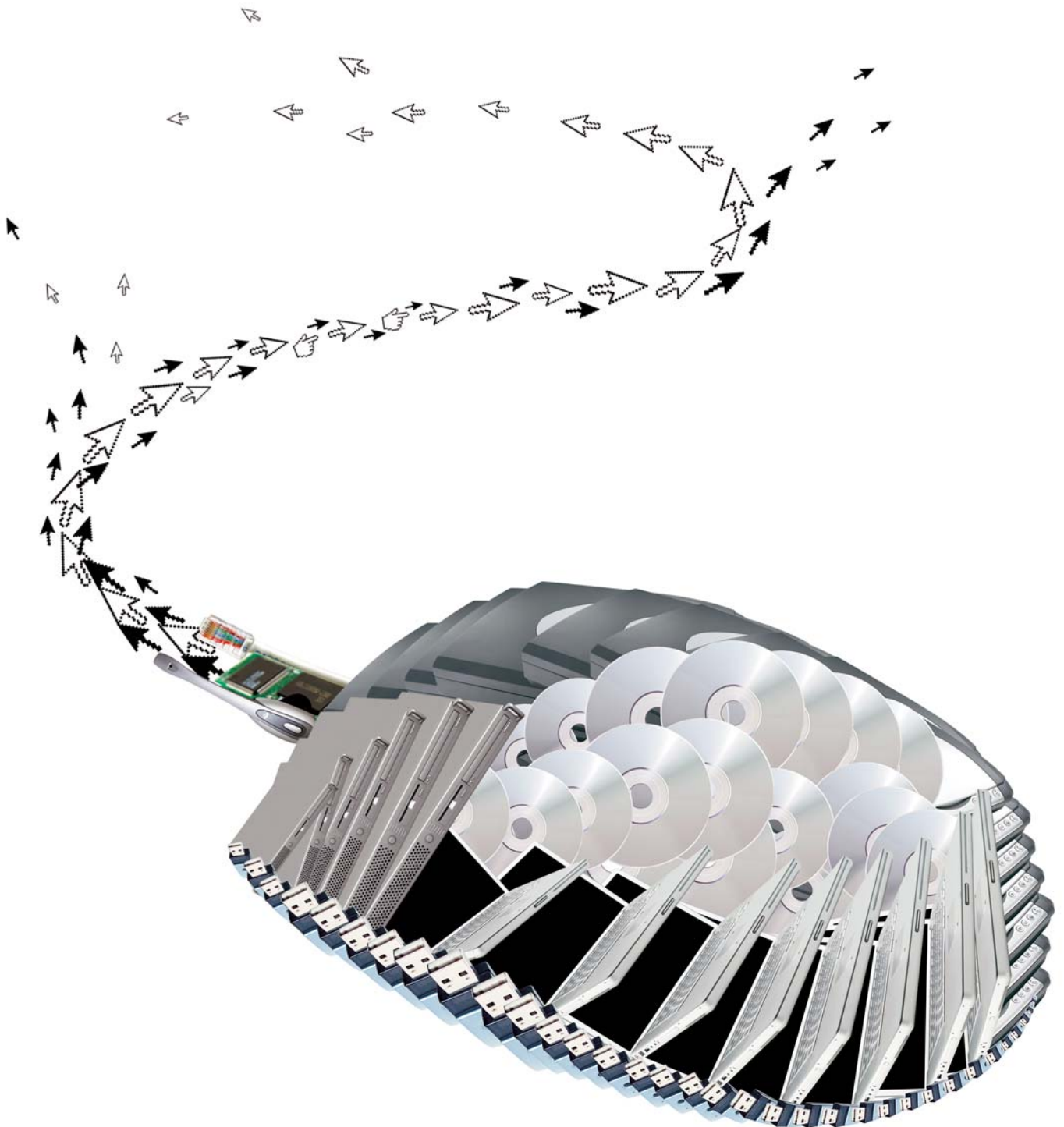


ASSESSMENT GUIDANCE



# IT Foundation Diploma

## Assessment Guidance

### Task Setting Detail

#### **The Foundation (Level 1) Specification states:**

To achieve success in a Level 1 Diploma in IT, learners will be able to:

- describe a range of ways in which technology helps organisations and individuals to achieve their objectives
- design, create and test a simple technology system to meet a defined business need
- apply the principles of problem-solving in a technical environment
- communicate effectively within a business context using written and spoken English
- undertake a project, which demonstrates learning across the Diploma including Functional Skills, and Personal, Learning and Thinking Skills.

**For successful and engaging delivery, the Foundation Level Diploma needs to be taught using a holistic teaching model. The four units can be taught together using a thematic/problem-based approach.**

#### **Internal assessment requirements**

Learners should work under controlled conditions in accordance with the guidance in Section 4.4 of the specification, and evidence should be kept for moderation purposes.

## **Level 1 Unit 1**

This unit is best delivered and assessed with Unit 2, Unit 3 and Unit 4.

The emphasis is on learners investigating the use of different digital technologies in a variety of organisations and contexts. Appropriate use of English and Mathematics is assessed in this unit.

For this unit it is strongly recommended that candidates have access to real business users and/or case studies that allow them to investigate the technologies in a real context, rather than a purely theoretical one. Employers can be involved in the assessment of this unit.

### **Assessment evidence**

Candidates should summarise their findings in a display that forms their assessment. It is important to note that most of the marks are for the quality of the content of the display and their understanding of the potential of the technology. Few marks will be awarded for the effective use of the technology to create the display.

### **Assessment criteria topic 1**

This is an investigation into the ways in which organisations can and are using technology to operate. To complete this topic satisfactorily they will need a variety of skills including research skills, communication skills, mathematical skills, reflective skills and independent learning skills.

### **Assessment criteria topic 2**

This topic is about the technologies and components of those technologies that organisations and individuals use. This is where the candidates should investigate what these technologies are and how they work, so that they have a basic understanding which will allow them to explain their use in a business context.

### **Assessment criteria topic 3**

This is an investigation into the ways in which technologies are meeting the needs of the organisations that the candidates have researched. To complete this topic satisfactorily candidates will need a variety of skills including research skills, communication skills, mathematical skills, reflective skills and independent learning skills.

## **Level 1 Unit 2**

This unit is about candidates developing communication skills that are appropriate to the business needs. It would therefore be extremely useful to have real employers involved in the delivery and/or assessment of this unit. As the skills being developed here are important to all of the Diploma work being carried out, it is important that this unit is taught holistically with the other three units.

### **Assessment evidence**

The candidates need to assemble a portfolio of evidence for this unit. The evidence could come from a range of assignments built up over time, or it could come from a single assignment specifically written to cover every assessment criteria.

The portfolio needs to contain the following items:

1. Examples of their use of a range of different communications media including:
  - a. appropriate use of written English
  - b. appropriate use of spoken English
  - c. evidence of active listening
  - d. for each example of communication, candidates should state the purpose of the communication, the intended recipient(s) of that communication, and why the method or media of communication has been selected.

Some suitable communication methods are listed on page 31 of the specification.

2. Evidence that a spreadsheet has been created and used in different business contexts, including:
  - a. evidence that simple conclusions have been drawn from the spreadsheet data
  - b. evidence that tables of figures have been analysed.
3. A presentation in a specific business context that has been created and delivered as part of a team.
4. An evaluation of the presentation reflecting on:
  - a. their own role and performance
  - b. how their team working could be improved.

This unit lends itself to teamwork and where this takes place it is important that the evidence of team working is recorded. This could be achieved in a variety of ways including minutes of meetings, e-mail correspondence and logs, detailing who has contributed what to the creation of the presentation.

### **Assessment criteria topic 1**

It is important that candidates gain experience of a range of communication media (both digital and non-digital) as used by organisations in real business contexts.

### **Assessment criteria topic 2**

It is important that candidates understand which communication methods would be considered suitable for use in a business context. They should investigate a range of methods and research their appropriateness for business use.

### **Assessment criteria topic 3**

It is important that candidates are given the opportunity to develop their team working abilities as well as an understanding of the roles within teams. This could be done through a project team approach using one of the projects being covered as part of the holistic approach.

### **Assessment criteria topic 4**

This allows the candidate to develop a range of Personal, Learning and Thinking Skills (PLTS) and to investigate appropriate behaviour and attitudes in a business environment. It would be extremely beneficial if this area had employer involvement to make it 'real'.

## **Level 1 Unit 3**

This unit is partly assessed by a written exam and partly by internal assessment. This document considers the internal assessment criteria only. This is a technical unit that requires the candidates to:

- use a range of databases
- design, create and test a technology system to meet a particular business need
- find faults and correct simple technical problems.

### **Assessment criteria topic 1**

This involves the candidates using existing databases provided by the centre to answer specific questions. The databases should include a range of online databases such as train timetables, as well as standard offline databases.

### **Assessment criteria topic 2**

This topic is about the design, creation and testing of a simple technology system. Designs of the system to meet a specific business need must be included for the assessment.

The choice of tools to be used in this unit will be dependent on those available in the consortium. It is important that evidence of the completed system is included. This could take whatever form the consortium feels appropriate, but must be adequate to evidence the creation of the system.

For testing, candidates must fully test the completed system to prove it meets the business need.

### **Assessment criteria topic 3**

Candidates need to be able to carry out simple fault finding and problem solving. They need to build up an evidence bank to show that they have followed structured processes in their fault finding.

## **Level 1 Unit 4**

This unit can be combined with any of the internally assessed units and could also be combined with the Project Qualification. If a real employer can be found to provide a project brief and assist in the assessment then the candidates will have a real end-user and will be able to gain valuable feedback in the evaluation phase.

### **Assessment criteria topic 1**

In this topic candidates are expected to show an understanding of different types of multimedia products and of their use within different businesses. Candidates should produce an illustrated report of their findings.

### **Assessment criteria topic 2**

This topic is concerned with the design and creation of a multimedia product. The product must meet a specific business requirement and must have a specific audience.

### **Assessment criteria topic 3**

This is concerned with the testing and evaluation of the multimedia product.