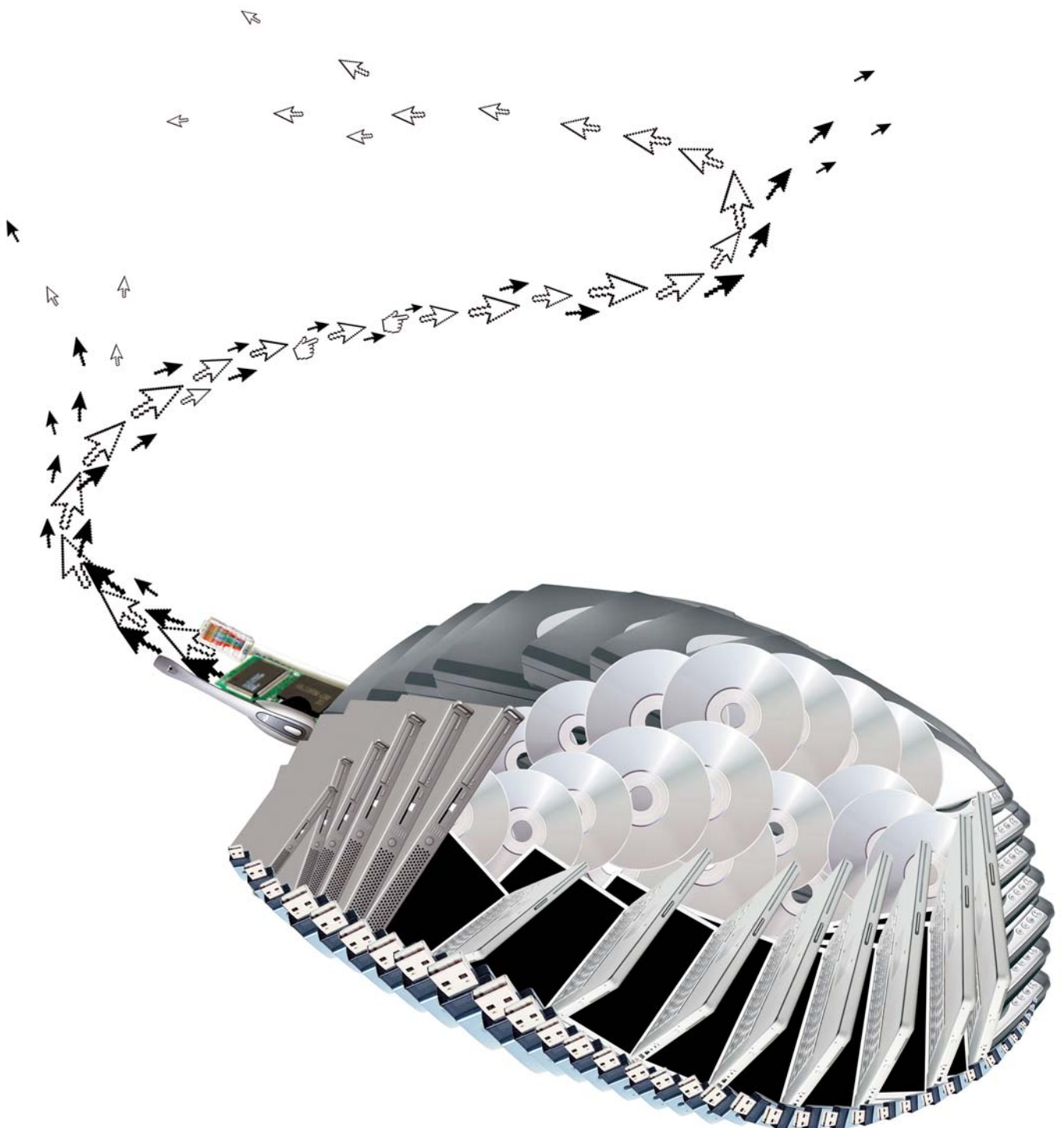


ASSESSMENT GUIDANCE



IT Higher Diploma

Assessment Guidance

Task Setting Detail

The Higher (Level 2) Specification states:

Upon successful completion of a Level 2 IT Diploma, learners will be able to:

- Investigate and describe how technology is transforming organisations.
- Develop an understanding of organisations and business processes.
- Demonstrate the ability to communicate and operate effectively in a business environment.
- Develop professional-orientated skills including the ability to create business proposals, with particular focus on the confident and appropriate use of English and Mathematics.
- Design and develop technology-enabled solutions to meet a business need, including the use of script programming and macros, and solve problems arising in technology systems.
- Design and develop a multimedia product that demonstrates understanding of business requirements, technical competence and awareness of audience needs.
- Apply principles of project management to create task-based project plans.
- Plan and complete a project that demonstrates holistic understanding across the Diploma programme, including Functional Skills and Personal, Learning and Thinking Skills (PLTS).

For successful and engaging delivery, the Higher Level Diploma needs to be taught using a holistic teaching model.

The units can be combined both for delivery and assessment. A thematic approach looking at a variety of organisations should be adopted to cover all the assessment criteria. For example:

- **by considering a local business, learners could look at topics such as communication (Unit 3), the technology components (Unit 5), and the project management unit (Unit 7)**
- **by considering a local business, learners could look at topics such as communication (Unit 3), the project management unit (Unit 7) and the multimedia unit (Unit 6).**

The consortium members are free to combine units (and also the Project) as they think appropriate; these are suggestions only.

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.

Illustration 1 – combining Units 3, 5 and 7

The basic requirements for Units 3, 5 and 7 complement each other very well.

Students need to design, create/build and test a technology system (Unit 5). This will need to be project managed (Unit 7) and will involve a significant amount of business level communications (Unit 3). Whilst it is unlikely that every learning objective or assessment criteria can be built into a single project of this nature it is certainly possible to build in a significant number of them.

The key to success here will be in the level of detail provided in the mapping documents used by the consortium and in the careful way the learning and the assessment are put together.

Possible assessment opportunity

Unit 3

Learners would work in a team to plan the project and to create a presentation to the business client and other students explaining their proposals. The assessment would need to be carefully constructed to allow the identification of individual participation.

Unit 5

Assessment criteria 1 – the assembling and installing of the system to meet the end user's requirements.

Assessment criteria 3 – carry out simple fault finding and problem solving.

Assessment criteria 4 – record of the review and feedback from the business client.

Unit 7

Assessment criteria 3 – the project would form one of the two project plans that learners need to produce.

Illustration 2 – combining Units 3, 6 and 7

The basic requirements for Units 3, 6 and 7 complement each other very well.

Students need to design, create/build and test a multimedia system (Unit 6). This will need to be project managed (Unit 7) and will involve a significant amount of business level communications (Unit 3). Whilst it is unlikely that every learning objective or assessment criteria can be built into a single project of this nature, it is certainly possible to build in a significant number of them.

The key to success here will be in the level of detail provided in the mapping documents used by the consortium and in the careful way the learning and the assessment are put together.

Possible assessment opportunity

Unit 3

Learners would work in a team to plan the project and to create a presentation to the business client and other students explaining their proposals. The assessment would need to be carefully constructed to allow the identification of individual participation.

Unit 6

The assessment criteria for this unit are easily covered in a holistic project of this nature. Learners would plan, design and create the required multimedia product. This would then be tested.

Unit 7

Assessment criteria 3 – the project would form one of the two project plans that learners need to produce.

The units in detail

Having looked at how units might be combined together for a holistic approach, the rest of this document will summarise the requirements for each of the units individually. This has been done to aid consortia in designing their own unit combinations using the guidance previously given.

Level 2 Unit 2

This unit focuses on the internal structure and functions of organisations.

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

Assessment evidence

Learners must produce a report and a presentation as evidence for this unit.

Assessment criteria topics 1, 2 and 3

This is an investigation into the ways in which at least 3 organisations operate. To complete this topic satisfactorily learners will need a variety of skills, including research skills, communication skills, reflective skills and independent learning skills.

Assessment criteria topic 4

This topic is about running a mini-enterprise and creating a presentation on the mini-enterprise chosen. The presentation should summarise the learning from the mini-enterprise activity. It should also evaluate learners' own participation and role within the enterprise.

Level 2 Unit 3

This unit is about learners 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 units.

Assessment evidence

The learners need to work in teams to create a presentation and supporting documentation for this unit.

This unit involves teamwork and it is important that the evidence of team working is recorded.

The supporting documentation should include:

- evidence of how the team worked together to plan and create the presentation
- a word-processed report from the research they have carried out
- a plan for the presentation
- evidence of the presentation they have given, including any handouts and any script used
- a review of the presentation, including evidence from the audience
- a personal review of the communication methods and media they have used.

Due to the nature of this unit it would be very beneficial if a real employer could be involved. They would make an ideal audience and be able to give valuable feedback.

Level 2 Unit 4

This unit is designed to be taught practically rather than theoretically. The use of real employer case studies or centre provided scenarios is important.

Learners need to produce an analysis of a business scenario and then make recommendations for action. These need to be backed up by the use of appropriate statistics and graphics.

Assessment evidence

Learners need to produce:

- a word processed investigation and analysis of a business scenario
- a summary presentation of the recommendations for a defined audience.

Assessment criteria topic 1

This involves the learners using numerical and graphical techniques to support an argument and a proposal. It is important that they understand when certain types of numerical and graphical techniques are relevant and appropriate.

Assessment criteria topic 2

This topic involves the learners presenting the proposal to their defined audience.

Assessment criteria topic 3

This topic requires the learners to demonstrate they have the required understanding of the legal and ethical issues that could affect any proposal.

Level 2 Unit 5

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 learners will have a real end-user and will be able to gain valuable feedback in the evaluation phase.

This is a technical unit that requires the learners to:

- create, use and test a database system
- create simple macros and script programs
- assemble and install a small scale technology system
- find faults and correct simple technical problems
- seek feedback and identify opportunities for improvement.

Assessment criteria topic 1

This involves the learners assembling and installing a small scale technology system. The evidence provided here could take many forms including videos showing the learner assembling the system, still images 'telling the story' and a commentary explaining what has been done and how it was done.

Assessment criteria topic 2

This topic is about the design, creation and testing of a database system along with the creation of simple macros and script programs. 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 learners must fully test the completed system to prove it meets the business need.

Assessment criteria topic 3

Learners 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.

Assessment criteria topic 4

In this topic learners are expected to create a record of their review and feedback from the business client. This evidence will be much easier to obtain if a real employer has been engaged in the task from the outset.

Level 2 Unit 6

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 learners will have a real end-user and will be able to gain valuable feedback in the evaluation phase.

This unit requires the learners to:

- research multimedia products as used by businesses
- use multimedia elements to enhance existing web pages
- design, develop and test multimedia products for a specific audience
- seek feedback and identify opportunities for improvement.

Assessment criteria topic 1

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

Assessment criteria topic 2

This topic is about the enhancement of existing web pages by the addition of multimedia content. The addition of the content must improve communication with the defined audience.

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 unenhanced web pages and the enhanced web pages are included. This could take whatever form the consortium feels appropriate, but must be adequate to evidence the multimedia content that has been created.

Assessment criteria topic 3

This topic is concerned with the design and creation of two multimedia products. The products must meet a specific business requirement and must have a specific audience. The evidence must include the full designs and full test plans with testing evidence.

Assessment criteria topic 4

In this topic learners are expected to create a record of their review and feedback from the business client. This evidence will be much easier to obtain if a real employer has been engaged in the task from the outset.

Level 2 Unit 7

This unit is about learners developing project management 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 units. This unit can be combined with any of the internally assessed units and could also be combined with the Project Qualification.

Assessment criteria topics 1 and 2

This involves the learners reviewing a number of large scale business projects, including some that have failed. They should consider the factors that led to success or failure. Their findings should be summarised in a short report.

Assessment criteria topic 3

This topic is about the creation of two project plans. The learners need to create, follow and review their project plans. One of these needs to be a project that the learner will work on independently and the other a team project.