

Mapping the Content and Assessment of Adult ICT: Skills for Life and AiDA

LEVEL	Using ICT Systems	Finding & Exchanging Info	Developing & Presenting Info		Assessment	Unique Features of the Qualification	GLH
Entry 1	Use ICT Systems (eg a computer, onscreen information point, cashpoint, mobile) for a purpose (eg enter a password, PIN, use Learning Software) - Recognise and use interface features (eg icon, option button) - Health and Safety	Recognise sources of Information (eg information point, Kiosk, poster, newspaper, Text message) - Get simple information from an ICT based source (eg read a text message, on-screen information) - Receive ICT based communication (eg email, text message, phone call)	Enter and edit (delete re-enter) simple information (eg name, PIN) - Identify and correct simple errors (eg incorrect PIN, wrong button press) - Submit information (eg confirm choice, press enter key)		Assessment at Entry level is by a series of tests that can be administered when the learner is ready. The tasks include observation, interactive and/or on-screen assessment	Assessment is not obtrusive so the teaching and learning activities can be fully integrated into other vocational or academic qualifications	Dependent on Learner Requirements
Entry 2	Use hardware (eg keyboard, screen, printer, point and click device eg mouse) and software applications (eg Word processing, email) - Recognise and use interface features (window, icon, menu) - Health and Safety - Keep access information (eg Password, PIN) secure	Recognise and use appropriate sources of information (ICT based, eg, CD, DVDm text message) - Find information from ICT-based sources using appropriate facilities (eg menu, contents list, index, follow links) - Use ICT (eg text message, email) to communicate	Enter (eg list, diary entry, text message email reply) and edit (insert, delete) information - Check content and correct errors (eg missing words, typing errors) - Present Information (eg in hard copy, display)				
Entry 3	Use correct procedures to start, shutdown ICT systems and to open, close applications - Use hardware (eg input devices, output devices), software applications (eg word processing) and help facilities - Recognise and use interface features (eg move, resize, drag and drop) - Work with new files (eg new, open, save) to enable storage and retrieval of information - Insert and remove media (eg CD, DVD) - Follow health & safety procedures - Keep access information (eg PIN, password)	Recognise and use appropriate sources of information (ICT based, eg, CD, DVDm text message) - Use internet sources (eg web addresses, following links) - Use appropriate search techniques (eg menu, contents list) - Select and use information (eg write down, copy and paste, play streamed media files eg audio, video games) - Access, read and respond appropriately to email (eg open mail box, read, delete, reply)	Enter (eg email, write a letter) and edit (eg insert, delete, copy and paste) information - Align text (eg Left, centre, right) - Format text (eg Font Arial, size and style eg bold, italic) - Insert and position images (eg clip art, photo) - Enter numbers (eg list of numbers) - Check meaning and accuracy, using spell check - Create documents by bringing together information (eg picture with caption)				
AiDA Level 1 and Level 2		Using Information Sources, surveys, information handling	Working with and Presenting Information	Prototyping and Testing			
		Use Secondary sources (eg newspapers, internet, radio), choose a suitable search engine following links - Record the information you want to use (eg making notes, storing the URL) - Gather from primary sources (eg interviews, photographs) - Create questionnaires that collect data you need, easy to complete etc using a spreadsheet to collate the data, use formulae and present information - Use database software to design and to store structured data	Combine and blend the different types of information you have gathered (eg convey a message, attract attention, change someones mind) - Present and communicate information effectively on paper and on-screen, and produce documents that are fit for purpose (eg text, charts, diagrams as well as written style, tone, content and structure) - Presentation features - Use storyboarding to help you design common on-screen publications including slide presentations, information points and websites	Proof reading/testing of all your publications before releasing them (eg accuracy, clarity, readability) in addition you must carry out some additional testing of on-screen publications to ensure that links work, they display correctly with different browsers and can be used without help	Assessment at Levels 1 and 2 is based on a project that incorporates Planning, Researching, Presenting and Reviewing	Holistic assessment. Website support for the delivery and assessment of the qualification. A predetermined topic that is presented as an eportfolio	90 GLH for each level (equivalent to GCSE D-G) including 30 GLH for the project (equivalent to GCSE A*-C) - Listed for funding
Determination of level or award will be dependent on allocation of marks obtained during assessment							