Unit 3: Presenting Information Using ICT

Unit code: D/601/5828

QCF Level 2: BTEC Specialist

Credit value: 10

Guided learning hours: 60

Aim and purpose

The aim of this unit is for learners to understand the purpose of different document types, know the software available to produce them and enable them to produce and review appropriate documents for differing audiences.

Unit introduction

The effective application of IT requires learners to understand enough about different software applications to be able to choose which tools and techniques are most suitable and use them competently.

Learners will become familiar with examples of tools and techniques so as to be able to exploit the different software to produce effective communications. Creating original artwork is not a primary focus of the unit but the ability to use appropriate graphics in different formats to assist with clarity and communication is essential.

Learners must be able to use the software effectively, but in addition to being able to generate output that meets the need of specific purposes and audiences, they must be able to enter and edit information, combine material of different types and format the document to suit the communication using particular layouts and house styles as necessary. Advanced software features such as tables of contents, indexes, short cuts etc will also be explored.

The ability to review and adjust finished documents is essential if learners are to generate high quality materials that meet user needs. This is achieved through a combination of in-built tools such as spellcheckers as well as critical re-reading to identify other problems. The review must also include checks against the original purpose and target audience to be sure that the document is appropriate.

It is recommended that this unit is delivered early in the programme, as many of the skills learned will be transferable to other situations and units.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand the purpose of different document types	1.1	explain the purpose of different document types
2	Know appropriate software to present and communicate information	2.1	describe the features of applications which make them suitable for presenting and communicating information
3	Be able to produce appropriate documents for different audiences	3.1	produce documents that meets the needs of defined audiences
		3.2	use tools and techniques to enhance the presentation of information
4	Be able to review documents	4.1	carry out a document review

Unit content

1 Understand the purpose of different document types

Types of document: short eg memo, email, letter, order form, invoice, agenda, minutes; extended eg article, newsletter, report, user guide; graphical eg illustrations, charts, flow charts, diagrams; promotional eg advertisement, leaflet, web page; informal documents eg texting, email, creative writing; formal documents eg agenda, report

Purpose: to meet the needs of the audience eg to inform, to query, to advertise, to record

Audience: types eg commercial customers, individual adults, internal staff, children, friends, the public at large

2 Know appropriate software to present and communicate information

Applications: text based eg text editors, word processors; graphics based eg graphic tools in packages, standalone graphic packages; presentation based eg desk top publishing, PowerPoint; other software eg text on mobile phones, email, multimedia

Features: interface eg WIMP, GUI; voice recognition and voice output options; integrated packages; variety of outputs, eg audience notes, speakers' notes, different file formats; automated procedures, eg wizards, short cuts, use of templates, mail merge

Information: types eg text, numbers, images, graphics, charts, tables; structured and unstructured information

3 Be able to produce appropriate documents for different audiences

Appropriate documents: in a style which meets the needs of the audience

Document types: short; extended; graphical; promotional; informal; formal

Style: use of language eg formal/informal, spelling, punctuation; layout eg use of white space, presentation techniques

Presentation techniques: choice of font, font size; use of colour; layouts eg columns, tables, headers, footers, styles, titles, headings, bullets; graphic images; advanced formatting eg tables of contents, indexes; speaker notes

Formatting and editing tools: formatting text eg characters, paragraphs, pages; editing text eg insert, edit, delete; formatting graphics eg basic shapes, images, charts, tables; editing graphics eg draw, resize, align, rotate, flip; use of copy and paste; inserting special characters; advanced tools eg crop, paste special, arrange, paragraph styles, animation, racking; combining information; other tools eg readability tests, netiquette, summaries, templates

4   Be able to review documents

Review: use of media eg choice of packages, choice of techniques, choice of tools, layout; quality of finished document eg accuracy, functionality, aesthetics, spellchecking, grammar checking, thesaurus; fitness for purpose; proofreading

Adjust: gather user feedback; act on user feedback

Essential guidance for tutors

Delivery

This unit recognises that every document has an implicit audience and that the appearance, structure and presentation of information is very important to achieving its purpose.

The software packages required to create documents for this unit are: text-based packages for example text editor, word processing a graphics facilities (embedded tools in a text-based package or standalone graphic package) presentation packages.

Documents created in this unit should be as realistic and purposeful as possible, applying layout styles and formatting skills to communicate information effectively. They could range in content size from a mobile phone text message to an extended presentation and report.

Learners should be guided to check and improve accuracy and readability of information content and, as a recipient, to evaluate documents.

Learners should be made aware that the recipient/audience determines the style of the document content and that business information content is mainly formal whilst social information content is mainly informal.

Many information recipients have expectations of information content, structure and formatting and may feel uncomfortable and distracted when these expectations are not met.

Learners should be encouraged to use their judgement when creating content for example formal/informal, keep sentences short, use words recipient/audience can understand, be consistent with terminology, use bulleted lists, avoid sexist or biased language.

Skills in creating documents both by creating original material and combining material from different sources, is considered important in this unit. Original material created should be sufficient to test formatting and layout skills.

Learners should appreciate that both technical and awareness skills are necessary to present information effectively and that there are many facilities available to enhance presentation in common IT packages.

The depth of use and range of facilities in each of the software packages will be determined by examples given and tasks set.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments. The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to the unit
The purpose of different types of document: • whole-class exercise – tutor presentation on different types of documents and their purpose • directed research – discussion of what appropriate communication means • whole-class exercise – tutor presentation on different audience types • individual exercise – appropriate language.
Using appropriate software: • whole-class exercise – tutor presentation on different applications used for communication • individual exercise – learning features that assist communication whole-class exercise – looking at different types of information.
Assignment 1 - The Right Tool for the Job
Producing the right document: • individual exercise – learn to format and edit a document • individual exercise – learners to examine how style choices change the presentation of a document.
Assignment 2 - You Too Can Produce Quality Documents!
Review: • whole-class exercise – what is review and how to review documents • individual exercise – gathering user feedback.
Assignment 3 - Review Stage

Assessment

It is suggested that this unit is assessed using three assignments as summarised in the *Programme of suggested assignments* table.

It is recommended that mapping the evidence requirements of this unit against other units be would avoid the unnecessary repetition of tasks involving the creation of documents using a variety of software applications. By linking with other topics, document presentation of documents may be considered in a vocational context rather than for its own sake, and give learners a wider range of opportunities to establish and meet user needs and to use tools and techniques to communicate information effectively. Additional tasks may also need to be set so learners can provide the full range of evidence required for different types of document, tools and techniques.

The document types are listed in the unit content, and for at least one example of each learners must explain the structure and purpose in order to achieve 1.1. Evidence could be via verbal or online presentation, using examples of documents, which may be annotated, or as part of a wider assignment as suggested in the programme of suggested assignments table.

For 2.1, learners must describe the features of applications which make them suitable for presenting and communicating information. The features and different categories of applications are given in the unit content. Evidence can again come from many sources and can be combined easily with the evidence for 1.1.

3.1 and 3.2 should be considered together. For 3.1, learners should create examples of each document type and present in a format appropriate for assessment (hard copy, screenshots). Note, document types may be combined short formal, extended informal.

The defined audience need may be identified by the tutor or negotiated with learners, but the focus, for 3.2, should be on the appropriate use of the tools and techniques identified in the unit content to create documents suitable to meet the identified audience need.

It is expected that, to achieve 4.1, learners will review and check documents produced in terms of the unit content. Suitable evidence of this could be, for example, the use of logs or checklists completed during document production, 'before' and 'after' printouts, and screenshots recording the use of tools to improve quality such as spelling and grammar checking facilities.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the assessment criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 2.1	The Right Tool for the Job	You are involved in setting up a stand for a local software retailer at a trade exhibition. Information leaflets are to be available explaining the features of the various application packages and how these help produce different types of documents.	Leaflet.
3.1, 3.2	You Too Can Produce Quality Documents!	Examples of different documents are to be available demonstrating use of different tools and techniques.	Documents (paper and/ or screen based).
4.1	Review Stage	Before your documents can be used by the public they must be checked and reviewed.	Review checklist. User feedback. Before and after copies. Justification report.

Essential resources

Learners will need access to a variety of application software suitable for generating documents and presenting information.

Employer engagement and vocational contexts

The use of vocational context is essential in the delivery and assessment of this unit.

Learners will require access to computer equipment to enable them to gain a practical awareness and enable them to apply their knowledge and understanding in a practical situation.

There is a range of organisations that may be able help centres to engage and involve local employers in the delivery of this unit, for example:

- Learning and Skills Network – www.vocationallearning.org.uk
- Local, regional business links – www.businesslink.gov.uk
- National Education and Business Partnership Network – www.nebpn.org
- Network for Science, Technology, Engineering and Maths Network Ambassadors Scheme – www.stemnet.org.uk
- Work-based learning guidance – www.aimhighersw.ac.uk/wbl.htm
- Work experience/workplace learning frameworks – Centre for Education and Industry (CEI University of Warwick) – www.warwick.ac.uk/wie/cei

Indicative reading for learners

Textbooks

Etherington S – *Formatting and Printing* (Dorling Kindersley, 2003) ISBN 0751364290

Hayward A – *Essential Computers: Introducing Flash* (Dorling Kindersley, 2001) ISBN 0751335835

Sherman J – *Basic Computer Skills Made Simple: XP Version* (Made Simple, 2003) ISBN 0750661372

Watson J – *Designing Documents* (Dorling Kindersley, 2002) ISBN 0751346322

Watson J – *Drawing with Word* (Dorling Kindersley, 2002) ISBN 0751346349

Functional Skills - Level 2

Skill	When learners are …
ICT - Using ICT	
select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	creating a variety of documents
ICT - Finding and selecting information	
select information from a variety of sources to meet requirements of a complex task	creating a complex document that combines textual, numerical and graphical information appropriate for a defined audience
ICT - Developing, presenting and communicating information	
enter, develop and refine information using appropriate software to meet requirements of a complex task	creating documents
use appropriate software to meet the requirements of a complex data-handling task	creating documents that meet the needs of a defined audience creating a complex document that combines textual, numerical and graphical information appropriate for a defined audience
combine and present information in ways that are fit for purpose and audience	creating different types of documents
evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	reviewing and justifying tools and techniques used.