

Level 1 Diploma of Introduction to Digital Technologies  
603/4964/5  
**Assessment Guide**

## Entering Work Suite - Assessment Principles

### Introduction

ETA qualifications are developed in conjunction with the industries and employers they service. They are designed to add value and deliver multidimensional outputs that provide impact for both learners and employers.

It is therefore important that the assessment requirements of ETA qualifications are robust whilst not containing unnecessary and over-burdensome challenges that detract from the intended outcomes and impact. These assessment principles are prepared with that in mind and are applicable to the *Entering Work Suite* of qualifications detailed below:

- Level 1 Award – Securing Progression
- Level 1 Certificate - Securing Employment
- Level 1 Certificate – Securing Progression
- Level 1 Certification - Introduction to Construction
- Level 1 Certificate – Introduction to Lean Techniques
- Level 1 Certificate – Customer Service
- Level 1 Certificate - Welding
- Level 1 Certificate – Logistics and Supply Chain
- Level 1 Certificate – Digital Skills
- Level 1 Diploma – Logistics and Supply Chain
- Level 1 Diploma – Digital Skills
- Level 2 Award – Military Services
- Level 2 Certificate - Military Service
- Level 2 Diploma – Military Services

## Principles

There are four key principles to underpin assessment delivery:

1. Assessment should contribute to developing a learners' knowledge and/or skills and provide relevant and current development as the related industry requires.
2. Systems for capturing evidence of competence should be integrated and efficient. Assessment practices for both competence-based and knowledge-based aspects of qualifications should, where possible, be integrated with industry-driven standards and requirements.
3. Assessment methods must be appropriate for the level and nature of the qualification units to be assessed. Methods of assessing achievement against learning outcomes and assessment principles must be accommodating and flexible, whilst remaining appropriate for both the level being assessed and industry expectations of learners at that level.
4. Evidence of knowledge and understanding must be recorded and be clearly attributable to the learner. This can be delivered using task-based activity with questions and answer sessions, supported by assessor observation.

The choice and application of assessment methods must be consistent with these principles and will generally include:

- Direct Observation
- Written evidence (portfolio/workbook)
- Centre set assignment
- Centre set coursework
- Oral examination
- Professional/open discussion

## Delivery Team Requirements

### ***Tutors / Assessors***

- Tutors / Assessors should have an detailed knowledge of, and be competent in, the occupational requirements of the units
- Tutors / Assessors should hold or be working towards the related professional qualifications for delivery and assessment as required
- This competence will have been acquired either in direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role

- It is unlikely that occupational competence will have been achieved in less than twelve months of employment, but individuals with less experience could be considered as assessors if sufficiently occupationally competent

### **Internal Quality Assurers (IQAs)**

- IQAs must have a thorough understanding of the structure, content and occupational requirements of the units that they are internally quality assuring. This understanding will have been acquired while either working directly within or delivering within the relevant occupational area in either an operational or a support function
- The level of understanding must be sufficient to allow the IQA to judge whether the assessor has fully assessed learners against all the principles within the unit
- It is unlikely that a person could have gained this level of understanding in less than twelve months of being employed, but individuals with less experience could be considered as IQAs if they have the required level of experience, knowledge and understanding

### **Technical / Expert Witness**

Expert witnesses can be drawn from a wide range of people who can observe, 'measure and examine performance against the industry and qualification principles. These can include; line managers and experienced individuals within a related sector-based organisation. The Technical Expert Witnesses should have proven practical experience and knowledge relating to the content of the principles being assessed.

It is unlikely that someone could become an expert in their entire job role in less than twelve months of being employed in their industry. They could, however, very quickly become an expert in the content of a single unit if this was the focus of their job role. The assessor should make a judgement as to the level of expertise held by a potential Technical Expert Witness and, where necessary, this should be confirmed with the awarding organisation.

### **Assessment Materials**

ETC Awards Ltd. (ETA) Assessment Materials are protected by copyright and are supplied only to Approved Centres for use solely for the purpose of the assessment of ETA learners.

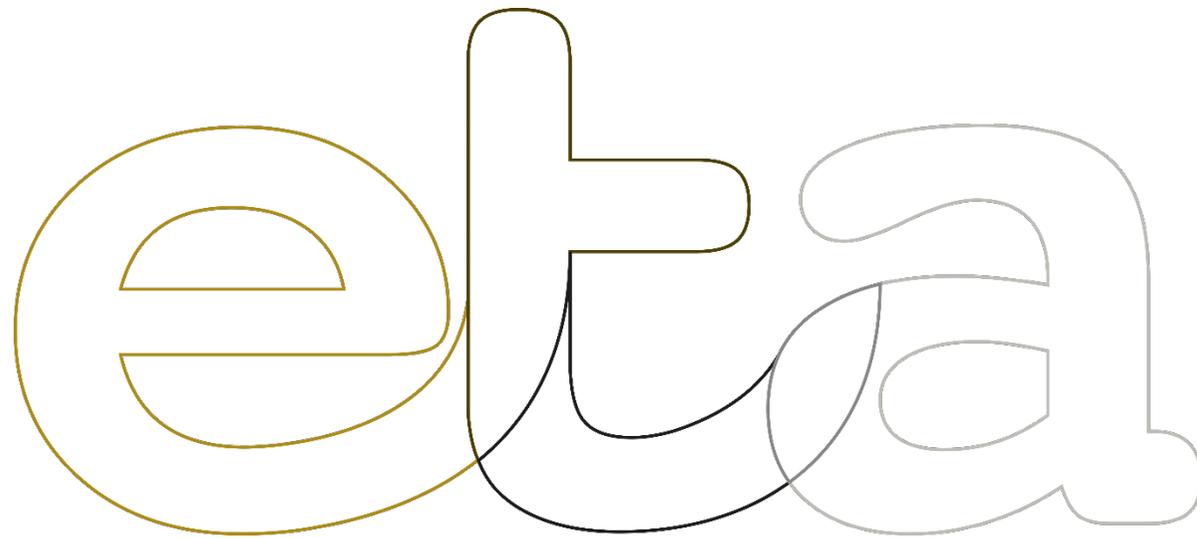
### **Instructions for Conducting Assessment**

the Approved Centre must either:

- Secure approval of in house assessment material by ETA's External Quality Assurance team prior to use
- Use ETA Assessment Materials
- We recognise that reasonable adjustments may be considered at the time of assessment, please refer to the ETA Reasonable adjustments and considerations policy

All approved centres must then handle and store securely all Assessment Materials in accordance with the following:

- Assessment Material must be accessible to learners only during their programme
- The Approved Centre must not make public in any format the contents of any materials either in part or in full.
- Materials must be securely handled and under no circumstances shared with third party organisations or individuals
- The Approved Centre must seek permission from ETA through the External Quality Assurance team if they want to convert Material for alternative storage, retrieval and delivery in electronic formats.



Level 1 Unit – Identify Suitable Opportunities

## Unit aim

This unit introduces learners to identifying and understanding their requirements and strengths, along with the contribution they can make towards a positive environment. It encourages learners to make informed choices about the right type of opportunities for them, their own requirements and how they influence their potential opportunities.

## Unit introduction

This unit will help learners to develop an understanding of how to identify the right opportunity for them and how that will contribute to their long term goals.

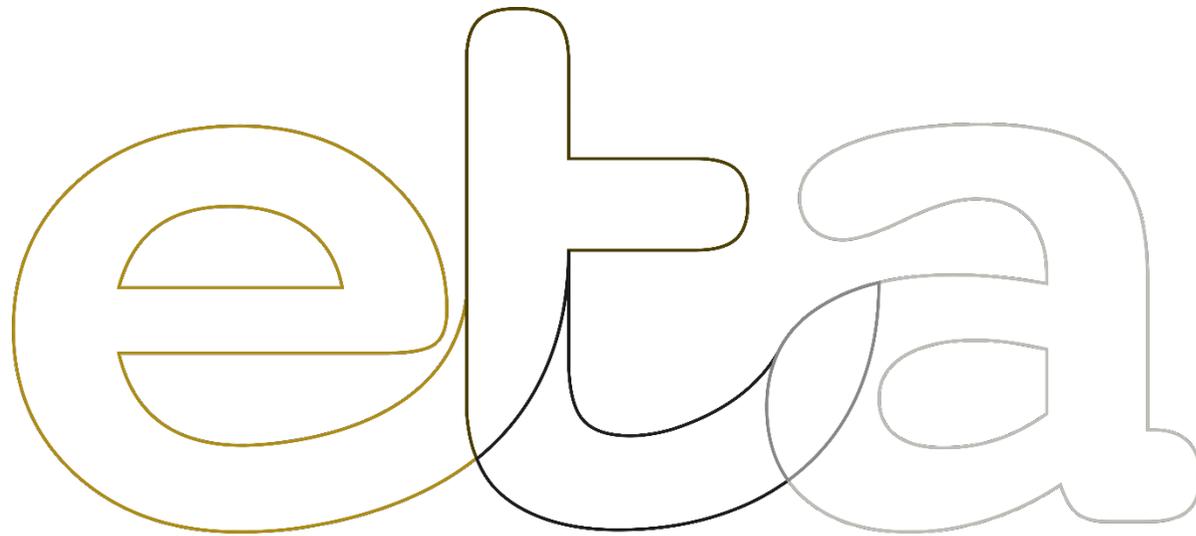
## Assessment

To achieve this unit, the learner 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, through a variety of assessment methods appropriate to the delivery environment.

<b>Unit Reference Number</b>		K/617/5730
<b>Qualification Framework</b>		RQF
<b>Title</b>		Identify Suitable Opportunities
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		35 GLH
<b>Total Qualification Time</b>		40 TQT
<b>Unit Credit Value</b>		4 Credits
<b>Unit Grading Structure</b>		Pass / Fail

<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>		<b>Criteria expansion</b>
1	Know how self-assessment can improve sought after opportunities	1.1	Outline why it is important to assess own personal strengths and weaknesses	
		1.2	Outline why it is important to assess own personal skills and qualities	
		1.3	List your own strengths and weaknesses that contribute toward seeking opportunities	This must include at least three of each
		1.4	List your own skills and qualities that contribute toward seeking opportunities	This must include at least three of each
2	Be able to set goals to develop own strengths, skills and qualities for any opportunities	2.1	State a long-term goal for a potential opportunity with realistic targets	Should include self-improvement or further learning This should include target dates

		2.2	State a short-term goal for a potential opportunity with realistic targets	This should include target dates
		2.3	List ways to achieve identified long and short term goals	This should include both activity and timescale and target dates
		2.4	Explain why goals may not be reached within the timescale	
3	Understand where and how to search for opportunities	3.1	Describe three possible sources of identifying opportunities and provide examples	At least one of these sources must be a digital reference
		3.2	Describe the support networks available to help them as individuals	Must include be a digital reference
		3.3	Provide examples of opportunities that interest you	This must include at least three examples
4	Know how to develop transferable skills and qualities needed for any opportunity	4.1	Explain how everyday activities can help develop transferable skills qualities	
		4.2	Explain how other initiatives can help develop transferable skills and qualities	
5	Understand how own experiences and influences affect opportunity choices	5.1	Explain how to use own experiences to support your choices	
		5.2	Assess how own attitudes, values and behaviour affect opportunities sought	



Level 1 Unit - Behaviours and Standards at Work

## Unit aim

This unit introduces learners to identify, understand and contribute towards a positive working environment and the organisations that provide this. It encourages learners to make informed choices about their behaviours and values at work contributing positively to their potential career opportunities.

## Unit introduction

This unit will help learners to develop an understanding of the behaviours and values that are important to employers and will contribute towards securing and progressing their career.

## Assessment

To achieve this unit, the learner 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 through a variety of assessment methods appropriate to the delivery environment

<b>Unit Reference Number</b>		R/617/1560
<b>Qualification Framework</b>		RQF
<b>Title</b>		Behaviours and Standards at Work
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		20 GLH
<b>Total Qualification Time</b>		20 TQT
<b>Unit Credit Value</b>		2 Credits
<b>Unit Grading Structure Pass</b>		Pass / Fail

<b>Learning Outcome</b>			<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Understand the behaviours, attitudes and attributes required for work	1.1	Identify what employers look for in a prospective employee	<ul style="list-style-type: none"> <li>• Behaviours</li> <li>• Attitude</li> <li>• Capabilities</li> </ul>
		1.2	Identify what could be barriers to employment	<ul style="list-style-type: none"> <li>• Behaviours</li> <li>• Attitude</li> <li>• Capabilities</li> </ul>
2	Understand emotional and behavioural impact of self and others	2.1	Identify behavioural types of self and others	
		2.2	State how behaviours impact on performance of self and others	
		2.3	Describe the importance of emotions and behaviours when seeking and securing employment	
3	Be able to recognise areas for personal development	3.1	Identify own areas of strength and development needs in order to meet	This is to include <ul style="list-style-type: none"> <li>• Self-assessment</li> </ul>

			the behaviours, attitudes and capabilities required for employment	<ul style="list-style-type: none"> <li>Observed Feedback</li> </ul>
		3.2	List in an action plan, areas for development to meet the behaviours, attitudes and attributes required for employment	
4	Contribute towards team working, creating a positive working environment and delivering common goals	4.1	Identify the different roles required within a team to ensure it performs effectively	This must include a minimum of three role examples and how they impact on each other
		4.2	Give examples of own contribution and how this support team working	This should include common roles within a team
		4.3	Describe how own contribution affects others to deliver team targets	Identify own preferred role type within a team

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Level 1 Unit – Produce a CV

## Unit aim

This unit introduces learners to the concept of developing and using a CV as an application tool for suitable job opportunities as well as support career progression opportunities.

## Unit introduction

This unit will help learners to develop their personal CV and understand the importance of having an appropriate method to communicate their capability, knowledge and experience. They will also set out their personal qualities and how this will contribute towards securing and progressing their career.

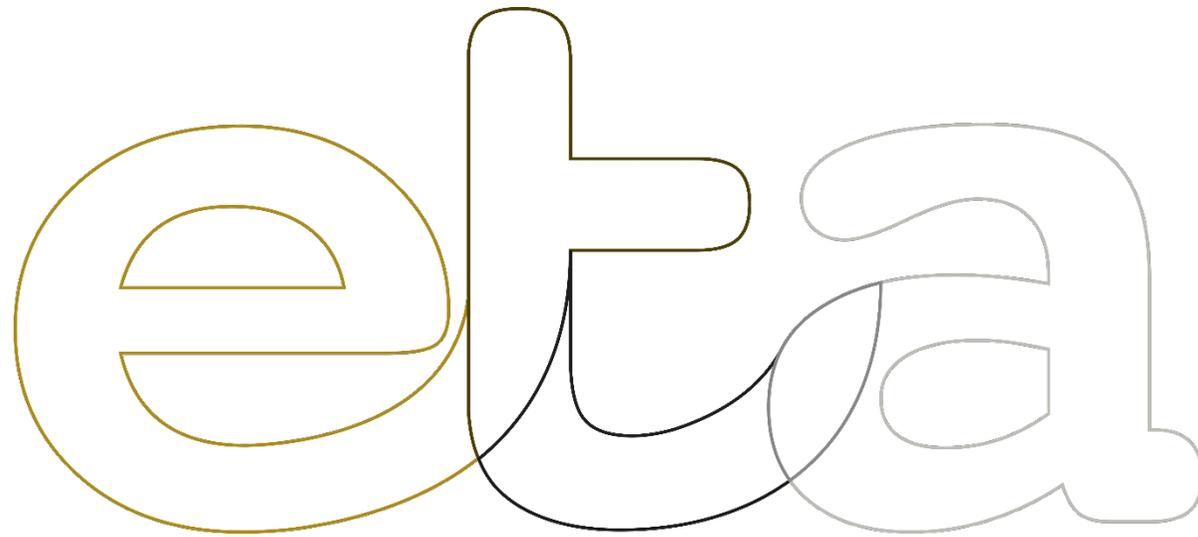
## Assessment

To achieve this unit, the learner 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, through a variety of assessment methods appropriate to the assessment environment.

<b>Unit Reference Number</b>		D/617/1562
<b>Qualification Framework</b>		RQF
<b>Title</b>		Produce a CV
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		35 GLH
<b>Total Qualification Time</b>		40 TQT
<b>Unit Credit Value</b>		4 Credits
<b>Unit Grading Structure Pass</b>		Pass / Fail

<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>		<b>Criteria expansion</b>
1	Know the type of information usually included in a CV	1.1	Identify the type of information usually included in a CV	
		1.2	Collect the information required to create a CV ensuring it is accurate and up to date	
2	Understand the importance of a reference	2.1	Identify 2 people who would be suitable as referees	
		2.2	Give examples of people who would not be acceptable as referees	
3	Produce a CV	3.1	Identify a suitable layout for a CV	This can be hand written or electronic

		3.2	Create an accurate and appropriately laid out draft CV	
4	Understand feedback on a CV	4.1	Summarise feedback received on CV from a professional	This feedback should be from a tutor, agency or careers adviser
		4.2	Review changes that have been recommended to be made to your CV based upon feedback	
		4.3	Describe three reasons why a CV needs to be kept updated	
5	Be able to update a CV to meet job requirements	5.1	Summarise draft CV with notes on required changes	
		5.2	Update CV for a given job role	
		5.3	Produce a CV that is suitable for use	A completed CV, assessed as suitable for use must be produced



Level 1 Unit – Succeed at an Interview

## Unit aim

This unit introduces learners to how to prepare for and deliver a successful interview, understanding what the employer will be looking for in both their personal presentation and their ability to answer questions appropriately. This will also contribute positively to their potential career opportunities.

## Unit introduction

This unit will help learners to develop an understanding of how to plan for and conduct themselves at an interview including the personal qualities that are valued by employers and how they contribute towards securing and progressing their career.

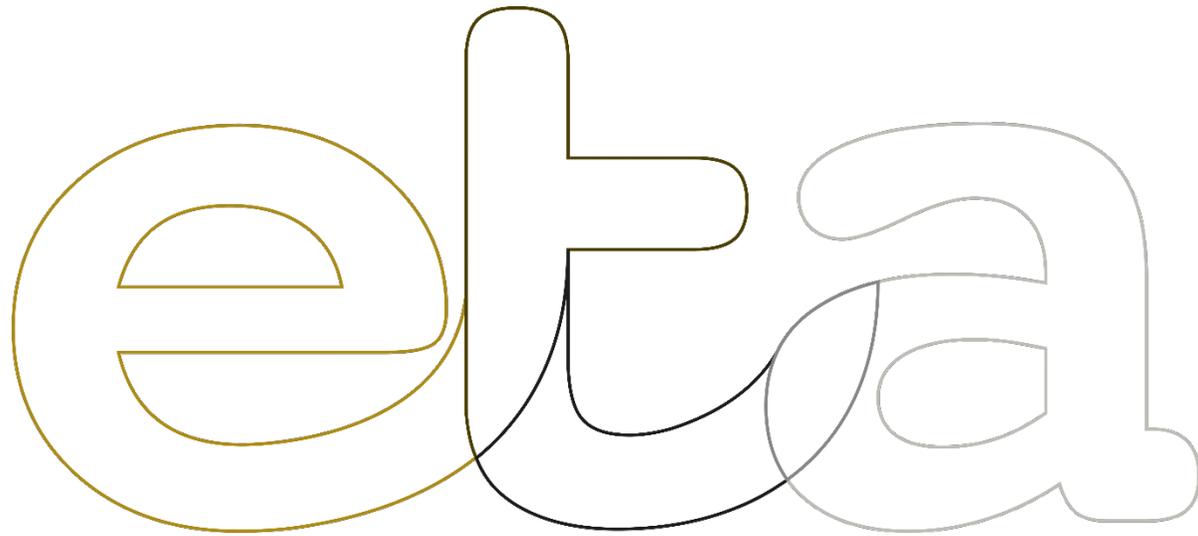
## Assessment

To achieve this unit, the learner 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, through a variety of assessment methods appropriate to the assessment environment

<b>Unit Reference Number</b>		H/617/1563
<b>Qualification Framework</b>		RQF
<b>Title</b>		Succeed at an Interview
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		25 GLH
<b>Total Qualification Time</b>		30 TQT
<b>Unit Credit Value</b>		3 Credits
<b>Unit Grading Structure Pass</b>		Pass / Fail

<b>Learning Outcome</b>			<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Know how to prepare for an interview	1.1	List the information that would be useful to have before the interview.	This should include <ul style="list-style-type: none"> <li>• how to ensure they arrive at a suitable time</li> <li>• Information about the institution / employer</li> <li>• Information about the opportunity</li> <li>• Suitable questions to ask</li> <li>•</li> </ul>
		1.2	Describe what the interviewers will be looking for	This must include at least four points
2	Know how to conduct themselves in an appropriate manner during an interview	2.1	Show appropriate dress sense and punctuality to help make the right first impression	This should also include an understanding of how different roles have differing expectation and standards

		2.2	Conduct themselves appropriately in an interview situation	<p>The following must be observed</p> <ul style="list-style-type: none"> <li>• show speaking and listening skills by answering questions appropriately</li> <li>• be respectful and polite</li> <li>• display suitable body language</li> </ul>
3	Know how to review their interview performance	3.1	Acknowledge own strengths and areas for improvement from interview feedback	
		3.2	Identify how you will develop the areas for improvement and how this will affect future performance	
4	Know how to evaluate an opportunity before making an informed decision	4.1	List examples of information that you would consider which potentially would affect your decision of an offer	This must include a minimum of three considerations and the related results



Level 1 Unit – Team Working

### Unit aim

This unit introduces learners to the advantages of teamwork and why team members need varied skills and strengths to complete tasks successfully.

### Unit introduction

This unit allows learners to develop skills to and gain experience of working positively as a team member when contributing to a team task. Additionally, they will develop an understanding of how to reflect on their own and the team's effectiveness in completing the task. Learners will consider their individual contribution to the team's performance and areas where the team could improve their team working skills.

### Assessment

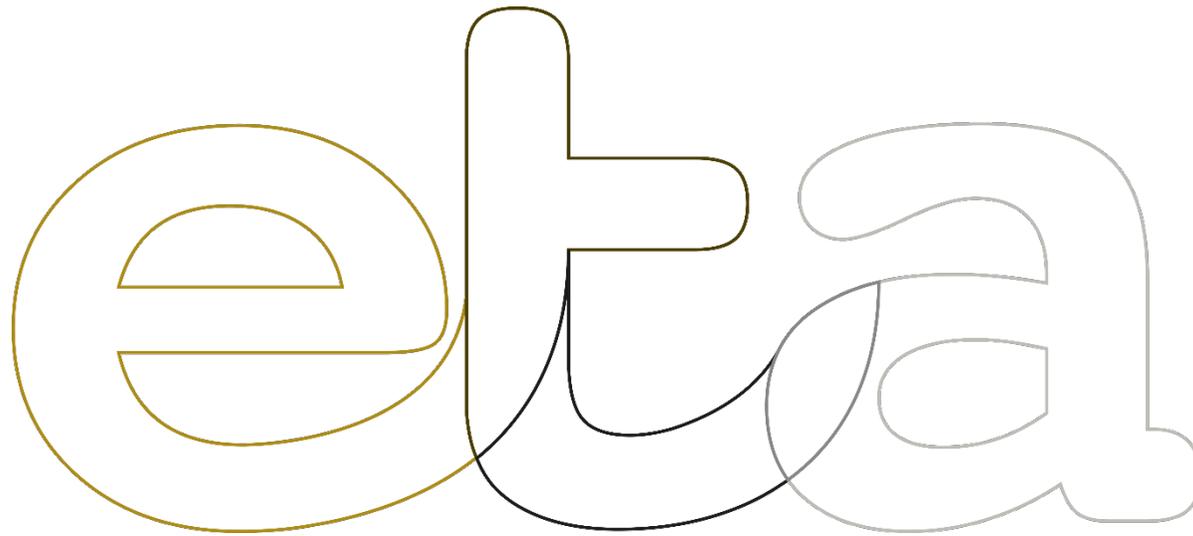
To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment

<b>Unit Reference Number</b>		A/617/5733
<b>Qualification Framework</b>		RQF
<b>Title</b>		Team Working
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		30 GLH
<b>Total Qualification Time</b>		30 TQT
<b>Unit Credit Value</b>		3 Credits
<b>Unit Grading Structure</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Understand the benefits and challenges of working in a team to complete a task successfully	1.1	Identify the advantages of working as a team to complete a task	
		1.2	Identify the challenges of working as a team to complete a task	
2	Understand of the need for a team to work to an agreed code of conduct and rules before and during a task	2.1	Describe how an agreed code of conduct and rules would benefit team working	
		2.2	Explain what are the likely consequences of team members	

			not following an agreed code of conduct or rules	
3	Be able to recognise different strengths, skills and experiences that different people would bring to the team	3.1	Identify their own strengths, skills and experiences, as relevant to the task being undertaken by the team	Identify a minimum of three
		3.2	Identify the strengths, skills and experiences of others, as relevant to the task being undertaken by the team	Identify a minimum of three
4	Be able to allocate roles and responsibilities within the team in relation to a given task	4.1	Outline how best to allocate, with other team members, the roles and responsibilities of each member of the team	
			Describe how each of the teams roles contributes to the team's objectives and the completion of the team task	
5	Be able to work positively as a member of the team	5.1	Explain how to work with other team members to devise a plan to complete a task on time	
		5.2	Identify how use the agreed plan to complete a task on time	

		5.3	Identify how to make a positive contribution within the team	
		5.4	State how to complete own tasks successfully and on time	
		5.5	Explain how to respond positively to advice and constructive criticism	
6	Be able to reflect on the performance of a team	6.1	Explain how an individual's performance contributed to the overall performance of the team	
		6.2	Identify and recommend ways to improve the work of the team as a whole for future tasks	Identify a minimum of three



Level 1 unit – Digital presence, awareness and safety

## Unit aim

This unit introduces learners how to stay safe online when using online platforms.

## Unit introduction

This unit will develop understanding of how data can be safely stored, negating threats from a number of online sources. The unit also outlines the legal protections afforded to bolster digital security.

## Assessment

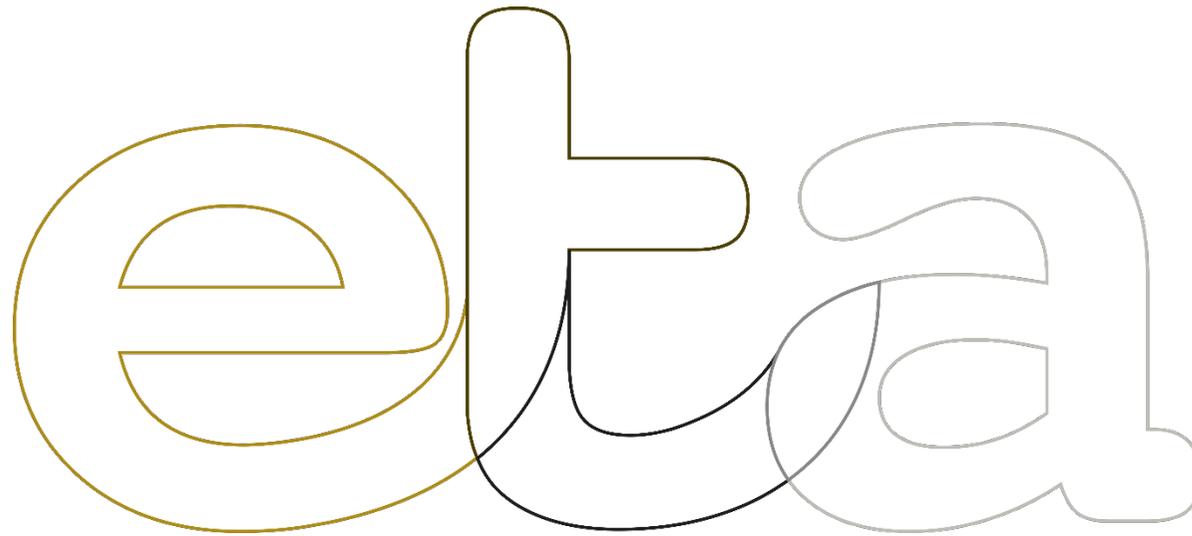
To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment

<b>Unit reference number</b>		Y/617/6596
<b>Qualification framework</b>		RQF
<b>Title</b>		Digital presence, awareness and safety
<b>Unit level</b>		Level 1
<b>Guided learning hours</b>		35 GLH
<b>Total qualification time</b>		40 TQT
<b>Unit credit value</b>		4 credits
<b>Unit grading structure</b>		Pass / fail

	<b>Learning outcome</b>		<b>Assessment criteria - the learner can</b>	<b>Criteria expansion</b>
1	Understand the importance of secure data access, maintenance and storage	1.1	Understand how to appropriately select online and local data	
		1.2	List the possible security risks while accessing data from: <ul style="list-style-type: none"> <li>• Email</li> <li>• Local storage</li> <li>• Web browsing</li> <li>• Online banking</li> <li>• Online shopping</li> <li>• Social networking</li> </ul>	

		1.3	Explain the why it is important to develop and maintain safe digital habits	
2	Know how to select and maintain appropriate security measures to safeguard devices and data	2.1	Identify security measures that can guard against threats across digital devices	<ul style="list-style-type: none"> <li>• Managing the access privileges for digital accounts and applications</li> <li>• Unique password protection across devices</li> <li>• Block unwanted communications</li> <li>• Running anti-virus software</li> <li>• Accessing only trusted sites and networks</li> </ul>
		2.2	What is generally understood by the term 'virus'	<p>Be aware of the nature of and threats posed by:</p> <ul style="list-style-type: none"> <li>• Worms</li> <li>• Trojans</li> <li>• Ransomware</li> </ul>
		2.3	Explain the importance of backing up digital data	<ul style="list-style-type: none"> <li>• Digital backup must be executed within a trusted, encrypted cloud or drive service, with local data backup password protected</li> </ul>
3	Understand the threats to personal security when using the internet	3.1	Define a minimum of three threats to personal security from the following range:	<ul style="list-style-type: none"> <li>• Grooming</li> <li>• Stalking</li> <li>• Cyberbullying</li> <li>• Inappropriate communication</li> <li>• Inappropriate content</li> <li>• Criminal activities</li> </ul>
		3.2	Outline the risks and consequences of identity theft / identity fraud	
		3.3	State the importance of applying parental controls to digital devices	
		3.4	Explain how multiple users can safely share digital devices	

4	Demonstrate how to protect digital devices against threats to personal security	4.1	Demonstrate setup of security measures used to protect digital devices against threats to personal security	Provide three examples from the list outlined in 2.2 and 3.1
		4.2	Demonstrate how future practices can limit the impact of threats	
5	Understand the consequences of sharing personal data in a digital environment	5.1	Understand the permanence of sharing details and data in a digital environment	
		5.2	Understand the visibility of details and data shared in a digital environment	
		5.3	Explain the potential privacy issues when sharing details and data digitally	
		5.4	Outline the benefits of safely managing you details and data in digital environments	
6	Understand legal protections for personal data	6.1	Identify primary data protection legislation	
		6.2	Provide examples of how copyright legislation is used	This must include at least three examples



Level 1 Unit – Digital technology in the workplace

## Unit aim

This unit introduces learners to the use of digital technology in the workplace and the impact it can have on it.

## Unit introduction

Learners will understand the differences between technology and digital technology, including how to connect and interact with them in the workplace.

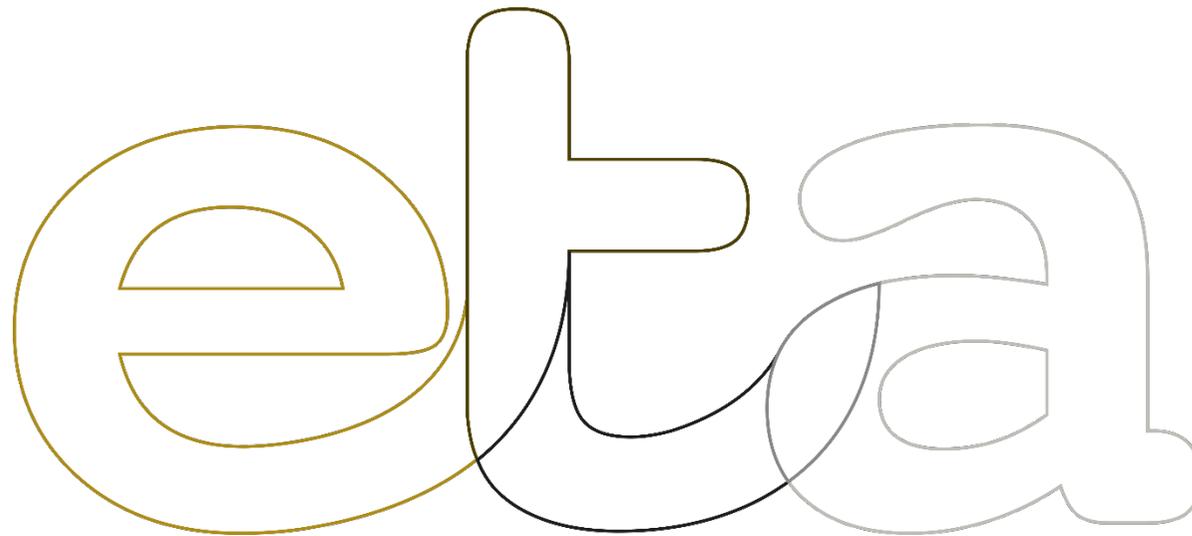
## Assessment

To achieve this unit, the learner 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 through a variety of assessment methods appropriate to the delivery environment

<b>Unit Reference Number</b>		H/617/6598
<b>Qualification Framework</b>		RQF
<b>Title</b>		Digital technology in the workplace
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		35 GLH
<b>Total Qualification Time</b>		40 TQT
<b>Unit Credit Value</b>		4 Credits
<b>Unit Grading Structure</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Understand the difference between technology and smart technology in the workplace	1.1	Define what is meant by smart technology in the workplace	
		1.2	Identify different types of smart devices in the workplace	This should include service, manufacturing and delivery
		1.3	Explain the benefits of digital technology in the workplace	
2	Understand the methods for connecting technology in the workplace	2.1	Identify different methods of connecting digital technology in the workplace	This could include usb, Wi-Fi, Bluetooth, Ethernet cable
		2.2	Understand the range of methods of digital identification	This should include people, equipment and material

		2.3	Explain the benefits of using digital identification	This should include people, equipment and material
		2.4	Explain the potential risks of using digital identification	This should include people, equipment and material
3	Know how to interact with digital devices within the workplace	3.1	Identify methods of interacting with digital technology in the workplace	
		3.2	Explain the benefits of digital technology at the workplace	Include employers, employees and customers
		3.3	Demonstrate an example of a device interaction that can be used within the workplace	
4	Understand how organisational policy and procedures affect the use of digital devices	4.1	Outline examples of relevant organisational policies and procedures	
		4.2	Understand the importance and impact of compliance with these policies and procedures	



Level 2 Unit – Introduction to Design and Development of Software

## Unit aim

This unit introduces learners to the basic elements of design and development principles and practice in software.

## Unit introduction

Learners will demonstrate a basic understanding of software development including the key features of programming language and types of data structure.

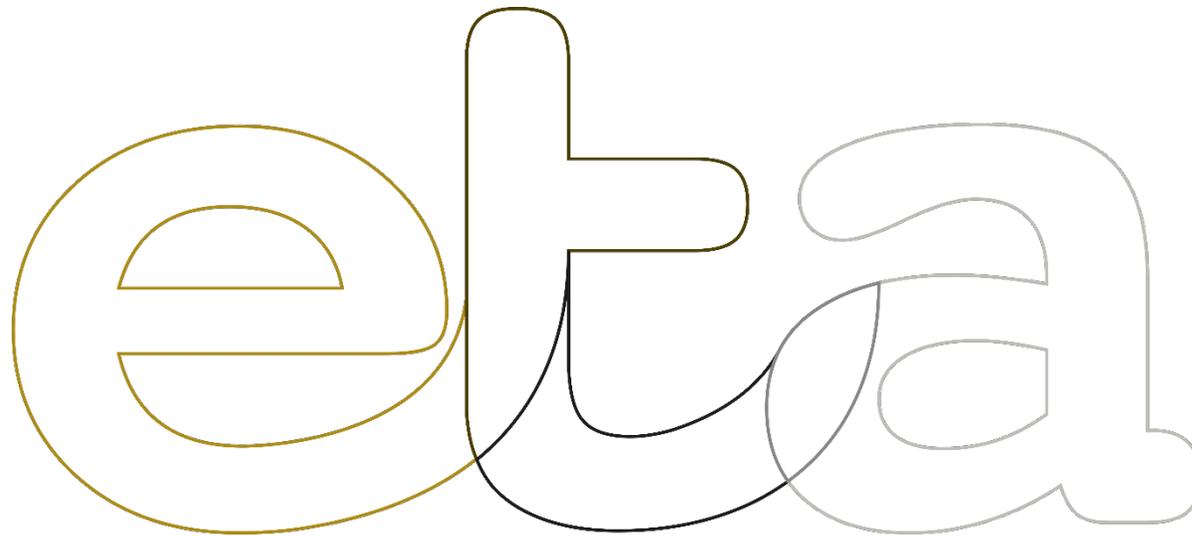
## Assessment

To achieve this unit, the learner 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 through a variety of assessment methods appropriate to the delivery environment

<b>Unit Reference Number</b>		L/617/7342
<b>Qualification Framework</b>		RQF
<b>Title</b>		Introduction to design and Development of Software
<b>Unit Level</b>		Level 2
<b>Guided Learning Hours</b>		30 GLH
<b>Total Qualification Time</b>		30 TQT
<b>Unit Credit Value</b>		3 Credits
<b>Unit Grading Structure</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Understand the principles of software development	1.1	Explain the purpose of software development in business	
		1.2	Describe the Key steps of general software development	Include at least 3 steps
		1.3	State which techniques might be used in software design	
		1.4	Outline the importance of using standard naming principles in programming	Provide reasoning for using naming conventions
		1.5	Explain why it is important to document software developments and detail any testing activities	Name at least 3 testing activities

		1.6	Describe any specific health and safety requirements to ensure safe working practices	
2	Know the key features of programming languages	2.1	Identify the most common types of programming language	Name at least 3 different languages, this could include HTML, CSS, Python
		2.2	State the influential factors when selecting a suitable programming language	Give at least 3 different factors to consider
		2.3	Describe the key features of programming languages	
		2.4	Explain the construction of programming used in software development	
		2.5	Explain how you would use relational and logical operators	Provide specific examples of both relational and logical operators and when/where they would be used.
3	Know data types and structures	3.1	Describe the different types of data that may be used in programming	This could include "real", "integer" and "Boolean"
			Explain how you might use variables in the representation and manipulation of data	
			State how subroutines can be used in programming	
			Describe how you would read data and write it to a file	

A large, stylized version of the 'eta' logo. The 'e' is gold, the 't' is black, and the 'a' is grey. The letters are thick and rounded, with a slight shadow effect.

Level 2 - Unit – Introduction to Installing Computer Software

## Unit aim

This unit introduces learners to the basic processes for software installation.

## Unit introduction

Learners will demonstrate how to install and configure as well as test and document throughout the process.

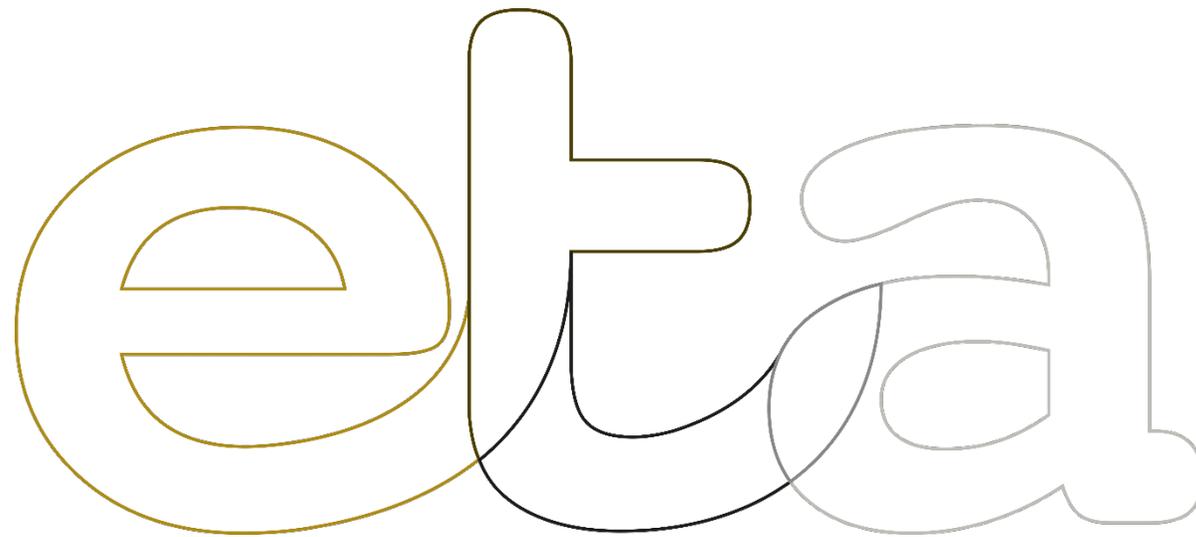
## Assessment

To achieve this unit, the learner 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 through a variety of assessment methods appropriate to the delivery environment

<b>Unit Reference Number</b>		R/617/7343
<b>Qualification Framework</b>		RQF
<b>Title</b>		Introduction to Installing Computer Software
<b>Unit Level</b>		Level 2
<b>Guided Learning Hours</b>		50 GLH
<b>Total Qualification Time</b>		50 TQT
<b>Unit Credit Value</b>		5 Credits
<b>Unit Grading Structure</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Know the software installation processes	1.1	Explain the legal requirements for different types of software	Give at least different 3 different legal requirements. For example licensing.
		1.2	Describe how you would undertake the software installation process	Ensure all steps for software installation are provided.
2	Understand how to prepare for software installation	2.1	Explain the preparation process for software installation	Is there enough disk space Installation medium suitable i.e if CD/DVD is optical drive available System requirements met? CPU/RAM/Graphic Card Internet connectivity available for activation
3	Know how to install and configure software	3.1	Demonstrate how you would install an item of software	
		3.2	Explain how you might configure software to meet specified requirements	This could include making software more accessible by adjusting text size.
4	Understand how to test and document software installation	4.1	Describe how you would document a new software installation	Installation path of the software C:/ where to install SSD/HDD Username/Passwords – some software require service accounts

				Where original installation medium is stored Number of stations software has been deployed on Number of licences
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Level 2 Unit – How to Set-up an IT Network

## Unit aim

This unit introduces learners to the basic principles for setting up an IT Network.

## Unit introduction

Learners will demonstrate an understanding of network technologies as well as be able to demonstrate how to set up a network.

## Assessment

To achieve this unit, the learner 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 through a variety of assessment methods appropriate to the delivery environment

<b>Unit Reference Number</b>		D/617/7345
<b>Qualification Framework</b>		RQF
<b>Title</b>		How to Set-up an IT Network
<b>Unit Level</b>		Level 2
<b>Guided Learning Hours</b>		50 GLH
<b>Total Qualification Time</b>		50 TQT
<b>Unit Credit Value</b>		5 Credits
<b>Unit Grading Structure</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Understand the current use of computer networks	1.1	Explain why the use of computer networks can improve communications	Examples include email, internet, audit trail/digital breadcrumb
		1.2	Describe how an organisation can use a network to manage its resources	Examples include printers (email alerts for low paper/ink), alerts for disk space thresholds, shared network drives
2	Know the features of local and wide area network technologies	2.1	Explain what potential faults might be encountered with computer networks	This could include IP address duplication, loose/broken cable in wired environment, Network loop/broadcast storm.
		2.2	Outline the features and any services of local and wide area network technologies	This could include routers, fibre optic cables, access points, network socket/point
3	Understand the connections of network hardware and software components	3.1	Describe how hardware, software and addressing might combine to support network communications	Hardware can include switches, Cat5e or Cat6 cable, Router Softwares can include network card drivers, operating system of computers, switch config, routing table Addressing can include IPv4, subnetting/VLANs

4	Be able to set up a simple local area network	4.1	Demonstrate how you would set up and then test a simple local area network	<p>Interconnectivity i.e switch Cables for each device that will be networked Plug in cable correctly to devices and network sockets Each network device needs a manual IP address Correctly configure firewalls to allow interconnectivity and provide security</p> <p>Network continuity tester – to test the wiring of the network sockets conforms to industry standards Ping between devices to check connectivity (this checks addressing is correct) Test functionality of any network services Test shared services such as shared drives/folders/printers</p>
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Level 2 - Unit – Key Elements of Digital Marketing

## Unit aim

This unit introduces learners to the fundamentals that underpin digital marketing.

## Unit introduction

Learners will demonstrate an understanding of the purpose of digital marketing and how to use it appropriately in a variety of ways.

## Assessment

To achieve this unit, the learner 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 through a variety of assessment methods appropriate to the delivery environment

<b>Unit Reference Number</b>		H/617/7346
<b>Qualification Framework</b>		RQF
<b>Title</b>		Key Elements of Digital Marketing
<b>Unit Level</b>		Level 2
<b>Guided Learning Hours</b>		40 GLH
<b>Total Qualification Time</b>		50 TQT
<b>Unit Credit Value</b>		5 Credits
<b>Unit Grading Structure</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Understand the purpose of digital marketing	1.1	Outline the purpose of digital marketing as part of an overall marketing strategy	This could include: Building two-way communication with customers, shareholders, stakeholders; development of an existing online presence; creating an edge over competitors; improving online visibility and searchability on widely used digital channels; building an online community of brand ambassadors/influencers.
		1.2	Explain what the strengths and weaknesses might be of digital marketing	Explain at least <b>two</b> strengths and <b>two</b> weaknesses. These could include: Financial resources; exposure to a wider audience/online community; ease and potential of reach/amplification; instant feedback/monitoring of campaign performance; location; distrust; risk of damage to brand reputation; computer literacy; crowded market; measuring ROI effectively.

		1.3	Outline how important targeted digital marketing is in the overall process	<p>This could include:</p> <ul style="list-style-type: none"> <li>Cost effectiveness</li> <li>Effectiveness of resources used</li> <li>Return on investment</li> <li>Potential impact of targeted messages to target audience</li> </ul>
		1.4	Describe what sources of data and targeting lists might be for used for customers and potential customers	<p>At least <b>three</b> sources of data and targeting lists to be described. These could include:</p> <ul style="list-style-type: none"> <li>Data could be obtained from third parties</li> <li>Customer feedback</li> <li>Customer sales history</li> <li>Social media followers</li> <li>Email marketing data</li> <li>Targeted ads/ posts data</li> </ul>
		1.5	Explain what legal implications and any requirements there might be in digital marketing	<p>Examples could include:</p> <ul style="list-style-type: none"> <li>GDPR, copyright, FOI, consumer protections, advertising standards.</li> </ul>
		1.6	Identify the implications of non-compliance	<p>Need to explain implications of non-compliance, such as fines, prosecution, imprisonment</p>
		1.7	Explain why it is important to have a digital data capture system for digital marketing	<p>This could include:</p> <ul style="list-style-type: none"> <li>Storage and management of customer information</li> <li>Manage customer relationships</li> <li>Build contact lists</li> <li>Inform future marketing strategy/campaigns</li> <li>Re-marketing</li> </ul>
2	Understand the use of search engine optimisation (SEO)	2.1	Describe how you would use SEO	<p>This could include:</p> <ul style="list-style-type: none"> <li>Driving traffic to website, higher search engine rankings, stand out against competitors</li> </ul>
		2.2	Explain why SEO is important	<p>At least <b>two</b> reasons to be explained. These could include:</p> <ul style="list-style-type: none"> <li>Easier for potential customers/clients to find website</li> <li>Brand reputation</li> <li>Cost effectiveness</li> <li>Competition</li> </ul>

3	Understand requirements of market research when using the internet	3.1	Explain both the advantages and disadvantages of the different internet data collection sources	Explain advantages and disadvantages of <b>at least two</b> different sources. These could include: Online surveys Contact forms Web analytics data Secondary data sources e.g. keywords, ranking data
		3.2	Outline why it is important to be able to confirm the accuracy of any information retrieved from the internet	This could include: Reliability of data Use of data to inform campaigns
4	Understand how to use digital marketing devices and messages	4.2	Outline what data cleansing is and why it is important	This could include: Identifying and removing inaccurate data Accuracy of data recorded and used Informing campaigns and campaign performance Brand reputation
		4.3	Explain the use of digital marketing devices in campaigns	These could include; PCs, laptops, smartphones, tablets, wearable technology
		4.4	Explain how you would use digital response systems	This could include: Monitoring Automated responses
		4.5	Describe why it is advantageous to use different tracking systems	This could include: Monitoring success of campaigns across different channels and audiences Testing of campaigns Wider sample of data
		4.6	Explain what the disadvantages might be of using different tracking systems	Explain disadvantages of <b>at least two</b> different disadvantages. Examples could include: Reliability Cost Compatibility Conflict of data
5	Understand how you would use digital technology for marketing purposes	5.1	Outline how you might use a CRM system	This could include: Customer data storage and management Updated information on client contact

				<p>Reporting Campaigns Task management Access and use across team</p>
		5.2	Describe how you would ensure you keep a digital database current and accurate	<p>This could include: Updated frequently Strong data management processes Staff training – roles and responsibilities User guide/manual</p>
		5.3	Outline what both the advantages and disadvantages of different digital technologies might be	<p>Advantages and disadvantages of at least <b>two</b> different digital technologies to be outlined. Examples could include: Smart devices Mobile apps Social media channels Digital media e.g. online video/images CMS/websites GPS</p>
		5.4	Explain why it is important to tailor message according to different digital media	<p>This could include: Requirements of platform Different audiences Appropriate format of content</p>
		5.5	State where there might be potential for marketing activities on social networking sites	<p>At least <b>three</b> channels/content types to be stated. Examples could include: Social media content/posts – posting of website content, competitions, product updates, informative posts Image/video content</p>
		5.6	Describe how you might prevent marketing messages being identified as “spam”	<p>This could include: Having an authentic digital presence, no automation Adapting content for channel Not over-posting Not using vague language</p>



Level 2 - Unit – Principles of Marketing

## Unit aim

This unit introduces learners to the basic principles of marketing

## Unit introduction

Learners will demonstrate an understanding of the purpose of marketing as well as how to be socially responsible in its use.

## Assessment

To achieve this unit, the learner 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 through a variety of assessment methods appropriate to the delivery environment

<b>Unit Reference Number</b>		M/617/7348
<b>Qualification Framework</b>		RQF
<b>Title</b>		Principles of Marketing
<b>Unit Level</b>		Level 2
<b>Guided Learning Hours</b>		30 GLH
<b>Total Qualification Time</b>		40 TQT
<b>Unit Credit Value</b>		4 Credits
<b>Unit Grading Structure</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Understand how to be able segment the market	1.1	Explain why it is important to define market segments	This could include: Distinguishing between markets Targeting audiences Inform marketing campaigns
		1.2	Outline the differences between customer classifications and market segments	These could include: Segments – based on characteristics, demographics, location, industry, behaviours. Classifications – B2B, B2C, potential customers, current customers, need based.
		1.3	Describe how you would cluster customers with similar characteristics together	Examples could include: Buying habits Demographics Location High-end & low-end
		1.4	Explain how a range of products could appeal to different market segments	This could include: Products benefit range of customers in different market segments
		1.5	Explain why it is important to hold valid and reliable marketing data when segmenting the market	This could include: Accuracy needed when segmenting Up to date data to inform segmentation

				Segments to be valid to base marketing activities on
		1.6	Outline the strengths of different marketing data collection methods	At least <b>two</b> strengths of at least <b>two</b> different marketing data collection methods. Examples could include: Web analytics data Primary data – market research, surveys, customer feedback Secondary data Quantitative, qualitative
		1.7	Outline the weaknesses of different marketing data collection methods	At least <b>two</b> weaknesses of at least <b>two</b> different marketing data collection methods. Examples could include: Web analytics data Primary data – market research, surveys, customer feedback Secondary data Quantitative/qualitative
		1.7	Explain why you would use Customer Relationship Management (CRM) activities and systems	This could include: Storage and management of data Updating of leads and client data Collaboration across teams Reporting and task management
2	Understand the value of marketing	2.1	Explain why marketing plays a key role in the sale of products and/or services	This could include: Product/services awareness Brand awareness Brand reputation Competition in market
		2.2	Outline the importance of customer loyalty in meeting marketing objectives	This could include: Repeat business Reviews/recommendations Word of mouth Brand reputation Competition in market
		2.3	Describe the role of performance indicators	This could include: Measurable objectives

				Determine success
		2.4	Explain what factors should be taken into account when considering the cost and value of marketing activities	Examples could include: ROI Budget Resources Market data Results of previous campaigns Considered value of alternative activities
		2.5	Outline why brand and reputation is important to sales performance	This could include: Customer trust and loyalty Recommendations/reviews Competition
3	Understand the key elements of socially responsible marketing	3.1	Outline the scope and purpose of socially responsible marketing	This could include: Positive impact on society Attract conscious consumers Improve brand reputation
		3.2	Explain why it is important to involve stakeholders in socially responsible marketing activities	This could include: Stakeholders can have input and feedback Ensure CSR aligns with brand values Valuable insight
		3.3	Describe how you might express core values through clear branding and appropriate communication methods	This could include: Consistent brand messages across channels Tone of voice and language used Choice of appropriate content Appropriate imagery used
		3.4	Outline the requirements of socially responsible marketing campaigns	Examples could include: Ethical Authenticity Relevance to business, community, industry