



Level 1 Certificate / Diploma of Introduction to digital skills  
**Assessment guide**

## Entering work suite - assessment principles

### Introduction

Eta qualifications are developed in conjunction with the industries and employers they serve. 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 while 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 apply to the *entering work suite* of qualifications detailed below:

Level 1 certificate - securing employment  
Level 1 certification - introduction to construction  
Level 1 certificate – introduction to lean techniques  
Level 2 certificate - preparation for military service

### 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 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 while 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 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 indirect 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 (iqa's)***

- Iqa's 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 delivered 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 iqa's 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 – select and set up digital devices / systems

## Unit aim

This unit will to guide learners through the selection and setup of digital devices/systems

## Unit introduction

Learners will provide the knowledge and skills required to perform initial setup of given digital devices, followed by an understanding of device security, troubleshooting and data storage.

## 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>		
<b>Qualification framework</b>		RQF
<b>Title</b>		Select and set up digital devices / systems
<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 requirements and purpose of a digital device to achieve a task	1.1	Identify and choose a device that meets the need for a given task	Devices could include: tablets, netbooks, desktop pcs, laptops, smartphones, personal media players, wearable technology
		1.2	Explain why the digital device was chosen	Could be in the form of a comparison table
		1.3	Identify how to set up and use a security feature to gain access to the device	This may include: power-up, password, passcode, fingerprint, facial recognition
2	Identify basic hardware and/or accessories	2.1	Select basic supplementary hardware and/or accessories	Basic hardware could include: keyboards, monitors, webcams, microphones, speakers, printers, scanners, wearable devices
		2.2	Identify where basic supplementary hardware or accessories can be sourced	
3	Understand how to maintain digital devices and resolve common issues	3.1	Identify common problems with a digital device and the steps that can be taken to solve them	This could include, but is not restricted to: <ul style="list-style-type: none"> <li>• Frozen devices</li> <li>• App not working</li> </ul>

				<ul style="list-style-type: none"> <li>• Device updates needed</li> <li>• Software updates needed</li> <li>• No internet connection – reboot needed</li> </ul>
4	Be able to organise, store, share and protect digital information	4.1	Demonstrate the ability to appropriately store digital information	This should be both locally stored data and data stored online
		4.2	Access and manage information/data within the chosen digital device locally and online	<p>Data management could include storage within:</p> <ul style="list-style-type: none"> <li>• Folders within an email client</li> <li>• Internal device memory</li> <li>• External hardware</li> <li>• Cloud service</li> </ul>



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Level 1 Unit – Using a keyboard, pointing device or touchscreen

## Unit aim

This unit illustrates the basic use of the keyboard, mouse or touchscreen to improve device navigation and efficiency.

## Unit introduction

Learners will be able to demonstrate appropriate device interaction and control methods, along with how this can be used to manipulate software and data within the chosen digital device

## 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>		
<b>Qualification Framework</b>		RQF
<b>Title</b>		Using a keyboard, pointing device or touchscreen
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		10 GLH
<b>Total Qualification Time</b>		10 TQT
<b>Unit Credit Value</b>		1 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 methods of interacting with digital devices	1.1	Identify methods of interacting with your digital device	This should include keyboard, pointing device and touchscreen
		1.2	Identify the most suitable method to interact with your digital device	
2	Know how to use a keyboard to enter and edit alphanumeric information accurately	2.1	Know how to connect a keyboard or mouse to your device, or open appropriate keyboard driven applications	This should include both physical and touchscreen keyboards
		2.2	Demonstrate the use of the keyboard controls to access, open and close software applications	
		2.3	Demonstrate the use of the navigation keys to move around software applications	

		2.4	Demonstrate inputting information accurately as required	Use alphanumeric, punctuation and special character keys
		2.5	Demonstrate how to use the keyboard to edit and make corrections as required	
3	Understand the basic functions of a mouse	2.1	Know how to select and connect a pointing device to your digital device	This should include both mouse, touchpad and touchscreen
		2.2	Demonstrate the use of the pointing device controls to access, open and close software applications	Assume a standard pointing device layout with left / right click along with a scroll method



Level 1 Unit – Basic use of Digital Devices / Systems

## Unit aim

This unit introduces learners about the skills and knowledge to set up and use a digital device securely to input and store data and to transfer data between devices.

## Unit introduction

Learners will develop an understanding of the setup, maintenance, basic usage and data sharing capability of digital devices

## 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>		
<b>Qualification Framework</b>		RQF
<b>Title</b>		Basic use of digital devices / systems
<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	Set up a digital device ready for use	1.1	Demonstrate how to set up a digital device ready for use	This must include turning on the device and ensuring sufficient power levels
		1.2	Identify default applications and features within the home screen of the device	
		1.3	Identify how to adjust settings on digital devices / systems	These may include brightness, volume, flight mode
		1.4	Identify any specific health and safety issues or concerns associated with the use of digital devices	
2	Know how to use applications stored on the device	2.1	Identify different applications available on the given digital device	Minimum of 4 Applications
		2.2	Demonstrate the use of selected applications and outline how they serve their particular purpose	
		2.3	Demonstrate how to accurately input data into a digital device	
		2.4	Explain how to store and retrieve data on a digital device	

3	Know how to transfer data to and from the digital device	3.1	Identify the different types of secure connection methods that can be used between compatible devices	
		3.2	Demonstrate the transfer of information to and from a mobile device using a secure connection	
		3.3	Recognise copyright protected material and outline other constraints on the use and transfer of information	
		3.4	Identify the importance of staying safe, securing information/data and to respect others when transferring data between digital devices	
		3.5	State methods used to keep information secure when using a digital device to transfer data	
4	Know how to maintain the performance of the digital device	4.1	Identify factors that can affect the performance of the digital device	
		4.2	List common problems that could occur within digital devices and how they are caused	
		4.3	Identify how to solve a problem with a digital device and where expert help can be found if required	





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>		
<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'	Be aware of the nature of and threats posed by: <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

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Level 1 Unit – Digital technology in the home

## Unit aim

This unit allows learners to begin the appropriate selection basic use of digital devices commonly used around the home

## Unit introduction

Learners will demonstrate how to connect smart devices in the home to personal networks and how to interact with the devices to perform particular functions

## 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>		
<b>Qualification Framework</b>		RQF
<b>Title</b>		Digital technology in the home
<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 home	1.1	Define what is meant by smart technology in the home	
		1.2	Identify different types of smart device in the home	This should include the three categories: appliances, communications and entertainment
		1.3	Understand how to select devices appropriate for the required use	This should compare features, cost and risks
2	Understand the methods for connecting technology in the home	2.1	Identify different methods of connecting digital technology in the home	This could include data cable, ethernet cable, wi-fi, Bluetooth, cellular, near field communication
		2.2	Outline the different types of digital technology found in the home	List a minimum of three for each for the different categories: appliances, communications and entertainment
3	Know how to use and control digital devices	3.1	Identify methods of interacting with digital technology in the home	



		3.2	Explain the benefits of interacting with digital technology in the home	
		3.3	Explain the potential risks in connecting and using digital devices in the home	
4	Connect and use digital devices	4.1	Identify examples of a device interaction that can be used within the home	This must be at least three devices
		4.2	Demonstrate establishing connection between digital devices	
		4.3	Demonstrate the control of connected devices to user specification	



Level 1 Unit – Digital technology in the workplace

## Unit aim

This unit introduces learners to the basic use of the keyboard and mouse to improve efficiency.

## Unit introduction

Learners will demonstrate how to connect smart devices in the workplace to organisational networks and how to interact with the devices to perform particular functions

## 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>		
<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 1 Unit – Problem Solving

## Unit Aim

This unit introduces learners to task-based problem solving. Learners also develop communication and team working skills to work effectively with others to solve a task-based problem.

## Unit introduction

This unit allows learners to develop skills to work effectively to solve problems. This includes being able to communicate, working together to solve problems and working in teams to achieve common goals. You will also develop your skills to reflect and improve, which are vital skills to have for a career in highly competitive sectors. The skills learnt in this unit are transferable and can be used in other sectors, ensuring that employment opportunities are maximised.

## 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>		J/617/1596
<b>Qualification Framework</b>		RQF
<b>Title</b>		Problem Solving
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		40 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 identify problems	1.1	List ways to identify problems	A minimum of three sources of information is required
		1.2	Explain the different types of problem that could be identified	
2	Understand the impact problems can cause	2.1	List the potential impact that the problems can cause	This must be a minimum of three impacts
3	Understand why these problems may have occurred	3.1	Explain the potential reasons for the problems identified occurring	
4	Understand the benefits of solving problems in a structured way	4.1	List the stages of a structured process for solving problems	A minimum of three stages must be included to identify three problems
		4.2	Identify a problem using the structure agreed	
		4.3	State potential solutions to the problems identified	



5	Demonstrate the skills required to work with others to solve problems	5.1	Identify the skills required when working with others to solve problems	This should include an introduction to 5 why's
		5.2	List appropriate communication skills used when working with others to problem solve	
6	Review proposed solutions to problems in a structured way	6.1	List the possible ways to measure the solution and ensure it works effectively	
		6.2	Contribute towards the review of the effectiveness of the solution	



Level 1 Unit – Introduction to using the Internet

## Unit aim

This unit introduces learners to the basic use of the internet so they can identify different types of connection and the advantages and disadvantages of the technologies available.

## Unit introduction

Learners will be able to demonstrate methods of internet connection using appropriate browsers, whilst ensuring safety and security throughout

## 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>		
<b>Qualification Framework</b>		RQF
<b>Title</b>		Introduction to using the Internet
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		15 GLH
<b>Total Qualification Time</b>		20 TQT
<b>Unit Credit Value</b>		2 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 connect to the internet	1.1	Identify the different methods of connection that may be used to access the Internet	Must identify 3 different types of connection
2	Understand how to use browser software to navigate the internet	2.1	Select an appropriate internet browser	
		2.2	Understand how to navigate within an internet browser	Use of basic functions such as: back, forward, favourite/bookmark
		2.3	Outline the use the browser help facility to solve straight forward problems	
3	Know how to use browser tools to search for information from the internet	3.1	Demonstrate how to successfully search for information	
		3.2	Demonstrate how to download data safely and securely	

4	Know how to use browser software to communicate information	4.1	State how to select and use tools and techniques to communicate information online	
		4.2	Demonstrate how to fill in an online form or questionnaire	
		4.3	Define the term 'netiquette'	
		4.4	Identify appropriate locations to post or publish material	
5	Understand the need for safety and security when working online	5.1	Identify the most likely causes of compromised personal data	Minimum of two causes
		5.2	Identify ways to secure personal information	



Level 1 Unit – Introduction to using E-Mail

## Unit aim

This unit introduces learners to the use of e-mail when communicating to people internal and external to your organisation, therefore it is important that everyone knows how to use it effectively.

## Unit introduction

Learners will develop an understanding of the skills required to use e-mail. They will demonstrate how to compose, send and sort messages to fulfil a given task

## 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>		
<b>Qualification Framework</b>		RQF
<b>Title</b>		Introduction to using E-mail
<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</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Understand how to select and use appropriate e-mail applications to compose, send, receive and manage messages	1.1	Select and use the relevant e-mail software tools to compose and format e-mail messages, including attachments	
		1.2	Demonstrate the ability to send and receive emails to and from selected contacts	One message to an individual and one message to a group
		1.3	Explain how to stay safe when using e-mail	
		1.4	Use an address book to organise contacts	Include types of information that would be useful
2	Understand how to manage incoming e-mail communications	2.1	Read and respond to e-mail messages in an appropriate manner	
		2.2	Identify which messages to delete and when to do so	
		2.3	Explain how to archive e-mail messages, including attachments	
		2.4	Explain how to organise the storing of e-mail messages effectively	



		2.5	Explain how to respond appropriately to e-mail communication	Using the reply, reply all, forward and cc: functions
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Level 1 Unit – Introduction to using Spreadsheets

## Unit aim

This unit introduces learners how to enter, edit and organise numerical data, and how to manipulate and analyse data using formulae and data analysis tools. They will also learn how to organise and present data by using page layout and graph and chart tools where appropriate.

## Unit introduction

This unit introduces learners to the use of spreadsheet and how it may be used to present data, calculations, graphs and tables.

## 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>		
<b>Qualification Framework</b>		RQF
<b>Title</b>		Introduction to using Spreadsheets
<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</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Identify appropriate spreadsheet applications	1.1	Select an appropriate application to create a new spreadsheet	
		1.2	Understand the data that can be held within a spreadsheet	
		1.3	Create or retrieve a spreadsheet and enter /edit the data contained within it	
		1.4	Demonstrate how to store and retrieve spreadsheet files	
2	Know how to use basic tools within the spreadsheet to summarise and display the information	2.2	Demonstrate how to present data within an appropriate chart or table	
		2.3	Demonstrate the use of functions and formulas to meet calculation requirements	Use of the 'Auto sum' function Visibility of cell count, average and totals.

3	Know how to use applicable tools and techniques within the spreadsheet to present the information effectively	3.1	Identify how to format the spreadsheet cells, rows and columns	This may include text font, size, position, row height and column width
		3.2	Identify a suitable chart or graph to use to display information	
		3.3	Use tools within the spreadsheet to generate and format charts and graphs	This may include labels and chart colouring
		3.4	Identify the appropriate page layout to present and print spreadsheet information	Can be Portrait or Landscape
		3.5	Check the data for errors and make adjustments where necessary	



Level 1 Unit – Managing Digital Finances

## Unit aim

This unit will develop the learner's skills to utilise online banking facilities, using a digital device and will show you how to keep track of your money, make payments and stay safe with online banking.

## Unit introduction

This unit explains how to select appropriate digital finance services and understand their various uses accordingly

## 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>		
<b>Qualification Framework</b>		RQF
<b>Title</b>		Managing Digital Finances
<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</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Connect to an appropriate online finance service	1.1	Understand the various types of provider and outline the most appropriate to your particular usage	These may include: current accounts, savings accounts, credit cards, retail accounts, online finance (PayPal)
		1.2	Outline ways to connect to digital banking services	These may include: web browser, finance providers' own app, savings app (eg. Plum)
		1.3	State the benefits and drawbacks of using online banking services	Provide two benefits and two drawbacks
2	Fundamentals of using online finances	2.1	Identify the range of services provided by the chosen online digital finance provider	Compare minimum of two products/services These may include: Financial advice, loan applications, opening of new/alternative accounts, credit applications
		2.2	Demonstrate setup of an online account or banking service	PayPal or Retail account
		2.3	Identify security measures that must be taken when using online banking/finance services	
3	Utilise the functions available within online banking and finance services	3.1	Identify the processes that can be undertaken using online banking and finance services	Minimum of three examples, including : Checking your balance, making a payment, money transfers, view statements and recent transactions, making purchases online and contactless payments



4	Interact with relevant Government financial support/provisions	4.1	Identify relevant Government financial support/provisions	
		4.2	Understand how to register/apply for Government financial support/provisions	This may include: HMRC or Universal Credit
		4.3	Maintain financial support/provision account	

A large, stylized outline of the word 'eta' is centered on the page. The 'e' is outlined in a dark olive green, the 't' is outlined in black, and the 'a' is outlined in a light grey. The letters are connected and have a rounded, friendly appearance.

Level 1 Unit – Introduction to using a digital diary

## Unit aim

This unit learners will learn how to utilise a collection of functions within the digital device which collectively form the digital diary

## Unit introduction

This unit explains how to select, setup, manage and share a digital diary in order to maximise time management

## 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>		
<b>Qualification Framework</b>		RQF
<b>Title</b>		Introduction to using a digital diary
<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</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Understand the applications which form the 'digital diary'	1.1	Identify the applications that can collectively form a digital diary	Calendars, Reminders, Alarms and Appointments. Research and compare functionality and ease of use
		1.2	Setup the necessary applications as outlined in 1.1 on a digital device	For example: a phone, computer or tablet with internet connection
		1.3	Outline the positives and negatives of using a digital organiser	One positive and one negative example each for Calendars, Reminders, Alarms and Appointments
2	Know how to use a digital diary	2.1	Identify the functions provided by the diary applications	Based on day to day needs and use
		2.2	Demonstrate practical application of each diary function	One example each for Calendars, Reminders, Alarms and Appointments
		2.3	Amend previously established entries	This may include: changing a calendar appointment date/time
3	Know how to share a diary item	3.1	Demonstrate how to share calendar invitations/appointments	



Level 1 Unit – Introduction to using Word Processing software

## Unit aim

This unit introduces learners about the skills and knowledge required to use a basic range of word processing tools and techniques to produce appropriate and straightforward documents.

## Unit introduction

This unit introduces learners to the use of a word processor and how it is used for text entry, manipulation and output.

## 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>		
<b>Qualification Framework</b>		RQF
<b>Title</b>		Introduction to using Word Processing software
<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</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Identify appropriate word processing applications	1.1	Select an appropriate application to create a new document	
		1.2	Create or retrieve a document	
		1.3	Identify and apply the required document format and layout	This may include the use of a template or adjusting font, text size, changing page size/orientation
2	Demonstrate how to input the required information into the document	2.1	Identify the different types of information that can be held within a document	This may include text, images, tables
		2.2	Use a keyboard or other input method to enter or insert text and other relevant information	

		2.3	Demonstrate how to combine information retrieved from alternative sources	This should include data copied/pasted from an appropriate website
		2.4	Demonstrate how to use editing tools to amend document content	
3	Know how to use word processing software tools to format and present documents	3.1	Identify how to amend the formatting of an existing document	
		3.2	Identify and use appropriate techniques to format text and paragraph layout	
			Demonstrate how to print the document	This should include selecting appropriate range, page size and number of copies





Level 1 Unit – Introduction to exploring and using Social Media

## Unit aim

This unit aims to allow learners to safely engage with and navigate social media

## Unit introduction

This unit will outline the opportunities and threats associated with social media use. Learners will explore the positive and negative aspects of social media use, minimising safety risks associated with such use. In addition, learners will develop understanding of how social media sites can be utilised by groups, individuals and organisations.

## 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>		
<b>Qualification Framework</b>		RQF
<b>Title</b>		Introduction to exploring and using Social Media
<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</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Identify appropriate social media platform	1.1	Select an appropriate platform to create a new social media account	This may include: Facebook/Twitter/LinkedIn
		1.2	Understand the features and benefits of a chosen platform	
2	Demonstrate basic use of a social media platform	2.1	Identify the different types of information that can shared across the platform	This may include text, images, hyperlinks, videos
		2.2	Retrieve posts using the platform's search function	
		2.3	Demonstrate how to share previously published posts	
3	Understand the risks of social media sharing	3.1	Identify two examples of safety/security risk when publishing material to social media platforms	This should include examples from a self-authored posts and material shared by others. This may include: <ul style="list-style-type: none"> <li>• Inappropriate communication</li> <li>• Inappropriate content</li> </ul>

				<ul style="list-style-type: none"> <li>• Criminal activities</li> </ul>
		3.2	Understand how to minimise the risks outlined in 3.1	<p>Examples may include</p> <ul style="list-style-type: none"> <li>• Blocking inappropriate content/individuals</li> <li>• Only accepting trusted individuals to your network</li> <li>• Applying parental controls</li> <li>• Applying key word filters</li> </ul>
4	Understand the positives of social media sharing	4.1	Identify three examples of social media being utilised to promote positive values and behaviours	These may include: good news stories and the promotion of charitable causes



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