

ETCAL Level 2 Certificate in Digital Technologies  
603/5167/6  
Assessment

## 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 1 Diploma - Digital Technologies 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 a 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.

## Qualification aim

This qualification is designed to support learners in expanding their knowledge and understanding of the digital sector. It provides a structured to enable them to gain a qualification in preparation for employment in the sector.

## Qualification introduction

This level 2 Certificate will equip learners with the knowledge and understanding to underpin a range of roles within the digital arena.

## Assessment

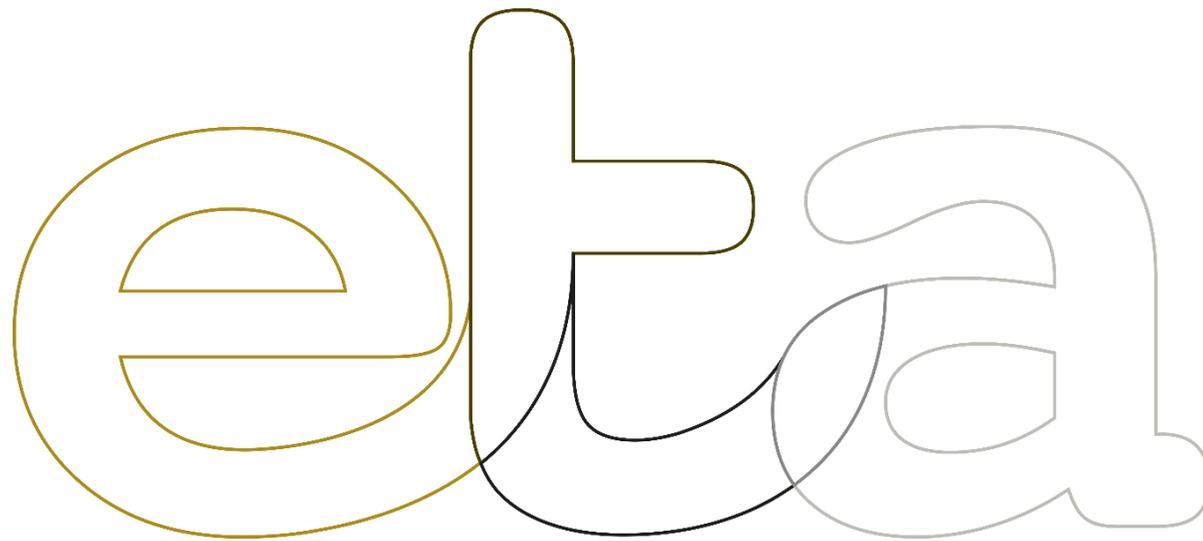
The assessment criteria determine the standard required to achieve each unit and allow for a variety of assessment methods to be used as appropriate to the environment the qualification is delivered in. There is no examined assessment element in this qualification.

## Progression

On completion of this qualification learners will be prepared to progress to level 3 qualifications in a range of occupations within the sector, this could include but not limited to apprenticeships.

## Achievement

Learners must achieve all of the 14 credits, by completing the 5 mandatory units that make up the qualification.



Level 2 Unit – Developing Digital Career Skills

## Unit aim

This unit progresses learners onto applying the skills and knowledge they will have gained at Level 1 and underpins, 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 apply their 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>		A/617/8390
<b>Qualification Framework</b>		RQF
<b>Title</b>		Developing Digital Career Skills
<b>Unit Level</b>		Level 2
<b>Guided Learning Hours</b>		28 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 principles and concepts of digital skills	1.1	Identify and explain a variety of digital skills	At least <b>three</b> skills to be identified and explained. May include: <ul style="list-style-type: none"> <li>- word processing</li> <li>- spreadsheets</li> <li>- email</li> <li>- digital marketing skills</li> </ul>
		1.2	Outline the importance of digital skills and their relevance when searching for employment	May include: <ul style="list-style-type: none"> <li>- work tasks requiring digital skills</li> <li>- digital skills used to find &amp; gain employment</li> </ul>
		1.3	Explain why digital skills are important and relevant in working life	Collaboration, communication, project management, time, money and flexible working considerations
		1.4	Describe how you might improve your own digital skills	Online courses, webinars, online research, supportive resources, training/mentoring
		1.5	Detail the different ways of communicating with others in personal and professional life using digital skills	Social networking, email communication, mobile communication, audio/video phone calls

2	Understand and know how to manage online reputation and identity	2.1	Identify what impact social media has on the employment prospect of self and others	Manage online reputation, showcase skills & expertise
		2.2	Outline the key features of an online identity	Profile photo, bio, images, links to other online content
		2.3	Explain what the differences are between physical and online identities	Explain at least three differences
		2.4	Understand why it is important to separate identities from personal and working life	Online reputation, risk of inappropriate content, brand identity and business relationships
3	Understand how to search the internet and social media to apply for employment	3.1	Explain what benefits there are to using online professional networks	Explain at least two benefits, these may include: <ul style="list-style-type: none"> <li>- develop online professional portfolio</li> <li>- build contacts</li> <li>- job opportunities</li> </ul>
		3.2	Describe what differences there might be between physical and online CV's and applications	Describe at least three differences
		3.3	Using social media and internet searches identify a variety of potential employment opportunities	At least three potential employment opportunities to be identified
		3.4	Using a variety of social media, produce a range of applications for opportunities	
		3.5	Using digital technology research and plan for an interview	May include: <ul style="list-style-type: none"> <li>- company information</li> <li>- location of interview/plan route</li> <li>- potential interview questions</li> <li>- interview tips.</li> </ul>
		3.6	Outline a variety of online resources to support employment searches and applications	Outline at least three online resources

4	Understand and know how to use technology to enhance learning goals and career progression	4.1	Describe how you might use digital media to understand the following <ul style="list-style-type: none"> <li>- Learning and career plans</li> <li>- Routes of progression to achieve goals</li> </ul>	Job roles & responsibilities, profiles of business figures, training courses and training provider information
		4.2	Describe how you would assess your own digital skills	Audit of current use of online tools and software, research range of digital skills and requirements of digital skills in job specification
		4.3	Explain the digital skills required to achieve career progression aims	
		4.4	Identify free online learning sites relevant to subject area	Identify at least two online learning sites



Level 2 Unit - Management of Information

## Unit aim

This unit enables learners to expand their knowledge and understanding of the specific area and develop skills that will underpin their progression in the field.

## Unit introduction

This unit will help learners to develop an understanding of the way to manage both personal and commercial information and provide an insight to the opportunities this may present 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>		F/617/8391
<b>Qualification Framework</b>		RQF
<b>Title</b>		Management of Information
<b>Unit Level</b>		Level 2
<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 how to use information and resources relevant to personal and organisational needs	1.1	Explain what online search tools used to find information	Google, online directories, social media sites
		1.2	Describe the operation of a search engine	Directory of categories information, keywords used, relevant search results
		1.3	Identify and understand how you might use sources of information to meet own or business needs	Identify at least two different ways of using sources of information
		1.4	Find relevant information using search tools	Use at least two different tools to find relevant information
2	Understand and know how to use researched information whilst complying with copyright and procedures	2.1	Describe how information might be gathered from reliable sources	Use of search engines, using the right keywords, accuracy, up to date information, reputable websites
		2.2	Explain the impact of the quality of information in terms of the intended purpose	Information sufficient to meet needs, range of sources used, depth of information required

		2.3	Describe why it is important to ensure the information is of a quality standard	Impact of achieving purpose
		2.4	Describe copyright regulations and the relevance	Usage rights/restrictions of content sourced, ownership
		2.5	Understand and explain the impact of a breach of copyright regulations on individuals and businesses	Damage to reputation, legal implications, fines
3	Understand how information can be stored according to organisational procedures	3.1	Describe why it is important to adopt organisational data management and file maintenance	Accuracy and reliability of data, access across teams, up to date information, data guidelines and restrictions to follow
		3.2	Explain why it is important for organisations to have information storage systems in place	Provide at least two reasons
		3.3	Identify a variety of storage methods applicable to appropriate business procedures	Servers, online file storage, CRM systems
		3.4	Describe any potential impact of breaching organisational storage procedures	
4	Understand how to manage personal information	4.1	Describe how you might use an online email calendar	Appointments, shared calendars, reminders
		4.2	Explain the uses of types of data spreadsheet software	Explain at least two uses
		4.3	Describe a variety of online data management (cloud) storage. Explain how you might use them	Describe and explain at least two different online storage systems
		4.4	Explain what benefits and limitations there might be of cloud storage in relation to other conventional data storage methods	Explain at least two benefits and at least two limitations



Level 2 Unit – Digital device safety awareness

## Unit aim

This unit expands of the safety aspects of data and how to apply appropriate methods of protection. In addition, it provides understanding of how to use devices safely.

## Unit introduction

This unit will help learners to develop their understanding of device safety and protection both personally and commercially.

## 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>		J/617/8392
<b>Qualification Framework</b>		RQF
<b>Title</b>		Digital device safety awareness
<b>Unit Level</b>		Level 2
<b>Guided Learning Hours</b>		18 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	Understand how to protect data and devices	1.1	Describe what types of threat there might be to personal data	Phishing, viruses, spyware, adware, unsecure data transfer
		1.2	Explain the potential impact of not keeping data secure	Hacking, stolen data, sensitive data being accessed/used, identity fraud
		1.3	Explain the different ways of protecting data and personal information	Explain at least two different ways
		1.4	Outline a variety of tools and software that might be available to protect data and devices	Outline at least two different tools or software
2	Understand and know how to apply the protection methods used for organisational data	2.1	Explain the steps that a business might take to protect data	Explain at least two steps
		2.2	Briefly explain the legislation that is related to data protection, in relation to protection of personal and financial data	GDPR to be outlined
		2.3	State why it would be important for employers and where appropriate, employees to comply with data protection legislation	Legal compliance, company and industry expectations to be met

		2.4	Explain how you might report a breach of online security	
3	Understand how to use digital equipment safely	3.1	Outline any health and safety legislation that is related to the use of digital equipment	Display Screen Equipment (DSE) Regulations
		3.2	Explain what risks might be associated with the use of digital equipment	Over-use, eye strain, mental health
		3.3	Identify the methods used to ensure that equipment is safe	Maintenance, software updates, PAT testing
		3.4	Describe any potential risks that might occur when using digital equipment in public spaces	Risk of loss or theft of device, others viewing your screen, sharing of data when using public Wi-Fi
		3.5	Explain how you might reduce the risks of using digital equipment	Taking regular breaks, limiting overuse, updating operating system software, regularly backing up data



Level 2 Unit – Communication and Productivity

## Unit aim

This unit underpins the learners understanding of how to both communicate and use technological communication effectively.

## Unit introduction

This unit will help learners to further develop an understanding of how important effective technological communication is in both personal and business circumstances.

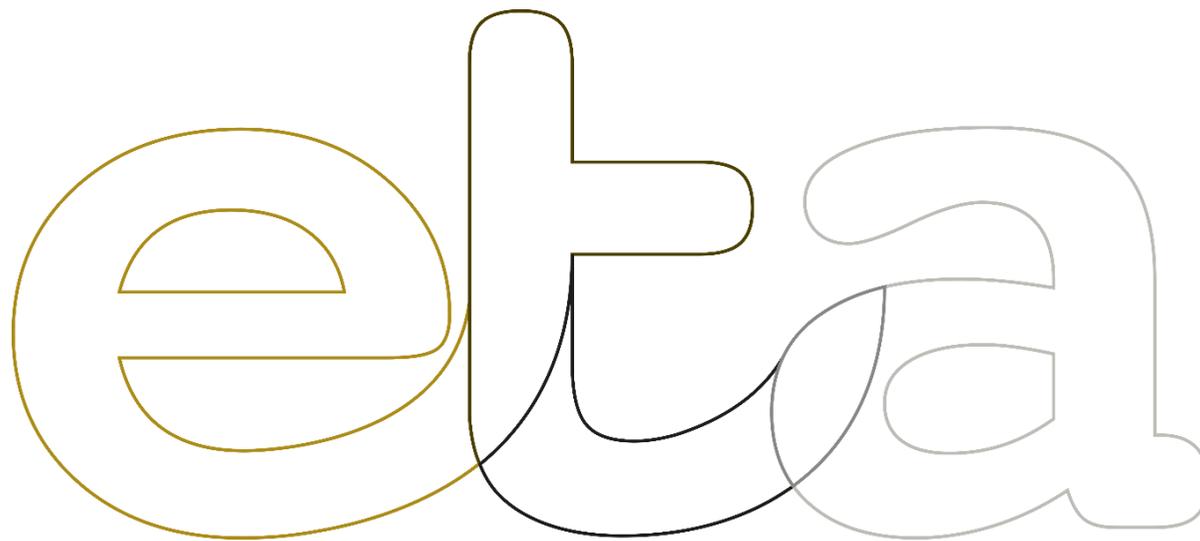
## Assessment

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>		L/617/8393
<b>Qualification Framework</b>		RQF
<b>Title</b>		Communication and Productivity
<b>Unit Level</b>		Level 2
<b>Guided Learning Hours</b>		26 GLH
<b>Total Qualification Time</b>		30 TQT
<b>Unit Credit Value</b>		3 Credits
<b>Unit Grading Structure Pass</b>		Pass / Fail

Learning Outcome		Assessment Criteria - The learner can		Criteria expansion
1	Understand how to effectively communicate using technology	1.1	Explain the variety of methods used to communicate online	Explain at least three methods. These may include: <ul style="list-style-type: none"> <li>- social networking</li> <li>- instant messaging</li> <li>- phone/video calls</li> </ul>
		1.2	Explain what methods businesses might use for online communication	Internal messaging systems, internal social networks, audio/video conferencing, project management systems, collaboration software tools, task management systems
		1.3	Explain how you would report potential security issues when communicating online	
		1.4	State why it is important to observe levels of respect, privacy, and correct tone, style and language when communicating online	Personal/brand reputation, professionalism, mutual respect
2	Understand and know how to communicate via email in a personal or business context	2.1	Describe what the advantages and disadvantages of using email might be	Describe at least two advantages and two disadvantages
		2.2	Describe how you would use attachments appropriately and efficiently	File types and sizes
		2.3	Explain why it is always important to use the correct tone, style and language when using email	Professionalism, business relationships, mutual respect, clarity of understanding

		2.4	Describe how you might identify fraudulent email links or messages	Name of sender, not personalised content, spelling mistakes in email
3	Understand and know how to use online meeting and collaboration tools	3.1	Identify a variety of online meeting and collaboration tools you might use	Identify at least three different tools
		3.2	Identify any equipment you might need for online meeting or collaboration	Audio headsets, microphone, TV screens, tablets, smartphones
		3.3	Explain what the advantages and disadvantages of online meetings and collaboration might be	Explain at least two advantages and two disadvantages
		3.4	Identify what the differences are between online meeting technology and online collaboration technology	Identify at least two differences
4	Know how to communicate and collaborate using digital networks	4.1	Describe why a business may use a social network and how it would benefit their business	Marketing and promotion, online presence, customer service, brand reputation
		4.2	Identify what the main differences are between public and private social networks	Identify at least two differences
		4.3	Identify what the benefits might be of public and private social networks	Identify at least two benefits
		4.4	Explain how you might participate in a social network to engage with others	Posts, request connections, sharing of information, join groups, follow hashtags and comment
		4.5	State any specific safety issues, reporting procedures and precautions there might be when using public and private online social networks	Secure passwords, sharing of personal data, limiting access
		4.6	Describe what areas of support might be available to social network users, with regards to suspicious online activity	Support/help services in social networks, acceptable use policies, social network guides



Level 2 Unit – Digital security

## Unit aim

This unit provides learners with an understanding of the policies and procedures that underpin digital securing and how to apply them appropriately.

## Unit introduction

This unit allows learners to develop skills and knowledge in identifying security threats, how to interpret them and what to do about protecting against them.

## 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/617/8394
<b>Qualification Framework</b>		RQF
<b>Title</b>		Digital security
<b>Unit Level</b>		Level 2
<b>Guided Learning Hours</b>		18 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 a variety of security threats	1.1	Describe a variety of internal threats to systems and data, that might be encountered through misuse by the actions of employees	Data misuse, loss of data, security breaches, downloading unauthorised software, business email misuse, transfer of data
		1.2	Describe a variety of external threats to systems and data that might arise from unauthorised users and the internet	Data loss/theft, financial loss, damage to brand reputation
		1.3	Explain the variety of changing and evolving threats	Identify theft, scams, phishing
		1.4	State what factors might have an an effect on computer vulnerability	State at least three factors
2	Understand and know how to apply system protection	2.1	Describe the types of software- based protection methods available	Antivirus, firewall settings, data encryption
		2.2	Describe the types of hardware- based protection methods available	Physical locks, access fobs, restricted physical access, CCTV
		2.3	Explain the specific characteristics of a variety of physical security measures	Biometrics, physical monitoring, password protected keypads/door locks
		2.4	Explain why it is important to have in place security measures for business, personal and public computer systems	Limit risk of systems being compromised, hacking, loss/theft of data

3	Understand any relevant legal requirements in relation to system security	3.1	State what the current legislation applicable to system and data protection might be	GDPR, Computer Misuse Act, Copyright Act
4	Understand a variety of relevant security policies and procedures	4.1	Describe a variety of organisational policies that might exist to protect systems and data	IT Acceptable Use policies, security/passwords policies & procedures, Internet use policies
		4.2	Describe what policies and procedures are in place in relation to device and data backup	Backups frequency, secure passwords, updating software, roles and responsibilities, staff training
		4.3	Explain the relevant data protection policies that ensure organisational compliance	Secure storage, management and use of data, staff training, GDPR DPO (Designated Protection Officer)
		4.4	Explain what an organisational disaster recovery policy might look like	Procedures/contingency plans, may include: <ul style="list-style-type: none"> <li>- mirrored server</li> <li>- backups</li> <li>- restore procedures</li> <li>- roles and responsibilities</li> </ul>