

ETCAL - Level 2 Certificate in Digital Skills
603/6442/7

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

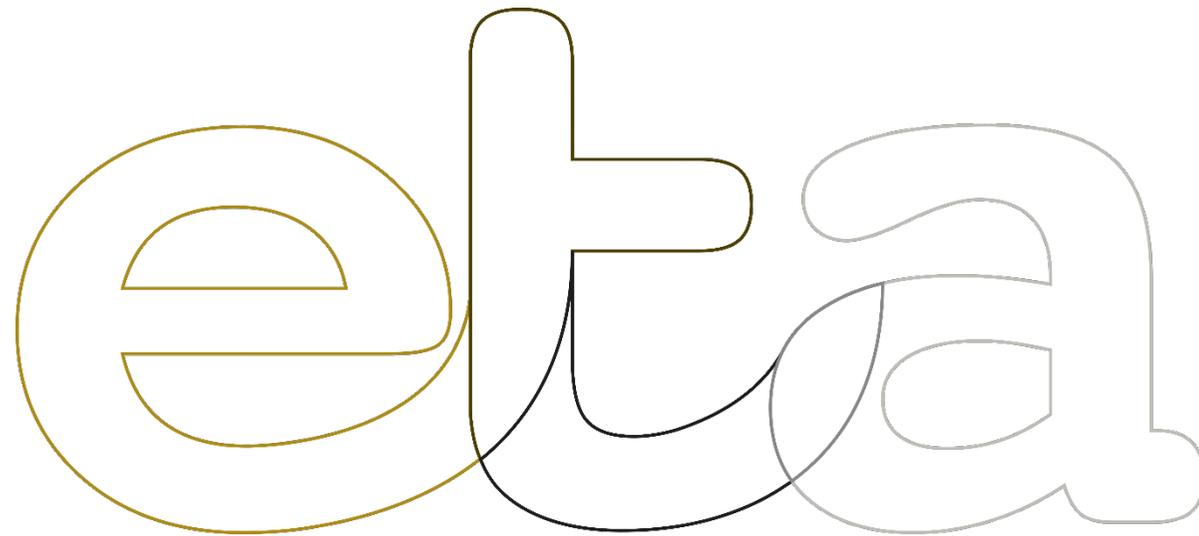
The approved centre must either:

- 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 2 Unit – Using Digital Technology in the Home

Unit aim

This unit allows learners to effectively use a selection of digital devices commonly used around the home

Unit introduction

Learners will demonstrate how to use a range of smart devices in the home to personal networks and how to interact with the devices to perform particular functions

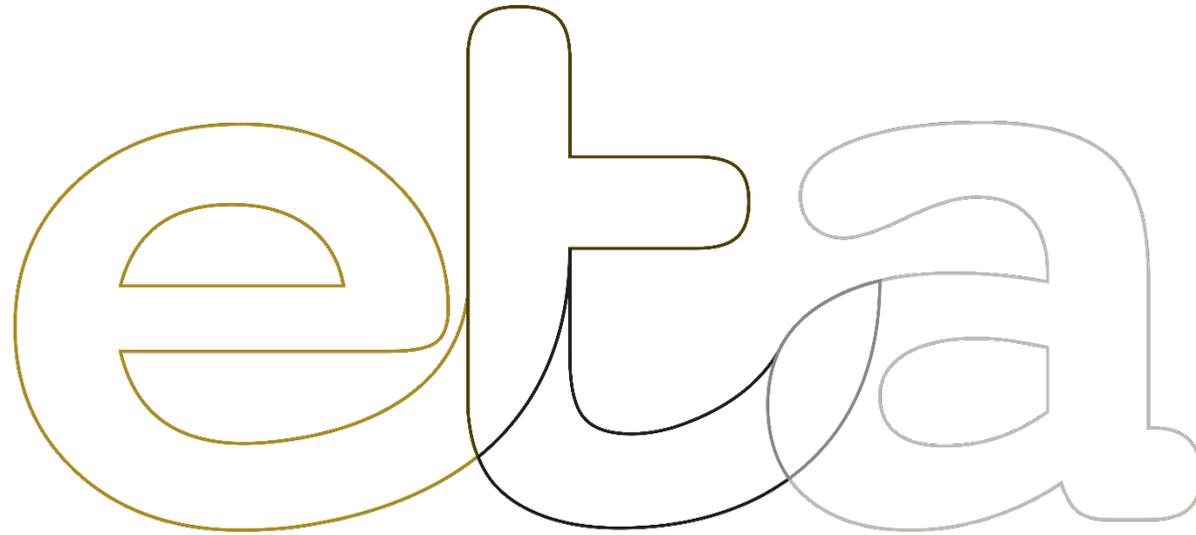
Assessment

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

Unit Reference Number		D/618/3923
Qualification Framework		RQF
Title		Using Digital Technology in the Home
Unit Level		Level 2
Guided Learning Hours		35 GLH
Total Qualification Time		40 TQT
Unit Credit Value		4 Credits
Unit Grading Structure		Pass / Fail

	Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Understand the term 'Smart Technology' and how that enhances your over digital understanding	1.1	Explain the term 'Smart Technology on respect of the home	
		1.2	Describe the differences between different types of smart technology in the home	Include: <ul style="list-style-type: none"> • TV • Electronic controllers • Communication
		1.3	Demonstrate how a certain device would be selected for a certain activity	

2	Know the different types of connections for a range of smart devices in the home	2.1	Explain a range of different connections and the types of devices they are applicable to	Should include but not restricted to: <ul style="list-style-type: none"> • Bluetooth • Wifi • Ethernet
		2.2	Describe the different types of technology you might find in the home and why the variety is necessary	Identify at least 3 types
3	Know how to programme digital devices to suit personal need	3.1	Explain how you might identify the most appropriate method to programme a device	
		3.2	Demonstrate how to programme the chosen device	
		3.3	Explain what the risk might be when using different connection methods for different devices	
4	Understand the benefits of connecting different devices to each other and using them together	4.1	Explain what the different interactions are that might be found at home	
		4.2	Demonstrate how you might connect different devices together in the home	
		4.3	Explain how you can use one device to control another	



Level 2 Unit – Using the Internet

Unit aim

This unit allows learners to demonstrate use of the internet so they can apply their knowledge of 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 and underpinning their ability to progress through different types of internet 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

Unit Reference Number		H/618/3924
Qualification Framework		RQF
Title		Using the Internet
Unit Level		Level 2
Guided Learning Hours		15 GLH
Total Qualification Time		20 TQT
Unit Credit Value		2 Credits
Unit Grading Structure		Pass / Fail

Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Know how to connect to the internet in a variety of ways	1.1 Demonstrate how to get online with different types on internet connection	This could include: <ul style="list-style-type: none"> • Wireless • VPN • Dial-up • Broadband • Modem • Router • WAP • 3G
		1.2 Explain the benefits of the different types of connection used	Consider: <ul style="list-style-type: none"> • Stability • Speed
		1.3 Explain the challenges of using the different types of connection	Consider: <ul style="list-style-type: none"> • Stability • Speed

		1.4	Demonstrate how to use the available on line help facilities	
2	Understand how to use relevant software to navigate webpages	2.1	Explain the appropriate tools and how to use them to navigate webpages	This should include but not be restricted to: <ul style="list-style-type: none"> • New tab • Enter • History • Refresh
		2.2	Demonstrate how to change browser settings as a benefit to performance	This could include: <ul style="list-style-type: none"> • Work offline • Delete cache • Autofill • Privacy • Software updates
3	Understand the need for using browser tools when searching for information on the internet	3.1	Demonstrate how to efficiently locate information by using appropriate search techniques	This should include but not be restricted to: <ul style="list-style-type: none"> • Wild cards • Quotation marks • Find
		3.2	Explain how you might manage references and use them to find information in the future	This could include: <ul style="list-style-type: none"> • RSS • Data feeds • History • Saved
		3.3	Demonstrate how you would store and organise different types of internet information	Types of information to include: <ul style="list-style-type: none"> • Music • Videos • Webpages • Images • Text
4	Know how to use on line browsers to communicate information	4.1	Describe how you might take the opportunity to create, post and publish material online	This should include but not be restricted to: <ul style="list-style-type: none"> • Real-time • Saved • File transfer • Hypertext

		4.2	Demonstrate how you would communicate information online using appropriate tools	
5	Understand appropriate online safety and security practices	5.1	Describe the appropriate safety and security precautions to be taken	<p>This should include but not be restricted to:</p> <ul style="list-style-type: none"> • Internet security settings • Firewall • Content filtering • Proxy Servers • Reporting breaches
		5.2	Demonstrate how to manage personal access	<p>This should include but not be restricted to:</p> <ul style="list-style-type: none"> • Password strength • Real name • Username • Password/PIN • Avatar • Withholding personal information
		5.3	Explain how you might minimise any security risks	<p>This should include but not be restricted to:</p> <ul style="list-style-type: none"> • Anti-spam software • Virus checking • Firewall • Threat messages • Parental controls



Level 2 Unit – Using E-Mail

Unit aim

This unit allows learners to use e-mail at an advanced level 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 demonstrate a competent understanding of the skills required to use e-mail. They will demonstrate how to manipulate the application appropriately when they compose, send and sort messages to fulfil a given task

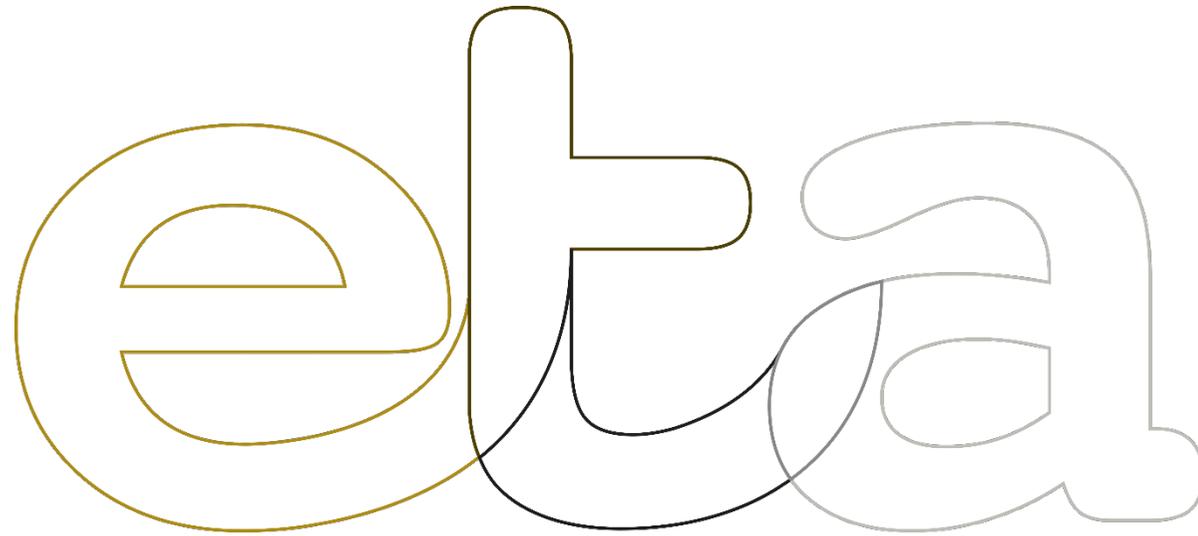
Assessment

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

Unit Reference Number		K/618/3925
Qualification Framework		RQF
Title		Using E-mail
Unit Level		Level 2
Guided Learning Hours		20 GLH
Total Qualification Time		20 TQT
Unit Credit Value		2 Credits
Unit Grading Structure		Pass / Fail

Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Know how to compose and send emails by using a variety of email techniques and tools	1.1 Explain how to select the appropriate tools to format an email and include attachments as appropriate	Should include: <ul style="list-style-type: none"> • Bullets • Colour • Font size • Format • Hyperlink • Backgrounds • Paragraphs
		1.2 Explain how to develop a group to send messages to	
		1.3 Explain how to ensure you are respectful in email communications and stay safe in using email	Should include: <ul style="list-style-type: none"> • Use appropriate language • Avoid providing personal information inappropriately

				<ul style="list-style-type: none"> • Respect confidentiality
		1.4	Demonstrate how to use an address book	
2	Understand how to manage incoming email	2.1	Describe how to respond to emails appropriately	<p>Should include:</p> <ul style="list-style-type: none"> • Prioritising the content • Gathering information • Who to include in reply
		2.2	Use appropriate tools and techniques for automated replies	<p>Should consider:</p> <ul style="list-style-type: none"> • Setting • Junk Mail • Rules
		2.3	Explain how you might archive email messages and any relevant attachments	
		2.4	Explain the types of email problems you might encounter and how to deal with them	<p>Consider:</p> <ul style="list-style-type: none"> • Message size • SPAM • Chain mail • Viruses

A large, stylized outline of the word 'eta' in a rounded, cursive-like font. The 'e' is gold, the 't' is black, and the 'a' is grey, matching the logo in the top right.

Level 2 Unit – Using Spreadsheets

Unit aim

This unit allows learners to demonstrate how they can edit and organise numerical data, and how to manipulate and analyse data using formulae and data analysis tools. They will also be able to demonstrate how to organise and present data by using the advanced tools and techniques.

Unit introduction

This unit allows learners to demonstrate the use of spreadsheets and the advanced functions that support activity.

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

Unit Reference Number		M/618/3926
Qualification Framework		RQF
Title		Using Spreadsheets
Unit Level		Level 2
Guided Learning Hours		20 GLH
Total Qualification Time		20 TQT
Unit Credit Value		2 Credits
Unit Grading Structure		Pass / Fail

	Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Understand how to enter, edit and organise data on a spreadsheet	1.1	Demonstrate how you would identify what sort of data is to be entered onto the spreadsheet and how it can be structured to suit the need	
		1.2	Explain how you can combine and link data across sheets	Consider: <ul style="list-style-type: none"> • Rows • Columns • Cells • Tables • Charts • Workbooks
		1.3	Describe how you would store and then retrieve spreadsheets as appropriate to the output	Consider: <ul style="list-style-type: none"> • CSV • Open • Close

2	Know how to identify and use appropriate data analysis and formulas	2.1	Explain the requirements and how you would identify the most appropriate formula and functions to meet the calculation need	Should include but not be restricted to: <ul style="list-style-type: none"> • Mathematical • Statistical • Financial • Logical
3	Understanding how to format and present spreadsheets using techniques and tools	3.1	Demonstrate how you would plan and select appropriate tools and techniques in order to present your spreadsheet	Should include: <ul style="list-style-type: none"> • Shading • Borders • Date and Time formatting • Wrap text • Height • Width
		3.2	Demonstrate how to display selected information by using an appropriate chart or graph	Include titles
		3.3	Explain how you might find and identify errors	Should include: <ul style="list-style-type: none"> • Formulas • Help function



Level 2 Unit – Using Word Processing Software

Unit aim

This unit allows learners to demonstrate how they can identify and use the appropriate word processing software applicable to the task

Unit introduction

This unit allows learners to demonstrate the use of appropriate word processing software.

Assessment

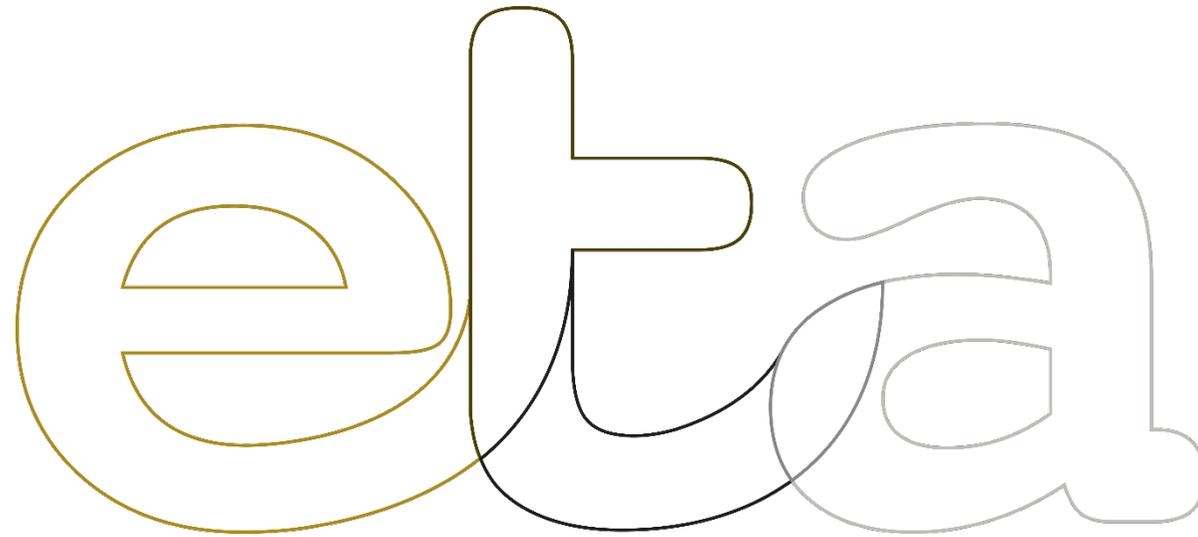
To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment

Unit Reference Number		T/618/3927
Qualification Framework		RQF
Title		Using Word Processing Software
Unit Level		Level 2
Guided Learning Hours		20 GLH
Total Qualification Time		20 TQT
Unit Credit Value		2 Credits
Unit Grading Structure		Pass / Fail

	Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Understand how to accurately enter and construct text and other information in word processed documents	1.1	Explain what type of information might be needed in a document	Include: <ul style="list-style-type: none"> • Images • Numbers • Text
		1.2	Describe what techniques might be used to enter text accurately	Consider: Keyboard - keys
		1.3	Demonstrate how to access and use a template	
		1.4	Demonstrate how to use editing tools including merging information	Consider: <ul style="list-style-type: none"> • Cut • Paste • Undo • Touch screen

				<ul style="list-style-type: none"> • Delete • Drag and drop • Crop • Re-size
		1.5	Explain how to store files effectively in order to be able to retrieve them	
2	Know to create and as appropriate change layouts in word processing documents	2.1	Explain what styles and templates might be available and how to choose the correct one	
		2.2	Demonstrate how to creatively change tables and forms	<p>Should include but not restricted to:</p> <ul style="list-style-type: none"> • Text • Insert • Delete cells/rows • Vertical alignment • Horizontal alignment • Borders • Margins • Cell • Merge • Height/width
		2.3	Describe how you might apply different styles to a document	<p>Consider:</p> <ul style="list-style-type: none"> • Line • Paragraph • Font • Underline • Bold
3	Know how to present documents appropriately using available word processing software tools	3.1	Explain why formatting a document appropriately is important to the message and content	<p>Consider:</p> <ul style="list-style-type: none"> • Size • Font • Colour • Bold • Italic • Alignment

				<ul style="list-style-type: none">• Spacing
		3.2	Demonstrate formatting a document	
		3.3	Describe the processing for checking the appropriateness and quality of a document	Include: <ul style="list-style-type: none">• Language• Spelling• Grammar• Page layout• Structure• Design• Images



Level 2 Unit – Digital Device Safety Awareness

Unit aim

This unit expands on 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.

Unit Reference Number		J/617/8392
Qualification Framework		RQF
Title		Digital Device Safety Awareness
Unit Level		Level 2
Guided Learning Hours		20 GLH
Total Qualification Time		30 TQT
Unit Credit Value		3 Credits
Unit Grading Structure Pass		Pass / Fail

Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
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
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	
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