



Qualification Specification

Highfield Entry Level 3 Award in Digital Skills (RQF)

Qualification Number: 603/4950/5

Highfield Entry Level 3 Certificate in Digital Skills (RQF)

Qualification Number: 603/4952/9

Highfield Level 1 Award in Digital Skills (RQF)

Qualification Number: 603/4954/2

Highfield Level 1 Certificate in Digital Skills (RQF)

Qualification Number: 603/4955/4

Highfield Level 2 Award in Digital Skills for the Workplace (RQF)

Qualification Number: 603/4957/8

Highfield Level 2 Certificate in Digital Skills for the Workplace (RQF)

Qualification Number: 603/4960/8

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Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

Qualification regulation and support

The Highfield Entry Level 3, Level 1 and Level 2 Awards and Certificates in Digital Skills (RQF) have been developed and are awarded by Highfield Qualifications and sit on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual. The qualifications are also regulated by Qualifications Wales.

Key Facts

Highfield Entry Level 3 Award in Digital Skills (RQF)

Qualification number:	603/4950/5
Learning aim reference:	60349505
Credit value:	7
Assessment method:	Portfolio of Evidence
Guided learning hours (GLH):	30
Total qualification time (TQT):	70

Highfield Entry Level 3 Certificate in Digital Skills (RQF)

Qualification number:	603/4952/9
Learning aim reference:	60349529
Credit value:	21
Assessment method:	Portfolio of Evidence
Guided learning hours (GLH):	130
Total qualification time (TQT):	212

Highfield Level 1 Award in Digital Skills (RQF)

Qualification number:	603/4954/2
Learning aim reference:	60349542
Credit value:	8
Assessment method:	Portfolio of Evidence
Guided learning hours (GLH):	50
Total qualification time (TQT):	83

Highfield Level 1 Certificate in Digital Skills (RQF)

Qualification number:	603/4955/4
Learning aim reference:	60349554
Credit value:	18
Assessment method:	Portfolio of Evidence
Guided learning hours (GLH):	110
Total qualification time (TQT):	187

Highfield Level 2 Award in Digital Skills for the Workplace (RQF)

Qualification number:	603/4957/8
Learning aim reference:	60349578
Credit value:	12
Assessment method:	Portfolio of Evidence
Guided learning hours (GLH):	70
Total qualification time (TQT):	120

Highfield Level 2 Certificate in Digital Skills for the Workplace (RQF)

Qualification number:	603/4960/8
Learning aim reference:	60349608
Credit value:	27
Assessment method:	Portfolio of Evidence
Guided learning hours (GLH):	180
Total qualification time (TQT):	270

Qualification overview and objective

The objective of these qualifications is to prepare learners for employment and/or support a role in the workplace through the development of their ICT knowledge and skills. The content of the qualifications is designed to allow learners to achieve a variety of ICT skills that can be used to attempt to gain employment and to expand existing skills and knowledge of ICT systems. Topics covered include using devices and handling information, creating and editing information and being safe and responsible online.

Entry requirements

Learners should be 14 or over and it is recommended that they have a good level of literacy (verbal and written) skills.

Guidance on delivery

The total qualification time (TQT) and recommended guided learning hours (GLH) for these qualifications are:

	TQT	GLH
Entry Level 3 Award	70	30
Entry Level 3 Certificate	212	130
Level 1 Award	83	50
Level 1 Certificate	187	110
Level 2 Award	120	70
Level 2 Certificate	270	180

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Guidance on assessment

These qualifications are assessed by a Portfolio of Evidence. Suggested paperwork is available to download from the members' area of the Highfield website. If a centre would like to use alternative paperwork, this must be sent to the quality support team for approval before commencement of the course.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Guidance on quality assurance

Highfield requires centres to have in place a robust mechanism for internal quality assurance of training delivery and internal assessment processes. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring. Highfield will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment. For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the Highfield Qualifications website. This policy should be read in conjunction with this specification and all other relevant Highfield Qualifications documentation.

Tutor requirements

Highfield Qualifications recommends that nominated tutors for this qualification meet the following:

- have experience in an ICT environment or hold a relevant subject area qualification, which could include any of the following:
 - Highfield Level 2 Certificate in Digital Skills for the Workplace (RQF)
 - hold or be working towards a recognised teaching qualification, which could include any of the following:
 - Level 3 Award in Delivering Training
 - Level 3 Award in Education and Training, or equivalent
 - Certificate in Education or above;
 - Level 3 NVQ in training and/or development or above; or
 - Proof of at least 30 hours of training in any subject
 - maintain appropriate continued professional development for the subject area
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Assessor requirements

Highfield Qualifications recommends that nominated assessors for this qualification meet the following:

- have experience in an ICT industry or hold a relevant subject area qualification, which could include any of the following:
 - Highfield Level 2 Certificate in Digital Skills for the Workplace (RQF)
 - hold or be working towards a recognised assessing qualification, which could include any of the following:
 - A1
 - D32/D33
 - Highfield Level 3 Award in Assessing Vocationally Related Achievement
 - maintain appropriate continued professional development for the subject area
-

Internal quality assurance (IQA) requirements

Highfield Qualifications requires that internal quality assurers for this qualification meet the following:

- hold a relevant subject area qualification, which could include any of the following:
 - Highfield Level 2 Award in Digital Skills for the Workplace (RQF)
 - Highfield Level 2 Certificate in Digital Skills for the Workplace (RQF)
 - other relevant qualifications/experience which can be assessed on a case by case basis
 - hold or be working towards a recognised internal quality assurance qualification, which could include any of the following:
 - D34
 - V1
 - Highfield Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or above
 - maintain appropriate continued professional development for the subject area
-

Countersigning strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel who are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

Upon successful completion of this qualification, learners could continue their development by undertaking one of the following qualifications:

- Highfield Level 2 Certificate in Principles of Business and Administration (RQF)
- Highfield Level 3 Diploma for Business Administrators (RQF)

Learners could also progress onto the customer service practitioner apprenticeship.

Appendix 1: Qualification structure

To complete the **Highfield Entry Level 3 Award in Digital Skills (RQF)**, learners must complete

- **Units 1 to 5 from the Entry Level 3 Unit Group**

To complete the **Highfield Entry Level 3 Certificate in Digital Skills (RQF)**, learners must complete

- **All units from the Entry Level 3 Unit Group**

Entry Level 3 Unit Group

Unit reference	Unit title	Level	GLH	Credit
R/617/7293	1. Using devices and handling information	E3	9	2
Y/617/7294	2. Creating and editing	E3	4	1
D/617/7295	3. Communicating	E3	4	1
H/617/7296	4. Transacting	E3	4	1
K/617/7297	5. Being safe and responsible online	E3	9	2
M/617/7298	6. Using technology for collaboration	E3	55	8
T/617/7299	7. Using technology for career development	E3	45	6

To complete the **Highfield Level 1 Award in Digital Skills (RQF)**, learners must complete

- **Units 1 to 5 from the Level 1 Unit Group**

To complete the **Highfield Level 1 Certificate in Digital Skills (RQF)**, learners must complete

- **All units from the Level 1 Unit Group**

Level 1 Unit Group

Unit reference	Unit title	Level	GLH	Credit
D/617/7300	1. Using devices and handling information	1	12	2
H/617/7301	2. Creating and editing	1	11	2
K/617/7302	3. Communicating	1	7	1
M/617/7303	4. Transacting	1	8	1
T/617/7304	5. Being safe and responsible online	1	12	2
A/617/7305	6. Using technology for collaboration	1	40	7
F/617/7306	7. Using technology for career development	1	20	3

To complete the **Highfield Level 2 Award in Digital Skills for the Workplace (RQF)**, learners must complete

- **Units 1 to 5 from the Level 2 Unit Group**

To complete the **Highfield Level 2 Certificate in Digital Skills for the Workplace (RQF)**, learners must complete

- **All units from the Level 2 Unit Group**

Unit reference	Unit title	Level	GLH	Credit
L/617/7311	1. Using devices and handling information	2	16	3
Y/617/7313	2. Creating and editing	2	14	2
H/617/7315	3. Communicating	2	10	2
M/617/7317	4. Transacting	2	13	2
A/617/7319	5. Being safe and responsible online	2	17	3
T/617/7321	6. Using technology for collaboration	2	60	9
F/617/7323	7. Using technology for career development	2	50	6

Appendix 2: Entry Level 3 Qualification content

Unit 1: Using devices and handling information

Unit number: R/617/7293

Credit: 2

GLH: 9

Level: E3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Know what is meant by hardware, software, operating systems and applications	1.1 List items of hardware 1.2 List software or applications 1.3 State the role of an operating system 1.4 Outline how to install software 1.5 State software requirements 1.6 State how system settings can be changed 1.7 State how accessibility settings can be used
2. Be able to navigate online content	2.1 Use a web browser to access a page on the internet 2.2 Navigate online content using hyperlinks, menus and browser navigation controls 2.3 Use a search engine to find a website 2.4 Carry out a search online for information
3. Be able to open, read and save information	3.1 List different types of file format 3.2 Outline the factors that contribute to the size of a file 3.3 Demonstrate how to open a file in a suitable program 3.4 Demonstrate how to save a file to your device with an appropriate name 3.5 Demonstrate how to create a new folder for files 3.6 State what local storage and remote storage are 3.7 Open a file from a local storage device 3.8 Open a file from remote storage 3.9 Save a file to a local storage device 3.10 Save a file to a remote storage device
4. Be able to recognise when a technical problem has been encountered	4.1 Give examples of technical problems 4.2 List typical user errors 4.3 Demonstrate typical troubleshooting methods for a technical problem 4.4 Seek assistance when unable to solve a technical problem

Amplification

- **Hardware**
 - the machines, wiring, and other physical components of a computer or other electronic system
- **Software or applications**

- programs and other operating information used by a computer, tablet or mobile device
- **Operating system**
 - the basic software that supports a computer's basic functions, such as scheduling tasks and controlling peripherals
- **Software requirements**
 - the hardware requirements to be able to run software, for example, disk space or memory
- **System settings**
 - configure the appearance or actions in an application, operating system or the hardware, for example, display settings, mouse sensitivity etc.
- **Accessibility settings**
 - can help visually or physically impaired people to use the computer, tablet or device
- **Browser navigation controls**
 - these are features in a web browser that enable movement around the web such as the back/forward buttons, refresh and bookmark
- **File format**
 - e.g. JPEG, BMP, DOCX, PDF
- **Local storage**
 - a local storage device is a physical device that can be attached to or linked physically to a computer or device and used to store documents and files
- **Remote storage**
 - examples of this are iCloud, Google Drive, SharePoint
- **Technical problems**
 - includes when there is a problem with a device or software and knowing that some problems are caused by user error
- **User errors**
 - typical user errors could include using incorrect credentials or incorrectly connecting hardware
- **Typical troubleshooting**
 - application restart, device reboot or network reconnection

Unit Guidance

- AC 1.1 – Learner should be able to list 5 items of hardware
- AC 1.2 – Learner should be able to list 5 examples of software/application
- AC 1.5 – Learner should state 2 examples of software requirements
- AC 1.6 – State at least 1 example of how to change a system setting
- AC 1.7 – State at least 1 example of how accessibility settings can be used
- AC 3.1 – List 4 different file format types
- AC 4.1 – Give at least 2 examples of different technical problems
- AC 4.2 – List 2 different user errors

Unit 2: **Creating and editing**
 Unit number: Y/617/7294
 Credit: 1
 GLH: 4
 Level: E3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to use a suitable application to enter, edit and format information	1.1 List programs/applications that can be used to enter, edit and format text and numbers 1.2 List programs/applications that can be used to enter, edit and format a graphic/image 1.3 Use a program/application to enter, edit and then format text and numbers 1.4 Use a program/application to enter, edit and then format a graphic/image
2. Be able to capture and save images, sound and video	2.1 State common media file types 2.2 Use a device to create and save an image to your device 2.3 Use a device to create and save a sound file to your device 2.4 Use a device to create and save a video to your device

Amplification
<ul style="list-style-type: none"> • Enter, edit and format <ul style="list-style-type: none"> ○ includes entering or amending, selecting, copying, cutting and pasting text ○ includes bold, underline, italics, font sizes, and colours, text alignment, bulleted and numbered lists • Graphic/image <ul style="list-style-type: none"> ○ includes positioning, sizing and borders • Create and save <ul style="list-style-type: none"> ○ using a device to grab an image, record video or sound and storing the result on a device

Unit Guidance
AC 1.1 – Give examples of 2 different programs or applications AC 1.2 – List 1 application or program that can be used for editing images AC 1.3 – Use 1 application or program to enter edit and format text and numbers AC 2.1 – State 2 different media file types

Unit 3: **Communicating**
 Unit number: D/617/7295
 Credit: 1
 GLH: 4
 Level: E3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to create, edit and use contacts	1.1 Use an online communication application/program to create, edit and use contacts 1.2 Use an online communication application/program to manage contacts 1.3 Use an application/program to send content to another user 1.4 Use a program/application to conduct a one-to-one video call
2. Know the types of digital activities that leave a ‘digital footprint’ and understand the implications	2.1 State what a digital footprint is 2.2 Give examples of public and private communication 2.3 Identify when it is appropriate to send public and/or private communications 2.4 Understand the implications of your own digital activities

Amplification
<ul style="list-style-type: none"> • Online communication application/program <ul style="list-style-type: none"> ○ websites used online to communicate with others including social media • Manage <ul style="list-style-type: none"> ○ add, edit, block and delete • Send <ul style="list-style-type: none"> ○ sending content can include images, sound or video files and other contact information • One-to-one video call <ul style="list-style-type: none"> ○ refers to a simple one-to-one communication via live video; it does not include a video conference involving groups of people or scheduling meetings • Digital footprint <ul style="list-style-type: none"> ○ the trail of electronic data a user leaves when using most internet services or apps • Public and private <ul style="list-style-type: none"> ○ e.g. private messaging or posting on social media • Implications <ul style="list-style-type: none"> ○ what are the consequences of the online activity you have been undertaking?

Unit Guidance
AC 1.1 – Create 1 contact, edit it and then use it AC 1.2 – Create, edit and use at least 2 contacts AC 1.3 – Send 1 item of content to another contact AC 2.2 – Learner should be giving at least 1 example of public communication and at least 1 example of private communication AC 2.4 – Name at least 2 implications of own digital activities

Unit 4: **Transacting**
 Unit number: H/617/7296
 Credit: 1
 GLH: 4
 Level: E3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to complete and submit a form as part of an online transaction	1.1 Complete an online form to register for or request a service 1.2 Perform an online verification check 1.3 Give examples of features that may be present in an online form
2. Be able to buy an item/service online	2.1 Demonstrate how to purchase an item online

Amplification
<ul style="list-style-type: none"> • Online form <ul style="list-style-type: none"> ○ typically comprises a simple single page form used to enter information to register for, or to request a service e.g. make an appointment or organise collection of something like household rubbish • Purchase an item online <ul style="list-style-type: none"> ○ methods may include: <ul style="list-style-type: none"> ▪ credit/debit cards ▪ third-party online services ▪ mobile payment service ▪ digital wallet services

Unit Guidance
AC 1.3 – Learner should give at least 2 examples of features that are in an online form

Unit 5: Being safe and responsible online
 Unit number: K/617/7297
 Credit: 2
 GLH: 9
 Level: E3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Know where personal information may be stored by devices and online activity	1.1 Identify situations where personal information may be stored by devices and online activity 1.2 Identify ways to keep personal information secure 1.3 State the risks to privacy and personal data
2. Know of online risks and threats	2.1 Give examples of online risks and threats 2.2 Identify basic methods that can be used to protect your device 2.3 Identify the risks of using public Wi-Fi 2.4 State the potential risks associated with sharing personal data 2.5 Outline how to protect personal information 2.6 Identify how to combat online risks and threats
3. Be able to configure and use secure ways to access devices and online services	3.1 Set up and use secure ways to access a device 3.2 Set up and use secure ways to access online services
4. Know how to report concerns with online content	4.1 Identify online content that would be of concern 4.2 State how to report concerns about online content
5. Know how to recognise and minimise the effects of physical stresses of being online	5.1 Identify what the physical health risks of using a device online are 5.2 List equipment that can reduce physical stress/strain 5.3 State the benefits of using correctly adjusted equipment when using a device

Amplification
<ul style="list-style-type: none"> • Personal information <ul style="list-style-type: none"> ○ refers to the collection and use of personal information and data by organisations (often used to personalise online experiences and targeted advertisements) • Protect personal information <ul style="list-style-type: none"> ○ guarding your date of birth and telephone number online ○ using a pseudonym on some social media sites ○ looking for ‘https:’ in the URL bar when entering login credentials or other personal data ○ being aware that the security of your digital devices can be compromised, hacked and/or hijacked

- being aware of using public Wi-Fi networks
- being aware of phishing emails
- being aware of risks associated with clicking on links found in emails and other digital messages

- **Online risks**
 - these could include spam emails offering things such as refunds or forged emails from a bank/building society asking for confirmation of PIN or account details

- **Secure ways to access a device**
 - using anti-virus and firewalls
 - securing mobile devices using a lock screen or similar
 - using secure passwords
 - fingerprint encryption
 - face/voice recognition

- **Concerns about online content**
 - could include illegal, inappropriate or harmful content

Unit Guidance

- AC 1.1 – Learner should identify at least 2 situations
- AC 1.2 – The learner should identify at least 2 ways to keep personal information secure
- AC 1.3 – The learner can name at least 2 risks to privacy/personal data
- AC 2.1 – Give at least 2 examples of online risks and threats
- AC 2.2 – Identify at least 2 methods that can be used to protect devices
- AC 2.3 – Learner can identify at least 2 risks of public Wi-Fi
- AC 2.4 – State at least 2 potential risks relating to sharing personal data
- AC 5.1 – Learner can identify 2 physical health risks of using a device online
- AC 5.2 – Learner should list at 3 items of equipment that can reduce physical stress/strain
- AC 5.3 – State at least 2 benefits of using correctly adjusted equipment

Unit 6: Using technology for collaboration

Unit number: M/617/7298

Credit: 8

GLH: 55

Level: E3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Know of the growing importance of technology to aid communication and collaboration in the workplace	1.1 List different types of technology that can be used to aid collaboration 1.2 State how technology can be used to collaborate 1.3 Identify the benefits of using technology for collaboration purposes in the workplace
2. Be able to use asynchronous communication	2.1 Give an example of asynchronous communication 2.2 State the benefits of using asynchronous communication
3. Be able to use hardware and software for a form of online collaboration	3.1 Use a piece of hardware to work together with someone else 3.2 Use software to work together with someone
4. Be able to use 'track changes' in a shared document	4.1 Use the 'track changes' feature in a document 4.2 Accept or reject a tracked change
5. Be able to take part in a one-to-one video conference	5.1 Identify the hardware required for a video conference 5.2 Identify the software required for a video conference 5.3 Use suitable hardware and software to take part in a video conference
6. Be able to send an instant message to a single recipient	6.1 Log into an instant messaging application/program 6.2 Use an instant messaging application/program to send a message to a single recipient
7. Be able to send an email with an appropriate subject line	7.1 Create a new email 7.2 Create a new email with a suitable subject 7.3 Send an email to a new recipient 7.4 Understand the difference between 'reply' and 'reply all' 7.5 Use the 'forward' feature to send an email to a single recipient using a suitable subject line
8. Be able to locate business forums in a chosen business area	8.1 Locate a suitable business or community forum 8.2 Carry out a search for a relevant business or community forum posting
9. Know what a blog is and what it is used for in business	9.1 State what a blog is 9.2 State why a business or community group may use a blog
10. Know methods a business can use to communicate online	10.1 List ways that a business or community group can communicate online 10.2 State why it is important for businesses or community groups to communicate online

Amplification

- **Different types of technology**
 - this can include hardware and software/programs/applications

- **Asynchronous communication**
 - communication that does not rely on data or information being processed immediately. This form of communication means that you can send data/information to someone and they can work on it later. A suitable example of this would be an email as the message is there to be viewed at any time

- **Video conference**
 - a group meeting involving more than 2 people that takes place using a video application or software

- **Suitable subject**
 - the subject must be relevant to the recipient and the industry they work in

- **Business or community forum**
 - a relevant business to the work being undertaken by the learner or a local community forum

Unit Guidance

- AC 1.1 – The learner should list at least 3 different types of technology
- AC 1.3 – Identify at least 2 benefits of using technology for collaboration
- AC 2.2 – State 2 benefits of using asynchronous communication
- AC 3.2 – Use only 1 piece of software
- AC 10.1 – List at least 1 way that a business or community group can communicate online

Unit 7: Using technology for career development
 Unit number: T/617/7299
 Credit: 6
 GLH: 45
 Level: E3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Know the difference between online and face-to-face learning	1.1 State what face-to-face learning means 1.2 State what online learning is 1.3 Describe differences between face-to-face learning and online learning 1.4 Describe different methods of online learning
2. Be able to use in-software support	2.1 Use the features of a program to find help 2.2 Use the internet to find help for using software
3. Be able to view an online webinar	3.1 Use the internet to search for an appropriate online webinar 3.2 Book onto an online webinar
4. Be able to use software for specific learning purposes	4.1 Use a piece of software to help your learning/development
5. Be able to find business specific connection websites	5.1 Use the internet to search for websites that are relevant to your job role 5.2 Find websites that enable you to connect with other people based on their work 5.3 Bookmark a website that enables you to make business connections with other people
6. Be able to use social media to find companies in your industries	6.1 Use social media to find companies that relate to job roles that meet specific requirements 6.2 Describe how you can use social media to build your own business profile
7. Be able to find people in your industry using a business-related social media site	7.1 Use a business-related social media site to find a company to meet specific requirements 7.2 Perform a search on a business-related social media site for people who have a specific job role

Amplification
<ul style="list-style-type: none"> • Online learning <ul style="list-style-type: none"> ○ e-learning, online classroom learning, webinar style learning, courses with interactive tutor support • Appropriate online webinar <ul style="list-style-type: none"> ○ an online webinar can be a live stream on a video hosting site or social media, it can be hosted on an online webinar page or can be pre-recorded content that is being played back

Unit Guidance

AC 1.3 – The learner should describe at least 2 differences between online and face-to-face learning

AC 1.4 – The learner should describe at least 2 different online learning methods

AC 2.1 and 2.2 – Find help through help features and online for using 1 program/application

AC 6.1 – The specific requirements are either the job role the learner currently has or the job industry they are interested by

Appendix 3: Level 1 Qualification content

Unit 1: Using devices and handling information

Unit number: D/617/7300

Credit: 2

GLH: 12

Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to keep an operating system and applications up to date	1.1 State why an operating system must be kept up to date 1.2 Demonstrate how to check for updates on a device operating system 1.3 Perform a manual operating system update for a device 1.4 Set up automatic operating system updates for a device 1.5 Manually update an application or software for a device 1.6 Set up automatic software updates for a device
2. Be able to use appropriate techniques to carry out and refine searches	2.1 Use a suitable method to carry out and refine an internet search considering 2.2 Identify search results that are relevant, reliable and current 2.3 List reasons why search results would not be reliable/relevant 2.4 State a ranking system of a search engine 2.5 Search for a file on a device or drive
3. Be able to organise and store information	3.1 Identify the size of a file 3.2 Create a folder structure 3.3 Access files across devices using cloud storage 3.4 Identify the factors that affect data transfer speeds
4. Be able to identify and apply solutions to common technical problems	4.1 Identify common technical problems 4.2 Demonstrate typical troubleshooting methods for a technical problem 4.3 Identify sources of information when solving technical problems 4.4 Use sources of information to resolve a technical problem
5. Be able to identify and use appropriate online learning resources to maintain and improve digital skills	5.1 Identify online learning resources to maintain and improve digital skills 5.2 Use online learning resources to maintain and improve digital skills

Amplification

- **Operating system**
 - Windows, Apple macOS, Google, Linux etc.

- **Application**
 - includes applications for computers and mobile devices
- **Suitable method**
 - using quotation marks to look for specific terms
 - using image database or image search service if searching for images
 - applying filters relating to time or origin
 - searching within a specific website or social media platform for information, images, music or video
 - searching online may involve using a ‘traditional’ search engine (text based) or using a digital assistant through voice control
- **Relevant, reliable and current**
 - checking that a website URL uses https and has a valid certificate
 - being wary of poor-quality websites (low quality design/graphics, broken links, poor English)
 - checking the date of the information provided
 - checking more than one source when searching for information or consuming news online
 - considering the source of the information and whether they might have a reason to provide biased or false information
- **File on a device**
 - this may include searching for file names, partial file names and/or file content
- **Factors that affect data transfer**
 - limitations on file sizes when using some services
 - benefits of using file compression to make effective use of storage capacity and reduce data transfer times
- **Common technical problems**
 - resetting login credentials
 - changing Wi-Fi settings
 - following the instructions in an online tutorial to change a software or app setting
 - disabling an app, or uninstalling and reinstalling software
- **Online learning resources**
 - includes FAQs, guides, videos, tutorials and advice forums

Unit Guidance

- AC 2.1 – Use at least 3 different suitable methods to carry out an internet search
- AC 2.2 – Identify 2 ways that information can be checked for relevance, reliability and accuracy
- AC 2.3 – List 3 reasons why search results would not be reliable/relevant
- AC 2.5 – Search for 1 file on a device or drive
- AC 3.3 – Access 2 different files from cloud storage
- AC 3.4 – Identify at least 2 different factors affecting data transfer speeds
- AC 4.1 – Identify 3 common technical problems that can affect users of a computer/device
- AC 4.2 – Identify 2 typical troubleshooting methods to a technical problem that may occur to a system user
- AC 4.3 – Identify at least 2 different sources
- AC 5.1 – Identify a minimum of 2 online learning resources

Unit 2: Creating and editing

Unit number: H/617/7301

Credit: 2

GLH: 11

Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Be able to use applications to enter, edit, format and layout information</p>	<p>1.1 Identify layout styles relevant to different document purposes and audiences</p> <p>1.2 Use a program/application to enter, edit, format and layout text for a range of purposes and audiences</p> <p>1.3 Use a program/application to enter, edit, format and layout a table for a range of purposes and audiences</p> <p>1.4 Use a program/application to enter, edit, format and layout an image for a range of purposes and audiences</p> <p>1.5 Use a program/application to enter, edit, format and layout a chart for a range of purposes and audiences</p>
<p>2. Be able to edit and enhance an image</p>	<p>2.1 Select an appropriate program/application to edit and enhance an image</p> <p>2.2 Use an appropriate program/application to adjust the contrast or colour balance</p> <p>2.3 Use an appropriate program/application to add a text caption to an image</p> <p>2.4 Use an appropriate program/application to crop an image</p> <p>2.5 Use an appropriate program/application to resize an image</p>
<p>3. Be able to enter, edit, sort, process, format and chart numeric data</p>	<p>3.1 Select an appropriate program/application to process numerical data</p> <p>3.2 Use an appropriate program/application to format cells</p> <p>3.3 Use an appropriate program/application to carry out simple calculations and use simple formulae</p> <p>3.4 Use an appropriate program/application to create a simple chart</p> <p>3.5 Use an appropriate program/application to sort data</p> <p>3.6 Use an appropriate program/application to filter data</p>

Amplification
<ul style="list-style-type: none"> • Enter, edit, format and layout a table <ul style="list-style-type: none"> ○ includes positioning, sizing, captioning, borders and flow of text • Layout

- includes adopting appropriate common conventions for specific purposes and audiences e.g. a formal report for managers, an advertisement for consumers, a presentation for colleagues etc.
- **Process numerical data**
 - includes using an application's functionality to carry out simple calculations, filtering, using simple formulae and creating simple charts
- **Format cells**
 - includes cell alignment, number formatting, merging/splitting cells
- **Simple formulae**
 - sum – add (+), subtract (-), multiply (*), divide (/)
 - count
 - average
 - max
 - min
- **Simple chart**
 - includes bar charts, pie charts and line charts

Unit Guidance

AC 1.1 – Identify 2 different layout styles that can be used for 2 types of audience

AC 1.2, 1.3, 1.4 and 1.5 – For these AC's the learner must enter, edit, format and layout text/2 tables/2 images and 2 charts firstly for the purpose of a job interview and then secondly for presenting information to the general public

Unit 3: Communicating
 Unit number: K/617/7302
 Credit: 1
 GLH: 7
 Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to identify and use appropriate modes of online communication for a range of contexts and audiences	1.1 State modes of online communication 1.2 Select an appropriate mode of online communication for a range of contexts and audiences
2. Be able to take steps to manage online identity	2.1 State what a digital footprint is 2.2 State ways to manage your online identity 2.3 State ways to manage your digital footprint

Amplification
<ul style="list-style-type: none"> • Modes of online communication <ul style="list-style-type: none"> ○ include email, instant message, text message, social media, blog, collaboration tools and services • Contexts <ul style="list-style-type: none"> ○ refers to the range of circumstances in which an online communication could be made e.g. at work, socially and in general public • Audiences <ul style="list-style-type: none"> ○ refers to different individuals or groups of people e.g. a colleague, a friend, a group of friends, users of a social media platform • Manage your online identity <ul style="list-style-type: none"> ○ this may include things like the use of privacy settings, managing the number of accounts in use and oversharing information

Unit Guidance
<p>AC 1.1 – The learner should state at least 3 modes of online communication.</p> <p>AC 1.2 – The training centre should identify what contexts and audiences they feel their learners should be interacting with. The learner must select an appropriate mode of communication for at least 2 different audiences.</p> <p>AC 2.2 and 2.3 – The learner should state at least 3 different ways.</p>

Unit 4: **Transacting**
 Unit number: M/617/7303
 Credit: 1
 GLH: 8
 Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to interact with online transactional services and manage account settings	1.1 Interact with online transactional services 1.2 Manage account settings
2. Be able to compare online buying options for an item/service and identify best option	2.1 Compare online buying options for a product or service 2.2 Outline methods of identifying scam sites

Amplification
<ul style="list-style-type: none"> • Online transactional services <ul style="list-style-type: none"> ○ includes online shopping, finance, utilities, government services and media • Online buying options <ul style="list-style-type: none"> ○ includes comparing different product options, prices, delivery options etc. across multiple providers or retailers and selecting the best option in terms of fitness for purpose, price and delivery

Unit Guidance
<p>AC 1.1 – The learner should interact with 2 different online transactional services.</p> <p>AC 1.2 – The learner should manage 2 different account settings in the transaction stage of a purchase or service request. An example of an account setting is the billing information.</p> <p>AC 2.1 – The learner should compare at least 4 different options available for products or services.</p> <p>AC 2.2 – The learner should identify a minimum of 3 different ways a scam site can be identified by comparison to a genuine site.</p>

Unit 5: **Being safe and responsible online**
 Unit number: T/617/7304
 Credit: 2
 GLH: 12
 Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to protect personal information and privacy, understanding personal rights and options for controlling the use of personal data	1.1 List methods of protecting personal information and privacy 1.2 Identify situations where personal information may be stored by devices and online activity 1.3 State key rights available under data protection law
2. Be able to protect devices and data from online risks and threats	2.1 List methods of protecting devices and data storage service 2.2 State the nature of and threats posed by: <ul style="list-style-type: none"> • worms • trojans • ransomware • identity theft 2.3 State the risk to the work environment of potential data threats
3. Be able to configure and use multifactor authentication to access and use online services	3.1 Configure and use multifactor authentication to access and use online services
4. Be able to backup data locally and using a cloud provider	4.1 State the advantages of backing up data locally 4.2 State the advantages of backing up data to a cloud 4.3 Backup data locally and using cloud provider
5. Be able to use appropriate language and behaviour online	5.1 State examples of inappropriate behaviour online 5.2 State what the implications of using inappropriate behaviour online are 5.3 State how to block or filter inappropriate content or behaviour 5.4 State personal obligations with respect to copyright and other intellectual property
6. Be able to apply simple methods to avoid physical and psychological health risks while using devices	6.1 State the physical health risks associated with using devices 6.2 State the psychological health risks associated with using devices and the internet 6.3 State methods to avoid/overcome physical health risks associated with using devices 6.4 State methods to avoid/overcome psychological health risks associated with using devices

Amplification

- **Multifactor authentication**
 - more than one method to access information or services. These systems are commonly employed in financial services with the use of facial recognition or fingerprint recognition combined with PIN or security information being entered.

- **Implications of using inappropriate behaviour**
 - these could include criminal offences, company policies (internal and external) or employee responsibilities

- **Physical health risks**
 - physical health risks such as back pain

- **Psychological health risks**
 - cyberbullying, trolling and the potential effects of device and internet use on personal mental health

Unit Guidance

- AC 1.1 – The learner should list at least 4 ways to protect personal information
- AC 1.2 – The learner should identify at least 2 situations
- AC 1.3 – The learner should state a minimum of 3 key rights available
- AC 2.1 – List at least 4 methods of protecting devices and data
- AC 2.3 – The learner should state 3 risks
- AC 5.1 – The learner should give 3 examples of inappropriate behaviour
- AC 5.2 – State at least 3 implications
- AC 6.1 and 6.2 – The learner should state a minimum of 2 physical and psychological health risks
- AC 6.3 and 6.4 – The learner should state at least 3 methods of overcoming physical and psychological health risks

Unit 6: Using technology for collaboration

Unit number: A/617/7305

Credit: 7

GLH: 40

Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to use appropriate workplace collaborative tools	1.1 Outline the importance of digital collaboration in the workplace 1.2 List different types of technology that can be used to aid collaboration 1.3 Use technology to work collaboratively
2. Be able to identify the differences between a range of different tools used for asynchronous collaboration	2.1 List different tools used for asynchronous collaboration 2.2 Identify the differences between asynchronous tools
3. Be able to use common hardware and software required for online collaboration	3.1 Use a piece of hardware to work together with someone else 3.2 Use software to work together with someone
4. Be able to use an online document sharing tool	4.1 List online document sharing tools 4.2 Use an online document sharing system
5. Be able to use appropriate techniques to set up a video conference	5.1 List examples of video conferences applications 5.2 Invite participants to a video conference 5.3 Set up a video conference 5.4 Use a video conference application
6. Know the main hardware requirements for a group video conference	6.1 Identify the main hardware requirements for a group video conference 6.2 Identify the differences in hardware requirements between group and individual video conferences
7. Be able to use appropriate collaboration techniques on social media	7.1 Use appropriate collaboration techniques on social media
8. Be able to set up a group chat for instant messaging for collaborative purposes	8.1 Log into an instant messaging application/program 8.2 Use an instant messaging application/program to set up a group chat for a collaborative purpose 8.3 Use an instant messaging application/program to send a message to a group
9. Be able to use BCC and CC in an email	9.1 Identify the difference between CC and BCC when sending an email 9.2 State reasons for using CC and BCC when sending an email 9.3 Use BCC and CC when sending an email
10. Be able to use attachments to emails	10.1 State considerations when adding attachments to emails

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	10.2 Add an attachment to an email
11. Be able to follow a thread in a business forum	11.1 Locate a suitable business forum 11.2 Carry out a search for a relevant business forum posting 11.3 Follow a business forum thread
12. Understand the differences in social media etiquette	12.1 State the differences in etiquette when using social media for business and in personal life 12.2 State the reasons for using social media in business
13. Know different types of blogs	13.1 Identify different types of blogs 13.2 State how different types of blogs can be used effectively by businesses
14. Be able to participate in a collaborative online meeting	14.1 Participate in an online collaborative meeting
15. Be able to use a range of methods business can use to communicate between employees online	15.1 Identify an appropriate range of methods businesses can use to communicate between employees online 15.2 Use an appropriate range of methods to communicate between employees online

Amplification

- **Digital collaboration**
 - connects a broader network of participants who can accomplish much more than they would on their own through the use of technology
- **Online document sharing system**
 - document sharing is the process of distributing a file to one or more users online. It then allows the users to access and modify the document on an internet-based server, online storage or sharing service
- **Setup a video conference**
 - this includes setting up the hardware, software and program/application for the video conference to run correctly
- **CC and BCC**
 - CC – Carbon Copy
 - BCC – Blind Carbon Copy

Unit Guidance

- AC 1.2 – The learner should list 3 types of technology
 AC 2.1 – The learner should list 3 different tools
 AC 4.1 – The learner should list 3 document sharing tools
 AC 5.1 – The learner should list a minimum of 4 video conference applications

- AC 5.3 – The learner should set up all of their own hardware and software to enable them to take part in a video conference
- AC 11.1 – The learner has to locate a business forum that is relevant to either a job they are working in presently or an industry they would want to work in
- AC 11.2 – The learner should be searching a business forum and then locating a post that is relevant to a job they are in presently or a job industry they would want to work in
- AC 11.3 – The learner only has to follow 1 business thread that is relevant to their current job or an industry they would want to work in
- AC 12.2 – The learner should state at least 2 reasons businesses use social media
- AC 13.2 – For the blogs identified in AC 13.1, the learner should state how these can be used by a business

Unit 7: Using technology for career development
 Unit number: F/617/7306
 Credit: 3
 GLH: 20
 Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to participate in an online learning activity	1.1 Access an online learning resource 1.2 Use an online learning resource to participate in an activity
2. Be able to find appropriate online training materials for a given task	2.1 Use an application/website to find online training materials for a given task
3. Be able to participate in a webinar	3.1 Use the internet to search for an appropriate online webinar 3.2 Book onto an online webinar 3.3 Participate in an online webinar
4. Know the difference between tutor based and non-tutor-based training software	4.1 Define the terms ‘tutor based’ and ‘non-tutor based’ training software
5. Be able to use specific educational software tools e.g. driving test software, language learning software, typing tutors	5.1 Find educational software tools 5.2 Access educational software tools 5.3 Use educational software tools
6. Be able to use the internet to find business connections within your chosen field	6.1 Use the internet to search for websites that are relevant to your job role 6.2 Find websites that enable you to connect with other people based on their work 6.3 Find other professionals within your chosen profession
7. Be able to use social media to showcase your expertise	7.1 State the benefits of using social media to showcase your expertise 7.2 Identify the drawbacks of using social media to showcase your expertise
8. Be able to interact with like-minded people on social media	8.1 Register with a business-related social media site 8.2 Send a connection request to a colleague on a business-related social media site using appropriate language and etiquette

Amplification

- **Online learning resource**
 - any resource available on the internet in an online educational environment
 - could include HTML documents, audio or video lessons, interactive exercises or exams and links to other websites

- **Online webinar**
 - web-based seminar, a webinar is a presentation, lecture, workshop or seminar transmitted over the internet
 - a webinar can be conducted live or can be recorded and posted online
- **Education software tools**
 - software/program or application designed with the purpose of providing users new information, knowledge and skills

Unit Guidance

AC 1.2 – The learner should use an online learning resource to complete a learning activity

AC 2.1 – The learner should use an app or website to find training materials for a task that relate to their current job or an industry that they want to get involved with

Appendix 4: Level 2 Qualification content

Unit 1: Using devices and handling information

Unit number: L/617/7311

Credit: 3

GLH: 16

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand the different operating systems on similar and different types of devices	1.1 Identify the different operating systems available on computing devices 1.2 Identify the different operating systems available on mobile computing devices 1.3 Describe ways that mobile and desktop computing devices communicate with each other 1.4 State the advantages of using desktop and mobile devices that have the same operating system
2. Understand how to search for accurate and relevant information	2.1 Explain methods that can be used when searching online to reduce the volume of inaccurate information 2.2 List reasons why search results would not be reliable/relevant
3. Understand the aspects of file naming conventions	3.1 Describe what a file naming convention is 3.2 Explain the aspects of a suitable file naming convention 3.3 State the advantages of a file naming convention 3.4 Outline the importance of version control on documents 3.5 Outline how to change file properties 3.6 State how to complete a file compression
4. Contribute positively to online technical forums	4.1 Locate an online technical forum 4.2 Access an online technical forum 4.3 Interact in a positive manner on an online technical forum
5. Recommend resources to other users for a specific learning goal, considering the strengths and limitations of online learning resources	5.1 Describe online learning resources that are available 5.2 Evaluate different online learning resources 5.3 Suggest an appropriate learning resource that other learners will find useful

Amplification

- **Methods that can be used**
 - basic examples could include:
 - checking that a website uses HTTPS and has a valid certificate
 - being wary of poor-quality websites (low-quality design/graphics, broken links, poor English)
 - checking the date of the information provided

- checking more than one source when searching for information or consuming news online
- considering the source of the information and whether they might have a reason to provide biased or false information
- **File naming convention**
 - e.g. day, week, month or year
- **Online technical forum**
 - an online discussion site where people can hold conversations in the form of posted messages relating to technology topics and subjects associated with information technology
- **Evaluate**
 - from the point of view of:
 - price
 - ease of use
 - accessibility

Unit Guidance

AC 1.1 – The learner should identify at least 3 operating systems

AC 1.2 – The learner should identify at least 1 mobile operating system

AC 2.2 – List at least 3 reasons why search results would not be reliable/relevant

Unit 2: **Creating and editing**
 Unit number: Y/617/7313
 Credit: 2
 GLH: 14
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand how to use online sharing systems to work collaboratively with other workers in a productive way	1.1 Explain what a master document is and describe its features 1.2 Explain the benefits of using a master document in a business environment
2. Understand how to edit and enhance a video or sound file	2.1 Select an appropriate program/application to edit and enhance a video file 2.2 State the reasons a business would want a video editing or enhancing 2.3 Select an appropriate program/application to edit and enhance a sound file 2.4 Describe the legal and ethical aspects to editing video and sound files
3. Understand how to create a graph from numeric data to display relevant data for a business need	3.1 Explain how a graph or chart can be created from numerical data 3.2 State the reasons why a business would want data presenting on a graph 3.3 Produce a graph from numerical data for a business need
4. Design an online form suitable for capturing data	4.1 Use an appropriate program/application to design an online form to capture data

Amplification
<ul style="list-style-type: none"> • Edit and enhance <ul style="list-style-type: none"> ○ includes altering the appearance of an image/sound file/video by adjusting contrast, colour balance, adding text where appropriate, cropping, resizing, snipping, altering pitch, tone and sound levels • Design an online form <ul style="list-style-type: none"> ○ allows a user to enter data in an electronic version of a form bearing a close resemblance to a paper or database form. Users fill out the forms using checkboxes, radio buttons, or text fields.

Unit Guidance
AC 2.4 – The learner should describe 3 legal and ethical aspects of editing video and sound files

Unit 3: **Communicating**
 Unit number: H/617/7315
 Credit: 2
 GLH: 10
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Use appropriate modes of online communication	1.1 Describe different modes of online communication 1.2 Select an appropriate mode of online communication for a range of contexts and audiences
2. Understand the dangers and implications of identity theft and the associated company security threats	2.1 Explain why it is important to have an appropriate online name and email address 2.2 State the purpose of location settings 2.3 Outline the advantages and disadvantages of location settings 2.4 Give examples of the data that may be shared about yourself online 2.5 Perform an internet search to see the data available publicly about yourself 2.6 State how to unsubscribe from mailing lists

Amplification
<ul style="list-style-type: none"> • Appropriate mode <ul style="list-style-type: none"> ○ consideration should be given to the audience and the information being presented as to the method of communication used • Online name <ul style="list-style-type: none"> ○ a name suitable for using online that is personal to the user but does not give away personal information/data • Location settings <ul style="list-style-type: none"> ○ enables users of a device or application/program to use GPS and cellular systems along with Wi-Fi hotspots to pinpoint an accurate longitude and latitude of their location • Mailing lists <ul style="list-style-type: none"> ○ a list of data relating to people who will receive advertising material, marketing and potentially relevant information. Mailing can occur as frequently as the sender wishes.

Unit Guidance
AC 1.1 – The learner should describe 3 different modes of online communication AC 1.2 – The range of contexts and audiences should be relevant to the job the learner is currently in or job industry that they are interested in

Unit 4: Transacting
 Unit number: M/617/7317
 Credit: 2
 GLH: 13
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand different online transaction services	1.1 Describe how to buy goods or services using a program/application 1.2 List the methods that can be used to log into a banking app 1.3 Describe how to move money securely using an app 1.4 Explain how to setup a digital wallet on a smartphone 1.5 Describe how to use a digital wallet for a purchase
2. Understand the security risks and steps that need to be taken to reduce these when purchasing goods and services online	2.1 Explain the security risks associated with making online purchases 2.2 State the legislation in place that protects online purchases
3. Understand how to use the internet and a bank’s website or app that someone can use to keep track of bank accounts, move money from one account to another and pay bills	3.1 Explain the purpose of online banking 3.2 State the advantages of online banking using a desktop computer 3.3 State the advantages of online banking using an app on a mobile device 3.4 Explain the security issues of using public Wi-Fi for online banking
4. Understand how a company can use online accounting for business accounts and payments	4.1 List accounting programs/applications that businesses can use 4.2 Describe the purpose of accounting programs/applications 4.3 Identify business related issues that occur when using banking software

Amplification
<ul style="list-style-type: none"> • Goods or services <ul style="list-style-type: none"> ○ includes online shopping, finance, utilities (gas, electricity, water), government services (paying council tax, booking a doctor’s appointment), media (streaming music and/or video) • Digital wallet <ul style="list-style-type: none"> ○ an app installed on an electronic device that allows a user to make electronic transactions. This can include using a smartphone to purchase something at a store in a contactless manner without the customer’s credit/debit card needing to be present. Transactions completed in this

way are often authorised through a fingerprint impression on the smartphone screen for confirmation.

- **Public Wi-Fi**
 - a physical location where people may obtain access to the internet. Public Wi-Fi may also be known as a public hotspot and can be created by businesses for use by customers.

Unit Guidance

AC 1.2 – The learner should list at least 2 ways to log into online banking

Unit 5: Being safe and responsible online

Unit number: A/617/7319

Credit: 3

GLH: 17

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand the methods available to system users to help companies enforce good access controls	1.1 Identify the ways companies allow access to their systems 1.2 Identify the methods companies use to protect access to systems
2. Understand how to set up anti-virus software and firewalls	2.1 State how to download an anti-virus/firewall onto a device 2.2 State how to setup anti-virus/firewall software 2.3 Identify the security software settings that can be altered, and their purpose 2.4 State how to alter security software settings
3. Understand common online threats	3.1 Describe common threats to desktop computers 3.2 Describe common threats to mobile devices and tablets 3.3 Describe methods to minimise threats to devices and computers
4. Understand the relationship between a digital footprint and e-safety	4.1 Describe what a digital footprint is 4.2 Define the term e-safety 4.3 Explain how a digital footprint can benefit e-safety
5. Understand how to set up or configure access controls for a data document for example password protection or encryption	5.1 Describe how to restrict access to a document 5.2 Explain the benefits of restricting access to documents 5.3 Describe the steps to password protect a document 5.4 Describe other methods that can be used to protect documents
6. Understand how encryption can protect a backup of data stored in the cloud or locally	6.1 Explain how to encrypt /protect a data back-up on a local device/drive 6.2 Explain how to encrypt/protect a data back-up in cloud storage
7. Understand the principles and practice of netiquette	7.1 Explain the core rules of netiquette 7.2 Describe the dos and don'ts of netiquette
8. Understand the difference between a cyberbully, cybercriminal, cyber predator and hacker	8.1 Explain what: <ul style="list-style-type: none"> • a cyberbully is • cybercriminals are • a cyber predator is • a hacker does

Amplification

- **Anti-virus**
 - software designed to detect and destroy computer viruses
- **Common threats**
 - such as threats from trojans, worms, malware, phishing and viruses
- **Methods to minimise**
 - proactive steps that can be taken to minimise the risk of exposure to potentially harmful content
- **Encrypt**
 - the process of encoding a message or information in such a way that only authorised parties can access it and those who are not authorised cannot
- **Netiquette**
 - the correct, acceptable and good-mannered way of using the internet

Unit Guidance

- AC 1.1 – This relates to the ways companies give their own internal staff access to systems that may be required for their jobs
- AC 2.3 – The learner should identify the purpose of certain security settings like the firewall or the block list
- AC 3.1 – The learner should be describing the common threats to both Windows and Apple computing systems

Unit 6: Using technology for collaboration

Unit number: T/617/7321

Credit: 9

GLH: 60

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand common collaborative tools in the digital workspace	1.1 Outline online team workplaces 1.2 Analyse collaborative software tools used in a digital workspace
2. Understand how to use synchronous online collaboration tools	2.1 Describe how to use synchronous online collaboration tools 2.2 Explain the restrictions of synchronous collaboration
3. Use a range of hardware and software collaboration tools	3.1 Set up hardware to enable online collaboration 3.2 Set up software for online collaboration
4. Understand how to set up a shared document with access and editing permissions	4.1 Describe how to set up a shared document in a digital workspace 4.2 Describe how to set up security permission on a shared document 4.3 Describe how to set up editing permission on a shared document 4.4 Explain why permissions are a useful feature when working collaboratively
5. Understand the benefits and drawbacks of video conferencing	5.1 Describe the benefits and drawbacks of video conferencing
6. Understand the software requirements for a group video conference	6.1 Identify the software requirements of a group video conference 6.2 Identify system requirements of a group video conference
7. Understand the main terms that businesses use on social media	7.1 Identify business terminology commonly used on social media 7.2 Explain why businesses use terminology online
8. Understand the main uses in business for IM	8.1 State software/applications that can be used for IM 8.2 Describe what businesses use IM for 8.3 Explain the difference between personal and business IM
9. Understand how to add and edit email signatures	9.1 Identify the reasons for a personal email signature 9.2 Identify the reasons a business would want an email signature 9.3 Describe how to add an email signature

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	9.4 Explain how and email signature can be updated/edited
10. Contribute to a thread in a business forum	10.1 Find a thread in a business forum related to information technology 10.2 Add an appropriate post to a business thread
11. Participate in business based social media in a professional way	11.1 Demonstrate how to reply appropriately as a business on social media
12. Create a new blog post	12.1 Identify different types of blogs 12.2 Locate a blog hosting website 12.3 Create a new blog post
13. Prepare and schedule a collaborative online meeting	13.1 Identify software/applications that can schedule meetings 13.2 Create a new online meeting 13.3 Add attendees to an online meeting 13.4 Use software to send out meeting invites
14. Understand the different methods used by businesses to communicate online	14.1 Describe the methods used by a business to communicate online

Amplification

- **Online team workplaces**
 - a workplace that is not located in any one physical space; employees are able to interact in a collaborative way regardless of where they are located
- **Collaborative software tools**
 - application software designed to help people involved in a common task to achieve their goals using one piece of software
- **Shared document**
 - two or more people use the internet or a piece of software to access a document at the same time to work together on it
- **Security permission**
 - can be referred to as authorisation, privileges or permissions. They are access details given by users or network administrators that allow access to files on a network
- **Business terminology**
 - business phrases used on social media relevant to the industry
- **IM**

- this is short for instant messaging. IM is a type of online chat that offers real-time text transmission over the internet. Businesses have different uses for this feature compared to individuals.

Unit Guidance

AC 1.1 – The learner should identify a minimum of 3 online team workplaces.

AC 1.2 – Identify the pros and cons of using 2 different tools for a particular task e.g. comparing the use of Word and PowerPoint for producing a report.

AC 7.1 – The learner should locate a business social media page and browse through their postings and comments to find locate at least 4 words or phrases they are unfamiliar with. They should then research the words or phrases they found and explain what these mean.

Unit 7: Using technology for career development

Unit number: F/617/7323

Credit: 6

GLH: 50

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand the benefits to a company and individual of online learning	1.1 Explain what the benefits are to a company that uses online learning with its employees 1.2 Describe what the benefits are to individuals who use online learning
2. Understand the available online courses for career development	2.1 List the types of online courses that are available 2.2 Explain the benefits of online learning for career development
3. Understand the main requirements when conducting a webinar	3.1 State the main requirements of conducting a webinar 3.2 Describe the main staff roles required in a webinar
4. Understand how virtual and augmented reality can be used to gain new skills	4.1 Define what virtual and augmented reality are 4.2 Explain how virtual reality can be used to achieve learning goals 4.3 Explain how augmented reality can be used to achieve learning goals
5. Demonstrate how to use software to develop new skills	5.1 Identify a new skill area to develop 5.2 Identify software designed to develop new skills 5.3 Use software to develop new skills
6. Understand which advanced learning tools are available	6.1 Describe the advanced learning tools available 6.2 Explain the benefits of advanced learning tools
7. Understand the importance of maintaining a professional presence on social networking sites	7.1 Explain the benefits of maintaining a professional social media presence 7.2 Describe acceptable professional social networking netiquette
8. Demonstrate how to create a professional profile on a business networking site	8.1 Create a professional profile on a business networking site 8.2 Update/edit a professional profile on a business networking site
9. Demonstrate how to create content on a professional business site so that it is focused on your skills and expertise	9.1 Create a relevant post on a professional business site 9.2 Identify a post relevant to your expertise and respond with a relevant post

Amplification

- **Online courses**
 - a course that is focused on use of information and communications technology for learning

- **Main requirements**

- what the hardware and software requirements are in order to host a webinar
- which personnel are required as part of a webinar for it to be hosted


Unit Guidance

AC 2.2 – The learner should list a minimum of 3 benefits to online learning.

AC 3.2 – The main roles include things such as a host or a guest speaker. The AC is looking for an outline of what makes a webinar come together and work.

AC 5.1 – A new skill area can be identified through personal reflectance, team meetings, one-to-ones or a personal development plan.

Appendix 5: Sample assessment material

We listen and respond


Evidence Tracking Sheet - Example

Learner Name			
Centre Name			
Unit 1: Unit name (Unit no)			
Knowledge Assessment Criteria			
Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference
1.	1.1	Obs	1
2.	2.1	D, Wt	2
	2.2	Sim	3, 5
4.	4.1	Q, D	8

<p>Once all assessment criteria and range have been met, the learner and assessor must sign and date this tracking sheet</p>	<p>Assessment method key:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Obs</td> <td>Observation</td> <td style="width: 50%;">Wt</td> <td></td> </tr> <tr> <td>Pe</td> <td>Product evidence</td> <td>R</td> <td></td> </tr> <tr> <td>Q</td> <td>Questioning</td> <td>O</td> <td></td> </tr> <tr> <td>Sim</td> <td>Simulation/assignment</td> <td>PD</td> <td>Discussion</td> </tr> </table>	Obs	Observation	Wt		Pe	Product evidence	R		Q	Questioning	O		Sim	Simulation/assignment	PD	Discussion	<p>Fill in each assessment method used <u>using the key</u></p>	
Obs	Observation	Wt																	
Pe	Product evidence	R																	
Q	Questioning	O																	
Sim	Simulation/assignment	PD	Discussion																
Assessor Signature		Date:																	
IQA Signature (if sampled)		Date:																	
EQS Signature (if sampled)		Date:																	

If sampled, the IQA/EQS must also sign and date this tracking sheet

Highfield Level 1 Personal Development for Employability (RQF)

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