



Level 2 Diploma in Digital Technologies

603/5491/4

Assessment Guide

Entering Work Suite - Assessment Principles

Introduction

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

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

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

Principles

There are four key principles to underpin assessment delivery:

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

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

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

Delivery Team Requirements

Tutors / Assessors

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

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

Internal Quality Assurers (IQAs)

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

Technical / Expert Witness

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

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

Assessment Materials

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

Instructions for Conducting Assessment

the Approved Centre must either:

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

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

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



Level 1 Unit – Identify Suitable Opportunities

Unit aim

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

Unit introduction

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

Assessment

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

Unit Reference Number		K/617/5730
Qualification Framework		RQF
Title		Identify Suitable Opportunities
Unit Level		Level 1
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	Know how self-assessment can improve sought after opportunities	1.1	Outline why it is important to assess own personal strengths and weaknesses	
		1.2	Outline why it is important to assess own personal skills and qualities	
		1.3	List your own strengths and weaknesses that contribute toward seeking opportunities	This must include at least three of each
		1.4	List your own skills and qualities that contribute toward seeking opportunities	This must include at least three of each
2	Be able to set goals to develop own strengths, skills and qualities for any opportunities	2.1	State a long-term goal for a potential opportunity with realistic targets	Should include self-improvement or further learning This should include target dates

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



Level 1 Unit - Behaviours and Standards at Work

Unit aim

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

Unit introduction

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

Assessment

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

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

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

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

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Level 1 Unit – Produce a CV

Unit aim

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

Unit introduction

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

Assessment

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

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

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

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



Level 1 Unit – Team Working

Unit aim

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

Unit introduction

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

Assessment

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

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

	Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Understand the benefits and challenges of working in a team to complete a task successfully	1.1	Identify the advantages of working as a team to complete a task	
		1.2	Identify the challenges of working as a team to complete a task	
2	Understand of the need for a team to work to an agreed code of conduct and rules before and during a task	2.1	Describe how an agreed code of conduct and rules would benefit team working	
		2.2	Explain what are the likely consequences of team members not following an agreed code of conduct or rules	

3	Be able to recognise different strengths, skills and experiences that different people would bring to the team	3.1	Identify their own strengths, skills and experiences, as relevant to the task being undertaken by the team	Identify a minimum of three
		3.2	Identify the strengths, skills and experiences of others, as relevant to the task being undertaken by the team	Identify a minimum of three
4	Be able to allocate roles and responsibilities within the team in relation to a given task	4.1	Outline how best to allocate, with other team members, the roles and responsibilities of each member of the team	
		4.2	Describe how each of the teams roles contributes to the team's objectives and the completion of the team task	
5	Be able to work positively as a member of the team	5.1	Explain how to work with other team members to devise a plan to complete a task on time	
		5.2	Identify how to use the agreed plan to complete a task on time	
		5.3	Identify how to make a positive contribution within the team	

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



Level 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
1	Understand how to protect data and devices	1.1	Describe what types of threat there might be to personal data	Phishing, viruses, spyware, adware, unsecure data transfer
		1.2	Explain the potential impact of not keeping data secure	Hacking, stolen data, sensitive data being accessed/used, identity fraud
		1.3	Explain the different ways of protecting data and personal information	Explain at least two different ways
		1.4	Outline a variety of tools and software that might be available to protect data and devices	Outline at least two different tools or software
2	Understand and know how to apply the protection methods used for organisational data	2.1	Explain the steps that a business might take to protect data	Explain at least two steps
		2.2	Briefly explain the legislation that is related to data protection, in relation to protection of personal and financial data	GDPR to be outlined

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



Level 2 Unit – Digital Technology in the Workplace

Unit aim

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

Unit introduction

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

Assessment

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

Unit Reference Number		M/617/9536
Qualification Framework		RQF
Title		Digital Technology in the Workplace
Unit Level		Level 2
Guided Learning Hours		40 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 what the differences might be between technology and smart technology in the workplace	1.1	Explain what is meant by smart technology and its role in the workplace	
		1.2	Describe the different types of smart devices that might be found in the workplace	
		1.3	Describe the benefits of different types of digital technology in the workplace	
2	Understand the types of methods available for connecting technology in the workplace	2.1	Explain the different types and methods of connecting digital technology in the workplace	
		2.2	Describe the range of digital identification methods applicable to the workplace	

		2.3	Describe what the benefits of using digital identification might be	
		2.4	Identify and explain the potential risks of using digital identification in the workplace	
3	Understand how to interact with digital devices within the workplace	3.1	Explain the different methods of interacting with digital technology in the workplace	
		3.2	Describe the benefits of digital technology in the workplace	
		3.3	Identify and demonstrate an example of a device interaction that can be used within the workplace	
4	Understand how organisational policy and procedures affect the use of digital devices in the workplace	4.1	Describe examples of relevant organisational policies and procedures applicable to digital devices	
		4.2	Explain why it is important to comply with these policies and procedures	
		4.3	Explain the potential impact of non-compliance with relevant policies and procedures	



Level 2 Unit – Introduction to Design and Development of Software

Unit aim

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

Unit introduction

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

Assessment

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

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

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

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



Level 2 Unit – How to Set-up an IT Network

Unit aim

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

Unit introduction

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

Assessment

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

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

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

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

Unit aim

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

Unit introduction

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

Assessment

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

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

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

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

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

				<ul style="list-style-type: none"> Reporting Campaigns Task management Access and use across team
		5.2	Describe how you would ensure you keep a digital database current and accurate	<ul style="list-style-type: none"> This could include: Updated frequently Strong data management processes Staff training – roles and responsibilities User guide/manual
		5.3	Outline what both the advantages and disadvantages of different digital technologies might be	<ul style="list-style-type: none"> Advantages and disadvantages of at least two different digital technologies to be outlined. Examples could include: Smart devices Mobile apps Social media channels Digital media e.g. online video/images CMS/websites GPS
		5.4	Explain why it is important to tailor the message according to different digital media	<ul style="list-style-type: none"> This could include: Requirements of platform Different audiences Appropriate format of content
		5.5	State where there might be potential for marketing activities on social networking sites	<ul style="list-style-type: none"> At least three channels/content types to be stated. Examples could include: Social media content/posts – posting of website content, competitions, product updates, informative posts Image/video content
		5.6	Describe how you might prevent marketing messages being identified as “spam”	<ul style="list-style-type: none"> This could include: Having an authentic digital presence, no automation Adapting content for channel Not over-posting Not using vague language



Level 2 - Unit – Marketing Products and Services using Mobile Technologies

Unit aim

This unit introduces learners to the basic principles of marketing using mobile devices

Unit introduction

Learners will demonstrate an understanding of the purpose of mobile devices when considering the marketing of both services and products as well as how to be socially responsible in 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		A/617/9538
Qualification Framework		RQF
Title		Marketing Products and Services using Mobile Technologies
Unit Level		Level 2
Guided Learning Hours		30 GLH
Total Qualification Time		30 TQT
Unit Credit Value		3 Credits
Unit Grading Structure		Pass / Fail

	Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Understand how to market products and services using mobile technologies	1.1	Describe how you can market products and services using mobile technologies	
		1.2	Explain how you might build brand awareness using mobile technologies	
		1.3	Identify a specific industry and explain how mobile technologies might be used to market the applicable products and/or services within that industry	
2	Be able to demonstrate how you might market products and services using mobile technologies	2.1	Describe the variety of methods of marketing to customers using mobile technologies	Should include at least 4 of: Google places Mobile apps codes Optimising websites for mobile devices Four Square Facebook places

		2.2	Explain the differences of the variety of marketing methods to customers using mobile technologies	
		2.2	Describe how to use mobile technologies to market products and services	This should include: Facebook places Google places Four square Generating a QR code



Level 2 - Unit – Understand the Uses of Social Media in Business

Unit aim

This unit introduces learners to the basic principles of the use of social media in business and how to apply it.

Unit introduction

Learners will demonstrate an understanding of the purpose of social media from a business perspective and how to be socially responsible in its use.

Assessment

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

Unit Reference Number		F/617/9539
Qualification Framework		RQF
Title		Understand the Uses of Social Media in Business
Unit Level		Level 2
Guided Learning Hours		30 GLH
Total Qualification Time		30 TQT
Unit Credit Value		3 Credits
Unit Grading Structure		Pass / Fail

Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Understand social media and what is involved in its use	1.1 Identify and demonstrate how you might use blogs and social networks including the different types of file sharing sites that could be considered for promoting and running a business	Microblogs should be considered within blogs
		1.2 Describe what appropriate sites and software there is available for networking and file sharing	
2	Understand why security and trust are important when using social media for business	2.1 Explain how you would choose secure passwords for social media accounts and put them in place	
		2.2 Identify and set-up appropriate privacy levels for social media accounts	
		2.3 Explain how you would identify and recognise common online scams and how you might avoid them	

		2.4	Describe how you would set up an online profile that promotes trust	
3	Know the usefulness of social media as a business tool	3.1	Explain how you might undertake marketing using social media	
		3.2	Explain how you might advertise products/services using social media	



Level 2 - Unit – Marketing Products and Services Using Social Media

Unit aim

This unit introduces learners to the basic principles of marketing using social media

Unit introduction

Learners will demonstrate an understanding of the purpose of social media when marketing products and services as well as how to be socially responsible in 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		A/617/9541
Qualification Framework		RQF
Title		Marketing Products and Services Using Social Media
Unit Level		Level 2
Guided Learning Hours		30 GLH
Total Qualification Time		30 TQT
Unit Credit Value		3 Credits
Unit Grading Structure		Pass / Fail

	Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Understand the use of social media to market products and services.	1.1	Explain the different types of social media available on the internet	
		1.2	Explain how you might use social media to market products and services	
		1.3	Describe how you might build brand awareness using social media	
		1.4	Describe how you might market products or services for a specific industry using social media	
2	Understand how to market products and services using social media	2.1	Describe the different types of marketing using social media that are available and explain their differences	This should include: Facebook Twitter LinkedIn