



# Qualification specification

**NCFE Level 2 Certificate in Digital Skills for  
Work**  
**QN: 603/3114/8**

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## Summary of changes

This document summarises the changes to this qualification specification since the last version (Issue 1 April 2018). Please check the qualification page on our website for the most recent version.

Version	Publication date	Summary of amendments
v1.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to Section 1.
v1.2	June 2022	Updates made regarding: <ul style="list-style-type: none"><li>• <a href="#">English language statement</a></li><li>• <a href="#">Entry requirements statement</a></li><li>• <a href="#">Support handbook reference</a></li></ul>

# Section 1

## Qualification overview

## **Qualification overview**

### **Introduction**

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Certificate in Digital Skills for Work.

All information contained in this specification is correct at the time of publishing.

If you are using this qualification specification for planning purposes, please make sure that you are using the most recent version.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 2 Certificate in Digital Skills for Work.

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**Things you need to know**

Qualification number (QN)	<b>603/3114/8</b>
Aim reference	60331148
Total Qualification Time (TQT)	140
Guided Learning Hours (GLH)	110
Level	2
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

**Total Qualification Time (TQT)**

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

## About this qualification

This is a regulated qualification. The regulated number for this qualification is 603/3114/8.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

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## Qualification purpose

The purpose of this qualification is to allow learners to demonstrate understanding of and competency in digital literacy skills. It will help learners progress to a work role where digital literacy skills are required.

This qualification will:

- provide opportunities to acquire a number of practical skills.

## Qualification objectives

The objectives of this qualification are to enable learners to:

- understand how to protect devices and data
  - communicate socially and professionally using technology
  - apply digital skills in personal and business situations
  - use digital resources to facilitate their own career progression.
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## Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

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## Achieving this qualification

To be awarded the NCFE Level 2 Certificate in Digital Skills for Work, learners are required to successfully complete all 4 mandatory units.

### Mandatory units

Unit No	Unit title
Unit 01	Using and managing information
Unit 02	Keeping yourself and others safe when using digital devices
Unit 03	Communicating and collaborating online
Unit 04	Digital career development

The learning outcomes for each unit are provided in Section 2.

The units above may be available as stand-alone unit programmes. Please visit [www.ncfe.org.uk/units](http://www.ncfe.org.uk/units) for further information.

To achieve the NCFE Level 2 Certificate in Digital Skills for Work, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification. Grades are not awarded.

A partial certificate can be requested for learners who didn't achieve their full qualification but have achieved at least one whole unit.

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## Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

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## Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

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## Work placement/experience requirements

There is no requirement for a learner to undertake any work experience or placement to meet the requirements of this qualification. Those who are in work can provide evidence from real-life situations. Centres should support learners who aren't in work in understanding the work-based application of digital skills as noted in relevant units.

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### **Guidance for entry and registration**

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification in ICT.

This qualification is suitable for learners aged pre-16 and above.

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

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### **Progression opportunities**

Learners who achieve this qualification could progress to:

- Level 2 Award/Certificate in Digital Promotion for Business
  - Level 2 Certificate in the Principles of Cyber Security
  - Level 2 Certificate in Understanding Coding
  - Level 3 Diploma in Skills for Business: IT Level 3 Certificate in ICT Systems and Principles
  - Level 3 Extended Diploma in IT (General)
  - Level 3 Extended Diploma in IT (Business).
  - Level 3 Certificate in Cyber Security Practices
  - Level 3 Certificate in Coding Practices
  - Level 3 Certificate in User Experience/User Interface (UX/UI)
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## Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications [register.ofqual.gov.uk](https://register.ofqual.gov.uk) and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

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## Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

## Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

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## Resource requirements

To achieve the learning outcomes in this qualification, learners will need to have access to the following:

- a digital device – either desktop, laptop or tablet
- access to the storage medium prescribed by the organisation where the learner is in employment, or access to a storage medium where a simulated activity is undertaken
- access to an email account, instant messaging account, online feedback sites, video messaging, forums and social networks
- web browser software/applications
- online meeting software/applications
- online meeting equipment such as webcams and microphones
- online collaboration software/applications
- blogging software/applications
- word processing software/applications
- printer
- internet connectivity.

There is no requirement to use any specific software/applications. Centres are able to use any free or paid-for software/applications or functionality within their own Learner Management System as long as it allows learners to meet the assessment criteria. The focus is on the learner using the software to communicate and collaborate online, not on the use of the specific software itself.

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## **Support for learners**

### **Learner's Evidence Tracking Log (LETL)**

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

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## **Support for centres**

There are a number of documents available on the NCFE website that centres might find useful.

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### **Customer Support team**

Our award-winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can find contact details for your Customer Support Assistant by calling 0191 239 8000 or emailing [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk).

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## Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

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## Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

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## Fees and Pricing

The current fees and pricing guide is available on the NCFE website.

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## Useful websites

Centres may find the following websites helpful for materials and resources to assist with the delivery of this qualification:

- <https://www.gov.uk/government/publications/current-and-future-demand-for-digital-skills-in-the-workplace>
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## Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

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## Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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# Section 2

## Unit content and assessment guidance

## Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The unit overview includes:

- unit title and number
- unit summary
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- learning outcomes
- delivery and assessment (including types of evidence for internal assessment)

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about this qualification please contact our Product Development team on 0191 239 8000.

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**Unit 01 Using and managing information (D/616/9553)**

<b>Unit summary</b>	This unit covers how to search for and select appropriate information to meet personal and organisational needs. Learners will understand how to evaluate the information they find, understand copyright, and be able to store information in line with organisational procedures.
<b>Guided learning hours</b>	20
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1**

The learner will:

- 1 Be able to identify and select information and resources to meet personal and organisational needs

The learner can:

- 1.1 Identify online search facilities used to find information
- 1.2 Explain how search engines work
- 1.3 Use advanced search techniques to find information
- 1.4 Identify sources of information to meet own or business needs
- 1.5 Use bookmarking, search and filter facilities

**Delivery and assessment**

Learners should be able to identify appropriate **search facilities to find information**. Learners must demonstrate that they can search the internet; social media; and internal collaborative platforms that support effective team working, such as OneDrive, Dropbox and other internal shared drives.

Learners should understand **how search engines work** and should demonstrate that they are able to undertake **advanced searches** to find a variety of sources of information.

Learners must show they are able to search for a range of information and data including products and services using explicit search criteria and **applying filters and bookmarking**.

**Types of evidence**

Evidence for this unit will take the form of observation of tasks, annotated screenshots and accurately referenced information in assignments or work products.

The searches should include those for personal use, including development of the learner's own knowledge and skills, and also include searches in the context of a business environment. Where possible the evidence should be generated through the learner's main programme of study, their work experience, part-time or full-time work, and through cross-referencing other units in the qualification.

**Unit 01 Using and managing information (D/616/9553) (cont'd)****Learning outcome 2**

The learner will:

- 2 Be able to evaluate researched information, adhering to procedures and copyright

The learner can:

- 2.1 Demonstrate that the information gathered is from reliable and credible sources
- 2.2 Evaluate the quality of information in relation to its intended purpose
- 2.3 Explain regulations surrounding copyright of information
- 2.4 Explain the importance of producing quality information

**Delivery and assessment**

This learning outcome is about the learner demonstrating that, after articulating their information needs and gathering the information, they can assess the information to ensure that it is **reliable and credible** and then use it when making decisions or solving problems.

Learners should understand the importance of producing quality information **which relates to its intended purpose** and the impact it will have on the organisation if it is in breach of **copyright**, poorly presented or not accurate.

**Types of evidence**

The information gathered should be presented in a professional manner and in line with organisational procedures and expectations. Therefore, the evidence from this unit is likely to come from assignments and work products which demonstrate that the learner has evaluated a range of information to make decisions and to solve problems.

**Unit 01 Using and managing information (D/616/9553) (cont'd)****Learning outcome 3**

The learner will:

- 3 Be able to store information in line with an organisation's agreed procedures

The learner can:

- 3.1 Explain the importance of routine file housekeeping for efficient handling and retrieval of information
- 3.2 Explain why an organisation might have standards and procedures in place for storing information
- 3.3 Store information following agreed procedures

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**Delivery and assessment**

This learning objective is about the learner understanding how to store information in line with an organisation's standards and procedures, and **why** it is important to do so. The learner will understand the **importance of routine file housekeeping** and how this helps with handling and retrieval of information.

The learner will be able to **store information following agreed procedures**. This will include creating files and folders in line with these agreed procedures.

**Types of evidence**

Evidence for this unit will take the form of observation of tasks, annotated screenshots, case studies, and questioning.

**Unit 02 Keeping yourself and others safe when using digital devices (H/616/9554)**

<b>Unit summary</b>	In this unit learners will understand the importance of protecting personal and business' data and devices. They will also learn how to use equipment in line with health and safety legislation.
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1**

The learner will:

- 1 Understand how to protect data and devices

The learner can:

- 1.1 Explain potential types of threat to personal data
- 1.2 Describe the potential impact of not keeping personal data secure
- 1.3 Describe ways to protect own personal information and data
- 1.4 Outline the range of software and tools available to help protect data and devices
- 1.5 Explain how to differentiate between trustworthy and untrustworthy sources of information online
- 1.6 Identify secure and insecure sites
- 1.7 Explain the risks of accessing insecure websites

**Unit 02 Keeping yourself and others safe when using digital devices (H/616/9554) (cont'd)****Learning outcome 1 (cont'd)**

<b>Delivery and assessment</b>
<p>This learning outcome is about ensuring learners understand the potential security risks to personal and confidential data, as well as a range of devices this data could be stored on, or accessed from. Learners will understand the importance of keeping devices, data and financial transactions secure.</p> <p><b>Threats</b> could include phishing, crashing, data corruption, viruses, spyware, Trojans, hacking, malware, location tracking, open Wi-Fi, ethical/unethical practice, data protection legislation differences in different countries, and shoulder surfing. Learners should also consider the implications of not keeping their electronic devices safe.</p> <p><b>Personal data</b> includes passwords, forms of authentication, personal info, and financial data and transactions. Learners should also consider the security of their personal information when applying for jobs online.</p> <p><b>Ways to protect data</b> includes the use of general protection eg passwords, anti-malware/anti-ransomware/anti-spyware/anti-virus programs, how to spot a 'secure' site, being aware of 'suspect' links etc. Use of Do Not Track (DNT), private browsing, paper shredding, privacy settings, insecure Wi-Fi hotspots, https, password securing computers, steps to protect laptops and hand-held devices.</p> <p><b>Potential impact of not keeping data secure</b> could include reputational impact, theft of property, identity theft, and personal safety.</p> <p>The learner must further consider the risks of downloading data from potentially insecure sources.</p>
<b>Types of evidence</b>
<p>This learning outcome is relevant and important to all other units in this qualification and evidence may be cross-referenced.</p>

**Unit 02 Keeping yourself and others safe when using digital devices (H/616/9554) (cont'd)****Learning outcome 2**

The learner will:

- 2 Understand how organisational data and information is protected

The learner can:

- 2.1 Identify legislation related to protection of personal and financial data
- 2.2 Summarise the key points of key data protection legislation
- 2.3 Describe steps businesses might take to protect data
- 2.4 Describe the potential implications of sharing business information online
- 2.5 Explain the potential impact to an organisation of online security breaches
- 2.6 Explain how to report breaches of security or suspicious online behaviour

**Delivery and assessment**

This learning outcome requires the learner to show that they can apply their knowledge of protecting data to the workplace and understand the **legislation** and organisational procedures associated with protecting organisational and financial data.

They must show they understand the appropriate use of technology, the internet, email and social media whilst in the workplace. They should also demonstrate that they understand the financial and reputational **impacts** of not protecting or of misusing data.

**Types of evidence**

Learners could demonstrate their knowledge through case studies, observations and questioning.

**Unit 02 Keeping yourself and others safe when using digital devices (H/616/9554) (cont'd)****Learning outcome 3**

The learner will:

- 3 Understand how to use equipment safely, in line with health and safety legislation

The learner can:

- 3.1 Outline relevant health and safety legislation concerning working with digital equipment
- 3.2 Explain some of the possible health and safety risks when working with digital equipment
- 3.3 Explain the risks to personal safety and possessions when using digital devices in public spaces
- 3.4 Outline how to reduce the risks to personal safety and possessions when using digital devices in public spaces

<b>Delivery and assessment</b>
Learners should be aware of the latest relevant <b>legislation</b> concerning <b>health and safety when working with digital equipment</b> . They'll be able to explain the safety risks when working with digital equipment.
Learners will be aware of the risks to personal safety and possession <b>when using digital devices in public spaces</b> .
<b>Types of evidence</b>
Learners could demonstrate their knowledge through case studies, observations and questioning.

**Unit 03 Communicating and collaborating online (K/616/9555)**

<b>Unit summary</b>	In this unit, learners will learn how to communicate and collaborate online using a range of technology.
<b>Guided learning hours</b>	40
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1**

The learner will:

- 1 Be able to communicate socially and professionally using technology

The learner can:

- 1.1 Identify a range of methods businesses use to communicate online
- 1.2 Compare different methods used to communicate online
- 1.3 Use an appropriate method for communicating online
- 1.4 Use appropriate style, tone and language when communicating with others
- 1.5 Demonstrate respect for privacy and reputation of others when communicating online
- 1.6 Demonstrate how to protect own digital reputation and identity when communicating online
- 1.7 Describe how to report potential security issues when communicating online
- 1.8 Explain what cyberbullying is
- 1.9 Outline steps to protect against cyberbullying



**Unit 03 Communicating and collaborating online (K/616/9555) (cont'd)****Learning outcome 1 (cont'd)**

<b>Delivery and assessment</b>
<p>This learning outcome is about ensuring that learners understand the variety of apps and software available to communicate with others and when each type is appropriate.</p> <p>The learner should understand the benefits and disadvantages of each <b>method of communication</b> and when to use them. They should demonstrate understanding of a <b>variety of communication tools</b>, including, email, instant messaging, online feedback sites, video messaging, and forums.</p> <p><b>Others</b> can include friends, family, individuals, or organisations communicated with as an individual rather than as an employee in a workplace setting.</p> <p>Learners should demonstrate that they can use a range of digital tools to communicate with others in both social and professional environments. They should be able to demonstrate that they understand the difference between communicating informally with their social network and formally with external contacts such as when applying for jobs or communicating with retailers, official agencies or businesses.</p> <p>When demonstrating their use of digital communication/networking tools within their social circles they should demonstrate they clearly understand the impact of their online communication, its reach and interpretation.</p> <p>Not only should the learner understand the most appropriate tool to use, they should also understand the reach of the types of communication tools and how this impacts on their <b>digital reputation and online identity</b>, and importantly their employment prospects and career options.</p> <p>Learners should demonstrate through observation or questioning that they understand how to protect themselves from, and how to avoid, <b>cyberbullying</b>. It is important that learners touch on trolling and how to recognise it as a form of cyberbullying.. The majority of cyberbullying stems from people wanting to cause a reaction and disruption for the sake of it, so it's a good skill to recognise it, and how to respond to it.</p>
<b>Types of evidence</b>
<p>Evidence should take the form of screenshots, printouts and observations of learners using technology to communicate with others. They should demonstrate they can use traditional (eg email) and other technology to communicate with a range of people. Learners could demonstrate their knowledge through case studies, observations and questioning.</p>

**Unit 03 Communicating and collaborating online (K/616/9555) (cont'd)****Learning outcome 2**

The learner will:

- 2 Know how to communicate effectively via email in a personal or business context

The learner can:

- 2.1 Explain the benefits and disadvantages of using email
- 2.2 Use email to compose, send, receive and respond to others
- 2.3 Use attachments appropriately and efficiently
- 2.4 Use appropriate style, tone and language when communicating by email
- 2.5 Explain how to identify fraudulent links in emails

**Delivery and assessment**

The focus of this learning outcome is on use of email. Many young people may be fluent at using social media such as Instagram, Facebook, Twitter, WhatsApp etc., but may have never encountered the more traditional forms of online communication.

Learners should demonstrate that they can compose, send, receive and respond to emails appropriately.

This learning outcome focuses on communication and the learners should understand the **benefits and disadvantages of using email** and when it is appropriate to use it. Learners must understand the importance of the appropriateness of style, tone and behaviour in an email and how these impact on customer perception.

**Types of evidence**

Evidence should be generated through observation, notes, screenshot or printouts of emails. The evidence should include emails composed and sent, emails received and responded to appropriately, examples of both internal and external communication in a business context, and emails in a personal context.

Evidence of business emails should come from employment or work experience where possible, this can be through simulated activities where the learner is not in work. Where the learners are young people on a main programme of study, the evidence could link to, or come directly from, activities they are undertaking in their main programme of study.

**Unit 03 Communicating and collaborating online (K/616/9555) (cont'd)****Learning outcome 3**

The learner will:

- 3 Be able to communicate and collaborate using online meeting and collaboration tools

The learner can:

- 3.1 Outline a range of online meeting tools
- 3.2 Outline a range of online collaboration tools
- 3.3 Identify a range of equipment needed for online meetings or collaboration
- 3.4 Compare the advantages and disadvantages of using online collaboration technology
- 3.5 Use online collaboration technology
- 3.6 Compare the advantages and disadvantages of using online meeting technology
- 3.7 Prepare, schedule and participate in collaborative online meetings
- 3.8 Compare and contrast the difference between online meeting technology and online collaboration technology.

**Delivery and assessment**

Learners should understand the range of free and paid-for **online meeting technology** available for both personal and business use. This could include Teams, Zoom, Google Meet, ~~FaceTime~~, ~~Skype for Business~~, WebEx, and GoToMeeting, among others. Learners should understand what is available and the costs of using the software.

This learning outcome should touch on the meeting documentation and agenda, as well as the protocols for chairing, contributing and taking minutes. Learners should not be expected to take minutes but should appreciate that they are a summary of the meeting.

**Unit 03 Communicating and collaborating online (K/616/9555) (cont'd)****Learning outcome 3 (cont'd)**

<b>Types of evidence</b>
<p>Learners should use free or paid-for meeting technology to set up and participate in a short informal or formal meeting. Evidence may be generated in the workplace, in an educational setting or through simulation. Learners could also set up an online meeting with their Assessor to demonstrate their competence in using the technology. Competence and knowledge will be assessed through observation or recordings of meetings.</p> <p>Case studies, professional discussion or questioning could be used to demonstrate the learners understanding of the types of meeting software available (at least two, one paid-for and one free), the associated costs, and the benefits and disadvantages of using online technology.</p> <p>Assignments and simulation should be used to assess their knowledge of the procedures and documents associated with informal and formal meetings and where possible this should be assessed through their vocational study, work experience, employment or volunteering.</p> <p>It may be that the learning platform used by some centres has built-in collaborative technology, and where appropriate, the learner's use of this can be presented as evidence in this unit.</p>

**Unit 03 Communicating and collaborating online (K/616/9555) (cont'd)****Learning outcome 4**

The learner will:

- 4 Be able to communicate and collaborate using digital networks

The learner can:

- 4.1 Participate in online social networks to engage with others
- 4.2 Explain why a business would use online social networks
- 4.3 Compare the benefits of public and private online social networks
- 4.4 Identify relevant safety issues and precautions when using public and private online social networks

**Delivery and assessment**

Learners should demonstrate that they **can use online social networks to engage with others.**

Learners should be able to use social media and the internet for research, therefore the learning outcome requires them to begin to use this skill by searching for the reasons **why a business would engage in using digital social networks.**

It is important that learners understand the range of social networks available to business and therefore they should be able to cite a range of tools including, Facebook, Twitter, Instagram, LinkedIn, Snapchat, Pinterest and Yammer. They must be able to describe the target audience and whether the network is a public or a private network.

Learners should also demonstrate that they understand the need for confidentiality and privacy when participating in online meetings and discussions.

**Unit 03 Communicating and collaborating online (K/616/9555) (cont'd)****Learning outcome 4 (cont'd)**

Types of evidence
<p>Case studies, assignments, questions and professional discussion could be used to provide evidence that the learner understands how businesses should use digital networking and social media, and the benefits and disadvantages of using these.</p> <p>Evidence collected for this learning outcome should also demonstrate that the learner is aware of the online safety, reputational and security issues associated with using digital networks.</p> <p>Evidence should be collected through employment, work experience, volunteering or as part of a simulated exercise. Evidence should include screenshots from relevant social digital networks which show how the learner has communicated with others, including potential/existing customers, colleagues and competitors. Evidence should show use of at least two different digital networking sites, one public and one private. Through professional discussion learners should show that they are aware of the range of digital and social network tools currently available and their appropriateness to the business objective.</p>

**Unit 03 Communicating and collaborating online (K/616/9555) (cont'd)****Learning outcome 5**

The learner will:

- 5 Be able to use blogging to engage with others and keep them informed

The learner can:

- 5.1 Explain what a blog is
- 5.2 Outline different types of blogs
- 5.3 Explain the benefits of blogging to a business
- 5.4 Create a blog post
- 5.5 Demonstrate how to share the blog via social media and appropriate websites
- 5.6 Respond to or share a blog posted in a business context

**Delivery and assessment**

Learners should be able to use blogs as a tool to research, communicate and collaborate with others in the context of their employment as well as their social life.

They should **explain the benefits of blogging to a business**, including how and why businesses use blogging to drive traffic to their websites. They should also understand how blogs can be used to build a personal and business brand. They should also understand the drawback of blogging and, if it goes wrong, the reputational damage it can do to them and to their employers. Through the outcomes in this unit, organisational protocols should also be discussed, along with the digital footprint it creates for the employer and the individual.

Learners will be able to create a blog post and share it via social media.

It is important that learners understand the blogging sites available and therefore they should be able to cite a range of tools (eg WordPress, Blogger, etc.).

Learners should demonstrate that they can find and **respond to blogs** in the context of a business setting.

**Unit 03 Communicating and collaborating online (K/616/9555) (cont'd)****Learning outcome 5 (cont'd)**

Types of evidence
<p>Evidence should show use of at least two different blogging sites to research, communicate or collaborate.</p> <p>Evidence should be collected through employment, work experience, volunteering or as part simulated exercise. Case studies, assignments, questions and professional discussion should be used to provide evidence that the learner understands how businesses should use blogging, its links to social media and the business' website.</p> <p>Evidence should include screenshots from relevant blogging sites, accompanied by an explanation of why the blog is appropriate to the particular business environment.</p> <p>It may be that the learning platform used by some centres has built in blogging functionality, and where appropriate, the learner's use of this can be presented as evidence in this unit.</p>



**Unit 04 Digital career development (M/616/9556)**

<b>Unit summary</b>	This unit teaches learners how to manage and promote their digital reputation and online identity. They'll be able to use social media and the internet to search and prepare applications for voluntary and paid employment and use technology to facilitate personal and professional learning and career progression.
<b>Guided learning hours</b>	20
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1**

The learner will:

- 1 Be able to manage and promote their own digital reputation and online identity

The learner can:

- 1.1 Identify the impact social media can have on future employment prospects of self and others
- 1.2 Describe key characteristics that make up a professional online identity
- 1.3 Differentiate between real and online identities
- 1.4 Explain the need to have separate identities for their personal life and professional/work life
- 1.5 Identify how to promote trust with online identities
- 1.6 Create an appropriate professional social media profile using social media tools
- 1.7 Identify the benefits of using online professional networks

**Delivery and assessment**

Learners should be able to demonstrate competence in this learning outcome by **creating appropriate professional profiles** using a range of social media and web-based tools to promote themselves to an opportunity provider/employer. These should include using business and employment-oriented social networking services, blogging software, digital and video portfolios, or alternative business network tools appropriately.

The learner should also be able to explain the need to have **separate identities for their personal life and their work/professional life** and the impact of mixing the two identities/personas.

The learner should also be able to apply their knowledge by establishing an appropriate persona on suitable social media and digital technologies that are not detrimental to themselves or others. This learning outcome will assess the learner's ability to understand how social media and digital technology can have an impact on their own career management and development. They should clearly demonstrate that they understand how to **promote trust with online identities** and can devise and implement guidelines for checking others online.

**Types of evidence**

Evidence should include observations, screenshots, research documents.

**Unit 04 Digital career development (M/616/9556) (cont'd)****Learning outcome 2**

The learner will:

- 2 Be able to use social media and the internet to search opportunities and prepare applications for employment

The learner can:

- 2.1 Compare the differences between a traditional CV and an online CV (profile or portfolio)  
 2.2 Identify a range of opportunities using a range of social media and internet searches  
 2.3 Produce applications for opportunities using a variety of digital media  
 2.4 Research and plan for an interview using appropriate digital technology tools and social media

**Delivery and assessment**

Learners must produce applications for at least two opportunities using methods most appropriate to the sector of employment.

The applications/CVs should be formatted in an appropriate style and use correct tone and language for the sector that they wish to work in.

Learners should be able to use the internet and popular forms of social media such as Twitter, Facebook, LinkedIn, etc. to successfully search to find appropriate opportunities relevant to their aspirations and capabilities.

Learners need to use a range of methods to **identify** and prepare for a range of opportunities which are relevant to their aspirations, studies and capabilities. Where appropriate these should include applying via email and, where relevant, using video-clips, images and online portfolios to promote themselves to a defined target audience.

Learners should understand the importance of **planning for an interview** and therefore should use social media and the internet to prepare for at least two interviews (real or simulated). The learners' research skills and preparation are key here and there is no need to evidence them being interviewed.

**Types of evidence**

Learners should use real or simulated evidence to demonstrate competence in this learning objective which should include results of searches for an opportunity such as employment, work experience, or voluntary work (screenshots, photos, videos, links).

The style, tone and language used in this unit is important and should reflect a professional persona.

**Unit 04 Digital career development (M/616/9556) (cont'd)****Learning outcome 3**

The learner will:

- 3 Be able to use technology to facilitate personal and professional learning and career progression

The learner can:

- 3.1 Use suitable digital tools to research own career aim(s)
- 3.2 Identify progression routes from current position
- 3.3 Assess own digital skills
- 3.4 Describe what digital skills would be required to achieve own career progression aim(s)
- 3.5 Identify free online learning sites relevant to their subject area

Delivery and assessment
<p>Learners will <b>identify progression routes from their current position</b> (which could be unemployment) which will help them achieve their career aim(s). Learners should <b>reflect on their own skills</b> and knowledge and compare it to the <b>skills required in their current or future job role or career move</b>.</p> <p>Learners should be able to describe the benefits of a range of digital platforms and social media in supporting them to maintain and improve their own knowledge and as a tool for continued personal and professional development.</p> <p>Learners should be able to describe the use of online learning and webinars to enhance their training and development and identify at least two webinars or <b>free online learning sites relevant to their subject area</b>.</p>
Types of evidence
<p>Learners could create a personal development plan as a form of evidence for this learning outcome.</p> <p>Learners should include an analysis of the digital literacy skills they need now, and will need in the future, if they are to achieve their career aim(s).</p>

# Section 3

## Assessment and quality assurance

## **Assessment and quality assurance**

### **How the qualification is assessed**

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The NCFE Level 2 Certificate in Digital Skills for Work is internally assessed and externally quality assured.

All the evidence generated by the learner will be assessed against the standards expected of a Level 2 learner.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

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### **Internal assessment**

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

If a centre needs to create their own internal assessment tasks, there are 4 essential elements in the production of successful centre-based assessment tasks, these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs, or assessment criteria
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Please see the guidance document for creation of internal assessment tasks on our website.

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## **Presenting evidence**

### **Written**

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

### **Recorded**

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example, if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good-quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

### **Test High School**

**Recorded evidence:** starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

**Venue:** School hall

**Audience:** Assessors, parents and friends

#### **Band 1:**

Lead singer – Joe Bloggs (brown hair, front of stage)

Drummer – Tom Smith

Guitar 1 – Dan Brown (blonde hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left hand side)

#### **Performance of XXX:**

Lead male – John Smith

Lead female – Ann Jones

Choir:

Kay Bell (brown hair, back row 3rd from left)

Jane Pattison (blonde hair, back row 5th from left)

Michael Davies (brown hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

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## Quality Assurance

### Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on our website [www.ncfe.org.uk](http://www.ncfe.org.uk).

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

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### External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

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## NCFE assessment strategy

### Knowledge LOs:

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

### Competence/skills LOs:

- assessors will need to be both occupationally competent and qualified to make assessment decisions
  - internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions
-



# Section 4

## Explanation of terms

## Explanation of terms

This table explains how the terms used at Level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Apply</b>	Link existing knowledge to new or different situations.
<b>Assess</b>	Consider information in order to make decisions.
<b>Classify</b>	Organise according to specific criteria.
<b>Compare</b>	Examine the subjects in detail looking at similarities and differences.
<b>Define</b>	State the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject or how to apply skills in a practical situation.
<b>Describe</b>	Write about the subject giving detailed information.
<b>Differentiate</b>	Give the differences between two or more things.
<b>Discuss</b>	Write an account giving more than one view or opinion.
<b>Distinguish</b>	Show or recognise the difference between items/ideas/information.
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge.
<b>Explain</b>	Provide details about the subject with reasons showing how or why. Some responses could include examples.
<b>Give (positive and negative points....)</b>	Provide information showing the advantages and disadvantages of the subject.
<b>Identify</b>	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
<b>Illustrate</b>	Give clear information using written examples, pictures or diagrams.
<b>List</b>	Make a list of key words, sentences or comments that focus on the subject.
<b>Plan</b>	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
<b>Perform</b>	Do something (take an action/follow an instruction) which the question or task asks or requires.

**Explanation of terms (cont'd)**

<b>Provide</b>	Give relevant information about a subject.
<b>Reflect</b>	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
<b>Select</b>	Choose for a specific purpose.
<b>Show</b>	Supply sufficient evidence to demonstrate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences.
<b>Use</b>	Take or apply an item, resource or piece of information as asked in the question or task.

# Section 5

## General information

## **General information**

### **Equal opportunities**

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

### **Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

## **Contact us**

NCFE  
Q6  
Quorum Park  
Benton Lane  
Newcastle upon Tyne  
NE12 8BT

Tel: 0191 239 8000\*

Fax: 0191 239 8001

Email: [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk)

Website: [www.ncfe.org.uk](http://www.ncfe.org.uk)

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