



Entry 1 and Entry 2 Programmes in
Digital Skills for Beginners

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ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

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ENTRY 1 AND ENTRY 2 PROGRAMMES IN DIGITAL SKILLS FOR BEGINNERS

Introduction

The Entry 1 and Entry 2 Programmes in Digital Skills for Beginners are a selection of units that will provide learners with new skills for further education or employment. Learners may wish to progress onto the Ascentis Essential Digital Skills qualifications following completion of these units.

Completion of these units does not lead to a qualification.

Unit certification is available for all units.

Rules of Combination

Entry 1 and Entry 2 Programmes in Digital Skills for Beginners				
No minimum or maximum credits				
Title	Level	Credit Value	GLH	Unit Code
Entry 1 Units				
Developing ICT Skills	Entry 1	4	40	Y/502/4324
Using ICT Skills in a Work Place	Entry 1	2	20	R/504/1283
Using ICT Equipment in the Work Place	Entry 1	2	20	H/504/1241
Entry 2 Units				
Using ICT Skills in a Work Place	Entry 2	2	20	D/504/1478
Using ICT Equipment in the Work Place	Entry 2	2	20	R/504/1302
Units with the same title at different levels are barred				

Age Range of Programme

These units are suitable for learners aged 16-18 and 19+.

Centre Recognition

These programmes can only be offered by centres recognised by Ascentis and approved to run these units. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Programme Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this programme. Details of the approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal. Late registration may result in a fee, refer to the latest version of the product catalogue.

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and verified by the centre and then externally verified by Ascentis.

Centres are required to retain all evidence from all learners for external verification and for four weeks afterwards should any appeal be made.

Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are:

- Observation record
- Questions and discussions
- Photographs
- Video
- Worksheets
- Audio recordings
- Self assessments
- Workbook activities
- Final multiple-choice tests.

If the learner fails to meet the assessment criteria on the first attempt at an activity, they may redraft the work following feedback given by the tutor. However, tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. An example tracking sheet can be found in Appendix 1.

The Ascentis Quality Assurance Handbook for Centres document can be found on the login area of the Ascentis website in the Policies and Key Documents section for further information on verification, staffing requirements, changes to centre details and many other things.

Entry 1 Units

UNIT SPECIFICATIONS

Unit Title: Developing ICT Skills
Unit Reference Number: Y/502/4324

Credit Value of Unit: 4

GLH of Unit: 40

Level of Unit: Entry 1

Introduction

This unit aims to provide learners working at Entry 1 level with the opportunity to have recognised their achievements in relation to developing digital skills.

This unit can be found in the Ascentis Entry Level Award, Certificate and Diploma in Personal Progress (Entry 1) qualifications.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Use ICT to control the environment.	1.1. Affect change in their own environment, using ICT.
2. Use ICT as a source of information.	2.1. Gain information through ICT.
3. Use ICT to communicate or to augment or enable communication.	3.1. Communicate using ICT.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Use ICT to Control the Environment

Showing an awareness of a switch; activating a switch through a reflex movement; accepting hand-on-hand guidance to use a switch; responding to an image or sound when activated by chance; connecting the use of a switch to the action it causes; using a switch to build an image, repeating presses until image is complete, and using switches in a variety of tools to effect different actions.

Use ICT as a Source of Information

Showing an awareness of ICT- generated audio or visual stimuli; demonstrating a response (which may be reflex) to auditory / visual stimuli; showing awareness of images, sounds and animations; demonstrating preferences for certain sounds and images; anticipating certain animations or sounds in familiar sequences; tracking movements on a screen; using a touch screen; using a concept keyboard; recognising and using onscreen symbols and images; working with a facilitator to retrieve previously stored information (e.g. a person-centred learning plan); and working with a facilitator to access information relevant to the individual on the internet (e.g. TV listings or football club homepage) or from a CD-ROM; and receiving emails and / or texts.

Use ICT to Communicate or to Augment or Enable Communication

Showing an awareness of ICT- generated audio or visual stimuli, e.g. images, sounds or animations; demonstrating a response (which may be reflex) to auditory / visual stimuli; demonstrating preferences for certain sounds and images; anticipating certain animations or sounds in familiar sequences; tracking movements on a screen; using a touch screen; using a concept keyboard; recognising and using onscreen symbols and images; using enabling technology (e.g. speech synthesiser or voice recognition software); confirming a choice by pressing an option button (e.g. 'Cash' at an ATM); inputting a PIN number (possibly read out to them or by copying from a written version); working with a facilitator to input information into a document in the form of words, symbols or pictures; and working with a facilitator to send emails and / or texts.

Tutor Guidance for Unit

This indicative content is intended to provide tutors with an indication of the range of ways in which learners might meet the assessment criteria. These responses in turn will be embedded in a variety of contexts / learning opportunities. The degree of achievement is most likely to relate to the Development to Application stages on the achievement continuum. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria.

UNIT SPECIFICATIONS

Unit Title: Using ICT Skills in a Work Place

Unit Reference Number: R/504/1283

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 1

In this unit, learners will demonstrate their ability to use digital skills in their role within the work place and identify any digital skills that need further development. Learners will take part in activities to develop digital skills as required.

This unit can be found in the Ascentis Entry Level Award & Certificate in Using Employability Skills (Entry 1, 2 & 3) qualifications.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to use ICT in a work place	1.1. Indicate tasks which require ICT skills in a work place.
2. Be able to identify their ICT skills that need to be developed for a work place.	2.1. Indicate the ICT skills needed for their job role in a work place.
	2.2. Indicate their ICT skills that need to be developed.
	2.3. Indicate actions required to develop their ICT skills.
3. Be able to develop ICT skills in a work place.	3.1. Participate in activities to develop their ICT skills in a work place, as directed.
	3.2. Use ICT skills in their job role in a work place, as directed.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Tasks involving ICT may include using computers, email systems, telephones and Smartphones.

ICT skills required in the work place may include using ICT for given purpose, keeping access to information secure by using a password, finding information from text message, voicemail or on-screen information, identifying and correct simple errors, labelling an image, receiving and opening electronic messages.

Development activities may include courses and training, observing others, practising, self-learning etc.

UNIT SPECIFICATIONS

Unit Title: Using ICT Equipment in the Work Place

Unit Reference Number: H/504/1241

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 1

The aim of this unit is to prepare learners for using digital skills in a work place setting. Learners will develop an understanding of the safety rules and the types of digital equipment used in the work place and be able to demonstrate appropriate use of relevant equipment.

This unit can be found in the Ascentis Entry Level Award & Certificate in Using Employability Skills (Entry 1, 2 & 3) qualifications.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know types of information and communication technology used in a work place.	1.1. Identify types of information and communication technology used in a work place. 1.2. Indicate their use of information and communication technology in a work place.
2. Know health and safety rules when using ICT equipment in the work place.	2.1. Identify health and safety rules when using ICT equipment in the work place.
3. Be able to recognise when equipment may be unsafe.	3.1. Identify signs that ICT equipment may be unsafe.
4. Be able to use a piece of ICT equipment in a work place.	4.1. Participate in accessing a piece of ICT equipment in a work place.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Information and Communication Technology used in the work place may include equipment such as printers, smartphones, tablets, photocopiers etc, using the internet and intranet, using word processing, spreadsheets and presentation software, using telephones and video calling equipment.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances (such as toner, inks etc), following signs and notices, etc.

Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Entry 2 Units

UNIT SPECIFICATIONS

Unit Title: Using ICT Skills in a Work Place

Unit Reference Number: D/504/1478

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 2

In this unit, learners will look at the tasks that require digital skills in the work place and identify and take part in activities that will develop the required skills.

This unit can be found in the Ascentis Entry Level Award & Certificate in Using Employability Skills (Entry 1, 2 & 3) qualifications.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know ICT skills needed in a work place.	1.1. Identify tasks which require ICT skills in a work place. 1.2. State they use of ICT skills in a work place.
2. Be able to identify ICT skills that they need to develop for a work place.	2.1. Identify ICT skills that they need to develop for use in a work place. 2.2. State activities to take part in to improve their ICT skills to use in a work place.
3. Be able to develop ICT skills in a work place.	3.1. Contribute to activities to develop their ICT skills in a work place. 3.2. Apply ICT skills in their job role in a work place.
4. Be able to review their learning.	4.1. State what went well with using the ICT skills that have been developed. 4.2. State which ICT skills they want to develop next.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Tasks involving ICT may include using computers, email systems, telephones and Smartphones.

ICT skills required in the work place may include using computer hardware and software for a purpose, keeping information secure by using a password, using ICT equipment safely, using a simple search facility, using simple editing and formatting techniques, printing and viewing information on-screen, identifying and correcting simple errors, reading, sending and receiving electronic messages.

Development activities may include courses and training, observing others, practising, self-learning etc.

Reviewing own learning will involve stating what went well and thinking about the ICT skills to develop next.

UNIT SPECIFICATIONS

Unit Title: Using ICT Equipment in the Work Place

Unit Reference Number: R/504/1302

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 2

In this unit, learners will demonstrate an understanding of the health and safety rules when using digital skills in the work place. They will know the types of common digital equipment used in the work place and state ways in which they may keep a clean and tidy work station.

This unit can be found in the Ascentis Entry Level Award & Certificate in Using Employability Skills (Entry 1, 2 & 3) qualifications.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know health and safety rules when using ICT in the work place.	1.1. State health and safety rules when using ICT in the work place.
	1.2. Maintain the safety of self and others in the work place.
	1.3. Identify fire procedures when using ICT equipment in the work place.
2. Know types of ICT equipment used in the work place.	2.1. Recognise types of common ICT equipment used in a work place.
	2.2. State their use of ICT equipment in a work place.
3. Be able to use ICT equipment safely in a work place.	3.1. State why ICT equipment must be checked for safety.
	3.2. Participate in a given activity using ICT equipment safely.
4. Be able to maintain ICT equipment in a work place.	4.1. State ways to keep an ICT work station tidy.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Health and Safety rules may include use of protective equipment and clothing, dealing with hazardous substances (such as toner, inks etc), following signs and notices, using screen displays appropriately, taking breaks from screens, fire procedures etc.

Information and Communication Technology used in the work place may include equipment such as printers, smartphones, tablets, photocopiers etc, using the internet and intranet, using word processing, spreadsheets and presentation software, using telephones and video calling equipment.

Equipment should be checked for safety to prevent injury to self or others and damage to materials and other work place items.

ICT work stations may be kept tidy by clearing desk of paper at the end of the day and securing them in a locked draw, avoiding trailing wires and cables, switching off screens and computers at the end of the day, locking screens when leaving the desk etc.

Tracking Sheet

Unit Title _____

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1				
1.2				
1.3				
2.1				
2.2				
2.3				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____

Date _____

Assessor Signature _____

Date _____

Internal Verifier (if sampled) _____

Date _____