Programme Module

Digital Media

leading to

Level 3 QQI Component: Digital Media 3N0552

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand alone module or as part of the:
    1. **Level 3 QQI Certificate in General Learning 3M0874**
    2. **Level 3 QQI Certificate in Employability Skills 3M0935**
    3. **Level 3 QQI Certificate in Information and Communication Technologies 3M0877.**

- Upon successful completion of this programme module the learner will achieve 10 credits towards the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.

- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.

- Teachers/tutors should familiarise themselves with the information contained in CDETB's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.

- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.

- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors will devise Assessment Brief/s for the collection of work and Skills Demonstrations.

- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.

- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETB or individual teachers/ tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	Award
1. **Title of Programme Module** Digital Media	2. **Component Name and Code** Level 3 Digital Media 3N0552
3. **Duration in Hours of Programme Module** 100	4. **Credit Value** 10
5. **Assessment Technique** Collection of Work 60% Skills Demonstration 40%	6. **Specific Requirements** Centres must have access to the range of services, professional products, tools, materials and equipment to ensure the learner has the opportunity to cover all of the practical activities.

7.   Aims of the Programme Module

This programme module aims to equip the learner with a range of skills in digital media for use in their social, personal and work life and to encourage the learner to have the confidence to use these skills in their daily lives.

8.   Objectives

- to learn about the application of digital media in our everyday lives, its uses and features
- to explore the use and application of a range of features and functions of digital media to improve research, communication and learning skills
- to use digital media tools to create, edit and store appropriate data
- to use digital media tools to communicate in our everyday and working lives
- to use media tools to improve access to knowledge and electronic date available on the internet.

9.   Learning Outcomes of Level 3 Digital Media – 3N0552

The learner will be able to:

1. outline the application of digital media devices in daily life including the digital communication of text, sound, and images
2. describe the key security considerations for digital communication including copyright law, workplace policies, and other applicable regulations
3. explain the concept of online social networking and its benefits
4. demonstrate the use of digital media devices to access and manipulate digital media and information from the Internet
5. operate a mobile phone using functions and settings to access, and exchange voice, text, video and photographic data
6. create music play lists on a digital music device
7. record photographic images using a digital camera to capture, review, and transfer images to a computer
8. use software tools to copy, synchronize and play music on a digital media device
9. record video images using a digital video camera to shoot simple clips, and import clips to a computer for subsequent retrieval or processing
10. use an online social network to create and share digital media content and information.

Delivery Strategies and Learning Activities

The programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities. There are practical elements to this module requiring access to a range of materials, resources and equipment and the learner should be allocated adequate time and facilities to complete each task. All practical activities should exemplify safe working practices and reinforce standard health, safety and environmental concerns.

10. Guidelines for Teaching and Learning

Please note: the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes as outlined in section 9.

Unit 1: Application of Digital Media

1. Application of Digital Media

In order to help the learner achieve **Learning Outcome 1** *in particular, consider doing the following:*

Explore with the learner different types of digital media in daily life. Examine the function of each device with reference to its uses in everyday life and work life. Examine the advantages and disadvantages of using the device for communication purposes.

Include in the discussion the following topics:

1.1 Mobile Phones

Functions

- Makingand receiving phone calls
- Sending and receiving text messages, multimedia messages, videos
- Video conferencing calls
- Small gaming device
- Can take photos and videos
- Calculator, Calendar and reminder tools available to use
- Alarm clock
- Some can play music / radio

Advantages

- Keeps you in contact with family, friends and work
- Small and easy to carry around (portable)
- Cheap to send text messages
- Quick method of communication
- Common method of communication
- Can play games when bored
- Can surf the internet and check emails on the go
- Can use maps to find your way around
- Global Positioning System can make it easy to track where the phone/personis
- Remote recording of digital television

- Can purchase many accessories to personalise the phone

Disadvantages
- Can be expensive to make phone calls, send videos and multimedia message
- Packages can be expensive on bill phones
- Can cause accidents if used while driving
- Can be difficult to use for older people
- Easily lost and damaged
- Can facilitate unwanted contact or abuse/bullying
- Can be stolen
- Can become a nuisance or addiction

1.2 Digital Music Devices – iPod, iPhone, MP3 players

Functions

- Storing and listening to music
- Storing and watching photos and videos
- Storing and reading other types of files
- Some have radio built in
- Navigating through files

Advantages

- Small and lightweight, easy to carry around (portable)
- Large memory - can store thousands of music files, hundreds of full movie files, thousands of photos depending on memory size
- Long battery life
- Can purchase accessories to personalise the device
- Can connect to a TV or computer to watch movies, listen to music
- Good quality music, video and photos
- Cheaper to buy digital music than CDs
- Some movies may be cheaper to buy
- Can share music and videos within limits
- Music does not skip

Disadvantages

- Can be stolen, lost, easily damaged
- If you run out of memory, more memory cannot be added to it
- Can be expensive to buy top of the range devices
- Devices are upgraded often and can become obsolete
- Can be slow to download music and video (depending on the amount of files downloading or size of files)
- If battery breaks it is difficult/impossible to change it
- You need to backup your purchases

1.3 Digital Cameras
Functions

- Capture and store digital photos
- Capture and store digital videos
- Adjust settings to take better photos
- Zoom lens both digital and optical

Advantages

- Can buy inexpensive models
- Small, lightweight and easy to carry around smaller compact models
- Ion batteries last longer
- Don't have to buy new film, can reuse memory sticks
- Can view photos and videos using the camera
- Can connect the camera to a TV to view photos or videos

Disadvantages

- Can be expensive if you develop its use into a hobby
- Some accessories are expensive – lens
- Easily damaged, lost or stolen
- Normal batteries need to be replaced regularly
- Can be expensive to buy ink and photo paper
- Need a good printer to print quality photos
- Photos are rarely printed

1.4 Digital Camcorders
Functions

- Capture and store videos
- Edit videos

Advantages

- Can store many videos in memory
- Can edit videos stored on the camera
- Small, lightweight and portable

Disadvantages

- Easily lost, damaged or stolen
- Accessories can be expensive
- Usually need to purchase extra batteries

1.5 Electronic Readers – Sony eReader, Amazon Kindle, Kindle for android phones, Kindle for personal computers, iPad, tablet computers

Functions

- Store and display electronic books, newspapers, magazines
- Function to download books

Advantages

- Small, lightweight and portable
- Can store many books on one device
- Good battery life
- Can adjust text size
- Can display pdf and word document files
- Thousands of books available to purchase
- Depending on brand there is free 3G
- Delivery of books can be free

Disadvantages

- Expensive once off purchase
- Books can be expensive to buy

1.6 Electronic books, newspapers, magazines, online libraries, Google books, free and subscription services

Functions

- Reading online or from a computer screen for pleasure/work related topics

Advantages

- Quick to download files
- Can store many files on the computer
- Easy to search files
- Can share files easily (keeping in mind copyright laws)
- Lots of free Google Books / eBooks available
- eBooks usually cheaper

Disadvantages

- Difficult to read books on a computer screen
- Cannot print the book
- Need a device such as an eReader to read some of the files available for download
- Not all files can be read from all electronic devices.

Unit 2: Security Issues

*In order to help the learner achieve **Learning Outcome 2** in particular, consider doing the following:*

2 Security Issues

Considering the functions, advantages and disadvantages discussed in Unit 1, explore with the learner security issues with regard to downloading and sharing digital content. Use the following guidelines:

2.1 Security and virus issues

- Downloading digital media files illegally can result in viruses infecting the computer/device they are downloaded to.

- There are many sites on the internet that allow users to download games, music, ebooks and digital versions of magazines. At times these websites are malicious and send viruses instead of the games, music files, etc. If a user does this on their own computer they are at risk of downloading viruses that can crash their computer system. Other viruses such as tracking cookies can sit on a computer for many months, unknown to the user. These tracking cookies record the keystrokes a user enters into the computer, so their passwords, pin numbers, etc are recorded by the cookie. The tracking cookie is then sent back to the sender (the illegal downloading website) where the hacker can then attempt to gain access to the user's bank accounts, emails, etc. If this is attempted in a workplace setting, viruses can damage the work network and can crash systems leading to work stoppages and files becoming corrupted.

2.2 Digital Rights Management (DRM)

- Manufacturers systems that prevent illegal copying of digital media files such as ebooks and digital music files. Give examples of how this would affect the learner, for example, iTunes limits the number of times a user can share a file or burn CDs.

- Discuss legal implications for those that illegally download and distribute films, music or ebooks. For example, in Ireland, some internet service providers can now threaten the user with court action and disconnection from their services if they continue to use illegal sites.

2.3 Copyright

- With the learner explore what copyright means

  - In Ireland, copyright law is contained in the Copyright & Related Rights Act, 2000
  - Copyright protects original literary, dramatic, musical and artistic works (traditionally called the "classical" copyrights)
  - Copyright protects film, sound recordings, broadcasts and the typographical arrangement of published editions (often called "related rights", because they involve the exploitation of "classical" works)
  - Copyright protects computer software and non-original databases

- Illegal to copy and/or distribute downloaded ebooks, music files, video files, etc

- Intellectual property rights

  - Explore with the learner intellectual property rights

- The colloquial description of intellectual property is that it comprises all those things that emanate from the exercise of the human mind, such as ideas, inventions, poems, designs, music, etc. Intellectual property is therefore about creative ideas.
- Intellectual property can be considered to comprise two main branches:

- **Industrial property -** chiefly in patents for inventions, trademarks and industrial designs

- **Copyright -** chiefly in literary, musical, artistic, photographic and audio-visual works.

2.4 Workplace policies

- Most workplaces have policies with regard to communication using electronic means such as email, text messages, social networking websites, downloading material from websites

- Explore behaviour that can be considered inappropriate when using electronic communication devices within a work place including

  - Cyberbullying

  - Downloading and distributing offending material including pornographic material and any other material that would cause offence including those under the 9 grounds of discrimination (age, disability, family status, gender, civil status, membership of the travelling community, race, religious or sexual orientation)

  - Stress the importance of 'netiquette' within a work place setting. Netiquette is a set of social conventions when using electronic means of communication, including anything posted to forums, wikis, blogs, social networking sites, email, etc. When communicating in this way it is important to follow conventions including not typing anything in CAPITAL LETTERS AS IT CAN BE READ AS SHOUTING OR VIEWED AS AGGRESSIVE, avoiding defamatory remarks, personal statements of views and opinions that may be construed as insulting or aggressive, etc.

  - Explain that work email accounts are not private and do not 'belong' to an employee. Employers can monitor and read emails sent and received by employees. (Refer to any recent examples in the press if available). Explain that an employee can lose their job if an offensive or bullying email is sent to another employee. They can also receive formal warnings if they forward any such material, even if they didn't compose it

  - Explain the importance of not posting defamatory/offensive remarks about fellow colleagues on social networking sites. This can also lead to an employee losing a job

  - Explain also to be aware of posting images of parties, etc on social networking sites as employers (rightly or wrongly) can view these images as behaviour not expected / accepted by the employer.

Unit 3: Online Social Networking

3   Online Social Networking

*In order to help the learner achieve **Learning Outcome 3** in particular, consider doing the following:*

- Explore with the learner what online social networking means. Explore the different types of networking sites and provide examples of current popular sites for example,

  - MySpace – became popular for up and coming music artists
  - BEBO – popular with school age children
  - Facebook – overtook BEBO and MySpace in popularity, an award winning movie was produced telling the story of how Facebook became so popular
  - LinkedIn – professional social networking site
  - Twitter – social networking site that allows users to send free short text messages out onto the internet, users can 'follow' friends, actors, musicians, etc.
  - Dating websites for example, www. maybefriends.com or whatever sites are popular at time of course

- **Advantages**

 Discuss with the learner the benefits of using social networking media

  - Helps you keep in touch with family and friends, especially those living in another country
  - Can be used as a marketing tool for businesses, artists, musicians, charities, education providers, etc
  - Users can meet and join online groups/people that share the same interests
  - Users can search for long lost friends, colleagues

- **Disadvantages**

 Discuss with the learner the disadvantages of using social networking media

  - Users are open to abuse and unwanted contact
  - Anything that is posted online will remain online and cannot be removed, even if a photo or message is deleted it will remain on the social networks' servers
  - Social networking sites can use your details that you have posted online, your details may be sold to marketing companies, your photos can be used for advertising, etc
  - If you don't have privacy policies set, people other than your friends may be able to see your information
  - You should never post any private information about yourself as a result, for example, your address, mobile phone numbers, email addresses, etc
  - Children are open to unwanted contact by unsavoury or malicious people, it is best to monitor children's activities on social networking sites or discourage signing up to them.

Unit 4: Using Digital Media Devices

4 Using Digital Media Devices

*In order to help the learner achieve **Learning Outcomes 4,5,6,7,8,9,10** in particular, consider doing the following:*

Demonstrate to the learners how to use the following devices. Learners should be capable of completing the tasks independently of the tutor/teacher in a supervised environment.

4.1 A mobile phone

- Demonstrate all of the following for the learner

  - Viewing and adding contacts to the address book
  - Making and receiving calls
  - Accessing and listening to a voice message
  - Typing a text message
  - Inserting letters and numbers
  - Inserting symbols
  - Understanding shortcuts when typing text messages, for example, the word **gr8** to replace the full word **great**
  - Sending a text message
  - Replying to a text message
  - Forwarding a text message
  - Sending a multimedia text message including a photo and a video
  - Viewing a video on a mobile phone
  - Access the internet (if possible on the device)
  - Access email, social networking sites using a mobile phone (if possible on the device)
  - Using available tools on the mobile phone including setting an alarm or reminder, using the calculator, accessing any games on the phone.

4.2 An MP3 player, iPod, iPhone

- Demonstrate all of the following for the learner

  - Downloading music files or video files from a reputable site
  - Transferring music files to a device
  - Create playlists on the device
    - Explain to the learner the current structure of the folders on the device and computer
    - Explain the benefits of creating playlists, explain that music files can be added to more than one playlist, for e.g., a song can be contained in a playlist called **My Favourite Music** and **80's songs**
    - Explain that it is wise to give playlists meaningful names, for example, **Now That's What I Call Music 77** instead of **playlist1**

Add digital music files to a playlist
  - Synchronising the device using software, for example, iTunes
    - Explain to the learner that synchronising devices with files on a computer can

        remove files from the device
- Demonstrate how to control synchronisation manually
- Playing music on the device
  - Navigating the menu on the device
  - Selecting a playlist/music file to play on the device.

4.3 A digital camera

- Demonstrate all of the following for the learner

  - Capturing photos
  - Downloading photos onto a computer
    - Best practice is to use a free generic software package for all learners to use in the classroom environment
    - Demonstrate how to download and install the generic software, for example, Picasa from Google
    - Learners should be capable of downloading and using the software independently of the tutor/teacher
  - View downloaded photos (for example, view a slideshow)
  - Open and print downloaded photos.

4.4 A digital camcorder

- Demonstrate all of the following for the learner

Please note if learners do not have access to a digital camcorder, a digital camera can be used
- Capturing video
- Downloading video onto a computer
  - Best practice is to use a free generic software package for all learners to use in the classroom environment
  - Demonstrate how to download and install the generic software, for example, Picasa from Google
  - Learners should be capable of downloading and using the software independently of the tutor/teacher
- View downloaded video.

4.5 Social Networking
- Demonstrate all of the following for the learner

  - Signing up for a social network site, for example, Facebook, Twitter
  - Create a profile
  - Adjust privacy settings
  - Upload a photo(s) onto the site
  - Upload a video onto the site (for example, from youtube.com)
  - Search for friends/family on the site
  - Request a friend/family member
  - Send a private message on the site
  - Post a public message on the site.

11.a   Specific Information Relating to the Assessment Techniques

The assessor (teacher/tutor) is required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration. In devising the Assessment Brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner's contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentation or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner's assessment portfolio.

Collection of Work	60%
The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.	

The learner will compile a Collection of Work to include evidence of tasks that demonstrate:

Understanding Digital Life
- Outline the significance of using digital media
- Outline the advantages and disadvantages of digital media
- Explain the concept of online social networking and its benefits
- Describe the key security considerations associated with using digital media.

Mobile Phone
- Operation of a variety of features on a mobile phone such as setting a reminder, setting an alarm, using a calculator
- Send and receive a phone call
- Listen to a voice message
- Send a text message, a photo/multimedia message
- Read/view a received message, photo/multimedia message
- View/Record or Send a video on a mobile phone.

Digital Camera/Camcorder
- Operation of a variety of features on a digital camera and camcorder
- Capturing photos using a digital camera
- Capturing video using a digital camera or camcorder
- Downloading photos from a digital camera onto a computer
- Downloading video from a digital camera or camcorder
- Locating downloaded photos on a computer
- Locating downloaded videos on a computer.

Digital Music Device
- Use software to download digital music files
- Transfer digital music files onto a digital media device
- Organise digital music files on a digital media device
- Navigate the menu of a digital music device
- Play music on a digital music device.

Social Networking
- Register as a user and create a profile on a social networking site
- Upload a photo onto a social networking site
- Request a 'friend' on a social network site
- Send a private message on a social network site
- Post a private message on a social network site.

Skills Demonstration	40%

The learner will complete a number of Skills Demonstrations at appropriate intervals during the programme. Evidence of the Skills Demonstrations must be included in the assessment portfolio.

The learner must complete **two** Skills Demonstrations: **Skills Demonstration 1 plus one other** chosen from **either Option 2 or Option 3**. Each Skills Demonstration must be completed within **30 minutes**. The Skills Demonstrations require the learner to complete the tasks outlined below.

Mandatory
Skills Demonstration 1 – Operating a mobile phone (20%, 30 minutes)
- Add a contact to the address book
- Access a contact in the address book
- Send and receive a phone call using a number stored in the mobile phone
- Read a received text message
- Send/Forward a text message
- Open and view a multimedia message
- Send a multimedia message
- Set an alarm on a mobile phone OR set a reminder on the calendar on a mobile phone.

AND

Option 2
Skills Demonstration 2 – Operating a Digital Camera (20%, 30 minutes)
- Capture at least 10 photographs on a digital camera
- Download all captured photos onto a computer
- Locate the downloaded photos on a computer
- View downloaded photos on a computer
- Print at least 4 downloaded photos.

OR

Option 3
Skills Demonstration 3 – Joining a social networking site (20%, 30 minutes)
- Register and create a profile on a social networking site
- Upload a profile picture
- Request a friend (or equivalent) on a social network site
- Send a private message (at least two)
- Post a public message (at least two).

11.b   Assessment - **General Information – Digital Media 3N0552**

All instructions for the learner must be clearly outlined in an Assessment Brief.

Mapping Each Learning Outcome to an Assessment Technique	
Learning Outcome	**Assessment Technique**
1. Outline the application of digital media devices in daily life including the digital communication of text, sound, and images.	Collection of Work Skills Demonstration
2. Describe the key security considerations for digital communication including copyright law, workplace policies, and other applicable regulations.	Collection of Work Skills Demonstration
3. Explain the concept of online social networking and its benefits.	Collection of Work Skills Demonstration
4. Demonstrate the use of digital media devices to access and manipulate digital media and information from the Internet.	Collection of Work Skills Demonstration
5. Operate a mobile phone using functions and settings to access, and exchange voice, text, video and photographic data.	Collection of Work Skills Demonstration
6. Create music play lists on a digital music device.	Collection of Work Skills Demonstration
7. Record photographic images using a digital camera to capture, review, and transfer images to a computer.	Collection of Work Skills Demonstration
8. Use software tools to copy, synchronize and play music on a digital media device.	Collection of Work Skills Demonstration
9. Record video images using a digital video camera to shoot simple clips, and import clips to a computer for subsequent retrieval or processing.	Collection of Work Skills Demonstration
10. Use an online social network to create and share digital media content and information.	Collection of Work Skills Demonstration

Grading

At Level 3 a learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

Referred means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from QQI.

Level 3 Digital Media 3N0552	Learner Marking Sheet

Learner's Name: _____ Learner's PPSN: _____

The learner will be able to:	Evidence of the following is included in the assessment portfolio:	✓ If present in portfolio	Please indicate where evidence is to be found
1. Outline the application of digital media devices in daily life including the digital communication of text, sound, and images	Outline the application of digital media devices in daily life, including • Mobile Phone • Digital Music Device • Digital Camera • Digital Camcorder • Electronic Readers		
2. Describe the key security considerations for digital communication including copyright law, workplace policies, and other applicable regulations	Describe key security features including • Security and virus issues • Digital Rights Management • Copyright • Workplace Policies		
3. Explain the concept of online social networking and its benefits	Explain the following • The meaning of social networking • Advantages of social networking • Disadvantages of social networking		
4. Demonstrate the use of digital media devices to access and manipulate digital media and information from the Internet	Demonstrate use of all of the following • Mobile Phone • Digital Music Device • Digital Camera		

	• Digital Camcorder		
5. Operate a mobile phone using functions and settings to access, and exchange voice, text, video and photographic data	Operate the following features • Add a contact to an address book • Make and receive a call • Send and receive text messages • Send and receive multimedia messages • Set an alarm • Set a reminder • Use a calculator		
6. Create music play lists on a digital music device	• Create a playlist • Add digital music files to a playlist		
7. Record photographic images using a digital camera to capture, review, and transfer images to a computer	• Capture digital photographs • Download digital photographs • Locate downloaded digital photographs • View downloaded digital photographs • Print downloaded digital photographs		
8. Use software tools to copy, synchronize and play music on a digital media device	• Use free or commercial software to synchronise a computer and a digital media device • Use software to copy digital music onto a digital media device • Play a digital music file on a computer using the software		
9. Record video images using a digital video camera to shoot simple clips, and import clips to a computer for subsequent retrieval or processing	• Capture a video • Download a video onto a computer • View a video on a computer		
10. Use an online social network to create and share digital media content and information	• Register as a user on a social network site • Create a profile on a social network site • Request a friend (or equivalent) • Send a private message • Post a public message		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Learner's Signature: _____   Date: _____

Assessor's Signature: _____   Date: _____

External Authenticator's Signature: _____   Date: _____