

Functional Skills

Digital

Entry Level 3 and Level 1



Specification

Functional Skills qualifications
First registration November 2023

About Pearson

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Publication code: VQ000239

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1 Introducing Pearson Edexcel Functional Skills qualifications

What are Functional Skills qualifications?

Functional Skills qualifications provide reliable evidence of a learner's achievements against demanding content that is relevant to the workplace. The qualifications assess learners' underpinning subject knowledge and their ability to apply this knowledge to different contexts. They provide a foundation for progression to employment and further technical education, and they help learners to develop skills for everyday life. In some contexts, Functional Skills qualifications will also play a part in the government's accountability systems.

Functional Skills qualifications are based on Department for Education (DfE) approved subject content and are regulated by Ofqual.

Learners will work towards their qualification in a number of settings, including but not limited to:

- schools and sixth-form colleges
- Pupil Referral Units
- further education providers
- private colleges
- private skills providers
- offender learning establishments
- higher education establishments.

Sizes of Functional Skills qualifications

For all regulated qualifications, Pearson specifies a total estimated number of hours that learners need to complete to show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors includes private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT is assigned after consultation with users of the qualifications.

2 Qualification summary and key information

Qualification title	Pearson Edexcel Digital Functional Skills Qualification at Entry Level 3
Qualification Number (QN)	610/3359/5
Regulation start date	19/10/2023
Operational start date	01/09/2023
Approved age ranges	14–16 16–18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements <i>in Section 8 Assessment</i> .
Total Qualification Time (TQT)	60 hours.
Guided Learning Hours (GLH)	55
Assessment	Externally set, on-demand assessment
Grading information	The qualification is graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the guidance given in the Pearson document <i>A guide to recruiting with integrity and enrolling learners onto qualifications</i> (see <i>Section 7 Access and recruitment</i> for more information).
Funding	Qualification eligibility for 14–16 funding, 16–19 funding, apprenticeship funding, 19+ funding, and 19+ loan funding, can be found on the Education and Skills Funding Agency (ESFA) funding hub.

Qualification title	Pearson Edexcel Digital Functional Skills Qualification at Level 1
Qualification Number (QN)	610/3358/3
Regulation start date	19/10/2023
Operational start date	01/09/2023
Approved age ranges	14–16 16–18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements <i>in Section 8 Assessment</i> .
Total Qualification Time (TQT)	62 hours.
Guided Learning Hours (GLH)	55
Assessment	Externally set, on-demand assessment.
Grading information	The qualification is graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the guidance given in the Pearson document <i>A guide to recruiting with integrity and enrolling learners onto qualifications</i> (see <i>Section 7 Access and recruitment</i> for more information).
Funding	Qualification eligibility for 14–16 funding, 16–19 funding, apprenticeship funding, 19+ funding, and 19+ loan funding, can be found on the Education and Skills Funding Agency (ESFA) funding hub.

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN will appear on each learner’s final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual*, available on our website, qualifications.pearson.com.

3 Qualification purpose

Qualification purpose

Digital Functional Skills qualifications should fulfil the following purposes:

- Provide reliable evidence of a learner's achievements against content that is relevant to the workplace and real life.
- Provide assessment of a learner's knowledge and skills as well as their ability to apply these in different contexts.
- Provide a foundation for progression into employment or further education and develop skills for everyday life.

Qualification aims and outcomes

The Pearson Edexcel Digital Functional Skills Qualification at Entry Level 3 will enable learners to initiate and participate in digital and online activities safely in the workplace and other real-life contexts. At this level, Digital Functional Skills qualifications should:

- enable learners to gain confidence and fluency in their use of digital knowledge and skills, and develop a positive attitude towards the use of digital skills.
- enable learners to develop an appreciation of the importance of digital skills in the workplace and in life generally.
- enable learners to demonstrate their knowledge and skills by applying these to complete tasks and activities.
- provide a basis for further study, work and life.

The Pearson Edexcel Digital Functional Skills Qualification at Level 1 will enable learners to initiate and participate in digital and online activities safely in the workplace and in other real-life contexts. At this level, Digital Functional Skills qualifications should:

- enable learners to increase their confidence and fluency in their use of digital knowledge and skills, and develop a positive attitude towards the use of digital skills
- enable learners to demonstrate their knowledge and skills by applying these to complete tasks and activities.
- introduce learners to areas of life and work which may be new or unfamiliar, and tasks and activities that they may encounter in future.
- enable learners to develop an appreciation of the importance of digital skills in the workplace and in life generally.
- provide a basis for further study, work and life.

Relationship with previous qualifications

The final registration date for the level 2 legacy Functional Skills qualification is 31 August 2022, with a final certification date of 31 August 2023.

The final registration date for all other legacy Functional Skills qualifications is 31 August 2023, with a final certification date of 31 August 2024. All registrations from 1 September 2023 must be made for the new 2023 qualifications.

No late registrations will be permitted. To ensure that sufficient teaching and learning has taken place, centres must consider the needs of their learners when deciding when to make registrations and entries for the assessments.

Legacy qualifications	New 2023 qualifications
Pearson Edexcel Functional Skills Qualification in Information and Communication Technology (ICT) at Entry 1 QN 500/9112/8	N/A
Pearson Edexcel Functional Skills Qualification in Information and Communication Technology (ICT) at Entry 2 QN 500/9104/9	N/A
Pearson Edexcel Functional Skills Qualification in Information and Communication Technology (ICT) at Entry 3 QN 500/8500/1	Pearson Edexcel Digital Functional Skills Qualification at Entry Level 3 QN 610/3359/5
Pearson Edexcel Functional Skills Qualification in Information and Communication Technology (ICT) at Level 1 QN 500/9468/3	Pearson Edexcel Digital Functional Skills Qualification at Level 1 QN 610/3358/3
Pearson Edexcel Functional Skills Qualification in Information and Communication Technology (ICT) at Level 2 QN 500/9827/5	N/A

Progression opportunities

Learners who achieve the Pearson Edexcel Digital Functional Skills Qualification at Entry Level 3 and Level 1 can progress through the levels (from Entry to Level 1) or to further digital study such as GCSE. Alternatively, learners can progress to employment or vocational education.

4 Qualification structures

Pearson Edexcel Digital Functional Skills Qualification at Entry Level 3

Learners will need to meet the requirements outlined in the tables below before the qualification can be awarded.

The Pearson Edexcel Digital Functional Skills Qualifications at Entry Level 3 consists of one externally assessed assessment, available onscreen, on-demand.

Each assessment comprises two sections – a test section and a task section.

Assessment structure	Duration (minutes)	Number of marks
Section A: Question paper	15	10
Section B: Tasks	75	33
Total	90	43

Content from each of the skills areas will be assessed.

Skills areas
1. Using devices and handling information
2. Creating and editing
3. Communicating
4. Transacting
5. Being safe and responsible online

Pearson Edexcel Digital Functional Skills Qualification at Level 1

Learners will need to meet the requirements outlined in the tables below before the qualification can be awarded.

The Pearson Edexcel Digital Functional Skills Qualifications at Level 1 consists of one externally assessed assessment, available onscreen, on-demand.

Each assessment comprises two sections – a test section and a task section.

Assessment structure	Duration (minutes)	Number of marks
Section A: Question paper	15	10
Section B: Tasks	90	44
Total	105	54

Content from each of the skills areas will be assessed.

Skills areas
1. Using devices and handling information
2. Creating and editing
3. Communicating
4. Transacting
5. Being safe and responsible online

5 Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets learners' needs.

Whichever mode of delivery is used, centres must make sure that learners have access to specified resources and to the subject specialists delivering and assessing the units. Centres must contact vocationalqualitystandards@pearson.com for advice on collaborative delivery.

There are various approaches to delivering a successful Functional Skills qualification. The section below outlines elements of good practice that centres can adopt in relation to learner recruitment, preparation and support, training and assessment delivery, and employer engagement.

Elements of good practice

Learner recruitment, preparation and support

Good practice in relation to learner recruitment, preparation and support includes:

- giving potential learners initial advice and guidance
- using a range of appropriate and rigorous selection methods to ensure that learners are matched to the programme best suited to their needs.
- carrying out a thorough induction for learners to ensure that they completely understand the programme and what is expected of them. The induction should include, for example, the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, details of training delivery and the assessment process.
- keeping in regular contact with learners to keep them engaged and motivated, and ensuring that there are open lines of communication between learners, the assessor, the employer and teaching staff.

Training and assessment delivery

Good practice in relation to training and assessment delivery includes:

- offering flexible delivery and assessment to meet the needs of learners through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources.
- drawing up an assessment plan that aligns the content with the learning process and the acquisition of knowledge and skills, and which indicates how and when the qualification will be assessed.

6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements given below are in place before offering the qualifications.

- Centres must have the appropriate physical resources to support delivery and assessment of the qualifications, for example IT, learning materials and teaching rooms.
- The Pearson Onscreen Platform will be used to deliver the onscreen tests. This application requires Windows software on a laptop/PC to function. Additional detailed information can be found in the 'System requirements and prerequisites' section on our dedicated webpage:
<https://qualifications.pearson.com/en/support/Services/pearson-onscreen-platform/classroom-pop-lan.html>.
- Access to smartphones or tablets is not required for onscreen assessments.
- There must be systems in place to ensure continuing professional development (CPD) for staff delivering the qualifications.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 7 Access and recruitment*. For full details on the Equality Act 2010, please visit www.legislation.gov.uk.
- All documents are available on our website: qualifications.pearson.com.

7 Access and recruitment

Our policy on access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards.
- they should be free from barriers that restrict access and progression.
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification so that they can be sure that it meets their needs.

Prior knowledge, skills and understanding

No prior knowledge, understanding, skills or qualifications are required for learners to register for this qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's *Equity, Diversity and Inclusion in Pearson Qualifications and Related Services Policy* document (available on our website) requires all learners to have equitable opportunity to access our qualifications and assessments and ensures that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information on reasonable adjustments and special consideration in *Section 8 Assessment*.

8 Assessment

To achieve a Pass for these qualifications, learners must achieve all the units required in the stated qualification structure.

Language of assessment

Assessments for these qualifications are in English only.

A learner taking these qualifications may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

Access to augmentative speech equipment is permissible where it reflects the learner's normal way of working.

Further information on the use of language in qualifications is available in our document *Use of languages in qualifications policy*, available on our website.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration*. The document is available on our website.

Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy* document, available on our website.

Dealing with malpractice in assessment

Malpractice' refers to acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any component/unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's Centre Guidance: Dealing with Malpractice, available on our website.

Centres are required to take steps to prevent malpractice and to assist with investigating instances of suspected malpractice. Learners must be given information that explains what malpractice is and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document, available on our website, gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples and details the sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during the delivery of Pearson qualifications. We ask centres to complete *JCQ Form M1* (www.jcq.org.uk/malpractice) and email it with any supporting documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Tutor/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a *JCQ M2 form* (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released, or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions, such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- requiring centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ Appeals booklet (<https://www.jcq.org.uk/exams-office/appeals>).

Reasonable adjustments to assessment

Centres are able to make adjustments to assessments to take account of the needs of individual learners in line with the guidance given in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Special consideration

Centres must operate special consideration in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence.
- criteria have to be met fully.
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made only on a case-by-case basis. A separate application must be made for each learner and certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

9 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson Edexcel Functional Skills qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson Edexcel Functional Skills qualifications is available on our website.

Approvals agreement

All centres are required to enter into an approval agreement, which is a formal commitment by the Head or Principal of a centre, to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, it could result in the suspension of certification or withdrawal of approval.

10 Entry, awarding and reporting

Learner entry

Details of learner entry requirements and the number of assessment opportunities available can be found in our *UK Information Manual*, which is sent to all examinations officers and also available on our website. The manual is updated regularly.

Awarding and reporting

The awarding and certification of this qualification will comply with the requirements of the Office of the Qualifications and Examinations Regulator (Ofqual). The qualification will be awarded as a pass or fail. The result for a learner who fails to reach the minimum standard for a pass to be awarded will be recorded as U (unclassified) and will not be certificated.

Qualification results

Learners must pass each assessment to be awarded a qualification Pass.

Resitting

If learners fail a qualification, they may resit the assessment. To allow for additional teaching and learning time, centres should allow at least two weeks between a failed test and a resit.

11 Centre support

Support materials

Pearson has developed specific materials to support you in the delivery of this qualification. Please visit the Functional Skills section of the Pearson website webpage to see the range of teaching support materials currently available.

<https://qualifications.pearson.com/en/qualifications/edexcel-functional-skills/teaching-support.html>

12 Subject content

Qualification format

Each qualification has the following information attached.

Qualification title

This is the formal title of the qualification; it will appear on the learner's certificate.

Level

All qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Subject content

The subject content sets out what a learner will know, understand or be able to do as the result of a process of learning.

Qualification title: **Pearson Edexcel Digital Functional Skills Qualification at Entry Level 3**

This subject content below is set out across all the five skills areas.

This content supports digital tasks and activities relevant to today's workplace and everyday life which should require learners to make connections between the skills areas. Therefore, tutors should be encouraged to emphasise the interconnectedness of these skills areas – for example, that being safe and responsible online is a consideration across all the other skills areas.

1. Skills area: Using devices and handling information

1.1 Know the main features and uses of different types of device.

- Types of devices:
 - Desktop
 - Laptop
 - Mobile devices (handheld, wearable)
 - Smart devices
- Connectivity
 - Wired
 - Wireless (Wi-Fi, Bluetooth)
- Features of a device
 - Input (keyboard, touchscreen, mouse, mousepad, scanner, microphone, camera)
 - Output (monitor/screen, speaker, printer, camera)
- Uses:
 - Communicating (phone or video call, email, social media).
 - Creating and editing (documents and presentations)
 - Media: images, text, video, audio, stream, livestream
 - Lifestyle: entertainment, games, health and fitness, social media
 - Online transactions: services, financial

- 1.2 Know what an application is and the main types of application software.
- Applications for desktops, laptops and mobile devices:
 - Email clients
 - Web browsers
 - Mobile device applications (lifestyle, social media, news, entertainment)
 - security applications
 - Word processors
 - Presentation software
- 1.3 Apply system settings.
- Display (brightness, resolution)
 - Sound
 - Wi-Fi (public, secure)
 - Accessibility (magnifier, screen reader, text-to-speech, voice control) for those with visual impairment
 - Time and language
- 1.4 Navigate online content to locate required information.
- Menus
 - Hyperlinks
 - Browser navigation controls (back and forward buttons, bookmarks)
 - Search criteria, key words
- 1.5 Carry out searches on the internet.
- Searching for specific and clearly defined content
 - Information
 - Images
 - Videos/video links

- 1.6 Use files to read and store information.
- Creating
 - Opening
 - Reading information
 - Editing
 - Saving
- 1.7 Use files and folders to organise and retrieve information.
- File and folders
 - Locate and select
 - Rename file
 - Download
 - Storage
 - Local (hard drive, removable media)
 - Remote
- 1.8 Know when there is a problem with a device or software and know the difference between system errors and user errors.
- System errors
 - Device crashing or freezing
 - Slow response
 - Not connected to internet
 - User errors
 - Using incorrect credentials (login details)
 - Incorrectly connecting hardware
 - Unable to hear sound

1.9 Apply a solution to a simple technical problem.

- Technical problems:
 - Unable to open a file
 - Unable to hear sound
 - Unable to print, failed login
 - Device crashes/freezes
 - No internet connection
- Solutions to correct system/user errors:
 - Restart/reboot
 - Check file name/location
 - Check sound levels
 - Check paper supply/jam, connection
 - Check login details
 - Check internet connection

2. Skills area: Creating and editing

2.1 Use a suitable application to enter, edit and format text.

- Know the purpose of, and be able to use, suitable applications:
 - Word processing (poster, flyer, information sheet/leaflet, menu, invitation).
 - Presentation (slide show to display information and images).
- Enter and edit text including numbers:
 - Enter
 - Edit
 - Select
 - Copy
 - Cut
 - Paste
 - Currency (£ and pence in whole numbers)
 - Date/time
- Format text including numbers:
 - Font style (bold, underline, italics)
 - Font size and colour.
 - Alignment (left, right, centre, justified)
 - Bullets and numbered lists

2.2 Use a suitable application to enter, edit and format graphics.

- Enter, edit and format graphics using suitable features within applications:
 - Types of graphics (image, diagram, photograph)
 - Software applications (word processing, presentation)
- Format graphics:
 - Position
 - Size

2.3 Combine different types of information for a given purpose.

- Types of information:
 - Text including numbers
 - Graphics (image, diagram, photograph)
- Combine information for a given purpose in a range of work or real-life contexts:
 - Advertisement/poster/flyer
 - Information sheet/leaflet
 - Menu
 - Invitation
 - Presentation (slide show, insert new slide, slide background, slide design, slide animation).

2.4 Capture digital media and view in a suitable application.

- Digital media:
 - Image
 - Video
- Methods to capture images:
 - Screenshot
 - Download
 - Camera on a device
- Methods to capture video:
 - Download
 - Camera on a device

3. Skills area: Communicating

3.1 Create and edit details in a contacts list.

- Create new contact.
- Edit existing contact.

3.2 Compose and reply to online communications comprising text and other digital content to individual and multiple recipients.

- Email:
 - New
 - To
 - Subject
 - Reply
 - Reply to all
 - Message
 - Greeting
 - Close
 - Send
 - Attachment(s)
 - Document
 - Image
 - Video

3.3 Initiate and participate in a video call.

A video call refers to a one-to-one communication via live video.

- Initiate a video call
- Join/accept a video call
- Mute/unmute
- Camera on/off
- Raise hand
- Messaging
- Adding background / background effect

3.4 Know what is meant by a digital footprint, understand the implications of a digital footprint, and know the range of digital activities that leave a digital footprint.

- Range of activities leaving a digital footprint:
 - Social media activity (profiles, uploaded photos, posts, messages, replies, blogs, online reviews)
 - Web searches and browsing history
 - Emails
- Positive implications:
 - Visibility of positive online activities and social media profile to a wider audience including employers
 - Personalised advertising
- Negative implications
 - Reduces privacy
 - Reduces security of information/data
 - Compromises safety of individuals by personal information being available
 - Visibility of negative online activities and social media profile to a wider audience including employers

4. Skills: Transacting

4.1 Complete and submit an online form (including personal details) and comply with data validation.

An online form refers to a single page form, used to enter information.

- Purposes of online forms
 - Registrations/applications
 - Requesting a service
 - Financial transactions
 - Booking appointments
 - Making an enquiry
 - Reporting a problem
 - Making an online purchase
- Personal details:
 - Name
 - Address
 - Telephone number
 - Email address
 - Payment details
- Data validation:
 - Automatic computer checks
 - Ensures that data is entered correctly
 - Instructions for fields given
- Methods of data validation:
 - Key fields cannot be left blank (presence check/required field)
 - Invalid data check when data does not comply with information required (numbers instead of letters, incorrect date format, date in past/future)
 - Double entry (entering username or password twice for confirmation)

4.2 Comply with verification checks to complete an online transaction.

- Verification checks carried out to ensure the user has entered their details accurately:
 - Typing in a one-time passcode (OTP) to confirm registration or to access a shared folder online
 - Entering and confirming email address when registering with a business or organisation
 - CAPTCHA

5. Content area: Being safe and responsible online

5.1 Understand the need to stay safe and respect others when using the internet and communicating online.

- Online risks that may result in devices being hacked, or personal data being compromised or stolen:
 - Phishing
 - Pharming
 - Malware
 - Shoulder surfing
 - Unauthorised access
 - Links in unsolicited emails, messages, and pop-ups
- Consequences of not staying safe against risks:
 - Devices may be hacked
 - Personal data:
 - Compromised
 - Stolen
 - Fraud
 - Identify theft
- Respecting others online to:
 - Use appropriate language when communicating
 - Consider opinions of others
 - Behaviour to avoid:
 - Trolling
 - Offensive behaviour
 - Harassing other online users

5.2 Know simple methods to protect personal information and privacy online.

Personal information is data that can be used to identify an individual, and includes name, date of birth, telephone number, home address, email address, bank details, photographs.

- Methods to protect personal information:
 - Look for padlock symbol next to website address (URL)
 - Look for 'https://' in website address (URL)
 - Be careful when sharing personal information:
 - Only share personal data for a specific purpose
 - Minimising use of personal data across online platforms
 - Keep personal social media profiles private
 - Use of strong passwords that are hard to guess
 - Not sharing passwords
- Methods to protect privacy:
 - Keep personal social media profiles private using privacy settings
 - Use pseudonyms
 - Use screenlock(s)

5.3 Set up and use security features (including authentication methods) to access devices and online services.

- Security features:
 - Strong passwords
 - Use a mix of upper case and lower-case letters, numbers and special characters
 - Avoid use of personal data such as own name or date of birth
 - Unique and not used to access multiple devices and online services
 - Biometrics (fingerprint, facial or voice recognition)
 - Pin codes
 - Pattern unlock
 - Screenlock(s)
- Authentication methods:
 - One-time passcodes (OTP)
 - Multifactor authentication (username, password and one of biometrics, OTP or pin code)

5.4 Understand the benefits of using security software to protect against online risks.

- Benefits of using security software:
 - Antivirus software can prevent, detect or remove viruses, malware and other threats
 - A firewall can prevent unauthorised access to or from private networks

5.5 Know of and know how to minimise the effects of physical stresses may result from using devices.

- Physical stresses:
 - Pain from poorly positioned equipment.
 - Pain from poor posture.
 - Repetitive strain injury (RSI).
 - Eye strain.
 - Headaches.
- Ways to minimise the effects:
 - Ensure you are not too close or too far away from the device and peripherals (keyboard, mouse).
 - Make sure the screen is at a suitable height and distance.
 - Use an adjustable chair.
 - Use wrist supports for peripherals (keyboard, mouse).
 - Use suitable lighting.
 - Take regular breaks.

Qualification title: Pearson Edexcel Digital Functional Skills Qualification at Level 1

This subject content below is set out across all the five skills areas.

This content supports digital tasks and activities relevant to today's workplace and everyday life which should require learners to make connections between the skills areas. Therefore, tutors should be encouraged to emphasise the interconnectedness of these skills areas – for example, that being safe and responsible online is a consideration across all the other skills areas.

The content at Level 1 subsumes and builds upon the content at Entry Level where relevant.

1. Content area: Using devices and handling information

1.1 Carry out searches on the internet.

- Types of search:
 - Search engines
 - Search within a website
- Appropriate techniques:
 - Keywords
 - Exact phrases
 - Search filters
 - Refining the search
- Finding relevant information:

1.2 Take account of currency, reliability and copyright when selecting information from the internet.

- Currency (check date of information)
- Reliability:
 - Check that a website uses https
 - Avoid poor quality websites e.g.: poor English, poor graphics, broken links
 - Check more than one source / website
 - Consider source for bias or false information
- Copyright:
 - Acknowledge/reference source
 - Obtain license for copyrighted information
 - Seek permission from owner

- 1.3 Understand that search results may include sponsored results or advertisements and be able to recognise these.
- Sponsored results appear at the top of internet search engine results list.
 - Advertisements are identified and may appear above, below or adjacent search results.
- 1.4 Carry out searches for files.
- Search methods:
 - Complete file names
 - Partial file names
 - File content
 - File type
- 1.5 Create and use a hierarchical folder structure to organise files and use an appropriate file naming convention.
- Hierarchical folder structure:
 - Parent folders and subfolders
 - Organised categories
 - Appropriate file and folder naming conventions:
 - Describes content
 - Indicates use
 - Includes date and/or time and/or version number
- 1.6 Save a file on Cloud storage using one device and open it on another device.
- Devices:
 - Desktop
 - Laptop
 - Mobile devices
- 1.7 Know and be able to appropriately use terminology (including bytes, kilobytes, megabytes, gigabytes, terabytes) describing data storage requirements.
- Byte
 - Kilobyte (KB)
 - Megabyte (MB)
 - Gigabyte (GB)
 - Terabyte (TB)

- 1.8 Know and understand limitations on file sizes when using some online services, and the benefits of using file compression to make effective use of storage capacity and to reduce data transfer times.
- Online services that may have file size limitations:
 - Email (attachment)
 - Web page/app (file upload)
 - Benefits of using file compression:
 - to make effective use of storage capacity
 - to reduce data transfer times
 - to overcome limitations on file size for online services
- 1.9 Use online resources to identify solutions to common technical problems and apply the solution.
- Common technical problems:
 - Issues connecting to Wi-Fi
 - Unable to log in to the device, network or online account
 - Software issues
 - Issues printing a document
 - Online resources:
 - Online tutorials
 - Online forums
 - FAQs
 - Help facilities
 - Common solutions:
 - Change Wi-Fi settings
 - Change a system or software setting
 - Reinstall an application
 - Check printer settings and connectivity

2. Content area: Creating and editing

2.1 Use suitable applications for a range of purposes and audiences.

- Be able to use suitable applications for a range of real-life and work purposes and audiences:
 - Applications and purposes:
 - Word processing – poster/flyer/advertisement, information sheet/leaflet, menu, invitation, form, tables and charts
 - Presentation – slide show to display information and images
 - Audiences:
 - Work
 - Everyday life
- Enter and edit information (including text, tables, graphics, numbers, charts):
 - Enter
 - Edit
 - Insert
 - Select, copy, cut, paste
 - Whole numbers (integers)
 - Decimal places (0, 1 or 2)
 - Currency (£)
 - Date/time
- Format information (including text, tables, graphics, numbers, charts):
 - Borders (page, image)
 - Line spacing (single, double)
 - Font (size, colour, bold, underline, italics, highlight)
 - Alignment (left, right, centre, justified)
 - Text wrap
 - Page layout (portrait, landscape)
 - Graphics and charts (position, size, maintain proportions)
 - Tables (create, position, add rows, delete rows, adjust column width, merge cells, shade cells, cell and table borders)

2.2 Use appropriate layout conventions for information and audiences.

- Layout conventions for formal and informal communication:
 - Presentations
 - Poster/flyer/advertisement
 - Information sheet/leaflet
 - Menu
 - Invitation
 - Form
- Audiences (familiar and unfamiliar):
 - Work
 - Everyday life

2.3 Edit an image using an appropriate tool.

- Editing tools in desktop or touchscreen device applications:
 - Edit an image:
 - Alter the appearance of an image by adjusting the contrast or colour balance
 - Crop
 - Resize
 - Use image enhancement techniques:
 - Add a text caption
 - Change position

2.4 Process numeric data using simple formulae using relative cell references.

- Process numeric data within spreadsheet software using simple formulae with one or two mathematical operators:
 - Addition, subtraction, multiplication, division
 - Functions (SUM, MIN, MAX, AVERAGE)
 - Replicate formulae

2.5 Process numeric data by values in a column

- Sort numeric data using one criterion maintaining data integrity
- Filtering numeric data using one criterion

2.6 Format numeric data.

- Format data using:
 - Font sizes and styles
 - Alignment (left, right, centre)
 - Format cell values (number, currency, date, percentage)
 - Merging and splitting cells
 - Row height and column width
 - Row/column labels
 - Borders/shading
 - Orientation.

2.7 Chart a single series of numeric data using an appropriate type of chart and apply suitable titles and labels.

- Create charts:
 - Bar/column charts
 - Pie charts
 - Line graphs
- Chart formatting:
 - Chart title
 - Axis labels
 - Category labels
 - Chart legend
 - Data labels
- Data
 - Contiguous
 - Non-contiguous
- Chart location
 - Existing worksheet
 - New worksheet

3. Content area: Communicating

3.1 Use email for a range of contexts and audiences.

- Context and audiences for the use of email messages:
 - Work scenarios (colleagues, customers, external contacts, the general public)
 - Real-life scenarios (friends and family, day-to-day/personal tasks)
- Using email:
 - To
 - cc and Bcc
 - Subject
 - Message
 - Greeting and close
 - Attachment(s)
 - Automated signature

3.2 Use online messages for a range of contexts and audiences.

- Context and audience for the use of online messages:
 - Work scenarios (colleagues, customers, external contacts, the general public, users of a social media platform)
 - Real-life scenarios (friends and family, day-to-day/personal tasks, users of a social media platform)
- Type of online messages:
 - Instant message
 - Text message
 - Social media messaging
- Using online messaging:
 - New message
 - Reply
 - Forward
 - Attachment(s)

3.3 Know what steps can be taken to limit a digital footprint.

- Managing digital identity:
 - Privacy tools/settings
 - Location/GPS settings
 - Managing cookies
 - Website tracking
 - Avoid oversharing information
 - Private browsing
 - Unsubscribe from mailing lists
 - Delete unwanted social media accounts and old posts

4. Content area: Transacting

4.1 Manage account settings for an online service (including personal details, login credentials, marketing and communication preferences).

- Online services:
 - Making a purchase
 - Financial transactions
 - Utilities
 - Government services
 - Media services
- Account settings:
 - Personal details (name, telephone number, address, date of birth, email address)
 - Login credentials:
 - Username
 - Password
 - Marketing and communication preferences:
 - Agreeing to personalised marketing or offers
 - Saving payment details
 - Preferred method of contact (email, post, telephone, text)

4.2 Complete online forms and upload documents or images.

- How to upload a document or image file:
 - Locating a specific file
 - Uploading file
- Understand file size limitations:
 - Limitations in place different between forms
 - Upload rejected if file size limit exceeded
 - Reducing file size to ensure limits are not exceeded

4.3 Carry out checks to reduce the risks involved in transactions online.

- Indicators of website security:
 - Padlock symbol next to website address (URL)
 - 'https://' in website address (URL)
- Indicators of a website appearing professional:
 - Legitimate domain name (correct name and spelling)
 - Valid business address with valid contact details
 - Good standard of grammar and spelling
 - Statements made on the website can be verified
 - Reviews on the website are positive and match those on third-party review websites

5. Content area: Being safe and responsible online

5.1 Understand key rights under data protection laws and the circumstances where you can request that personal data be rectified or deleted.

- Key rights for personal data:
 - Processed lawfully
 - Collected for a specific purpose
 - Only required data is collected
 - Must be accurate and kept up to date
 - Kept only as long as is necessary
 - Must be protected
 - Access to see data held about you
 - Right to be forgotten
 - Right to withdraw consent
- Circumstances where you can request that personal data be rectified or deleted:
 - When it is inaccurate
 - When it is incomplete

5.2 Understand the importance of protecting personal information and privacy online and know methods to do so.

- Importance of protecting personal information and privacy online:
 - To avoid personal data being stolen
 - To avoid personal data being compromised
- Methods to protect personal information and privacy:
 - Create and use strong passwords
 - Use multiple email addresses (separates life and work, hides identity)
 - Use access privileges when installing applications on a device
 - Use settings on a mobile device to restrict or grant access to:
 - Location (GPS)
 - Camera
 - Private browsing (browsing history is not saved, cookies are deleted at the end of a browsing session).

- Block unsolicited or unwanted communications:
 - Block callers
 - Remove tag(s) in social media posts
 - Leave a group chat

5.3 Know how to backup files to the Cloud

- Automatic backup
- Manual backup

5.4 Know how to avoid exposure to malware.

- Malware:
 - Worms
 - Trojans
 - Ransomware
- Install, keep up to date, and run regularly:
 - Antivirus software
 - Antimalware software
- Set antivirus and antimalware to 'on access' scan
- Avoid suspicious links (unsolicited emails, pop ups)
- Only download from trustworthy sources

5.5 Know of and know how to minimise the effects of health risks may result from using devices and the internet.

- Health risks resulting from using devices and the internet:
 - Pain caused by poor posture
 - Pain caused by poorly positioned equipment
 - Repetitive strain injury (RSI)
 - Headaches and eyestrain
 - Weight gain
 - Decline in physical fitness
 - Poor emotional wellbeing
 - Addiction to online activity
 - Poor sleep patterns
 - Fatigue

- Ways to minimise health risks:
 - Use an adjustable chair
 - Ensure you are not too close or too far away from the device
 - Make sure the screen is at a suitable height
 - Use wrist supports for peripherals (keyboard, mouse)
 - Use suitable lighting
 - Take regular breaks
 - Exercise and eat healthily
 - Report cyber-bullying
 - Limit screen time
 - Healthy sleep pattern
 - Avoid screen time close to bedtime
 - Meet friends and colleagues

13 Further information and useful publications

Key publications

- Access Arrangements, Reasonable Adjustments and Special Consideration (Joint Council for Qualifications (JCQ))
- *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications* (Pearson)
- *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy* (Pearson)
- *Equality and diversity policy* (Pearson)
- *Functional Skills Quality Assurance Handbook*
- *A guide to recruiting with integrity and enrolling learners onto qualifications* (Pearson)
- *Recognition of prior learning policy and process* (Pearson)
- *Suspected Malpractice in Examinations and Assessments* (Joint Council for Qualifications (JCQ))
- *UK Information Manual* (Pearson)
- *Use of languages in qualifications policy* (Pearson).

All of these publications are available on our website: qualifications.pearson.com.

Further information and publications on the delivery and quality assurance of Functional Skills qualifications are available on our website.

To order publications, please go to the resources page of our website.

14 Professional development and training

Professional development and training

Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is given on our website. You can request centre-based training through the website, or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Online support: find the answers to your questions in Knowledgebase, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a tutor, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need, please send us your query and our qualification or administrative experts will get back to you.

15 Contact us

To get in touch with us, please visit our 'Contact us' pages for Pearson Work Based Learning customers:

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November 2023

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