

## Essential Digital Skills – Entry Level 3

### Delivery Guide

#### Introduction:

The purpose of this guide is to give you an overview of how you could holistically deliver the full range of standards, from the Essential Digital Skills through the delivery of a single project.

When delivering any qualification, it is always useful to look at the full range of standards and consider how they are or could be linked together to give your delivery a more realistic and holistic approach.

A holistic approach will provide you with a structured plan to teach the students how a range of standards work together, providing them with understanding of how skills and knowledge link together in a real life scenario.

This approach to delivery will also help prepare your students for their summative assessment. To support this we have structured this guide in-line with the final assessment; giving your students the opportunity explore ideas and develop an understanding of the content, to practice and refine their skills, and gain an understanding of the depth and breadth that will be required in their final assessment.

The project consists of six tasks covering a wide range of the standards. Each task includes several activities that students can carry out individually or in groups. If working within a group, we would advise that students contribute to each of the tasks, in order to gain the experience and skills required for the external assessment. The activities are designed to help teach the skills required within each of the tasks and give the opportunity for students to practice before their final assessment.

The intention is that the students will be taught a range of knowledge and skills within each of the units and then carry out a series of tasks, linked to a scenario. Completion of each of the tasks successfully will demonstrate understanding and competency of the identified standards.

#### Make-up of the guide

The first section of the guide goes through the scenario and provides details of the company that will form the context of the project.

Following this is a pack of teaching and learning activities, structured as 6 tasks, for all the content that needs to be taught, as well as activities to reinforce learning for the scenario.

## Scenario

Your family are the proud owners of a vintage caravan and plan to run several catering events for local festivals and craft fairs. The festivals are happening near you in Newcastle, North of England. They have asked if you would like to be involved in the business and you have accepted. You are very excited at working in the family business and very keen to get started and help wherever possible.

The family have decided on a company name for the business....."Tea To Go".

"Tea To Go" will sell hot drinks such as teas, coffees and hot chocolate as well as selling cakes, sandwiches and scones. The idea is to provide everything needed for a traditional afternoon tea.

## Staff:

"Tea to Go" Staff	Job Roles
<b>Manager:</b> Brooke Patterson	<b>Manager:</b> To make all final decisions
<b>Assistant Manager:</b> Val Patterson	<b>Assistant Manager:</b> To organise a weekly rota
<b>Server:</b> Bert Patterson	
<b>Server:</b> Amelia Patterson	
<b>Server:</b> You	<b>Servers:</b> To carry out any duties given by the Manager or Assistant Manager. Wherever possible work together as a team

## Project Brief

The family are getting prepared for the first festival event and Brooke Patterson (Manager) has called a meeting. At the meeting Brooke has identified several tasks that need to be carried out before the festival events begin.

Through discussion and agreement, you have been allocated the following jobs:

### Your Tasks

Task 1 – Search for a new boiler

Task 2 – Amend the menu

Task 3 – Amend the spreadsheet to show the new prices of the cakes

Task 4 – Create a poster

Task 5 – Use social media to advertise the event

Task 6 – Email the organiser of the festival to confirm the date and time

### Task 1

“Tea To Go” needs to purchase a new 10 litre boiler as the existing boiler is unreliable:

1. Search the internet and find 3 possible options
2. Record your findings in a table, including the website link and the price (minimum of 2 columns)
3. Identify your chosen boiler and justify why you have made this recommendation

### Standards Covered:

Task 1	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Criteria	1.2.1	2.2.1	3.1.1	4.1.1	5.1.1
	1.1.2			4.1.2	5.2.1
	1.3.1			4.2.1	5.2.2
	1.3.2			4.2.4	5.2.3
					5.2.4

### Extension Activities:

Level 1 produce a spreadsheet with the data or a table using word with possible payment options or pricing plans, extended warranty, services etc

Email a short summary to colleagues about the differing options and cost

## Task 2

“Tea To Go” has decided to update their menu and add a few more cakes to the menu. It has also been decided that the menu needs to look more attractive and you have been given the responsibility of improving this.

1. Open document named “Menu Jan 2020”
2. Add the new changes in the relevant sections
  - Lemon Drizzle Cake - £2.50
  - Chocolate Brownie - £2.20
  - Millionaire Shortbread - £3.00
3. Make at least 2 formatting enhancements to the menu to make it eye catching
4. Save the menu with a relevant file name

### Standards Covered:

Task	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Criteria	1.3.1	2.2.1			
	1.3.2				

### Extension Activities:

Put together a short presentation to the family and present the new menu

Save a PDF versions and share on Social media

Create a short promotional voice over and share on YouTube, social media

## Task 3

“Tea To Go” have been looking at the prices and a decision has been made to increase the price of all hot drinks. The price list has not been updated since December 2019.

1. Open the spreadsheet named “Price List”
2. Amend the spreadsheet with the price changes below:
  - White Coffee - £2.00
  - Latte – £2.00

- Fruit Tea - £2.00

3. Ensure all data is visible in all columns
4. Merge and centre the title
5. Format all data
6. Make 1 other formatting enhancement to the spreadsheet to make it clear and easy to read
7. Save the spreadsheet with a meaningful filename

Task 3	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Criteria	1.3.1	2.2.1			
	1.3.2				

**Extension Activities:**

Create a more detailed spreadsheet showing portion cost, retail value, and % profit and a weekly sales chart for each product, calculate busiest quietest days  
Present to family cost and profit

## Task 4

“Tea To Go” are not very good at advertising their services and a decision has been made to create a poster. The poster will be posted in local shops and restaurants and hopes to attract people’s attention that have bought tickets to the festival. “Tea To Go” know that they need to be better with marketing and are relying on you to help with this important role.

1. Use suitable software to create a poster
2. Insert the company logo from Image file
3. Using the Image file, insert 3 suitable images
4. Copy the text from the “information” file
5. Evaluate the poster and ensure it is fit for purpose
6. Save the poster with a meaningful filename

Task 1	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Criteria	1.3.1	2.2.1			
	1.3.2				

**Extension Activities:**

Create a version suitable for displaying on social Media, Pinterest, Facebook Linked in for marketing locally, share with friends and family & community

Email campaign to local medium and large size business include delivery service for office parties and conferences

## Task 5

“Tea To Go” have never used social media to promote themselves. They recently attended a meeting with the organisers of the event, who told them they had doubled the ticket sales by advertising on Facebook and Instagram. “Tea To Go” have made the decision to advertise on a social media platform and join the 21<sup>st</sup> century.

1. Use the internet to find 3 social media sites, suitable for advertising
2. List the 3 social media platforms and identify why you would possibly use the platform
1. Decide on a social media platform in which to advertise the festival
2. Create an exciting post for the festival and “Tea To Go” – encourage people to visit the vintage caravan for food and drink

Task 5	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Criteria	1.2.1	2.2.1	3.1.1	4.1.1	5.1.2
	1.1.2	2.1.2	3.3.1	4.1.2	5.2.1
			3.2.2	4.2.1	5.2.2
				4.2.4	5.2.3
					5.3.1

### Extension Activities:

Marketing Campaign on a number social media sites with product launch offers, discount vouchers or codes when visiting the venue at a festival. Loyalty membership cards e.g. 4 coffees 1 free

## Task 6

1. Email the organiser, to confirm the date and time that “Tea To Go” can set up for the event
2. Ask the organiser if they can advertise the menu on their website
3. Attach a copy of the new menu to the email

Task 6	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Criteria	1.2.1	2.2.1	3.1.1	4.1.1	5.1.2
	1.1.2	2.1.2	3.3.1	4.1.2	5.2.1
			3.2.2	4.2.1	5.2.2
				4.2.4	5.2.3
					5.3.1

**Extension Activities:**

Create menu online, email campaign to organisations

**Standard Matrix**

<b>The standards</b>		<b>Unit 1 Using devices and handling information</b>					
Unit No	Number & standards	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
1.1.2	Locate and Install an app						
1.1.3	Apply system settings including accessibility						
1.2.1	Navigate online content	x	x	x		x	
1.1.2	Carry out effective searches	x			x	x	x
1.3.1	Read and save information using appropriate naming conventions	x	x	x	x	x	
1.3.2	Work with files and folders to store, organise and retrieve information using local and remote storage	x	x	x	x		
1.4.1	1.4.1 Recognise when a technical problem has been encountered						x
1.4.2	Know how to solve simple technical problems						
1.4.3	Know how to seek for assistance when unable to solve technical problems						
<b>The standards</b>		<b>Unit 2 Creating and Editing</b>					
Unit No	Unit Title	Number & standards	Task 1	Task 2	Task 3	Task 4	Task 5
2.1.1		Use a suitable application to enter edit and format text images & number	x	x	x	x	x
2.2.2		Capture save images, sound and video	x				x

The standards			Unit 3 Communicating					
Unit No	Unit Title	Number & standards	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
3.11		Create, edit and use contacts when sending and receiving online communication text and other digital content to individual and multiple recipients	x		x	x	x	
3.1.2		Initiate and participate in a video call				x	x	x
3.2.1		Identify types of digital activities that leave a digital footprint	x			x	x	
3.2.2		Understand the implications of a digital footprint	x			x	x	

The standards			Unit 4: Transacting					
Unit No	Unit Title	Number & standards	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
4.1.1		Complete and submit a form as part of an online transaction	x					
4.1.2		Know how to comply with verification checks	x					
4.2.1		Know how to buy an item or service online	x					
4.2.2		Know how to use different payment methods for online payment	x					

The standards			Unit 5: Being safe and responsible online					
Unit No	Unit Title	Number & standards	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
5.1.1		Identify situations where personal information may be stored by devices and online activity	x	x			x	x
5.1.2		Identify and use simple methods to protect personal information and privacy	x	x			x	x
5.2.1		Be aware of online risks and threats	x	x			x	
5.2.2		Identify and use simple methods to protect a device and online data from risks and threats	x				x	
5.2.3		Be aware of security risks of using public wifi	x	x			x	
5.2.4		Be aware and use secure ways to access devices and online services	x				x	
5.3.1		Know how to report concerns with online content	x				x	
5.4.1		Recognise and know how to minimise the effects of physical stresses of being online	x				x	