Pearson

Pearson - Level 1

Essential Digital Skills

Delivery Guide

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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 five 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.

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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 5 tasks, for all the content that needs to be taught, as well as activities to reinforce learning for the scenario.

Scenario

Your friend is turning 40 next year and a group of you want to celebrate the special occasion by going on a 2-week holiday. Including yourself and your friend, there are 4 people in total planning to go. You arrange a get together so you can all discuss the exciting holiday and start to make plans.

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Project Brief

You must all agree on a destination for the holiday and everyone must be happy with the cost of the holiday. The holiday must include a flight and it needs to depart from Newcastle airport. The only available dates that everyone can depart for the holiday is the 1st April.

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Your Tasks

Task 1 – Search for 2 possible destinations on the internet

Task 2 – Create a spreadsheet to show the costs of the holiday

Task 3 – Create a PowerPoint, showing places of interest for the 2 destinations

Task 4 – Identify a suitable method to pay for the holiday online

Task 5 – Email the group with your findings

Task 1

Using the internet, search for possible holiday destinations and choose 2:

1. Search the internet using only trustworthy sites
2. Identify 2 destinations
3. Record your findings
4. Use appropriate software to create a table with 5 columns, to include the website link, price per person, flight departure time, accommodation type and at least 1 other important factor (minimum of 5 columns)

Standards Covered:

Task 1	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Criteria	1.2.1	2.1.1.		4.1.1	5.1.1
	1.2.2	2.2.1		4.2.1	5.2.1
	1.3.1			4.2.2	5.4.1

Extension Activities:

Compare cost for the same holiday with different holiday providers

Task 2

It is very important that everyone has a budget for the holiday. You decide to create a spreadsheet to show a full breakdown of the holiday. The spreadsheet also includes a formula to calculate the amount owing for each person.

1. Open Excel
2. Give the spreadsheet a meaningful title
3. Create the following headings for the table:
   - Name
   - Flight
   - Accommodation
   - Food and Drink
   - Activities
   - Total
   - Deposit
   - Amount Owed

- January
- February
- March

4. Use a formula to calculate the total of the holiday per person
5. Use a formula to calculate the amount each person must pay over 3 months
6. Ensure all data is visible in all columns
7. Merge and centre the title
8. Format all data
9. Make 1 other formatting enhancement to the spreadsheet to make it clear and easy to read
10. Save the spreadsheet with a meaningful filename

Task 2	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Criteria		2.1.1			
		2.2.1			
		2.3.1			

Extension activities:
- Present information using a suitable chart
- Show different ways on how payments can be made e.g. if save £50 per month, £100 per month etc to reduce balance quicker

Task 3

You are very excited to show the group your chosen holiday destinations and invite them to your house for coffee. You decide to create a PowerPoint to show the group of the destinations and the places you can visit at each destination. You want to show at least 3 places of interest at each destination followed by a short description about each attraction.

1. Use suitable software to create a PowerPoint
2. Include the following for each destination as a minimum
   - Map of each country
   - At least 2 images of the accommodation per country
   - 3 places to visit at each country
   - A description of the attractions
   - Any other important information that you think needs to be included
3. Evaluate the PowerPoint and ensure it is fit for purpose

4. Use at least one animation consistently
5. Save the PowerPoint with a meaningful filename

Task 3	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Criteria	1.2.1	2.1.1	3.1.1		5.1.1
	1.2.2	2.2.1	3.2.1		5.2.1
	1.3.1	2.3.1			

Extension Activities:

- Insert a graph/table to presentation to show breakdown of costs
- Create and present a suggested Itinerary for the holiday
- Save presentation as a PDF and email
- Share on social media with friends

Task 4

The group has asked that you take control of the holiday monthly payments. They have asked for help for how to pay you for the next 3 months. You search the internet for suitable ways to pay and identify the following secure methods:

- o Bank transfer
- o PayPal
- o Google Pay

1. Search the internet for clear instructions
2. Using appropriate software, create a step by step guide, to show how to set up and use the different options
3. Include screen shots in the guide to make it easy to follow
4. Include any important information for each method

Task 4	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Criteria	1.2.1	2.1.1		4.1.1	5.1.1
	1.2.2	2.2.1		4.1.2	
	1.5.1			4.2.1	
				4.2.2	

Extension Activities:

- Email findings to all going on holiday
- Compare other ways of costing and look at the consequences of using other payment methods such as credit cards and loans to pay for the holiday

Task 5

You have booked the holiday after everyone agreeing on a destination. You set up a group email to communicate with the group to let them know it is booked.

1. Email the group, to confirm the date and time of the holiday
2. Ask the group to use this group email for all communication
3. Attach a copy of the spreadsheet so that everyone knows what is still to be paid. Advise the group that this will be sent out each month for the next 3 months

Task 5	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Criteria	1.2.1		3.1.1		5.1.1
	1.2.2		3.2.1		5.2.1
	1.3.1				

Extension Activities:

- Set up a planner/calendar so that you can update the payments and changes to the holiday cost etc and email with updates monthly, or put together some projections for each month

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Standard Matrix

The standards		Unit 1using devices and handling information					
Unit No Unit Title	Number & standards	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
1.1.2	Locate and Install an app	x					
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	1.4.1Recognise 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						
The standards		**Unit 2 Creating and Editing**					
Unit No	Unit Title	Number & standards	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
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	x		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	
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	
3.2.2		Understand the implications of a digital footprint				x	x	

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

If you have any technical questions, please visit the webpage or contact the ICT Subject Advisor, Tim Brady on TeachingICT@pearson.com.

If you'd like to talk to us about getting started to deliver EDSQ you can contact our Sales teams;

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