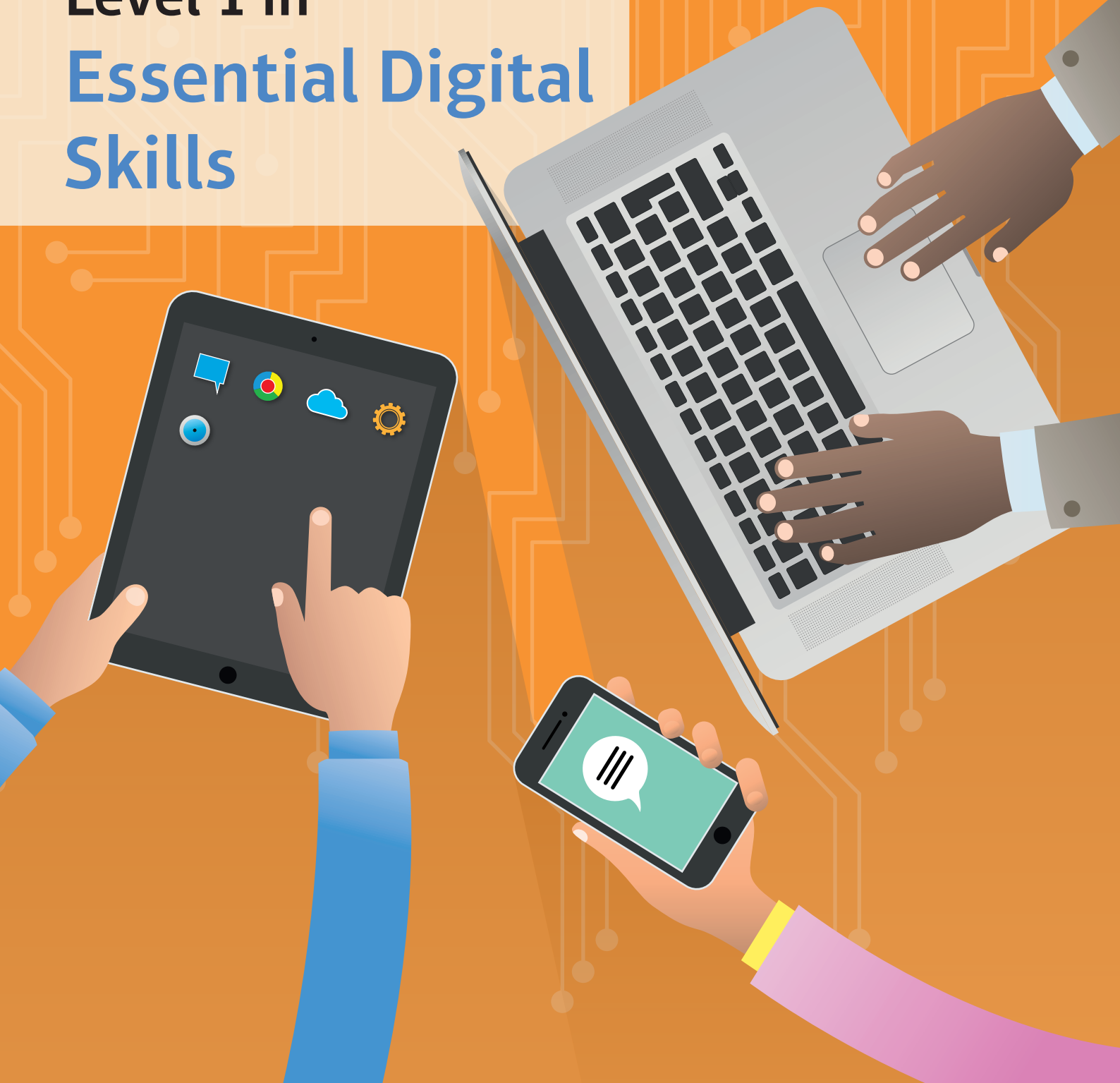


Pearson Entry Level and Level 1 in Essential Digital Skills



Specification

First teaching from September 2020 - Issue 2

Pearson Entry and Level 1 in Essential Digital Skills

About Pearson

We are the world's learning company operating in 70 countries around the world with more than 22,500 employees. We provide content, assessment and digital services to schools, colleges and universities, as well as professional and vocational education to learners to help increase their skills and lifelong employability prospects. We believe that wherever learning flourishes so do people.

This specification is Issue 2. Key changes are summarised on the next page. We will inform centres of any changes to this issue. The latest issue can be found on our website.

References to third-party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of publication.

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Summary of changes to Pearson Entry Level and Level 1 in Essential Digital Skills specification

Summary of changes made between specification dated January 2021 and this specification	Page number
Work-related unit content has been added to the Pearson Level 1 in Essential Digital Skills. Assessment scenarios for this qualification now reflect work as well as life contexts, for greater relevance to learner experience.	57, 58

If you need further information on these changes or what they mean, please contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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1 Introducing Pearson Essential Digital Skills qualifications

What are Essential Digital Skills qualifications?

The Department of Education (DfE) has developed new standards for digital skills that all adults in England are entitled to. These qualifications are available at Entry and Level 1 and consists of five skills statements:

- Using Devices and Handling Information
- Creating and Editing
- Communicating
- Transacting
- Being Safe and Responsible Online.

Pearson has used these standards to create modern qualifications that enable adults to develop their knowledge and skills to use in their personal lives, or to support them in their careers.

The methods we have chosen to assess these qualifications are holistic, interactive, and reflective of real life with relatable scenarios. The assessment methods also allow training providers more control over marking and results.

Sizes of Essential Digital 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.

2 Qualification summary and key information

Qualification title	Pearson Entry Level in Essential Digital Skills
Qualification Number (QN)	603/6840/8
Regulation start date	01/10/2020
Operational start date	16/11/2020
Approved age ranges	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 in <i>Section 8 Assessment</i> .
Total Qualification Time (TQT)	50 hours
Guided Learning Hours (GLH)	45
Assessment	Externally set, on-demand assessments, internally marked and externally verified.
Grading information	The qualification is graded pass/fail.

Qualification title	Pearson Level 1 in Essential Digital Skills
Qualification Number (QN)	603/6839/1
Regulation start date	16/11/2020
Operational start date	01/10/2020
Approved age ranges	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 in <i>Section 8 Assessment</i> .
Total Qualification Time (TQT)	50 hours
Guided Learning Hours (GLH)	45
Assessment	Externally set, on-demand assessments, internally marked and externally verified.
Grading information	The qualification is graded pass/fail.

Qualification title	Pearson Entry Level in Essential Digital Skills
Entry requirements	<p>Learners must have the following foundation skills before enrolling on the entry level qualification:</p> <ul style="list-style-type: none"> • turning on a device (including entering and updating any account information safely, such as a password) • using the available controls on a device (such as a mouse and keyboard for a computer, or touchscreen on a smartphone or tablet) • making use of accessibility tools (including assistive technology) to make devices easier to use (such as changing display settings to make content easier to read) • interacting with the home screen on a device • connecting to the internet (including Wi-Fi) safely and securely, and opening a browser • opening and accessing an application on a device. <p>Centres must also 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).</p>
Funding	<p>Qualification eligibility for 16–19 funding, 19+ funding, and 19+ loan funding, can be found on the Education and Skills Funding Agency (ESFA) funding hub.</p> <p>16-19+-year-olds who have not previously attained a digital qualification can all be fully funded to take Essential Digital Skills qualifications.</p>

Qualification title	Pearson Level 1 in Essential Digital Skills
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 16–19 funding, 19+ funding, and 19+ loan funding, can be found on the Education and Skills Funding Agency (ESFA) funding hub. 16-19+-year-olds who have not previously attained a digital qualification can all be fully funded to take Essential Digital Skills qualifications.

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

Qualifications objectives

Pearson Entry Level in Essential Digital Skills is for learners who want to develop understanding and skills in digital.

The qualification gives learners the opportunity to:

- demonstrate the ability to develop an appropriate level of digital skills to use digital devices and the internet
- apply this knowledge and these skills in common situations
- develop digital communication skills
- gain a foundation for further study at Level 1.

Pearson Level 1 in Essential Digital Skills is for learners who want to develop understanding and skills in digital.

The qualification gives learners the opportunity to:

- demonstrate the ability to develop manage and configure devices
- apply knowledge and these skills to organise, share and manage files
- become vigilant of online threats
- achieve a foundation for further study at Level 2.

4 Qualification structures

There are five skills statements for both the Entry and Level 1 qualifications:

- 1: Using Devices and Handling Information
2. Creating and Editing
3. Communicating
4. Transacting
5. Being Safe and Responsible Online.

All skills statements must be completed to achieve the overall qualification. Some skills statements have more content than others, Pearson does not stipulate how much time each skills statement should take to deliver. The overall qualification duration is 45 guided learning hours (GLH) with an additional 5 hours of additional (self-study) learning (50 hours total qualification time (TQT)).

Both qualifications are assessed through externally set and centre marked assessments.

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 Essential Digital 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.

Using the pre-requisite checklist:

<https://qualifications.pearson.com/content/dam/pdf/edsq/A2333%20EDSQ%20%20Pre-requisites%20Check-list%20P1.pdf>

To ensure teachers have the appropriate level of skills and knowledge to deliver the qualifications effectively, the Education and Training Foundation has developed a free CPD programme for EDSQ teachers. More information can be found here:

<https://qualifications.pearson.com/en/qualifications/edsq/teaching-support.html>

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
- if taken as part of an Apprenticeship, discussing and agreeing with learners and employers suitable times, dates and work areas where assessment will take place. Learners and employers should be given regular and relevant feedback on learner performance and progress.

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, teaching rooms.
- There must be systems in place to ensure continuing professional development (CPD) for staff delivering the qualifications.
- Centres must have in place robust internal verification systems and procedures to ensure the quality and authenticity of learner work, and the accuracy and consistency of assessment decisions between assessors operating at the centre. For information on the requirements for implementing assessment processes in centres, please refer to the *Essential Digital Skills Quality Assurance Handbook* (updated annually).
- 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.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

Prior knowledge, skills and understanding

For Entry Level, learners must have the following foundation skills before enrolling on the qualification:

- turning on a device (including entering and updating any account information safely, such as a password)
- using the available controls on a device (such as a mouse and keyboard for a computer, or touchscreen on a smartphone or tablet)
- making use of accessibility tools (including assistive technology) to make devices easier to use (such as changing display settings to make content easier to read)
- interacting with the home screen on a device
- connecting to the internet (including Wi-Fi) safely and securely, and opening a browser
- opening and accessing an application on a device.

For Level 1, no specific 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 *Equality and diversity policy* document (available on our website) requires all learners to have equal 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 and for the purpose of evidence, learners must be able to take screenshots and save these into a document.

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.

If no suitable access arrangements can be made for learners who have a disability under the terms of the Equality Act 2010 and who have no accessible means of communication, they may request an exemption from the Speaking, Listening and Communication component.

Assessment structure

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

Pearson Entry Level in Essential Digital Skills consists of three externally set and internally marked assessments. They are available as on-demand assessments.

Assessment structure – Entry Level	Duration	Number of marks	Percentage of qualification
Task-based Assessment	1 hour 20 minutes	30	71%
Question Paper	20 minutes	6	14%
Observation	20 minutes	6	14%
Content areas			
1. Using Devices and Handling Information			
2. Creating and Editing			
3. Communicating			
4. Transacting			
5. Being Safe and Responsible Online			

Pearson Level 1 in Essential Digital Skills consists of two externally set and internally marked assessments. They are available as on-demand assessments.

Assessment structure – Level 1	Duration	Number of marks	Percentage of qualification
Task-based Assessment	1 hour 45 minutes	36	81%
Question Paper	25 minutes	8	19%
Content areas			
1. Using Devices and Handling Information			
2. Creating and Editing			
3. Communicating			
4. Transacting			
5. Being Safe and Responsible Online			

When will the assessments be available?

First assessments will be available from December 2020. Assessments can be accessed on a secure part of the website on demand and can be submitted throughout the year.

Each task will be valid for submission on any assessment window in the forthcoming year.

When should the assessments be made available to learners?

Learners are permitted access to the task only at the point of assessment.

Assessment: high control

The controlled assessment

The completion of a task, question paper and additionally for Entry Level, the observation must be under controlled conditions. During the assessment, learners must be in direct sight of the supervisor at all times. Input from the supervisor such as clarification of requirements, reading the questions etc. is acceptable.

Learners must be given a suitably quiet, undisturbed location in which to complete tasks.

The accommodation normally used by learners can be used for assessment. There is no need to remove posters, displays or materials containing information relevant to what is being assessed. However, displays should not provide a prepared answer to the task questions. It is acceptable for learners to draw on external sources (with the exception of direct help from the assessor) during the assessment period.

Teachers are permitted to be the assessment supervisors.

Controlled conditions

Learners will be able to complete a task and question paper only when supervised. The task and question paper responses must be collected and retained at the end of the controlled assessment.

Learners with agreed particular requirements in relation to their mode of learning or assessment can have their usual support, unless it compromises the outcome of the assessment. Those providing assistance should refer to the access regulations given on our website.

Learners must not have access to:

- notes or a prepared response.

Information and communication technology

Learners must use information and communication technology (ICT) equipment to complete their task but centres must ensure that there is no access to mobile phones or any prepared materials on the hard drive.

Time

Centres should review the amount of time permitted to complete the assessment and not exceed this allocation. Any additional time given must be noted on the front cover of the task booklet.

Time

Once the learner completes the tasks and question paper, the centre will mark and then verify the completed assessments. Pearson will allocate a Standards Verifier (SV) who will sample some of the learner's marked assessments to ensure the correct marking principles have been applied and that the mark scheme has been followed correctly.

Details can be found here: <https://qualifications.pearson.com/en/support/support-topics/assessment-and-verification/btec-assessment-and-verification-tools.html>

Authentication

Learner work must be authenticated by the centre.

Quality assurance – Observation (Entry Level)

Pearson monitors and supports centres in the effective operation of assessment and quality assurance. The methods that it uses to do this for Essential Digital Skills include the following.

- A requirement that all centres appoint a Lead Internal Verifier for the observation and to ensure that this person is trained and supported in carrying out that role.
- A requirement that the Lead Internal Verifier completes compulsory online standardisation related to assessment and verification decisions for the designated programme.
- Assessment sampling and verification, through requested samples of completed assessed learner work and associated documentation.
- Overarching review and assessment of a centre's strategy for assessing and quality assuring its Essential Digital Skills programmes – Centre Quality Review and Development.

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 learner 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

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

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment in the qualification. For further details on malpractice and advice on preventing malpractice by learners, please see the Pearson document *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications*, available on our website.

Controlled assessment malpractice – Observation (Entry Level)

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information on what malpractice is for controlled assessment and how suspected incidents will be dealt with by the centre. The document *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications* gives full information on the actions we expect centres to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct controlled assessment according to our policies. The above document gives more information and examples and details the penalties and 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 of an incident of suspected malpractice.

Learner malpractice

The Head of Centre is required to report any incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/exams-office/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed 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.

Tutor/centre malpractice

The Head of Centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The Head of Centre is requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from www.jcq.org.uk/exams-office/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.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team, using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see 6.15 of the Joint Council for Qualifications (JCQ) document *Suspected Malpractice in Examinations and Assessments*.

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.

We reserve the right to withhold 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 or penalties.

Where learner malpractice is evidenced, penalties may be imposed 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:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates

- placing temporary blocks 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 penalties and 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 our document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, available on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via pqsmalpractice@pearson.com) who will inform you of the next steps.

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 Essential Digital Skills qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Automatic approval will be given to all pre-approved Functional Skills ICT centres who have previously demonstrated they have facilities and procedures in place to handle secure assessments.

Guidance on seeking approval to deliver Pearson Essential Digital 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 Quality assurance of centres

Discussion

Pearson monitors and supports centres in the effective operation of assessment and quality assurance. The methods that it uses to do this for Essential Digital Skills include the following.

- A requirement that all centres appoint a Lead Internal Verifier for Essential Digital Skills and to ensure that this person is trained and supported in carrying out that role.
- A requirement that the Lead Internal Verifier completes compulsory online standardisation related to assessment and verification decisions for the designated programme.
- Assessment sampling and verification, through requested samples of completed assessed learner work and associated documentation.
- Overarching review and assessment of a centre's strategy for assessing and quality assuring its Essential Digital Skills programmes – Centre Quality Review and Development.

Quality Assurance Handbook

Centres should refer to the Pearson *Quality Assurance Handbook Essential Digital Skills Entry and Level 1* (updated annually) for detailed guidance.

Centres must make certification claims only when authorised by Pearson and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance will be prevented from seeking certification for individual programmes or for all Essential Digital Skills programmes. Centres that do not comply with remedial action plans may have their facility to deliver qualifications removed.

Pearson's qualification specifications clearly set out the standard to be achieved by each learner in order to achieve the award of the qualification. Pearson operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers. It achieves this through the following activities.

Internal verification

Centres are required to have robust processes in place to ensure that each assessor's decisions are reviewed so that they are interpreting and applying the standards set out in the specifications correctly. Choice and application of an appropriate system is a matter for individual centres. Pearson fully supports the use of the centre's own quality assurance systems where this ensures robust internal standardisation.

Centres should refer to the *Pearson Quality Assurance Handbook Essential Digital Skills Entry and Level 1* (updated annually).

Standards verification

Pearson will sample assessor decisions using subject-specialist standards verifiers. This process will follow the protocol as set out in the *Pearson Quality Assurance Handbook Essential Digital Skills Entry and Level 1* (updated annually).

The standards verifier assigned to the centre will identify, through negotiation with the programme coordinator, the learner work that will be subject to standards verification. Centres should retain evidence from a sample of learners. Centres will be required to make work available from the sample that provides evidence for the assessment (in whole or in part). The work **must** have been internally assessed; for the work that is submitted, at least 50 per cent of the number of samples **must** have been internally verified.

Centre quality review and development

Pearson has a commitment to a strategic, risk-based approach to safeguarding security for the awarding of qualifications where assessment is delegated to centres. Quality assurance arrangements are deliberately focused on the ability of centres to manage the delivery of programmes and effective internal quality assurance, to ensure that assessment is carried out to the appropriate standards.

Each centre will receive periodic visits to review centre quality and development.

Observation

Pearson monitors and supports centres in the effective operation of assessment and quality assurance. The methods it uses to do this for Essential Digital Skills include:

- a requirement that all centres have a robust system of internal verification
- assessment sampling and verification, through requested samples of completed assessed learner work and associated documentation
- overarching review and assessment of a centre's strategy for assessing and quality assuring its Essential Digital Skills programmes.

11 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 regularly updated.

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.

Resitting

If learners fail a qualification, they may resit the failed components of assessment. They may carry forward the results from component tasks that have been achieved. Learners must take a different version of the component task to that originally taken. Learners must complete all components at the level for which they claim certification. To allow for additional teaching and learning time, centres should allow at least two weeks between a failed test and a resit.

12 Centre support

Support materials

Pearson has developed specific materials to support you in the delivery of this qualification. Please visit the EDSQ webpage to see the full range of teaching support materials currently available.

<https://qualifications.pearson.com/edsqteachingsupport>

13 Subject content

Qualification format

Each qualification has the following sections.

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 Entry Level in Essential Digital Skills

GLH: 45

1. Using Devices and Handling Information			
Skills statement			Content
1.1	Using devices	<p>1.1.1 Know what is meant by hardware, software, operating systems and applications.</p> <p>1.1.2 Locate and install an application.</p>	<p>The learner will know the main features of different types of device and uses of hardware.</p> <ul style="list-style-type: none"> • devices: <ul style="list-style-type: none"> ○ mobile devices (tablets, smartphones) ○ smart devices <ul style="list-style-type: none"> – devices in a home – entertainment devices ○ wearable technology. • Hardware: <ul style="list-style-type: none"> ○ keyboard ○ mouse/tracker ball ○ printer ○ monitor/screen. <p>The learner will know applications including:</p> <ul style="list-style-type: none"> • applications for computers (desktop/laptop): <ul style="list-style-type: none"> ○ word processing ○ presentation ○ desktop publishing • applications (apps) for mobile devices: <ul style="list-style-type: none"> ○ lifestyle apps ○ social media apps ○ news/information apps ○ games/entertainment apps.

1. Using Devices and Handling Information

Skills statement			Content
			The learner will know that all devices need an Operating System (OS) and that the OS needs to be kept up to date.
			<p>The learner will know how and be able to locate and install an application including:</p> <ul style="list-style-type: none"> • where to locate applications: <ul style="list-style-type: none"> ◦ online ◦ disk ◦ shared drive • default options in installation process.
		1.1.3 Apply system settings, including accessibility.	<p>The learner will know, select and apply system settings for computers and mobile devices. System settings include:</p> <ul style="list-style-type: none"> • display – increase/decrease brightness, change screen resolution • sound – increase/decrease volume, mute • connecting to Wi-Fi – public, secure, use of password • region, language and time – 12 hour format, 24 hour format • accessibility settings – magnifier, screen readers, text-to-speech and voice controls • cursor – colour, size, trails.
1.2	Finding information	1.2.1 Navigate online content to locate required information.	<p>The learner will use a web browser to locate required information by using:</p> <ul style="list-style-type: none"> • website/Uniform Resource Locator (URLs) • navigation tools: <ul style="list-style-type: none"> ◦ menus ◦ hyperlinks • navigation controls: <ul style="list-style-type: none"> ◦ back and forward buttons ◦ bookmarks.

1. Using Devices and Handling Information

Skills statement			Content
		1.2.2 Carry out searches to find information and content.	<p>The learner will find information (including contact details, dates, prices) and other content (including images, videos, sound, diagrams, charts) by searching online using:</p> <ul style="list-style-type: none"> • search engines • keywords/search criteria.
1.3	Managing and storing information	1.3.1 Open, read and save information from/to a file using appropriate naming conventions.	<p>The learner will retrieve information from a file and save information to a file using:</p> <ul style="list-style-type: none"> • file operations – open, save as, save • file names – meaningful file names • file formats including .doc, .pdf, .ppt, .pub, .jpg, .mov, .mp4.
		1.3.2 Work with files and folders to store, organise and retrieve information using local and remote storage.	<p>The learner will:</p> <ul style="list-style-type: none"> • store files in appropriate file format • use folders – create folders, open folders • organise files and folders using meaningful names • know that files and folders can be stored locally or remotely: <ul style="list-style-type: none"> ○ local storage: <ul style="list-style-type: none"> – local server – hard drive – removable device ○ remote storage: <ul style="list-style-type: none"> – cloud storage.

1. Using Devices and Handling Information

Skills statement			Content
1.4	Identifying and solving technical problems	1.4.1 Recognise when a technical problem has been encountered.	<p>The learner will recognise a technical problem including:</p> <ul style="list-style-type: none"> • device not switched on • system or application freeze • unable to connect to the internet • hardware malfunction • hardware connection • use of incorrect credentials • unable to open files • unable to hear sound • unable to print.
		1.4.2 Know how to solve simple technical problems.	<p>The learner will know how to solve simple problems:</p> <ul style="list-style-type: none"> • check power connection(s) • restart application(s) • reboot devices • ensure network/internet/hardware reconnection • check password/username/personal details • check file locations/filenames • check sound levels/mute • check for presence of paper/paper jam/ink.
		1.4.3 Know how to seek assistance when unable to solve a technical problem.	<p>The learner will know how to seek assistance to solve a technical problem:</p> <ul style="list-style-type: none"> • ask tutor/instructor/technician • ask a friend/colleague • read frequently asked questions (FAQs) • use the help function on the device or online services.

2. Creating and Editing			
Skills statement			Content
2.1	Creating and editing documents	2.1.1 Use a suitable application to enter, edit and format information (including text, numbers and images).	<p>The learner will know the purpose and use of different software applications and associated document types.</p> <p>The learner will use software and applications to include:</p> <ul style="list-style-type: none"> • word processing/desktop publishing – poster, flyer, information sheet, menu, invitation • presentation – slide show, data/information presentation • images – picture, image, diagram, photograph, chart/graph.
			<p>The learner will enter and edit information:</p> <ul style="list-style-type: none"> • select • amend • resize • copy • cut • paste. <p>The learner will format text:</p> <ul style="list-style-type: none"> • bold • underline • italics • font style • font size • font colour • alignment – left, right, centre, justified • bullets • borders. <p>The learner will be able to take screenshots to capture information.</p>

2. Creating and Editing			
			<p>The learner will produce documents that are fit for purpose:</p> <ul style="list-style-type: none"> • poster • flyer • information sheet • menu • invitation • slide show • data/information presentation • using appropriate formatting techniques. <p>The learner will use numbers:</p> <ul style="list-style-type: none"> • whole numbers (integers) • decimal places (0, 1 or 2) • currency (£) • date/time. <p>The learner will format images:</p> <ul style="list-style-type: none"> • position – in front, behind • resize – increase/decrease • borders – solid line, single line.
2.2	Creating and editing digital media	2.2.1 Capture and save images, sound and video.	<p>The learner will know terminology relating to digital devices and digital media, including common file types including JPEG, MPEG and WAV.</p> <p>The learner will use devices to capture and download images, sound and video.</p>

3. Communicating			
Skills statement			Content
3.1	Communicat-ing and sharing	<p>3.1.1 Create, edit and use contacts when sending and receiving online communications comprising text and other digital content to individual and multiple recipients.</p> <p>3.1.2 Initiate and participate in a video call.</p>	<p>The learner will send and receive communications from contacts using communication tools.</p> <p>The learner will know how to and be able to use contacts including:</p> <ul style="list-style-type: none"> • create new contact • edit existing contact • use stored contact • create group(s). <p>The learner will know features of terminology and use different types of communication tool to communicate with individual and multiple recipients:</p> <ul style="list-style-type: none"> • email: <ul style="list-style-type: none"> ○ new ○ to ○ subject ○ reply ○ reply to all ○ send ○ attachment(s) ○ delete email • text: <ul style="list-style-type: none"> ○ new message ○ reply ○ attachment(s) ○ delete message ○ symbols/emojis • other messaging apps: <ul style="list-style-type: none"> ○ social media ○ instant messaging

3. Communicating			
			<ul style="list-style-type: none"> ○ attachment(s) ○ symbols/emojis ○ voice calls ○ video calls. <p>The learner will know video call terminology and be able to:</p> <ul style="list-style-type: none"> ● initiate video call ● join/accept a video call.
3.2	Managing traceable online activities	3.2.1 Identify the types of digital activities that leave a 'digital footprint'.	<p>The learner will understand the actions that contribute to an individual's digital footprint.</p> <p>The learner will know private communications including:</p> <ul style="list-style-type: none"> ● smartphones ● computers. <p>The learner will know public communications including:</p> <ul style="list-style-type: none"> ● mass communication ● bulletin boards ● social media ● blog or vlog. <p>The learner will identify the activities that leave a digital footprint including:</p> <ul style="list-style-type: none"> ● search history ● emails ● uploaded photos ● social media activity.
		3.2.2 Understand the implications of a digital footprint.	<p>The learner will understand the implications of a digital footprint including:</p> <ul style="list-style-type: none"> ● positive: <ul style="list-style-type: none"> ○ profile available to a wider audience ○ enhanced job opportunities ○ personalised advertising

3. Communicating			
			<ul style="list-style-type: none"> • negative: <ul style="list-style-type: none"> ○ privacy ○ security of information/data ○ safety of individuals ○ reduced job opportunities.

4. Transacting			
Skills statement			Content
4.1	Using online services	4.1.1 Complete and submit a form as part of an online transaction.	<p>The learner will know how to complete an online form to:</p> <ul style="list-style-type: none"> • purchase products/services • register for a service • request a service • make an enquiry • report a problem.
		4.1.2 Know how to comply with verification checks.	<p>The learner will know how to comply with verification checks by understanding the terminology relating to an online form:</p> <ul style="list-style-type: none"> • data validation including: <ul style="list-style-type: none"> ◦ date format ◦ presence check • verification checks including: <ul style="list-style-type: none"> ◦ enter and confirm your email address • validation checks, including: <ul style="list-style-type: none"> ◦ your email address ◦ double entry ◦ proofreading • CAPTCHA (Completely Automated Public Turing test to tell Computers and Humans Apart).
4.2	Buying securely online	4.2.1 Know how to buy an item or service online.	<p>The learner will be aware of a range of payment methods used to buy online including:</p> <ul style="list-style-type: none"> • credit or debit cards • third party online payment services • mobile payment services.

4. Transacting			
Skills statement			Content
		4.2.2 Know how to use different methods of online payment.	<p>The learner will know how to use suitable payment methods that meet their needs including:</p> <ul style="list-style-type: none"> • credit and debit card(s) – entering details including long card number, name of cardholder, expiry date, Card Security Value (CSV) number • online payment account – registering by entering email address, name, password, date of birth, nationality, address, postcode, mobile number, payment card details • mobile payment services.

5. Being Safe and Responsible Online

Skills statement			Content
5.1	Protecting privacy	5.1.1 Identify situations where personal information may be stored by devices and online activity.	<p>The learner will understand personal information including:</p> <ul style="list-style-type: none"> • their name • date of birth • address • passport number • telephone number(s) • photographs. <p>The learner will identify situations where personal information may be stored by devices when:</p> <ul style="list-style-type: none"> • registering online accounts • accessing online accounts. <p>The learner will know when personal information is stored online:</p> <ul style="list-style-type: none"> • transactions • web browsing. <p>The learner will be aware that stored personal information and data is used by organisations to:</p> <ul style="list-style-type: none"> • target advertising and special offers • streamline online experiences. <p>The learner will be aware of the implications of sharing personal information.</p> <p>The learner will be aware of how devices can be compromised, including hacking or hijacking of devices.</p>

5. Being Safe and Responsible Online			
Skills statement			Content
		5.1.2 Identify and use simple methods to protect personal information and privacy.	<p>The learner will identify and use simple methods to protect personal information including:</p> <ul style="list-style-type: none"> • careful disclosure of date of birth and personal telephone number online • using strong passwords/passphrases • not sharing passwords with others • checking for https when entering personal data or login credentials. <p>The learner will be able to identify simple methods that can be used to protect their privacy:</p> <ul style="list-style-type: none"> • use and manage privacy settings on social media • use pseudonyms on social media • use screenlock(s).
5.2	Protecting data	5.2.1 Be aware of online risks and threats.	<p>The learner will be aware of online risks and threats including:</p> <ul style="list-style-type: none"> • unauthorised access • shoulder surfing when using devices in public areas • phishing • pharming • malware. <p>The learner will be mindful of risks associated with links found in emails, digital messages and pop-ups.</p> <p>The learner will be aware that online threats can compromise the security of their data resulting in:</p> <ul style="list-style-type: none"> • loss of data • financial loss.

5. Being Safe and Responsible Online			
Skills statement			Content
		5.2.2 Identify simple methods to protect a device and online data from risks and threats.	<p>The learner will know how to use simple methods to protect devices and online data by:</p> <ul style="list-style-type: none"> • using up-to-date anti-virus software • not clicking on pop-ups • not opening attachments and links in unsolicited emails or messages • using a strong password • not sharing your password • not using the same password for different devices or online activities • using biometrics including fingerprint, facial or voice recognition • using pin codes • using screenlock(s).
		5.2.3 Be aware of the security risks of using public Wi-Fi.	<p>The learner will be aware of the security risks of using public Wi-Fi networks which may result in others:</p> <ul style="list-style-type: none"> • shoulder surfing • gaining unauthorised access • accessing browsing history and cookies.
		5.2.4 Be aware and use secure ways to access devices and online services.	<p>The learner will be aware of and use secure ways to access their devices and online services:</p> <ul style="list-style-type: none"> • strong passwords • biometrics including fingerprint, facial or voice recognition • pin codes.
5.3	Being responsible online	5.3.1 Know how to report concerns with online content.	<p>The learner will be aware that some online content could be illegal, inappropriate or harmful:</p> <ul style="list-style-type: none"> • images or videos of abuse, violence, cruelty or criminal activity • content that promotes crime or violence • content that encourages terrorism.

5. Being Safe and Responsible Online			
Skills statement			Content
			<p>The learner will know how to report concerns with online content to:</p> <ul style="list-style-type: none"> • Ofcom • UK Safer Internet Centre • social media administrators • email providers.
5.4	Digital wellbeing	5.4.1 Recognise and know how to minimise the effects of the physical stresses of being online.	<p>The learner will be aware that physical stresses include:</p> <ul style="list-style-type: none"> • pain from using badly positioned equipment • pain from bad posture • repetitive strain injury • eyestrain • headaches. <p>The learner will identify ways in which the effects of these stresses can be minimised:</p> <ul style="list-style-type: none"> • use an adjustable chair to support good posture • have the screen at a suitable height and suitable lighting • use an appropriate support(s) for peripherals including a keyboard or mouse • take regular breaks.

Qualification title: Pearson Level 1 in Essential Digital Skills

GLH: 45

Using Devices and Handling Information			
Skills statement			Content
1.1	Using devices	Know how to keep operating system and applications up to date and apply system settings.	<p>The learner, when using devices and updating operating systems and applications, will know what is meant by:</p> <ul style="list-style-type: none">• hardware• software• operating systems• applications• system settings. <p>The learner will know operating systems (OS) include those typically used for:</p> <ul style="list-style-type: none">• computers (desktop/laptop)• mobile devices. <p>Learners will know the operating systems typically used for computers (desktop/laptop) and mobile devices to include:</p> <ul style="list-style-type: none">• Windows• macOS• Linux• Android• Apple iOS• Chrome OS.

Using Devices and Handling Information			
Skills statement			Content
			<p>The learner will know that applications include software and apps for computers (desktop/laptop) and mobile devices to include:</p> <ul style="list-style-type: none"> • PDF reader • word processors • spreadsheets • presentation software • desktop publishing • email • maps. <p>The learner will know that updates for OS and applications include:</p> <ul style="list-style-type: none"> • automatic updates • manual updates. <p>The learner will know how to:</p> <ul style="list-style-type: none"> • check for (OS) and application updates • choose how and when an operating system or application is updated • apply system settings including: <ul style="list-style-type: none"> ○ add devices ○ network and internet ○ personalisation ○ account ○ time and language ○ access and accessibility ○ privacy update and security. <p>The learner will know how to obtain information to update computers and mobile devices from online services.</p>

Using Devices and Handling Information			
Skills statement			Content
1.2	Finding and evaluating information	<p>1.2.1 Use appropriate techniques to carry out and refine searches, taking into account currency, relevance, and reliability.</p> <p>1.2.2 Be aware that results are ranked by search engines.</p>	<p>The learner will be able to search for information online using:</p> <ul style="list-style-type: none"> • a “traditional” search engine (text-based) • a digital assistant (for example through voice control) • appropriate techniques to include: <ul style="list-style-type: none"> ◦ use different search engines to obtain different results ◦ use specific keywords ◦ use quotation marks ◦ remove unhelpful words from a search string ◦ refine the search ◦ search within a specific website ◦ apply filters relating to time or origin. <p>The learner will be aware that search results are ranked in different ways by search engines.</p> <p>The learner will be aware that the top online search results may include paid for or sponsored listings.</p> <p>The learner will be able to identify the relevance and reliability of sources of information when searching online including:</p> <ul style="list-style-type: none"> • check that a website uses https and has a valid certificate • be wary of poor-quality websites (low-quality design/graphics, broken links, poor English) • check the date of the information provided

Using Devices and Handling Information			
Skills statement			Content
			<ul style="list-style-type: none"> • check more than one source when searching for information, news or facts online • consider the source of the information and whether the site might have a reason to provide biased or false information. <p>The learner will be able to search for files on a device using:</p> <ul style="list-style-type: none"> • file names • partial file names • file content • file type • date amended.
1.3	Managing and storing information	1.3.1 Organise and store information using files, folders, hierarchy to enable efficient information retrieval on a device and across devices.	<p>The learner will be able to organise and store files and folders using:</p> <ul style="list-style-type: none"> • folder structures • appropriate naming conventions • file properties: <ul style="list-style-type: none"> ○ date created ○ date modified ○ read-only attribute ○ hidden attribute ○ author ○ file size • online storage across devices. <p>Learners will be able to use hierarchy in folders and file structures.</p> <p>The learner will know:</p> <ul style="list-style-type: none"> • limitations on file sizes when using some services: <ul style="list-style-type: none"> ○ email attachments

Using Devices and Handling Information			
Skills statement			Content
			<ul style="list-style-type: none"> ○ file size upload limits ● limitations of storage devices ● how to use file compression techniques: <ul style="list-style-type: none"> ○ compress (zip) a file or folder ○ save in another file format such as pdf ● the benefits of using file compression to make effective use of storage capacity and to reduce data transfer times. <p>The learner will understand that across devices refers to storing files on cloud storage using one device and accessing the files using another device.</p> <p>The learner will know the terminology used to describe data storage requirements including:</p> <ul style="list-style-type: none"> ● bytes ● kilobyte (KB) ● megabyte (MB) ● gigabyte (GB) ● terabyte (TB). <p>The learner will know about data transfer speeds including:</p> <ul style="list-style-type: none"> ● kilobits per second (Kbps) ● megabits per second (Mbps).

Using Devices and Handling Information			
Skills statement			Content
1.4	Identifying and solving technical problems	1.4.1 Identify and know how to apply solutions to common technical problems, using online tutorials, FAQs and help facilities.	<p>The learner will identify common problems with devices such as being unable to:</p> <ul style="list-style-type: none"> • log in to the system • connect to the Wi-Fi • complete a task as the software is not on the device • print a document. <p>The learner will be able to find solutions to common technical problems using online facilities such as:</p> <ul style="list-style-type: none"> • help facilities • Frequently Asked Questions (FAQ's) • online forums • online tutorials. <p>The learner will know how to apply solutions to common technical problems, solving commonly encountered issues with a straightforward solution such as:</p> <ul style="list-style-type: none"> • reset login credentials • change Wi-Fi settings • follow the instructions in an online tutorial to change a software or app setting • disable an app, or uninstalling and reinstalling software. <p>At this level it would be expected that a learner can resolve some technical problems independently.</p>

Using Devices and Handling Information			
Skills statement			Content
1.5	Developing digital skills	1.5.1 Identify and use appropriate online learning resources to maintain and improve digital skills.	<p>The learner will understand the digital skill areas that need to be maintained and improved, such as:</p> <ul style="list-style-type: none"> • use unfamiliar digital devices • handle, store and use information • create and edit with new software • communicate digitally on new media • safe transacting online. <p>The learner will search for online learning resources that can be used to improve or maintain digital skills.</p> <p>The learner will identify and use appropriate online learning resources to maintain and improve digital skills. Online learning resources include:</p> <ul style="list-style-type: none"> • FAQs • guides • videos • tutorials • advice forums • blogs • interactive quizzes.

Creating and Editing			
Skills statement			Content
2.1	Creating and editing documents	2.1.1 Use applications to enter, edit, format, layout information (including text, tables, graphics, charts) for a range of purposes and audiences.	<p>The learner will understand terminology and concepts relating to:</p> <ul style="list-style-type: none"> • word processing/desktop publishing - poster, flyer, letter, information sheet, menu, itinerary, invitation • presentations - slide show, data/information presentation • spreadsheets - calculations, costings, charts • graphics - picture, image, diagram, photograph, chart/graph • video • portable document format (pdf). <p>The learner will be able to use different software applications including:</p> <ul style="list-style-type: none"> • word processing • presentation software • spreadsheets. <p>The learner will be able to use:</p> <ul style="list-style-type: none"> • layout conventions and styles for different document purposes and audiences: <ul style="list-style-type: none"> ○ a formal report for managers ○ an advertisement for a product ○ a presentation for colleagues ○ an invitation for friends • a range of page layout and formatting features: <ul style="list-style-type: none"> ○ portrait ○ landscape ○ page numbers

Creating and Editing			
Skills statement			Content
			<ul style="list-style-type: none"> • editing to make good use of white space • formatting to ensure that a document is balanced • screenshot to capture information. <p>The learner will create and edit text boxes:</p> <ul style="list-style-type: none"> • use an existing text box • draw a text box • use different fill and line options. <p>The learner will create and edit tables:</p> <ul style="list-style-type: none"> • create a table • add rows • delete rows • alter column width • merge cells. <p>The learner will format tables/graphics/charts including:</p> <ul style="list-style-type: none"> • position • size • caption • borders • flow of text. <p>The learner will edit text (including numbers):</p> <ul style="list-style-type: none"> • enter and amend • select • copy • cut • paste • use shortcuts.

Creating and Editing			
Skills statement			Content
			<p>The learner will format text (including numbers):</p> <ul style="list-style-type: none"> • line space • sub bullet • strike through • subscript/superscript • font highlight • text wrap. <p>The learner will format graphics:</p> <ul style="list-style-type: none"> • position - in front, behind, text wrap • size - increase size, decrease size, maintain proportions • borders - solid line, single line, double line, dash. <p>The learner will combine text and graphics:</p> <ul style="list-style-type: none"> • text wrap • flow of text.
2.2	Creating and editing digital media	2.2.1 Edit and enhance an image.	<p>The learners will use image software to:</p> <ul style="list-style-type: none"> • capture images • create images. <p>The learner will use image editing techniques to:</p> <ul style="list-style-type: none"> • alter the appearance of an image by adjusting the contrast or colour balance • crop • resize.

Creating and Editing			
Skills statement			Content
			<p>The learner will use image enhancement techniques such as:</p> <ul style="list-style-type: none"> • add a text caption • add a border • change position, group.
2.3	Processing numerical data	2.3.1 Enter, edit, sort, process, format, and chart numeric data.	<p>The learner will be able to enter and edit numbers:</p> <ul style="list-style-type: none"> • whole numbers and fractions • decimal places (0, 1 or 2) • currency (£) • date/time • specialist characters such as degrees, percentage. <p>The learner will be able to process information with spreadsheet software using:</p> <ul style="list-style-type: none"> • formulae using single and double mathematical operators (add, subtract, multiply, divide) • absolute and relative cell references • functions (SUM, MIN, MAX, AVERAGE) • replicate formulae • replicate values • sort (one criterion) • filter (one criterion). <p>The learner will be able to format cells:</p> <ul style="list-style-type: none"> • alignment (left, right, centre) • format numbers (number, currency, date, percentage) • merge/split cells

Creating and Editing			
Skills statement			Content
			<ul style="list-style-type: none"> • row and column size adjustment • borders. <p>The learner will be able to create and format charts from data, including:</p> <ul style="list-style-type: none"> • bar/column charts • pie charts • line graphs. <p>The learner will be able to use suitable:</p> <ul style="list-style-type: none"> • titles • data labels • legends • axis category labels.

Communicating			
Skills statement			Content
3.1	Communicating and sharing	3.1.1 Identify and use appropriate modes of online communication for a range of contexts and audiences.	<p>The learner will identify and use modes of online communication, to include:</p> <ul style="list-style-type: none"> • email: <ul style="list-style-type: none"> ◦ cc ◦ bcc ◦ subject ◦ attachments ◦ automated reply ◦ automated signature • instant message • text message • social media messaging • blog/vlog • video messaging • file sharing • collaboration tools and services. <p>The learner will be able to:</p> <ul style="list-style-type: none"> • compose • reply • forward • resend • view sent items • add attachments • using online communication tools. <p>The learner will use the appropriate online communication for different contexts and audiences.</p> <ul style="list-style-type: none"> • Contexts refers to the range of circumstances in which an online communication could be made:

Communicating			
Skills statement			Content
			<ul style="list-style-type: none"> ○ in the workplace ○ in a social setting ○ for the general public. ● Audiences refers to different individuals or groups of people: <ul style="list-style-type: none"> ○ colleague ○ friend ○ groups ○ users of a social media platform.
3.2	Managing traceable online activities	3.2.1 Take steps to manage online identity.	<p>The learner will know about and manage their digital identity. This may include the use of:</p> <ul style="list-style-type: none"> ● privacy settings ● location settings ● manage the number of accounts in use ● use secondary email accounts ● avoid oversharing information ● use private browsing ● use digital security and privacy tools ● use an appropriate online name and email address ● understand what data you share publicly ● use a secondary email account to sign up to sites ● unsubscribe from mailing lists ● delete unwanted social media accounts, and old posts.

4. Transacting			
Skills statement			Content
4.1	Using online services	<p>4.1.1 Know how to interact with online transactional services,</p> <p>4.1.2 Know how to manage account settings.</p>	<p>The learner will know how to upload and/or download documents and images when using online transactional services including:</p> <ul style="list-style-type: none"> • shops, including purchasing business goods and services • banks • utilities such as gas, electric and water • payments of council tax, road tax, applying for a passport and other government services • book appointments • media streaming services. <p>The learner will be able to use settings to choose their account preferences and change them when appropriate including the option to save:</p> <ul style="list-style-type: none"> • username • password • telephone number • address • payment details.
4.2	Buying securely online	<p>4.2.1 Compare online buying options for a specific product or service.</p> <p>4.2.2. Identify the best option.</p>	<p>The learner will search online for products and services across multiple retailers and providers.</p> <p>Products including:</p> <ul style="list-style-type: none"> • groceries • household appliances • clothing • stationery • workplace supplies (items ordered in a work role) • digital devices. <p>Services including:</p> <ul style="list-style-type: none"> • financial and tax services

4. Transacting			
Skills statement			Content
			<ul style="list-style-type: none"> • delivery of takeaway meals/catering providers • hiring venues • printing • mobile phone networks • broadband. <p>Learners will compare:</p> <ul style="list-style-type: none"> • different products and service options • fit for purpose • cost • delivery options • reviews and customer feedback. <p>The learner will identify the best option from the features of the products or service.</p> <p>The learner will be able to identify possible scam sites by:</p> <ul style="list-style-type: none"> • checking for the padlock next to the site's URL • being aware that scam sites can have domain names similar to those of reputable organisations • checking the site to ensure it looks professional, is in good English and does not make claims that cannot be verified • checking site reviews on consumer review and comparison sites: <ul style="list-style-type: none"> ○ product or service review ○ seller or provider reviews • being aware that some reviews can be fake • checking that a valid place of business is listed with valid contact details and that there is a returns policy.

5. Being Safe and Responsible Online			
Skills statement			Content
5.1	Protecting privacy	<p>5.1.1 Protect personal information and privacy.</p> <p>5.1.2 Understand the personal rights and options for controlling the use of personal data.</p>	<p>The learners will be able to protect personal information using a range of methods such as:</p> <ul style="list-style-type: none"> • create and maintain strong passwords • use multiple email addresses to: <ul style="list-style-type: none"> ◦ separate life and work ◦ hide the user's identity • consider the access privileges granted to applications when installing them on a device • use appropriate settings on a mobile device to: <ul style="list-style-type: none"> ◦ restrict or grant GPS location ◦ allow access to the camera and images • use private browsing to ensure: <ul style="list-style-type: none"> ◦ browsing history is not saved ◦ cookies are deleted at the end of the session • block unwanted communications: <ul style="list-style-type: none"> ◦ block a caller ◦ remove a tag in a social media post ◦ leave a group chat • use cookie settings. <p>The learner will understand their key rights under data protection law. For example, the right to:</p> <ul style="list-style-type: none"> • see data held about them by an organisation • withdraw consent for data to be held • request that personal data can be corrected or deleted.

5. Being Safe and Responsible Online			
Skills statement			Content
			The learner will understand that cookie settings are an option to control the use of personal data.
5.2	Protecting data	<p>5.2.1 Know how to protect devices and data from online risks and threats.</p> <p>5.2.2 Know the advantages of backing up data locally and to the Cloud.</p>	<p>The learner will understand the use of different methods used to protect devices and data, such as:</p> <ul style="list-style-type: none"> • use a Virtual Private Network (VPN) • use a password manager application • be aware that browsers cache log in details and how this is dangerous on a public computer • use multi-factor authentication • encryption of data. <p>The learner will understand the use of software, including antivirus, to protect devices and data from:</p> <ul style="list-style-type: none"> • worms • viruses • trojans • ransomware • identity theft. <p>The learner will be aware of the advantages of backing up their data locally and to the Cloud:</p> <ul style="list-style-type: none"> • locally: <ul style="list-style-type: none"> ○ saving to your computer has no cost ○ internet access is not required ○ you have control of your own backup • Cloud: <ul style="list-style-type: none"> ○ a limited amount of storage is provided free ○ accessible anywhere on any device as long as there is internet connectivity ○ automatic backup.

5. Being Safe and Responsible Online			
Skills statement			Content
5.3	Being responsible online	5.3.1 Use appropriate language online. 5.3.2 Know about appropriate behaviour online.	<p>The learner will demonstrate the use of appropriate language online.</p> <p>Appropriate language:</p> <ul style="list-style-type: none"> • respect others online when communicating (netiquette). <p>The learner will know about appropriate behaviour online.</p> <p>Appropriate behaviour includes not:</p> <ul style="list-style-type: none"> • trolling • using offensive behaviour • harassing other online users. <p>The learner will know how to:</p> <ul style="list-style-type: none"> • recognise that threatening, abusive or offensive online communication could be a criminal offence • block, filter or report inappropriate content or behaviour. <p>The learner will understand and respect that copyright and software licences may restrict access to and reuse of online content such as:</p> <ul style="list-style-type: none"> • acknowledgment of the owner/source • ask for permission to use the work • buy a licence/paying for use the work • use of CCL/royalty free work. <p>The learner will be aware of the risks and consequences of music, television and film piracy.</p>
5.4	Digital wellbeing	5.4.1 Know how to apply simple methods to avoid health risks while using devices. 5.4.2 Know how to apply simple	<p>The learner will know that the physical health risks when using devices may include:</p> <ul style="list-style-type: none"> • pain from poor posture • pain from badly positioned equipment • repetitive strain injury (RSI) • eyestrain and headaches.

5. Being Safe and Responsible Online			
Skills statement			Content
		<p>methods to avoid psychological health risks while using devices.</p>	<p>The learner will know the ways in which the effects of these physical health risks can be minimised:</p> <ul style="list-style-type: none"> • use an adjustable chair to support good posture • be an appropriate distance from the screen or device • use appropriate support(s) for peripherals such as a keyboard or mouse • take regular breaks. <p>The learner will know the potential psychological health risks such as:</p> <ul style="list-style-type: none"> • addiction to online activity • cyber-bullying • fatigue and poor sleep patterns • loneliness • isolation. <p>The learner will know the ways in which the effects of these psychological health risks can be minimised:</p> <ul style="list-style-type: none"> • monitor the use of online activity • not using devices before sleep times • report cyberbullying • limits to screen time • have a social life offline • online chat with friends • video calls (to see other people) • face-to-face (in person) meetings with friends.

14 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.

15 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.

16 Contact us

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

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Registered Office: 80 Strand, London WC2R 0RL

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