Pearson BTEC Essential Digital Skills at Entry and Level 1

Specification

First registration 2020

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

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1   Introducing Pearson BTEC Essential Digital Skills qualifications

What are Essential Digital Skills qualifications?

Essential Digital Skills qualifications provide reliable evidence of a learner's achievements against demanding content that is relevant to modern digital skills. The qualifications assess learners' underpinning subject knowledge and their ability to apply this knowledge to different contexts, which are relevant to modern digital skills. They provide a foundation for digital usage in everyday life.

Essential Digital Skills qualifications are based on Department for Education (DfE) approved Essential Digital Skills framework and are regulated by Ofqual.

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

- further education providers

- private colleges

- private skills providers

- offender learning establishments

- higher education establishments.

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.

TQT is assigned after consultation with users of the qualifications.

2 Qualification summary and key information

Qualification title	Pearson BTEC Essential Digital Skills at Entry Level
Qualification Number (QN)	XXX/XXX/X
Regulation start date	01/09/2020
Operational start date	01/09/2020
Approved age ranges	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 *Section 8 Assessment*.
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 BTEC Essential Digital Skills at Level 1
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Regulation start date	01/09/2020
Operational start date	01/09/2020
Approved age ranges	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 *Section 8 Assessment*.
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 BTEC Essential Digital Skills
Entry requirements at level 1 and Entry	Learners must have the following foundation skills before enrolling on the entry level 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.
	Centres must assess the learner's ability and place them on the most appropriate level for achievement.
	Learners with the EDSQ at entry level should gain access to EDSQ Level 1.
	Centres must also follow the guidance given in the Pearson document *A guide to recruiting with integrity and enrolling learners onto qualifications* (see *Section 7 Access and recruitment* for more information).
Funding	Qualification eligibility for 19+ funding, and 19+ loan funding, can be found on the Education and Skills Funding Agency (ESFA) funding hub.

Qualification title	Pearson BTEC Essential Digital Skills at Level 1
19+-year-olds who have not previously attained a digital qualification can all be fully funded to take Essential Digital Skills qualifications.	
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 *A guide to recruiting with integrity and enrolling learners onto qualifications* (see *Section 7 Access and recruitment* for more information).
Funding	Qualification eligibility for 19+ funding, and 19+ loan funding, can be found on the Education and Skills Funding Agency (ESFA) funding hub. 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 BTEC in Essential Digital Skills at Entry Level is for learners to develop understanding and skills in Digital.

The qualification gives learners the opportunity to:

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

Pearson BTEC Essential Digital Skills at Level 1 is for learners 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
- develop digital communication skills
- develop transactional skills
- become vigilant of online threats
- achieve a foundation for further study at Level 2.

4   Qualification structures

Pearson BTEC Essential Digital Skills at Entry Level

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

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

Assessment structure	Duration	Number of marks	Percentage of qualification
Task Based Assessment	1 hour 20 minutes	30	71%
Question Paper	20 minutes	7	16%
Observation	20 minutes	6	13%
Content areas			
1: Using Devices and Handling Information			
2. Creating and Editing			
3. Communicating			
4. Transacting			
5. Being Safe and Responsible Online			

Pearson BTEC Essential Digital Skills at Level 1

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

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

Assessment structure	Duration	Number of marks	Percentage of qualification
Task Based Assessment	2 hours	32	20%
Question Paper	30 minutes	8	80%
Content areas			
1: Using Devices and Handling Information			
2. Creating and Editing			
3. Communicating			
4. Transacting			
5. Being Safe and Responsible Online			

5 Programme delivery

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

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

There are various approaches to delivering a successful 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.

Training and assessment delivery

Good practice in relation to training and assessment delivery includes:

- offering flexible delivery and assessment to meet the needs of learners through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources

- drawing up an assessment plan that aligns the content with the learning process and the acquisition of knowledge and skills, and which indicates how and when the qualification will be assessed

- 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 learners' 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 hardware, IT software, 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 learners' 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

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.

Centres must assess the learner's ability and place them on the most appropriate level for achievement.

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, learners must achieve the required standard set of the assessments, the assessment marks are then amalgamated and the overall pass mark must be gained.

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

Assessment Setting: High control

A *High level of control* means that Pearson will set the tasks, question papers and additionally for the Entry, the observation. The assessments will be taken at the centre under exam conditions. The assessments will be downloaded by the exams officer from the website and securely stored until the assessment. Learners complete the tasks, question papers and observations, as appropriate to the level they are studying under exam conditions. The assessments are then marked by the centre. The assessment marking will be verified by Pearson. The assessments will be produced by Pearson will be replaced each year.

When will the assessments be available?

They will be available for secure download from our website on demand from September each year.

When should the assessments be made available to learners?

Learners are permitted access to the task only at the point of assessment and when the centre feels the learners are ready to sit the assessment.

The controlled assessment

The completion of a task, short answer questions and additionally for the Entry, 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.

Controlled conditions

Learners will be able to complete a task and the short answer questions 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

For the task based assessment, learners must use information and communication technology (ICT) equipment and the internet to complete their tasks, but centres must ensure that there is no access to mobile phones or any prepared materials on storage devices.

No ICT equipment, internet access, access to storage devices, mobile phones or any other prepared material is allowed in the short answer questions

Time

Centres should allow Pearson directed time for learners to complete the task and short answer questions. Any additional time given must be noted on the front cover of the task booklet.

Authentication

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

Dealing with malpractice

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

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

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a JCQ Form M1 (available at www.jcq.org.uk/exams-office/malpractice) and emailing it and 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.

Teacher/centre Malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a JCQ Form M2(a) (available at 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 or 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.

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 BTEC 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.

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

Guidance on seeking approval to deliver Pearson 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 *Essential Digital Skills Quality Assurance Handbook* (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 correctly interpreting and applying the standards set out in the specifications. 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 *Essential Digital Skills Quality Assurance Handbook* (updated annually).

Standards verification

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

The external verifier assigned to the centre will identify, through negotiation with the programme coordinator, the learners' 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.

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External verification

Pearson will sample assessors' decisions using subject-specialist external verifiers. This process will follow the protocol as set out in the Pearson *Essential Digital Skills Quality Assurance Handbook* (updated annually).

The external verifier assigned to the centre will identify, through negotiation with the programme coordinator, the learners' 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 and for the work submitted, at least 50 per cent of the number of samples must have been internally verified.

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

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 for the purpose of centre quality review and development.

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 the assessment, they may resit. The assessment is an amalgamation of marks from the components, so learner must complete a new assessment (every component). The assessment will be drawn from the assessment bank and must be a new assessment to the learner.

For each learner that fails an assessment, we require centres to put in place at least two weeks teaching and learning before they are able to re-sit. Centres will be required to keep a record of when learners have taken an assessment as part of the 'sampling report form' and the SV will be required to monitor this evidence to ensure this is taking place.

There are no restrictions on the number of times a learner may take the assessment. For a learner who exhausts the test bank centres must check that the learner is entered at the correct level before undertaking any further assessments. If a learner does exhaust the test bank and the centre is confident that the learner is still at the correct level they are permitted to re-take the first version they attempted a second time

12 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 BTEC Essential Digital Skills Qualification at Entry Level

GLH: 45

1. Using devices and handling information			
Skills statement			**Content**

1.1	Using devices	1.1.1 Know what is meant by hardware, software, operating systems and applications.	The learner will know the main features of different types of devices and uses of hardware:
			• Devices
			  o mobile devices (tablets, smart phones)
			  o smart devices
			    – devices in a home
			    – entertainment devices
			  o wearable technology.
			• Hardware
			  o keyboard
			  o mouse/tracker ball
			  o printer
			  o monitor/screen.
			
			The learner will know that applications including:
			• applications for computers (desktop/laptop):
			  o word processing
			  o presentation
			  o desktop publishing.
			• applications (apps) for mobile devices:
			  o lifestyle apps
			  o social media apps
			  o news/information apps
			  o games/entertainment apps.
			
			The learner will know that all devices need an Operating System (OS) and that the OS needs to be kept up to date.

1. Using devices and handling information

Skills statement			Content

		1.1.2 Locate and install an application.	The learner will know how and be able to locate and install an application including:
			• where to locate applications
			   o online
			   o disk
			   o shared drive
			• default options in installation process.

		1.1.3 Apply system settings, including accessibility.	The learner will know, select and apply system settings for computers and mobile devices. System settings include: • 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.	The learner will use a web browser to locate required information by using:
			• website/Uniform Resource Locator (URLs)
			• navigation tools
			   o menus
			   o hyperlinks
			• navigation controls
			   o back and forward buttons
			   o bookmarks

		1.2.2 Carry out searches to find information and content.	The learner will find information (including contact details, dates, prices) and other content (including images, videos, sound, diagrams, charts) by searching online using: • search engines • keywords/search criteria.
1.3	Managing and storing information	1.3.1 Open, read and save information from/to a file using	The learner will retrieve information from a file and save information to a file using: • file operations - open, save as, save • file names – meaningful file names

1. Using devices and handling information			
Skills statement			**Content**
		appropriate naming conventions.	• 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.	The learner will:
			 • store files in appropriate file format
			 • use folders - create folders, create subfolders, open folders
			 • organise files and folders using meaningful names
			 • know that files and folders can be stored locally or remotely
			    ○ local storage
			       – local server
			       – hard drive
			       – removable device
			    ○ remote storage
			       – cloud storage.

1.4	Identifying and solving technical problems	1.4.1 Recognise when a technical problem has been encountered	The learner will recognise a technical problem including: • 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	The learner will know how to solve simple problems: • check power connection(s) • restart application(s) • reboot devices • ensure network/internet/hardware re-connection • check password/username/personal details • check file locations/filenames • check sound levels/mute

1. Using devices and handling information

Skills statement			Content
			• check for presence of paper/paper jam/ink.
		1.4.3 Know how to seek assistance when unable to solve a technical problem.	The learner will know how to seek assistance to solve a technical problem: • 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).	The learner will know the purpose and use of different software applications and associated document types. The learner will use software and applications to include: • word processing/desktop publishing – poster, flyer, information sheet, menu, invitation • presentation - slide show, data/information presentation • images - picture, image, diagram, photograph, chart/graph.

2. Creating and editing			
Skills statement			**Content**
			The learner will enter and edit information: • select • amend • resize • copy • cut • paste. The learner will format text: • bold • underline • italics • font style • font size • font colour • alignment - left, right, centre, justified • bullets. The learner will use numbers: • whole numbers (integers) • decimal places (0, 1 or 2) • currency (£) • date/time. The learner will format images: • 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.	The learner will know terminology relating to digital devices and digital media, including common file types including JPEG, MPEG and WAV. The learner will use devices to capture and download images, sound and video.

3. Communicating			
Skills statement			**Content**

3.1	Communicat-ing and sharing	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.	The learner will send and receive communications from contacts using communication tools.
			
			The learner will know how to and be able to use contacts including:
			• create new contact
			• edit existing contact
			• use stored contact
			• create group(s).
			
			The learner will know features of, terminology and use different types of communication tools to communicate with individual and multiple recipients:
			• email
			  o new
			  o to
			  o subject
			  o reply
			  o reply to all
			  o send
			  o attachment(s)
			  o delete email.
			• text
			  o new message
			  o reply
			  o attachment(s)
			  o delete message
			  o symbols/emojis.
			• other messaging apps
			  o social media
			  o instant messaging
			  o attachment(s)
			  o symbols/emojis
			  o voice calls
			  o video calls.

3. Communicating			
Skills statement			**Content**
		3.1.2 initiate and participate in a video call.	The learner will know video call terminology and be able to: • 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'	The learner will understand: • the actions which contribute to an individual's digital footprint. The learner will know that private communications including: • smart phones • computers. The learner will know that public communications including: • mass communication • bulletin boards • social media • blog or vlog. The learner will identify the activities that leave a digital footprint including: • search history • emails • uploaded photos • social media activity.

		3.2.2 Understand the implications of digital footprint.	The learner will understand the implications of a digital footprint including:
			• positive
			  o profile available to a wider audience
			  o enhanced job opportunities
			  o personalised advertising
			• negative
			  o privacy
			  o security of information/data
			  o safety of individuals
			  o 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.	The learner will know how to complete an online form to: • 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	The learner will know how to comply with verification checks by understanding the terminology relating to an online form:
			• data validation including:
			  o date format
			  o presence check
			• verification checks including:
			  o enter and confirm your email address
			• validation checks, including:
			  o your email address
			  o double entry
			  o proof reading
			• 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	The learner will be aware of a range of payment methods used to buy online including: • credit or debit cards • third party online payment services • mobile payment services.
		4.2.2 Know how to use different methods of online payment	The learner will know how to use suitable payment methods that meet their needs including: • 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,

4. Transacting		
Skills statement		**Content**
		• 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	The learner will understand that personal information including: • their name • date of birth • address • passport number • telephone number(s) • photographs. The learner will identify situations where personal information may be stored by devices when: • registering online accounts • accessing online accounts The learner will know when personal information is stored online: • transactions • web browsing. The learner will be aware that stored personal information and data is used by organisations to: • target advertising and special offers • streamline online experiences. The learner will be aware of the implications of sharing personal information. The learner will be aware of how devices can be compromised including hacking or hijacking of devices.

5. Being safe and responsible online			
Skills statement			**Content**
36		5.1.2 Identify and use simple methods to protect personal information and privacy.	The learner will identify and use simple methods to protect personal information including: • careful disclosure of date of birth and personal telephone number online • use strong passwords/passphrases • not sharing passwords with others • checking for https when entering personal data or login credentials. The learner will be able to identify simple methods that can be used to protect their privacy: • 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.	The learner will be aware of online risks and threats including: • unauthorised access • shoulder surfing when using devices in public areas • Phishing • Pharming • malware. The learner will be mindful of risks associated with links found in emails, digital messages and pop-ups. The learner will be aware that online threats can compromise the security of their data resulting in: • 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	The learner will know how to use simple methods to protect devices and online data by: • 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 device 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	The learner will be aware of the security risks of using public Wi-Fi networks which may result in others: • 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.	The learner will be aware of and use secure ways to access their devices and online services: • 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	The learner will be aware that some online content could be illegal, inappropriate or harmful: • images or videos of abuse, violence, cruelty or criminal activity • content that promotes crime or violence • content that encourages terrorism. The learner will know how to report concerns with online content to: • Ofcom • UK Safer Internet Centre • social media administrators • email providers

5. Being safe and responsible online			
Skills statement			**Content**
5.4	Digital wellbeing	5.4.1 Recognise and know how to minimise the effects of the physical stresses of being online.	The learner will be aware that physical stresses include: • pain from using badly positioned equipment • pain from bad posture • repetitive strain injury • eyestrain • headaches. The learner will identify ways in which the effects of these stresses can be minimised: • use an adjustable chair to support good posture • having 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 BTEC Essential Digital Skills Qualification at Level 1

GLH: 45

1. Using devices and handling information			
Skills statement			**Content**
1.1	Using devices	1.1.1 Know how to Keep operating system and applications up to date and apply system settings.	The learner, when using devices and updating operating systems and applications, will know what is meant by: • hardware • software • operating systems • applications • System settings. The learner will know **operating systems (OS)** include those typically used for: • computers (desktop/laptop) • mobile devices. Learners will know the operating systems typically used for computers (desktop/laptop) and mobile devices to include • Windows • macOS • Linux • Android • Apple iOS • Chrome OS

1. Using devices and handling information			
Skills statement			**Content**

40			The learner will know that **applications** include software and apps for computers (desktop/laptop) and mobile devices to include:
			
			• PDF reader
			• word processors
			• spreadsheets
			• presentation
			• desktop publishing
			• email
			• maps
			
			The learner will know that **updates** for OS and applications include:
			
			• automatic updates
			• manual updates.
			
			The learner will know how to:
			
			• check for Operating Systems (OS) and application updates
			• choose how and when an operating system or application is updated
			• apply system settings including.
			   o add devices
			   o network and internet
			   o personalisation
			   o account
			   o time and language
			   o access and accessibility
			   o privacy update and security
			
			The learner will know how to obtain information to update computers and mobile devices from online services.

1. Using devices and handling information			
Skills statement			**Content**

1.2	Finding and information	1.2.1 Use appropriate techniques to carry out and refine searches, taking into account currency, relevance, and reliability
		
		1.2.2 Be aware that results are ranked by search engines.
			The learner will be able to search for information online using.
			• a "traditional" search engine (text-based)
			• a digital assistant (for example, through voice control)
			• appropriate techniques to include.
			   o use different search engines to obtain different results
			   o use specific keywords
			   o use quotation marks
			   o remove unhelpful words from a search string
			   o refine the search
			   o search within a specific website
			   o apply filters relating to time or origin
			
			The learner will be aware that search results are ranked in different ways by search engines.
			
			The learner will be aware that the top online search results may include paid for or sponsored listings.
			
			The learner will be able to identify the relevance and reliability of sources of information when searching online including:
			• 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

Skills statement			Content
			• 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 The learner will be able to search for files on a device using: • 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, across devices and understanding the limitations on file sizing.	The learner will be able to organise and store files and folders using:
			• folder structures
			• appropriate naming conventions
			• file properties
			   o date created
			   o date modified
			   o read-only attribute
			   o hidden attribute
			   o author
			   o file size
			• online storage across devices.
			
			Learners will be able to use hierarchy in folders and file structures.
			
			The learner will know
			• limitations on file sizes when using some services
			   o email attachments
			   o file size upload limits
			• limitations of storage devices
			• how to use file compression techniques
			   o compress (zip) a file or folder

1. Using devices and handling information			
Skills statement			**Content**
			○ 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. The learner will understand that across devices refers to storing files on cloud storage using one device and accessing the files using another device. The learner will know the terminology used to describe data storage requirements including: • bytes • kilobyte (KB) • megabyte (MB) • gigabyte (GB) • terabyte (TB). The learner will know about data transfer speeds including: ● Kilobits per second (Kbps) ● Megabits per second (Mbps).
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.	The learner will identify common problems with devices such as being unable to: • log in to the system • connect to the wi-fi • complete a task as the software is not on the device • print a document The learner will be able to find solutions to common technical problems using online facilities such as: • help facilities

1. Using devices and handling information			
Skills statement			**Content**
			• Frequently Asked Questions (FAQ's) • online forums • online tutorials. The learner will know how to apply solutions to common technical problems, solving commonly encountered issues with a straightforward solution such as: • 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. At this level it would be expected that a learner can resolve some technical problems independently.
1.5	Developing digital skills	1.5.1 Identify and use appropriate online learning resources to maintain and improve digital skills.	The learners will understand the digital skill areas that need to be maintained and improved, such as: • use unfamiliar digital devices • handle, store and use information • create and edit with new software • communicate digitally on new media • safe transacting online. The learner will search for online learning resources that can be used to improve or maintain digital skills. The learner will identify and use appropriate online learning resources to maintain and improve digital skills. Online learning resources include: • FAQs

1. Using devices and handling information		
Skills statement		**Content**
		• guides • videos • tutorials • advice forums • blogs • interactive quizzes.

2. 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.	The learner will understand terminology and concepts relating to:
			• 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)
			
			The learner will be able to use different software applications including:
			• word processing
			• presentation
			• spreadsheet.
			
			The learner will be able to use:
			• layout conventions and styles for different document purposes and audiences
			   o a formal report for managers
			   o an advertisement for a product
			   o a presentation for colleagues
			   o an invitation for friends
			• a range of formatting and layout features for different information

2. Creating and editing			
Skills statement			**Content**
46			including text, tables, graphics and charts. The learner will **format tables/graphics/charts** including: • position • size • caption • borders • flow of text. The learner will edit **text (including numbers)**: • enter and amend • select • copy • cut and paste • use shortcuts. The learner will format **text (including numbers)**: • bold, underline, italics • font styles and sizes • colours • text alignment - left, right, centre, justified • bulleted and numbered lists. • borders • text wrap. The learner will format graphics: • position - in front, behind, text wrap • size - increase size, decrease size, maintain proportions • borders - solid line, single line, double line, dash
2.2	Creating and editing digital media	2.2.1 Edit and enhance an image.	The learner will use image editing techniques to: • alter the appearance of an image by adjusting the contrast or colour balance • crop

2. Creating and editing	
Skills statement	**Content**
	• resize. The learner will use image enhancement techniques such as: • add a text caption • add a border • change position, group.

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2. Creating and editing			
Skills statement			**Content**
2.3	Processing numerical data	2.3.1 Enter, edit, sort, process, format, and chart numeric data.	The learner will be able to enter and edit numbers: • whole numbers and fractions • decimal places (0, 1 or 2) • currency (£) • date/time • specialist characters such as degrees, percentage. The learner will be able to process information with spreadsheet software using: • formulae (add, subtract, multiply, divide) • functions (SUM, MIN, MAX, AVERAGE) • sort (one criterion) • filter (one criterion). The learner will be able to format cells • alignment (left, right, centre) • format numbers (number, currency, date, percentage) • merge/split cells • row and column size adjustment • borders. • The learner will be able to create and format charts from data, including: • bar/column charts • pie charts • line graphs. The learner will be able to use suitable: • titles • data labels • legends • axis category labels

3. 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.	The learner will identify and use modes of online communication, to include:
			
			• email
			   o cc
			   o bcc
			   o subject
			   o attachments
			   o automated reply
			   o automated signature
			• instant message
			• text message
			• social media messaging
			• blog/vlog
			• video messaging
			• file sharing
			• collaboration tools and services.
			
			The learner will use the appropriate online communication for different contexts and audiences.
			
			• Contexts refers to the range of circumstances in which an online communication could be made:
			   o in the workplace
			   o in a social setting
			   o for the general public.
			• Audiences refers to different individuals or groups of people:
			   o colleague
			   o friend
			   o groups
			   o users of a social media platform.

3 Communicating			
Skills statement			**Content**
3.2	Managing traceable online activities	3.2.1 Take steps to manage online identity	The learner will know about and manage their digital identity. This may include the use of: • 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	4.1.1 Know how to interact with online transactional services 4.1.2 Know how to manage account settings	The learner will know how to upload and/or download documents and images when using online transactional services including: • shops • 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. The learner will be able to use settings to choose their account preferences and change them when appropriate including the option to save: • username • password • telephone number • address • payment details.

4. Transacting			
Skills statement			**Content**
4.2	Buying securely online	4.2.1 Compare online buying options for a specific product or service. 4.2.2. Identify the best option.	The learner will search online for products and services across multiple retailers and providers. Products including: • Groceries • household appliances • clothing • stationery • digital devices. Services including: • financial and tax services • delivery of takeaway meals • printing • mobile phone networks • broadband. Learners will compare: • different products and service options • fit for purpose • cost • delivery options • reviews and customer feedback The learner will identify the best option from the features of the products or service. The learner will be able to identify possible scam sites by: • check for the padlock next to the site's URL • be aware that scam sites can have domain names similar to those of reputable organisations • check the site to ensure it looks professional, is in good English and does not make claims that cannot be verified

4. Transacting		
Skills statement		**Content**
		• check site reviews on consumer review and comparison sites o product or service review o seller or provider reviews • be aware that some reviews can be fake • check 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	5.1.1 Protect personal information and privacy. 5.1.2 Understand the personal rights and options for controlling the use of personal data.	The learners will be able to protect personal information using a range of methods such as: • create and maintain strong passwords • use multiple email addresses to: o separate life and work o hide user's identity • consider the access privileges granted to applications when installing them on a device, • use appropriate settings on a mobile device to o restrict or grant GPS location o allow access to the camera and images • use private browsing to ensure: o browsing history is not saved o cookies are deleted at the end of the session • block unwanted communications o block a caller o remove a tag in a social media post o leave group chat • use cookie settings The learners will understand their key rights under data protection law. For example, the right to:

5. Being safe and responsible online			
Skills statement			**Content**
			• see data held about them by an organisation • withdraw consent for data to be held • request that personal data can be corrected or deleted. The learner will understand that cookie settings are an option to control the use of personal data.

5.2	Protecting data	5.2.1 Know how to protect devices and data from online risks and threats.
		
		5.2.2 Know the advantages of backing up data locally and to the cloud.
			The learners will understand the use of different methods used to protect devices and data, such as:
			• 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
			
			The learners will understand the use of software including antivirus, to protect devices and data from.
			• worms
			• viruses
			• trojans
			• ransomware
			• identity theft.
			
			The learners will be aware of the advantages to backing up their data locally and to the cloud:
			• locally:
			  o saving to your computer has no cost
			  o internet access is not required
			  o you have control of your own backup
			• cloud:
			  o a limited amount of storage is provided free
			  o accessible anywhere on any device as long as there is internet connectivity
			  o 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 | The learners will demonstrate use of appropriate language online.

Appropriate language:
- respect others online when communicating (netiquette)

The learners will know about appropriate behaviour online

Appropriate behaviour includes not:
- trolling
- offensive behaviour
- harassment of other online users.

The learner will know how to:
- recognise that threatening, abusive or offensive online communication could be a criminal offence
- block, filter or report inappropriate content or behaviour

The learner will understand and respect that copyright and software licenses may restrict access and reuse of online content such as:
- 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

The learner will be aware of the risks and consequences of music, television and film piracy. |
| 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 methods to avoid psychological health risks while using devices. | The learner will know that physical health risks when using devices may include:
- pain from poor posture
- pain from badly positioned equipment
- repetitive strain injury (RSI)
- eyestrain and headaches

The learner will know the ways in which the effects of these physical health risks can be minimised: |

5. Being safe and responsible online	
Skills statement	**Content**
	• 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 The learner will know the potential psychological health risks such as: • addiction to online activity • cyber-bullying • fatigue and poor sleep patterns • loneliness • isolation. The learner will know the ways in which the effects of these psychological health risks can be minimised: • 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.

13 Further information and useful publications

Key publications

- *Access Arrangements, Reasonable Adjustments and Special Consideration* (Joint Council for Qualifications (JCQ))

- *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications* (Pearson)

- *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy* (Pearson)

- *Equality and diversity policy* (Pearson)

- *Essential Digital 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 the qualifications are available on our website.

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

14 Professional development and training

Professional development and training

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

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

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

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

Training and support for the lifetime of the qualifications

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

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

15 Contact us

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

http://qualifications.pearson.com/en/support/support-for-you/work-based-learning/contact-us.html