



Ascentis Entry Level Award in Essential Digital Skills for Work and Life (Entry 3)

Specification

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ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and, in recent years, to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis – a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **an Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progression to QAA-recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

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TABLE OF CONTENTS

ASCENTIS ENTRY LEVEL AWARD IN ESSENTIAL DIGITAL SKILLS FOR WORK AND LIFE (ENTRY 3)

Introduction	4
Aims	4
Target Group	4
Regulation Codes	4
Rationale for the Rule of Combination	5
Rule of Combination	5
Guided Learning Hours (GLH) Total Qualification Time (TQT)	5
Time Limit for the Process of Credit Accumulation and Exemptions	5
Recommended Prior Knowledge, Attainment and/or Experience	6
Age Range of Qualification	6
Opportunities for Progression	6
Relationship to the National Standards	6
Resources to Support the Delivery of the Qualification	6
Centre Recognition	6
Qualification Approval	7
Registration	7
Assessment Booking	7
Status in England, Wales and Northern Ireland	7
Reasonable Adjustments and Special Considerations	7
Enquiries and Appeals Procedure	7
Useful Links	8

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment	9
Use of Dictionaries within Assessments	10
Grading and Resits	10
Assessment Structure and Awarding	10
Conduct of Assessment	10
The Use of Artificial Intelligence (AI) in Assessments	11
Internal Verification	11
External Assessment	11
Knowledge, Understanding and Skills Required of Assessors and Internal Verifiers	11

QUALIFICATION STRUCTURE AND SUPPORT MATERIAL

Unit Specifications	13
Glossary	22

ASCENTIS ENTRY LEVEL AWARD IN ESSENTIAL DIGITAL SKILLS FOR WORK AND LIFE (ENTRY 3)

Introduction

This qualification focuses on bridging the gap between the digital first (individuals who own multiple digital devices and interact with online content on a daily basis) and the digitally disengaged (individuals who have little or no experience of using digital devices and accessing online content).

Research conducted in 2019 found that 8% of the UK adult population have no basic digital skills, 22% of people do not have the essential digital skills needed for day-to-day life and 53% of UK employees do not have the digital skills required for work.

With innovations in technology and the increasing demand for online services, it is important to ensure that all individuals are able to participate in life, work and further study by providing them with the opportunity to gain these increasingly important digital skills. Without these skills, individuals will be at a significant disadvantage. It was found that on average, adults who lack these basic digital skills earn less than those who are competent in the 5 skill areas covered in this qualification. They are also less likely to progress in their careers and are missing opportunities to save money and better manage their finances.

The skills acquired through this qualification will allow learners to be digitally mobile and access important governmental services, transact online and explore technologies, which will improve their social interactions with family and friends.

Aims

The aims of the qualification are to enable learners:

- 1 To develop essential digital skills necessary for work, life and further study
- 2 To interact with digital devices and handle information appropriately
- 3 To create, edit and store digital content
- 4 To share content and communicate effectively using digital devices
- 5 To develop transacting skills necessary for work and life
- 6 To be safe, confident and responsible online

Target Group

This qualification is aimed at learners who:

- Have little or no prior experience in using digital devices or the internet, who wish to gain digital skills for specific work, life or study purposes.
- Require basic skills to provide personal information to government agencies and utility companies.
- Would like to have a digital presence and communicate with family, friends, peers and colleagues who live at a distance.

Regulation Codes

Qualification Number (Ofqual):

- Ascentis Entry Level Award in Essential Digital Skills for Work and Life (Entry 3): 603/7075/0

Rationale for the Rule of Combination

Achievement for this assessment is at qualification level only. Candidates must complete an observation assessment, and an e-Assessment to gain an overall pass mark. Unit certification is **NOT** available for this qualification.

Rule of Combination

Ascentis Entry Level Award in Essential Digital Skills for Work and Life (Entry 3)				
Minimum credits: 5				
Mandatory Units				
Credit from Mandatory Units: 5				
Title	Level	Credit Value	GLH	Unit Code
Using Devices and Handling Information	Entry 3	1	10	D/617/9547
Creating and Editing	Entry 3	1	10	H/617/9548
Communicating	Entry 3	1	10	K/617/9549
Transacting	Entry 3	1	10	D/617/9550
Being Safe and Responsible Online	Entry 3	1	10	H/617/9551

Ascentis have developed this qualification to meet the requirements of the National Standards for Essential Digital Skills (April 2019).

The indicative content included in the unit descriptions is a guide for tutors and has been taken from the amplification of each skills statement in the National Standards for Essential Digital Skills.

Guided Learning Hours (GLH)

The recommended guided learning hours for this qualification is 50.

Total Qualification Time (TQT)

The total qualification time for this qualification is 50.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification. Exemptions may have been achieved previous to the qualification start date; each case will be considered separately.

Recommended Prior Knowledge, Attainment and/or Experience

Some learners may benefit from learning the following skills before enrolling on this course:

- 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 a device 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.

Age Range of Qualification

This qualification is suitable for young people aged 16 to 18 and adult learners aged 19+.

Opportunities for Progression

The Entry Level Award in Essential Digital Skills for Work and Life (Entry 3) qualification enables progression to employment, further learning and opportunities within employment as well as progression onto further study.

Learners may also wish to progress onto a range of qualifications such as:

- Ascentis Level 1 Award in Essential Digital Skills for Work and Life
- Other qualifications within the Ascentis Digital suite

Relationship to the National Standards

This qualification is mapped to the National Standards for Essential Digital Skills. This can be viewed at: <https://www.gov.uk/government/publications/national-standards-for-essential-digital-skills>.

The qualification also reflects the Essential Digital Skills Framework. This can be viewed at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/738922/Essential_digital_skills_framework.pdf

Resources to Support the Delivery of the Qualification

There is indicative content to support the delivery of this qualification. There is also a range of Ascentis devised resources, which include:

- Tutor presentations
- Learner resources
- Activities guide
- Sample assessment
- Practice assessments

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Once approved, Ascentis Quality Assurance team will deliver subject specific training free of charge to support you with the delivery, assessment and internal quality assurance processes for this qualification. This training is mandatory due to the qualifications using externally set assessments, and all relevant centre staff must be fully aware of the requirements. This training must take place before your centre undertakes any assessments. The dates will be sent for the training once approved. You may start delivery of the content of the course in the meantime. All staff involved in the delivery, assessment and IQA of the qualifications (and those that have been listed on the centre recognition / qualification approval form) must be present at the training. If this is not possible, it is the centre's responsibility to ensure that the training is disseminated to those who cannot be present

Registration

Learners **must** be registered electronically via the Ascentis electronic registration portal prior to the intended assessment date. Guidance can be downloaded from the Ascentis website at www.ascentis.co.uk. Late registration may result in a fee; please refer to the latest version of the Ascentis product catalogue.

Assessment Booking

To schedule learners for online assessments, please log into the Ascentis electronic portal and select the class ID you would like to schedule. Go in to the assessment scheduling screen and enter the dates of the assessment. Select the learners and e-Assessment you would like to schedule and click submit. This will schedule the assessment in Surpass. On the day of the assessment please access the learner key codes and distribute these to your learners. Instructions on how to do this can be found in the Surpass Admin Guide, which can be found in the *Key Documents and Policies* on the Ascentis website at www.ascentis.co.uk.

Status in England, Wales and Northern Ireland

This qualification is available in England. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements, reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the User Resources/Policies & Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*. Full details of this procedure, including how to make an application, are available from the User Resources/Policies & Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Useful Links

Web links and other resources featured in this specification are suggestions only to support the delivery of this qualification and should be implemented at the centre's discretion. The hyperlinks provided were live at the time this specification was last reviewed. Please kindly notify Ascentis if you find a link that is no longer active.

Please note: Ascentis is not responsible for the content of third-party websites and, whilst we check external links regularly, the owners of these sites may remove or amend these documents or web pages at any time.

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

Assessment Overview

The Ascentis Entry Level Award in Essential Digital Skills for Work and Life (Entry 3) assessments give learners the opportunity to meet all of the assessment criteria set out in each unit within the specification. The assessments are composed of three distinct methods. Learners will complete;

- an observation assessment
- a practical e-Assessment, separated into two sections . (knowledge and practical, the practical assessment has 2 modules (Life and Work). This is an optional supervised screen break between the 2 section and 1 break optional supervised screen break between the 2 modules.

The e-Assessments will be taken on the Ascentis e-Assessment platform.

The observation assessment **must** be completed first before a learner is able to continue onto the e-Assessment.

These assessments are marked as an accumulative result across both assessments and therefore the learner **must** complete all assessments within the qualification they are registered for, within an assessment window and not across multiple windows as this may invalidate the result due to corresponding assessment sets. To view the assessment window calendar please visit: [EDSQ Handbook for Centres.pdf \(ascentis.co.uk\)](#) page 48.

The assessments cover skills statements in the National Standards for Essential Digital Skills.

Mark schemes are provided for the practical section of the e-Assessments and the observation assessments and give sufficient detailed information to support consistent assessment decisions. Assessors should judge their learners' performance against these criteria following the detailed mark schemes.

All assessments have been set by Ascentis and contextualisation is not permitted. The e-Assessment is delivered through SecureClient. The observation assessment is accessible via the Ascentis electronic portal.

This specification provides an indication of how each assessment criteria is assessed, detailed in the section 'Unit Specifications'. The 'live' assessments cannot be altered or amended and must be completed by the learner under supervised conditions. The e-Assessments cover the content of all units and a time limit for the completion of the assessments is provided.

Observation Assessment

Ascentis will provide centres with an observation task sheet and observation record which will be available on the Ascentis electronic portal.

The observation tasks are to be conducted within the GLH of the qualification. Tutors will complete an Ascentis devised observation record which will inform the marking of the observation tasks on the online platform. Any additional evidence such as photographs or videos are to be maintained by the tutor for moderation purposes. For further information please refer to the Tutor Guidance document.

e-Assessment

The e-Assessment is separated into two sections: Knowledge and Practical. The practical section is separated into two modules: Life and Work.

The knowledge section is comprised of multiple-choice questions which are computer marked.

The practical section of the e-Assessment is made available to learners using SecureClient. During the e-Assessment learners will need access to other applications and be able to interact with a web browser to provide evidence for meeting assessment criterion. The e-Assessment is internally marked by centre assessors using the Ascentis online e-Assessment platform, then internally verified to ensure consistency and comparability. The practical e-Assessment is then externally verified by Ascentis. The mark scheme for each section is available to view during the marking process on the e-Assessment platform.

Use of Dictionaries within Assessments

The use of dictionaries is not allowed.

Grading and Resits

This qualification is not graded. Achievement for this qualification is cumulative over the observation assessment, practical e-Assessment and knowledge e-Assessment.

Learners must achieve an overall pass mark to be awarded a pass. Learners who do not achieve this overall pass mark will be issued with *fail*.

Learners that do not achieve a pass are entitled to take 2 resits.

Assessment Structure and Awarding

Assessment Structure	An observation assessment A e-Assessment separated into two sections; Knowledge and Practical. The practical section is separated into 2 modules; Life and Work
Duration	Observation: Completed within GLH e-Assessment: 105 minutes with a 5 minute optional supervised screen break between the Knowledge and Practical section and an additional, optional 5 minute screen break between the Life and Work modules.
Conditions	Supervised conditions

The Use of Artificial Intelligence (AI) in Assessments

There are potential risks associated with the use of AI in assessments, such as the possibility of bias and the potential for cheating.

Centres are expected to detect and monitor the use of AI tools in assessments. Centres must be satisfied that the work provided is that of the learner. All learners must be aware that they are responsible for ensuring they are not cheating in assessments by using AI tools. All learners must cite the use of AI in their assessments where this is allowed.

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards, i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; and standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Ascentis offer free refresher training in support of this role through an Ascentis Internal Quality Assurance course. The purpose of the course is to provide staff in centres with knowledge and understanding of Ascentis IQA processes and procedures, which will enable them to carry out their role more effectively. To book your place on a course or request further information, please contact the Ascentis Quality Assurance Team (qualityassurance@ascentis.co.uk)

Further information is available from the login section of the Ascentis website: www.ascentis.co.uk.

External Assessment

Recognised centres will be verified in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements.
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification.
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment.

External Quality Assurers will usually do this through discussion with the assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills Required of Assessors and Internal Verifiers

Centres must ensure that those delivering and assessing Ascentis qualifications are occupationally knowledgeable and competent within the relevant subject area.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on the Ascentis website.

UNIT SPECIFICATIONS

Unit Title: Using Devices and Handling Information

Unit Reference Number: D/617/9547

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

This unit maps to the National Standards for Essential Digital skills in the following areas:

Skill area 1. Using devices and handling information, statement 1.1 (1-4).

Unit purpose:

The aim of this unit is to promote a learner's engagement with digital devices and software applications that may be used for work, life or further study.

Learning Outcomes	Assessment Criteria	Assessment Method
The learner will be able to:	The learner can:	
1 Use a digital device	1.1 Adjust interface features and settings to improve accessibility	Scenario for Work Observation Assessment
	1.2 Install an application on a digital device	Scenario for Life Observation Assessment
	1.3 Identify a range of digital devices and their features	Knowledge e-Assessment
	1.4 Identify hardware and software components, operating systems and applications	
2 Find and evaluate information	2.1 Use browser tools and search engines to navigate online content	Scenario for Life Practical e-Assessment
	2.2 Know terminology relating to web pages	Knowledge e-Assessment
3 Manage and store information	3.1 Manage files and folders using appropriate file naming conventions	Scenario for Work Practical e-Assessment
	3.2 Identify different types of digital storage used to store information	Knowledge e-Assessment
	3.3 Find and retrieve information from local and remote storage devices	Scenario for Work Practical e-Assessment
4 Identify and solve technical problems	4.1 Recognise simple technical problems	Knowledge e-Assessment
	4.2 Solve simple technical problems	

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

The indicative content included in the unit descriptions is a guide for tutors and has been taken from the amplification of each skills statement in the National Standards for Essential Digital Skills:

- Adjust System settings, including display, sound, connecting to Wi-Fi, time, language settings and accessibility settings. Accessibility settings include use of a magnifier, the use of screen readers and use of voice controls.
- Install applications, including applications for computers (desktop/laptop) and mobile devices.
- Identify devices, including computers (desktop/laptop) and mobile devices, smart devices, and wearable technology.
- Identifying hardware meaning main physical elements that make up computers, (desktop/laptop) and mobile devices, smart devices, and wearable technology. It does not include an understanding of computer architecture.
- Identifying software meaning the various kinds of programs providing functionality on devices.
- Identifying operating systems including those typically used for computers (desktop/laptop) and mobile devices.
- Use navigation elements, menus, hyperlinks, browser navigation controls (back and forward buttons, bookmarks).
- Search, referring to searching online for a specific and clearly defined piece of information or content.
- Use web page terminology to include websites, hyperlink navigation, URLs, search engines, keywords, web browsers, types of information, documents and media.
- Manage files and folders by being able to open, read and save information from/to a file using appropriate naming conventions.
- Identify digital storage including files and file types, file size, applications typically associated with file types, folders, digital storage (memory, hard drives), local and remote storage.
- Find and retrieve information by being able to work with files and folders to store, organise and retrieve information using local and remote storage.
- Recognise simple technical problems caused by user errors may include, using incorrect credentials, incorrectly connecting hardware, attempting to open a file with an unsuitable application, attempting to save a file using a filename with inappropriate characters.
- Solve simple technical problems referring to solving issues (such as system or application freeze, or internet connection issues) with a simple solution, such as an application restart, device re-boot or network reconnection.

UNIT SPECIFICATIONS

Unit Title: Creating and Editing

Unit reference Number: H/617/9548

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

This unit is mapped to the National Standards for Essential Digital Skills in the following areas:

Skill area 2. Creating and Editing, statement 2.1 (6-7).

Unit purpose:

The aim of this unit is to enable learners to use appropriate software applications to create simple documents by entering information and applying relevant formatting techniques to meet the needs of a specific audience. Learners will also develop skills in capturing a variety of digital content for a specific purpose.

Learning Outcomes	Assessment Criteria	Assessment Method
The learner will be able to:	The learner can:	
1. Create and edit documents	1.1 Know terminology and concepts relating to documents and associated applications	Knowledge e-Assessment
	1.2 Use a suitable application to enter, edit and format information	Scenario for Work Practical e-Assessment
2. Create and edit digital media	2.1 Capture and save an image on a digital device	Scenario for Life Practical e-Assessment
	2.2 Identify common media file types and their uses	Knowledge e-Assessment

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

The indicative content included in the unit descriptions is a guide for tutors and has been taken from the amplification of each skills statement in the National Standards for Essential Digital Skills:

- Know terminology and concepts relating to documents (including types e.g. word processed, presentations, etc. and associated applications) with understanding of the purpose of different applications and typical uses of different document types.
- Enter and edit information.
- Editing text includes entering or amending, selecting, copying, cutting and pasting text.
- Formatting text includes bold, underline, italics, font sizes and colours, text alignment, bulleted and numbered lists.
- Formatting graphics includes positioning, sizing, borders.
- Capture and save meaning using a device to grab an image, *record video*, or *record sound*, and storing the result on the device.
- Identify common file types such as JPEG., JPG., MPEG and WAV.

UNIT SPECIFICATIONS

Unit Title: Communicating

Unit Reference Number: K/617/9549

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

This unit is mapped to National Standards for Essential Digital Skills in the following areas:

Skill area 3. Communicating, statement 3.1 (9-10).

Unit purpose:

The aim of this unit is to enable learners to create contacts on a digital device and use them to communicate and share digital content online. Learners will also gain an understanding of the impact of their online communications and interactions and the potential implications this may have on their digital footprint.

Learning Outcomes	Assessment Criteria	Assessment Method
The learner will be able to:	The learner can:	
1.Communicate and share information online	1.1 Create, edit and use contacts when communicating online	Scenario for Life Observation Assessment
	1.2 Attach digital content to online communications using appropriate tools	Scenario for Life Practical e-Assessment
2.Manage their traceable activities	2.1 Know terminology and concepts relating to private and public communications	Knowledge e-Assessment
	2.2 Identify the types of digital activities that leave a 'digital footprint'	
	2.3 Understand the impact of online activities	

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

The indicative content included in the unit descriptions is a guide for tutors and has been taken from the amplification of each skills statement in the National Standards for Essential Digital Skills:

- Create, edit and use contacts when sending and receiving online communications comprising text and other digital content to individual and multiple recipients.
- Initiate and participate in a video call.
- Attach digital content including sharing access to online content.
- Terminology and concepts relating to emailing, texting, and using other messaging apps, contacts and groups, and video calls.
- Manage private and public communications (including the characteristics and benefits of each) and the actions which contribute to an individual's digital footprint.
- Understand that a digital footprint can be left by online activity, including search history and websites/social media platforms visited, emails, uploaded photos and information sent to online services, blogs and social media activity.

UNIT SPECIFICATIONS

Unit Title: Transacting

Unit Reference Number: D/617/9550

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

This unit is mapped to National Standards for Essential Digital Skills in the following areas:

Skill area 4. Transacting, statement 4.1 (11-12).

Unit purpose:

The aim of this unit is to enable learners to gain the skills required to complete simple online forms. This may be to register for governmental services or to register an account for online shopping, banking or to complete a job application.

Learners will understand how to comply with verification checks required to complete online forms/transactions. They will also gain the skills to be able to purchase online using appropriate online payment methods.

Learning Outcomes	Assessment Criteria	Assessment Method
The learner will be able to:	The learner can:	
1. Interact with online services	1.1 Complete an online form	Scenario for Life Practical e-Assessment
	1.2 Comply with data verification checks	
	1.3 Know terminology and concepts relating to online transactions and online forms	Knowledge e-Assessment
2. Buy securely online	2.1 Know how to buy goods online and access other online services using online payment methods	Scenario for Life Practical e-Assessment

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

The indicative content included in the unit descriptions is a guide for tutors and has been taken from the amplification of each skills statement in the National Standards for Essential Digital Skills:

- Complete an online form typically comprising of a simple single page form used to enter information (e.g. name and/or contact details) to register for, or to request a service e.g. make an appointment, or collection of household rubbish.
- Comply with a data verification check by entering data (including numerical data, for example in an online form or calculator).
- Use data validation to ensure data is correctly inputted.
- Use online payment methods that include: credit/debit cards; third party online and/or mobile payment services; third party online and/or mobile digital wallet services etc.

UNIT SPECIFICATIONS

Unit Title: Being Safe and Responsible Online

Unit Reference Number: H/617/9551

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

This unit is mapped to the National Standards for Essential Digital Skills in the following areas:

Skill area 5. Being safe and responsible online, statement 5.1 (13, 14, 15, 17 & 19).

Unit purpose:

The aim of this unit is to enable learners to understand and apply methods to maintain personal privacy when online. Learners will become aware of potential online threats and the methods they can use to prevent breaches in security to both their physical digital device and their online information.

Learners will also understand how to be responsible for their own digital wellbeing, the effects using digital devices has on their physical health and how to minimise the impact of associated risks.

Learning Outcomes	Assessment Criteria	Assessment Method
The learner will be able to:	The learner can:	
1. Protect personal information	1.1 Identify situations where personal information may be stored by devices and online activity	Knowledge e-Assessment
	1.2 Identify and use simple methods to protect personal information and privacy	Scenario for Life Practical e-Assessment
2. Protect data and devices from online risks	2.1 Be aware of online risks and threats	Knowledge e-Assessment
	2.2 Identify simple methods to protect a device and data from online risks and threats	
	2.3 Use simple methods to protect data and devices from online risk	Scenario for Work Observation Assessment
3. Be safe and responsible online	3.1 Know how to report concerns about online content	Knowledge e-Assessment
4. Be responsible for their digital wellbeing	4.1 Recognise the effects of physical stresses when online	
	4.2 Identify methods of reducing the physical effects of being online	

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

The indicative content included in the unit descriptions is a guide for tutors and has been taken from the amplification of each skills statement in the National Standards for Essential Digital Skills:

- Identify that personal information can be stored by devices and online activity referring to the collection and use of personal information and data by organisations (often used to personalise online experiences and target advertisements).
- Identify methods of protecting personal information and privacy including: guarding your date of birth and telephone number online, using a pseudonym on social media sites, looking for HTTPS when entering login credentials or other personal data, being aware that the security of your digital devices can be compromised, hacked and/or hijacked etc.
- Identify online risks including, using public Wi-Fi networks, security of digital devices can be compromised, hacked and/or hijacked, and be aware of the nature of and threats posed by viruses and phishing.
- Identify methods of protecting devices and data including, using anti-virus and firewalls securing mobile devices (using screen lock etc.), using secure passwords, being mindful of phishing emails and clicking on links found in emails.
- Use simple methods to protect data and devices including strong passwords, fingerprints, facial recognition and voice recognition.
- Report concerns with online content including illegal, inappropriate or harmful content.
- Recognise physical stresses including, pain from poorly positioned equipment and/or bad posture, repetitive strain injury caused by repeated movements over a long period of time, eyestrain, headaches, etc.
- Identify physical effects can be minimised by, using an adjustable chair which supports good posture, and not being too close or too far away from the screen/device and peripherals e.g. keyboard, mouse etc.

Glossary

The glossary has been taken from the National Standards for Essential Digital Skills.

Unit 1 - Using Devices and Handling Information

1 Using a digital device

Accessibility - The ease of use of a device, an application or content by a user.

Application - A program designed for a specific purpose, such as word processing or graphic design.

Device - A piece of hardware or equipment that contains a microprocessor. Examples include PCs, laptop, smartphones, tablets and smartwatches.

Hardware - The main physical elements that make up a computer, (desktop/laptop) and mobile devices, smart devices and wearable technology.

Operating System - The platform on which applications can run and allows user input, and also manages files and directories on the data storage system. Examples include Windows and Linux.

Software - The various kinds of program providing functionality on digital devices.

2 Find and evaluate information

Browser - Is a piece of software that is used to access the internet. Internet Explorer, Google Chrome, Safari and Firefox.

Hyperlinks - A navigation tool which provides access to and between webpages, documents, and other digital content

Online Content - Is the text, images, video and sound that is encountered as part of the user experience on websites.

3 Manage and store information

File - A store for data (e.g. a document, image spreadsheet, database, etc.) which is typically stored on a hard drive or solid-state device.

Folder - (can also be called a directory) is a way of organising computer files. Files can be placed in a folder to group them together. Typically, folders can contain other folders to create a hierarchical storage system.

File naming conventions - A way of naming files that describes or indicates the content of the file or the use it is put to, and optionally includes dates and/or time information.

Unit 2 - Creating and Editing

1 Create and edit documents

Digital content - Any media created, edited or viewed on a device, such as text, images sound, video, and combinations of these (i.e. multimedia).

Document - A collection of digital content which can be created and edited on a device and stored in a file, and if often (although not always) intended for subsequent printing.

Graphic - A visual representation of information in the form of diagrams, graphs, pictures and other images.

Unit 3 - Communicating

1 Communicate and share information online

Contacts - Information on an individual (usually including email addresses, telephone numbers or similar) stored within a software application so that the person can be contacted.

Online communications - A form of communication, using the various means available on the internet to communicate and interact online to relay a message to target audience, including email, instant message, text message, social media, blog, collaborative tools and services.

Groups - A collection of contacts.

2 Manage online traceable activities

Digital footprint - The (distributed) information about a person that exists on the internet as a result of their online activity, and which can be used to identify a person. It includes the websites visited, search history, messages sent and information submitted to online services.

Private communication - Communication which is between specific people. Example of private communication include: text messages, direct/private messages and email.

Public communication - Online communication to a public audience, e.g. social media messages or posting online in a forum. A public message which is visible to anyone using a given communication.

Unit 4 - Transacting

1 Interact with online services

Online form - A form that is typically comprised of a simple single page used to enter information, (e.g. name and/or contact details) to register for, or to request services e.g. make an appointment.

Online payment - Payment methods which do not involve the exchange of physical money. Methods may include: credit/debit cards, third party online and/or mobile payment services, third party online and/or mobile digital wallet services etc.

Verification check - The check carried out (typically when creating a new online account) to ensure that the user has entered their details. This will usually entail responding to an email, sent to the email address that has been entered when setting up the account.

Validation - An automatic computer checks to ensure data entered into an online form is sensible.

2 Buy securely online

Transactional online service - Online services, which require the user to supply information in multiple steps, following the provided instructions at each step. Examples include central government services (e.g. applying for a passport, benefit calculators, accessing your income tax information, etc.) local government services (e.g. paying your council tax online), applying for jobs, organising finances etc.

Unit 5 – Being Safe and Responsible Online

1 Protect digital privacy and security

Personal data/information - Information that relates to an identified or identifiable individual.

Online content - A term for digital information on the internet, typically includes text, images and other rich media.

HTTPS - (Hypertext Transfer Protocol Secure). It is the protocol where encrypted HTTP data is transferred over a secure connection.

Phishing - Fraudulent emails, texts or other messages designed to make the user share personal information such as login IDs, passwords and account numbers, which they may use to steal money, an individual's identity or gain access to an individual's device.

Credentials - A set of identifiers, attributes or information with which a user proves their claim to an identity/account and enables authorised access to systems, information and services.

Illegal content - This includes the promotion of terrorist activity, child sex abuse material, selling of counterfeit goods and extreme pornography.

Inappropriate content - This describes online content that is disturbing or improper. It is content that is deemed unsuitable for minors to view.

Harmful content - Online content that promotes physical violence, eating disorders, self-harm and other dangerous behaviours.

2 Be safe and responsible online

Physical stress - Physical aches and pains caused by prolonged use of a digital device. Includes pain caused by poor posture when seated at a desktop computer, eye strain and headaches.