



Ascentis Level 1 Award in

Essential Digital Skills for Work and Life

Specification

This qualification is being withdrawn. The last date of registration for learners is 31st January 2026 after which no further learners can be registered. The certification end date is 31st January 2027. If you require any further clarification, please email development@ascentis.co.uk.

Ofqual Number:	603/7074/9
Ofqual Start Date:	09/10/2023
Ofqual End Date:	31/01/2026
Ofqual Certification End Date:	31/01/2027

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 progressing 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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Company limited by guarantee. Registered in England and Wales No. 6799564. Registered Charity No. 1129180

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Introduction

This qualification focuses on securing the essential digital skills needed for work, life and further study. Research conducted in 2019 estimates that 11.3 million adults in the UK do not possess the full range of digital skills needed to actively participate in modern work, life and study. The research also stated that up to 20% of the adult population cannot communicate effectively online and a quarter of UK citizens are unable to access online public services, leaving them at a significant disadvantage compared to their digitally competent counterparts.

With the increasingly large proportion of financial and governmental services being offered online and requirement for employees to access digital content, or interact with digital devices becoming commonplace in a work environment, it is important to ensure that all individuals have the opportunity to gain these important digital skills.

The skills acquired through this qualification will enable 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. It will also provide them with further opportunities to progress in work and further study.

Aims

The aims of the qualification are to enable learners:

- 1 To be confident in interacting with digital devices
- 2 To have a secure knowledge and understanding of essential digital skills and be able to apply them in work, life and further study
- 3 To know how to solve common technical problems
- 4 To be able to create, edit and store digital media
- 5 To be able to successfully share content and communicate effectively using a digital device
- 6 To manage online accounts and make informed choices when transacting online
- 7 To be proficient in maintaining privacy online and protect personal information

Target Group

This qualification is aimed at learners who:

- Have some experience of using digital devices and the internet but lack secure basic digital skills
- Require skills to apply for government funding and manage finances
- Require digital skills to progress in work or further study
- Require digital skills to communicate with family, friends, colleagues and peers who are at a distance

Regulation Codes

Qualification Number (Ofqual):

- Ascentis Level 1 Award in Essential Digital Skills for Work and Life: 603/7074/9

Rationale for the Rule of Combination

Achievement for this assessment is at qualification level only. Candidates must complete all sections of the e-Assessment to gain an overall pass mark. Unit certification is **NOT** available for this qualification.

Rule of Combination

Ascentis Level 1 Award in Essential Digital Skills for Work and Life				
Minimum credits: 5				
Mandatory Units				
Credit from Mandatory Units: 5				
Title	Level	Credit Value	GLH	Unit Code
Using Devices and Handling Information	Level 1	1	10	A/617/9555
Creating and Editing	Level 1	1	10	F/617/9556
Communicating	Level 1	1	10	J/617/9557
Transacting	Level 1	1	10	L/617/9558
Being Safe and Responsible Online	Level 1	1	10	R/617/9559

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 description 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:

- Be able to interact with a digital device e.g. inputting skills such as using a mouse, touch screen to navigate a graphic user interface, use a keyboard or touchscreen to input text and numbers into an application.
- Have an awareness of commonly used software applications and social media platforms.
- Know how to perform basic digital communications such as sending a text, email or conducting a voice call.
- Have an awareness of protecting data and maintaining privacy.
- Be able to complete simple online transactions.

Age Range of Qualification

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

Opportunities for Progression

The Essential Digital Skills qualification enables progression to employment, further learning opportunities within employment, or further study.

Relationship to the National Standards

This qualification is mapped to the National Standards for Essentials Digital Skills. This can be viewed at:

<https://www.gov.uk/government/publications/national-standards-for-essential-digital-skills>.

The qualification also reflects 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 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 e-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 units 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 and Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeal 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 Resources/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 Level 1 Award in Essential Digital Skills for Work and Life assessments give learners the opportunity to meet all of the assessment criteria set out in each unit within the specification. The e-Assessments is composed of two distinct sections; a knowledge section and a practical section.

The e-Assessments cover skills statements in the National Standards for Essential Digital Skills.
The e-Assessments will be taken on the Ascentis e-Assessment platform.

These e-Assessments is marked as an accumulative result across all assessment sections and therefore the learner **must** complete both sections within the e-Assessment they are registered for.

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

The e-Assessment has been set by Ascentis and contextualisation is not permitted. The e-Assessment is delivered through SecureClient.

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.

e-Assessment

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

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

The practical section 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 e-Assessment is then externally verified by Ascentis. The mark scheme for the practical 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 both the 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	One e-Assessment comprising of 2 sections; Knowledge and Practical The practical section comprises of 3 modules: Core, Life and Work
Duration	e-Assessment: 135 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

Assessors and those delivering these qualifications should hold a subject related qualification at a minimum of the level above in the area in which they are making assessment decisions / delivering the qualification or have recent, extensive and relevant experience in the sector in which the qualification resides.

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: A/617/9555

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: 1

Introduction

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

Skill area 1. Using devices and handling information 1.1 (1-5).

Unit purpose:

The aim of this unit is to enable learners to appropriately maintain applications and operating systems on a digital device. They will also gain skills required to search for and identify specific information online as well as how to store information efficiently across a variety of data storage media. Learners will be able to identify commonly occurring technical issues and know how they can be resolved. To further support their development, learners will be made aware of a variety of different online methods which they can use to develop further digital skills, resolve technical issues and other life skills.

Learning Outcomes	Assessment Criteria	Module	Assessment Method
The learner will be able to:	The learner can:		
1 Use a digital device	1.1 Understand how to maintain operating systems and applications	Core	Knowledge e-Assessment
2 Find and evaluate information	2.1 Use appropriate techniques to carry out and refine searches on a digital device	Life	Practical e-Assessment
	2.2 Identify reliable and relevant information when searching online	Life	Knowledge e-Assessment
3 Manage and store information	3.1 Organise, store and retrieve information across digital devices	Work	Practical e-Assessment
	3.2 Know features of files and folders and the concepts relating to them	Work	Knowledge e-Assessment
	3.3 Understand and use terminology describing data storage and transfer.	Work	Knowledge e-Assessment
4 Identify and solve technical problems	4.1 Identify solutions to common technical problems	Core	Knowledge e-Assessment
5 Develop digital skills	5.1 Identify appropriate online learning resources to improve and maintain digital skills	Core	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:

- Maintain operating systems (OS) including those typically used for computers (desktop/laptop) and mobile devices.
- Maintain applications including applications for computers, (desktop/laptop) and mobile devices.
- Check for OS and application updates, and to choose how and when an operating system or application is updated.
- Use Searching methods, refers to searching online for information or content and on a device for files or applications.
- Searching online may include, using quotation marks to look for specific terms, using an image database or image search service if searching for images, applying filters relating to time or origin, searching within a specific website or social media platform for information, images, music or video.
- It may also include adopting an iterative approach of refining search terms to narrow or broaden searches as required. Searching online may be using a “traditional” search engine (text-based) or using a digital assistant (for example, through voice control).
- Searching on a device may include searching on file names, partial file names, file content.
- Use methods of identifying the relevance and reliability of sources when searching online including, checking that a website uses HTTPS and has a valid certificate, being wary of poor-quality websites (low quality design/graphics, broken links, poor English etc.), checking the date of the information provided, checking more than one source when searching for information or consuming news online, considering the source of the information and whether they might have a reason to provide biased or false information. Have an awareness that the top online search results may include paid for or sponsored listings.
- Work across devices, refers to storing files on cloud storage using one device and accessing the files using another device.
- Use file structure and information including metadata and tagging and accessing data across devices.
- Understand data transfer and storage limitations on file sizes when using some services (e.g. email attachments, file size upload limits) and the benefits of using file compression to make effective use of storage capacity and to reduce data transfer times.
- Data storage requirements: bytes, kilobyte (KB), megabyte (MB), gigabyte (GB), terabyte (TB).
- Data transfer speeds: Megabits per second (Mbps).
- Identify common technical problems, refers to solving commonly encountered issues with a straightforward solution such as, resetting login credentials, changing Wi-Fi settings, following the instructions in an online tutorial to change a software or app setting, disabling an app, or uninstalling and reinstalling software.
- Identify online learning resources including FAQs, guides, videos, tutorials and advice forums.

UNIT SPECIFICATIONS

Unit Title: Creating and Editing

Unit Reference Number: F/617/9556

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: 1

Introduction

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

Skill area 2. Creating and Editing 2.1 (6-8).

Unit purpose:

The learning outcomes for this unit are identified within the National Standards for Essential Digital Skills. The aim of this unit is to enable learners to use appropriate software applications to create a variety of documents to meet the requirements of a specific purpose. They will explore different layouts and determine which would be the most suitable format for the chosen audience. They will also learn how to edit and enhance digital imagery which can be used for work, life or further study purposes. Learners will also explore the functionality of data processing software which will enable them to perform simple calculations and use formulae where appropriate. The learners will then display the data they have processed into the most effective chart or graph.

Learning Outcomes	Assessment Criteria	Module	Assessment Method
The learner will be able to:	The learner can:		
1. Create and edit documents	1.1 Use appropriate applications to enter, edit, format and layout information for a specific purpose	Core	Practical e-Assessment
2. Create and edit digital media	2.1 Edit and enhance an image	Life	
3. Process numerical data	3.1 Use a suitable application to process and format data	Work	
	3.2 Carry out simple calculations on a suitable application	Work	
	3.3 Create and format charts from data	Work	

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:

- Adapt Layout, including adopting appropriate common conventions for specific purposes and audiences e.g. a formal report for managers, an advertisement for consumers, a presentation for colleagues, etc. Know and understand layout conventions and styles for different document purposes and audiences and be familiar with a range of formatting and layout features for different information including text, tables, images and charts.
- Format tables/graphics/charts includes positioning, sizing, captioning, borders, flow of text.
- Edit and enhance including altering the appearance of an image by adjusting the contrast or colour balance, adding a text caption to an image, cropping an image to keep only the section required, resizing etc. The application used may be a desktop application, or it may be an application on a touch-screen device.
- Process and format data including cell alignment, number formatting (e.g. number, currency, date, percentage), merging/splitting cells, etc.
- Entering and editing information in a worksheet, formatting using row and column size adjustment, cell borders and data types (including formatting currency, percentages, and number of decimal places for numerical data).
- Sort data on one criterion, use simple filters.
- Complete calculations using relative cell references and formulae with up to two mathematical operators, and replicate values and formulae.
- Create and format charts from data, including bar/column charts, pie charts and line graphs with suitable titles, axis category labels, data labels and legends.

UNIT SPECIFICATIONS

Unit Title: Communicating

Unit Reference Number: J/617/9557

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: 1

Introduction

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

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

Unit purpose:

The aim of this unit is to enable learners to identify the most appropriate modes of communication to use for a specific purpose. They will also gain an understanding of how to manage their online identity.

Learning Outcomes	Assessment Criteria	Module	Assessment Method
The learner will be able to:	The learner can:		
1. Communicate and share information online	1.1 Identify modes of online communication	Core	Knowledge e-Assessment
	1.2 Identify and use online communications for work purposes	Work	Practical e-Assessment
	1.3 Identify and use online communications for social purposes	Life	
2. Manage their traceable activities	2.1 Know how to manage online identity	Core	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:

- Identify modes of online communication including email, instant message, text message, social media, blog, collaboration tools and services.
- Manage online identity, including using an appropriate online name and email address, understanding that online activities leave traces, and taking action such as being careful about the information shared and choosing appropriate location settings, searching for yourself online in order to understand what data you are sharing publicly, using a secondary email account to sign up to sites, unsubscribing from mailing lists, deleting unwanted social media accounts, and old posts. Instigating the right to be forgotten under data protection law.
- This may include the use of privacy settings, managing the number of accounts in use, using secondary email accounts, avoiding oversharing information, using private browsing, and using digital security and privacy tools.

UNIT SPECIFICATIONS

Unit Title: Transacting

Unit Reference Number: L/617/9558

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: 1

Introduction

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

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

Unit purpose:

The learning outcomes for this unit are identified within the National Standards for Essential Digital Skills. The aim of this unit is to enable learners to know how to access and use online transactional services, as well as how to manage their online account to access these services for life and work purposes. The learners will explore a range of buying options (such as price and delivery options), how to purchase goods and services from reliable vendors and identify sites that may be counterfeit or compromise their online buying experiences.

Learning Outcomes	Assessment Criteria	Module	Assessment Method
The learner will be able to:	The learner can:		
1. Interact with online services	1.1 Know how to interact with online transactional services	Life	Practical e-Assessment
	1.2 Know how to manage online account settings	Life	Practical e-Assessment
2. Buy securely online	2.1 Compare online buying options	Life	Practical e-Assessment
	2.2 Know how to identify scam websites	Life	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:

- Interact with online transactional services, including online shopping, finance (e.g. online banking), utilities (e.g. gas, electricity, water), government services (paying council tax online, booking a doctor's appointment, applying for benefits) media (e.g. streaming services) etc.
- Manage online settings, including setting account preferences, uploading/downloading of documents and images as required.
- Compare online buying options for an item/service including comparing different product options, prices, delivery options etc. across multiple providers or retailers and selecting the best option in terms of fitness for purpose, price and delivery.

Use methods for identifying scam sites including, checking for the padlock next to the website's URL, being aware that scammers sometimes register domain names similar to those of reputable organisations, checking if the website looks professional and is written in good English and does not make unsubstantiated claims, checking site reviews on consumer review/comparison sites, being aware of the possibility of fake reviews, checking that a company offering goods and services lists a place of business, that it is possible to contact them and that they have a returns policy.

UNIT SPECIFICATIONS

Unit Title: Being Safe and Responsible Online

Unit Reference Number: R/617/9559

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: 1

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 5.1 (13-18).

Unit purpose:

The aim of this unit is to enable learners to protect their personal information as well as knowing methods to protect both their physical device and the data stored on it. They will understand and develop ways to safeguard against data theft, learn how to effectively back up data to prevent loss and corruption to both personal information and data, as well as documents in a work situation. Learners will also gain a knowledge of the impact on health whilst using digital devices and how to be responsible for their digital wellbeing and put appropriate measures in place in order to reduce the physical impact of working online.

Learning Outcomes	Assessment Criteria	Module	Assessment Method
The learner will be able to:	The learner can:		
1. Protect personal information	1.1 Understand how to protect personal information and online privacy	Core	Knowledge e-Assessment
2. Protect data and devices from online risks	2.1 Understand key concepts of data protection	Core	Knowledge e-Assessment
	2.2 Be aware of online threats	Life	Knowledge e-Assessment
	2.3 Use methods to protect digital devices from online threats	Life	Practical e-Assessment
	2.4 Understand the methods and importance of backing up data	Work	Knowledge e-Assessment
3. Be safe and responsible online	3.1 Behave appropriately online	Core	Knowledge e-Assessment
	3.2 Understand the basic concepts of Copyright Law	Core	Knowledge e-Assessment
4. Maintain their digital wellbeing	4.1 Understand the physical and psychological health risks of being online	Core	Knowledge e-Assessment
	4.2 Know simple methods to avoid the physical health risks of being online	Work	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:

- Understand Methods of protecting personal information and privacy, including using multiple email addresses (to separate life and work or to hide identity if required), consider the access privileges for apps carefully during installation, using private browsing, using the appropriate settings to keep your social network activity private, using the appropriate settings on a mobile device to restrict or grant GPS location information, block unwanted communications from selected users etc.
- Use multifactor authentication to access and use online services.
- Understand data protection law: the right to see what personal data organisations hold about you, to withdraw consent and demand that personal data can be rectified or deleted. It should be understood that options are available to control the use of personal data, e.g. cookie settings. It is not necessary to understand issues of data protection compliance relating to organisations.
- Be aware of the nature of and threats posed by, worms, Trojans, ransomware, identity theft.
- Use appropriate language and behaviour online, including respecting others online and not using inappropriate language, trolling or online harassment online content, recognising that threatening, abusive or grossly offensive online communications could be a criminal offence, blocking, filtering or reporting inappropriate content. Understand that sending communications regarded as threatening, abusive or grossly offensive to another person using an online method including email, instant messaging or social media could be committing a criminal offence such as harassment or malicious communication.
- Respect copyright and other intellectual property rights such as trademarks and software licenses that may restrict access or reuse of online content. Know personal obligations with respect to copyright and other intellectual property rights and why you should not access such content without permission/license, and the risks and consequences of music / TV / film piracy.
- Understand physical health risks, referring to the risk of health problems developing as a consequence of physical stresses.
- Understand psychological health risks including addiction to online activity, or stress caused by factors including overuse of devices, cyber-bullying, fatigue, poor sleep patterns, etc.
- Know methods to avoid physical and psychological health risks while using devices including taking regular breaks, using a wrist rest when using a mouse, limiting screen time, avoiding screen time close to bedtime, reporting cyberbullying, etc. Know and understand the potential physical health risk, knowing that setting time limits on device use reduces the risk of overuse and associated fatigue.

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

Applications - a software program used for a specific purpose such as word processing.

Devices - a piece of hardware or equipment that contains a microprocessor. Examples of digital devices include: Desktop computers, laptops, smartphones, tablets and smartwatches.

Operating system - is a platform on which applications can run. Examples of operating systems include: Windows, Linux and Apple iOS.

2 Find and evaluate information

HTTPS - (hypertext transfer protocol secure) is internet protocol used to transmit data over a secure connection.

Reliable - that which can be trusted.

Search engine ranking - the position a particular site appears in the results of a search engine query.

Search engines - an online service which enables users to search for content on the web. A user enters keywords or phrases into the search engine and receives a list of results in the form of links to web pages, images, videos etc.

3 Manage and store

File - a store for data (e.g. a document, image, spreadsheet, database, etc.)

Folders - also known as a directory is a way to organise computer files.

Hierarchy - an arrangement of items in which the items are represented as being 'above', 'below' or 'at' the same level as one another.

Metadata - data about data. It often provides additional information about the content of a digital item. An example of this is: an indicator of file size, format of a file or the date that the file was created.

Tagging - the process of attaching some kind of information or label to a piece of digital content. Largely used on social media.

4 Identify and solve technical problems

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.

FAQs - (frequently asked question) a list of questions and answers relating to a particular subject, especially one giving basic information for users of a website.

5 Develop digital skills

Online tutorials - is a self-study guide designed to teach the user to achieve a specific outcome. There are two main types of tutorial. There is a recorded one which is typically a video with a voice over explaining each step of a process, and there is an interactive tutorial where the user utilises the tutorials functionally to learn a new skill.

Unit 2 - Creating and Editing

1 Create and edit documents

Audience - the group of people who an item or product is intended for.

Purpose - the reason why a document has been created. For example, a newsletter to inform or a flyer to advertise.

2 Create and edit digital media

Digital media - digitalised content that can be stored and processed in a device and transmitted over the internet or computer networks. This can be text, audio, video and graphic.

Layout - the organisation of certain elements within a page. The 'elements' are usually images, text and perhaps active components such as video and animations. Layouts are usually for a purpose and audience – for example, a technical report for managers demands a different layout to a flyer for a customer.

3 Process numerical data

Cell references - the naming convention applied to a cell or range of cells in worksheet.

Criterion - a standard, mark or trait on which a judgement can be made. In addition, criteria can be used to categorise information and data.

Filter - a condition applied to data/information held in a work sheet that dictates which information is displayed.

Format - the way information and data are laid out.

Formulae - a rule that performs a mathematical function.

Functionality - refers to the range of operations that software can perform.

Mathematical operators - addition, subtraction, multiplication and division.

Sort - a way of organising data or information in a certain sequence or order. For example, sort can be done in alphabetical order or numerical order.

Worksheet - a document made up of cells in which you can keep and manipulate data.

Unit 3 - Communicating

1 Communicate and share information online

Collaborative tools - functionality in applications designed to help people involved in a common task achieve their goals e.g. Shared editing of a document.

Modes of communication - a way in which people can exchange information.

2 Manage traceable online activities

Digital footprint - the (distributed) information about a person that exists on the internet as a result of their online activity.

Unit 4 - Transacting

1 Use online services

Governmental services - can include paying council tax online, booking a doctor's appointments and applying for benefits.

2 Buy securely online

Online transactional services - includes shopping online and managing finances and accessing 'paid for' online media.

Scam websites - a website that is setup to fraudulently access a person's financial information or personal details.

Unit 5 - Being Safe and Responsible Online

1 Protect personal information and data

Back up - the process of creating and storing a copy of work/documents.

Cloud - is software or service that provides data storage that is run on the internet.

Cloud provider - a company that delivers cloud computing-based services and solutions to business and/or individuals.

Local storage - a hard drive or solid-state drive directly attached to the device being referenced.

Multi-factor authentication - (MFA) is a security mechanism in which individuals are authenticated through more than one required security or validation process.

Remote storage - a hard drive or solid-state drive (USB drive) which is not directly attached to a device but is accessible from that device via a network or the internet, for example via the Cloud.

2 Maintain digital wellbeing

Online threats - an umbrella term used to define the infection of a computer network by malicious viruses or issues that may arise from being online.

Physical health risks - the physical effects of using digital devices and being online.

Psychological health risks - risks that are associated with mental health.