

Essential Skills Wales Suite

**Implementation, Delivery and Assessment
Guidance for Practitioners, Assessors and Learners**

Essential Digital Literacy Skills

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It is intended that it is used in conjunction with Awarding Bodies' 'ESW Suite of Qualifications Handbook' to ensure that practitioners are aware of regulatory requirements as well as those associated with effective delivery. Please note that for assessment and qualification achievement purposes, any requirements in the Awarding Bodies 'ESW Suite of Qualifications Handbook' take precedence.

All information contained in this guidance is correct at time of publishing.

Essential Skills Wales Suite: implementation, delivery and assessment guidance for practitioners, assessors and learners

- Audience**
- Practitioners and assessors delivering qualifications within the Essential Skills Wales Suite from September 2015 (the qualifications)
 - Individuals conducting internal and external quality assurance of the qualifications
 - Learners undertaking any or all of the qualifications.

- Overview** This document:
- Should be read in conjunction with the Awarding Bodies' 'ESW Suite of Qualifications Handbook'**
 - provides information and guidance relating to the rationale for the qualifications and outlines their characteristics
 - includes subject-specific (Essential Application of Number Skills, Essential Communication Skills, Essential Digital Literacy Skills and Essential Employability Skills) guidance on assessment and access requirements for those involved in implementing and/or quality assuring the qualifications
 - incorporates guidance for learners which reflects the purpose and relevance of the qualifications in education and work-based contexts and explains assessment requirements.

Action required Practitioners, assessors and individuals conducting internal and external quality assurance roles can use the relevant ESW qualification document to inform and guide implementation, delivery and quality assurance to meet policy and specification requirements.

Learners can use this guidance to help them achieve the qualifications. It is however appropriate for learners at Entry Level and on L1 programmes to be assisted in interpreting and using this guidance.

Guidance Documents available are:

- Essential Application of Number Skills
- Essential Communication Skills
- Essential Digital Literacy Skills
- Essential Employability Skills

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Introduction

This document provides key information and guidance to assist the effective delivery, assessment¹ and quality assurance of all qualifications within the Essential Skills Wales Suite implemented from September 2015 (the qualifications). In addition, it provides guidance on the content and assessment of the qualifications specifically for learner reference and use.

The rationale for change is explained, with an overview of common features and assessment requirements applicable across the qualifications. Essential Skill-specific detail is provided outlining assessment requirements at each level. The document also acknowledges that practitioners will be delivering specifications provided by a range of awarding bodies and provides links to their documents.²

Essentially, the guidance seeks to assist effective and consistent implementation of the qualification by ensuring that:

- Practitioners have access to clear information on the rationale for and common elements in the qualifications
- Practitioners, assessors, learners and individuals involved in quality assurance of the qualifications are notified of the timescales that apply to implementation and assessment
- Practitioners and assessors are provided with explanation and amplification of assessment requirements across all Essential Skills at each available level
- Individuals involved in the quality assurance of the qualifications are made aware of requirements designed to secure robust standards
- Learners have useful information on the content of the qualifications and how they will be assessed.

The existing Entry Level subject specifications are available from Qualification Wales.

¹ Please refer to the Awarding Bodies' 'ESW Suite of Qualifications Handbook'.

² Please refer to the Awarding Bodies' 'ESW Suite of Qualifications Handbook'.

Rationale

The availability of a range of qualifications to promote effective acquisition of skills for application in education, work and life is fundamental to successful implementation of the skills agenda in Wales.

In 2010, Key and Basic Skills qualifications were superseded by Essential Skills Wales (ESW), which established a coherent suite of qualifications and standards to enable progression from Entry Level 1 to level 4. Communication, Application of Number and Information and Communication Technology qualifications were complemented by Wider Key Skills (Working with Others, Improving Own Learning and Performance and Problem Solving) to provide a balanced and comprehensive offer supporting development of skills in learning, employment and life contexts.

In September 2015 ESW qualifications and Wider Key Skills were replaced by a new suite of Essential Skills, established in response to the recommendations of the Review of Qualifications (2012).

<http://gov.wales/docs/dcells/publications/121127reviewofqualificationsen.pdf>

The Essential Skills Wales Suite (the qualifications) incorporates:

- Essential Application of Number Skills (EAoNS)
- Essential Communication Skills (ECommS)
- Essential Digital Literacy Skills (EDLS)
- Essential Employability Skills (EES)

The Review of Qualifications recommendations proposed revised and more reliable assessment for Communication and Application of Number (R27), establishing a new skill qualification (Digital Literacy to replace ICT: R28), and the incorporation of new Essential Employability Skills within the Suite. In essence, recommendations from the review have been instrumental in shaping the qualifications to ensure greater clarity, relevance and reliability within the following skills:

- Communication
- Application of Number
- Digital Literacy
- Critical Thinking and Problem Solving
- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness

A further recommendation proposed that Essential Skills Wales qualifications should no longer be delivered to learners aged between 14 and 16. This was because schools reported difficulties in generating evidence for qualifications that had been designed

primarily for other learning contexts. The new GCSEs within the Welsh Baccalaureate will be used to assess literacy and numeracy in 14-16 year olds.

Exceptions to this are:

- 14-16 learners will be able to undertake ES qualifications at Entry Level
- 14-16 learners in alternative settings will be able to access ES qualifications at all levels.

Other recommendations in the Review responded to concerns surrounding the efficiency and effectiveness of portfolio-based assessment, the need for a more systematic and robust approach to marking and assessment and the need to include an element of externality in assessment.

The Qualifications – common features

The qualifications reflect several common features, reinforcing the key themes that contributed to their development. In response to the need for learners to develop and consolidate skills coherently, clear progression pathways have been established across the qualifications. All are offered from Entry 1 to Level 3, with the exception of Essential Employability Skills which is available from Entry 3 to Level 3.

All qualifications share the common aim that learners acquire relevant skills valued by employers and next-stage educators and, furthermore, that they are able to demonstrate proficiency in their application. Common aims³ are to:

- structure and consolidate learning, making incidental, naturally occurring, practices explicit
- encourage articulation, analysis of and reflection on the skills and on learners' own proficiency in them, in personalised terms
- increase confidence and effectiveness in the use and application of these skills
- develop an understanding of how to transfer skills to new purposes and contexts
- provide positive and engaging opportunities to further explore, develop, practise and apply the skills, in a range of meaningful and 'real-life' contexts for real-life purposes.

In addition - common to all of the qualifications - is a more rigorous approach to achieving the standards through clear, purposeful assessment of all skills and robust quality assurance.

³ Please refer to the Awarding Bodies' 'ESW Suite of Qualifications Handbook' 4.1

Assessment⁴

To ensure that the qualifications provide an effective learning experience, assessment will be externally set by awarding bodies and undertaken through a combination of formal **summative** methods, as applicable to each skill. These are the **Controlled Task, Confirmatory Test** and **Structured Discussion**.

In order to achieve the qualification in **Essential Application of Number Skills** and **Essential Communication Skills** at Levels 1, 2 or 3, learners must demonstrate their skills in **both a Controlled Task and a short Confirmatory Test**.

In order to achieve the qualification in **Essential Digital Literacy Skills** and **Essential Employability Skills**, learners must demonstrate their skills in **both a Controlled Task and a short Structured Discussion**.

The **Controlled Task** measures subject-specific skills and learners must demonstrate that they can use skills in a holistic manner, relevant to real-life circumstances.

Controlled Tasks⁵ are:

- externally set (or approved) by an awarding body
- presented unseen to learners and completed under controlled conditions
- internally assessed by centres, using marking criteria provided
- internally quality assured by centres
- moderated/externally quality assured by the awarding body.

The Task must be completed under controlled conditions within a maximum of a consecutive eight-week period. Guidance on the Controlled Task environment/conditions is outlined in the Awarding Bodies 'ESW Suite of Qualifications Handbook'.

Learners will be provided with most of the source material required to complete a Controlled Task. Any additional **supervised** research required for a particular Controlled Task may take place outside of the maximum number of allocated hours, but **must** be within the consecutive eight-week period⁵.

Controlled Task duration will differ in relation to level and/or skill:

- up to 6 hours at Entry Level (for EDLS and EES)
- up to 4 hours for Level 1
- up to 5 hours for Level 2
- up to 8 hours for Level 3

⁴ Please refer to the Awarding Bodies' 'ESW Suite of Qualifications Handbook' 4.1

⁵ Please refer to the Awarding Bodies' 'ESW Suite of Qualifications Handbook' 4.3

Additional time may be allowed if extenuating circumstances apply. Organisations must refer to awarding bodies for information and agree special arrangements with the awarding body whose qualifications are being delivered. This must be undertaken prior to the learner starting the Task⁶.

The purpose of the **Confirmatory Test** and **Structured Discussion** is to confirm learners' underpinning knowledge and skills.

Confirmatory Tests are:

- intended as a summative assessment of a learner's knowledge
- taken after successful completion of the relevant Controlled Task
- not to be taken at the start of a course or before it has been established that a learner has all of the required skills
- externally produced by awarding bodies
- treated as confidential material by centres
- taken unseen by learners and completed unaided (other than where assistance is allowed under the Access Guidance)
- externally marked
- compliant with guidance provided by the relevant awarding body and within relevant sections of this document.

Structured Discussions are:

- one-to-one between learner and assessor
- not question and answer sessions
- carried out following successful completion of the Controlled Task in EDLS
- sometimes appropriate for use as supplementary evidence for a Controlled Task in EES
- related to a learner's response to the Controlled Task
- assessment opportunities that require learner preparation
- recorded in some way.

The Controlled Task, Confirmatory Test and Structured Discussion are **summative assessments**. Learners should undertake the assessments following teaching and learning when they have developed relevant skills at the required level. Learners may undertake a **different** Controlled Task or Confirmatory Test at another time if they do not pass.

The Test should be made accessible to those with particular assessment requirements, without compromising achievement at the required standard. Initial assessment must be used to identify any necessary individual support or adjustments

⁶ Please refer to the Awarding Bodies' 'ESW Suite of Qualifications Handbook' 4.6.1

and these must be agreed with the awarding body prior to the test being started by the learner.

Further details relating to specific delivery and assessment requirements for each skill at each available level are outlined in subsequent sections of this document.

Quality assurance arrangements must be undertaken in accordance with guidance provided by relevant awarding bodies.⁷

Awarding body regulations must be complied with. These may relate to levels of experience for practitioner, assessor and internal quality assurance staff and expectations in terms of the currency and adequacy of their CPD.⁸

⁷ Please refer to the Awarding Bodies 'ESW Suite of Qualifications Handbook' 5.1 / 5.2

⁸ Please refer to the Awarding Bodies 'ESW Suite of Qualifications Handbook' 2.2

Essential Digital Literacy Skills

Amplification of assessment requirements

Entry Levels 1, 2, 3 & Levels 1, 2 and 3

These qualifications are about demonstrating skills in:

- Digital Responsibility
- Digital Productivity
- Digital Information Literacy
- Digital Collaboration
- Digital Creativity
- Digital Learning

In:

- familiar contexts connected with education, training, work or social roles at Entry 1
- familiar contexts, some of which must be formal, connected with education, training, work or social roles at Entry 2, Entry 3 and Level 1
- familiar and unfamiliar contexts, some of which must be formal, connected with education, training, work or social roles at Level 2 and Level 3.

Notes:

1. Each level of the skill incorporates and builds on the previous levels. For example, in DLE1.2, the requirement to 'open a file' progresses to 'create and save a file' (DLE2.2), to 'create basic folder structures to store information' (DLE3.2.)
2. At:
 - Entry 1 subject matter and materials should be basic, i.e. those that learners will often meet in their work, studies or other activities, and in which they use digital technology in a basic way.
 - Entry 2 and Entry 3 subject matter and materials should be straightforward, i.e. those that learners will often meet in their work, studies or other activities, and in which they use digital technology in a basic way.
 - Level 1 subject matter and materials should be straightforward, i.e. those that learners will often meet in their work, studies or other activities, and which requires them to use digital technology in a straightforward way.
 - Level 2 subject matter and materials should be less familiar, i.e. those that learners may meet in their work, studies or other activities, and in which they use digital technology in increasingly sophisticated ways.
 - Level 3 subject matter and materials should be less familiar / unfamiliar, i.e. those that learners could meet in their work, studies or other activities, and in

which they use digital technology in increasingly sophisticated and complex ways.

3. Learners need to show that they can apply their skills in the way they are specified in the first column of the amplification table, headed, '**Learning outcome**'. In order to meet these requirements, learners need to have the skills listed in the second column headed, '**The learner needs to know how to**'. Practitioner / Assessor guidance is provided in the third column headed, '**Practitioner / Assessor guidance**'.

Assessment

Learners will be assessed via a Controlled Task and a Structured Discussion to confirm that their skills meet the Essential Digital Literacy Skills Subject Specifications. The Controlled Task is designed to assess the application of digital skills in an integrated, holistic way, relevant to real-life purposes and contexts.

The Structured Discussion confirms the learner's underpinning knowledge and skills, and requires them to reflect on and evaluate their learning.

These assessments will be taken when the learner has been taught and developed the skills at this level. The Structured Discussion must be directly related to the context of, and skills assessed in, the Controlled Task. Where a learner has failed a Controlled Task, they must not sit the Structured Discussion for that assessment. However, a learner may undertake a different Controlled Task, and if successful, progress to a related Structured Discussion. The Structured Discussion must always take place after the Controlled Task.

The following table summarises the specifications and indicates which learning outcomes are to be assessed via each method

Strand	Level	Controlled Task	Structured Discussion
1. Responsibility	E1	1.1	1.2
	E2	1.1 1.2	1.3 1.4
	E3		1.1 1.2
	1		1.1 1.2 1.3
	2		1.1 1.2 1.3
	3		1.1 1.2 1.3
	2. Productivity	E1	2.1 2.2 2.3
E2		2.1 2.2	2.3
E3		2.1 2.2	
1		2.1 2.3	2.2
2		2.1 2.3	2.2
3		2.1	2.2
3. Information Literacy		E1	
	E2	3.1	
	E3	3.1 3.2	
	1	3.1 3.3	3.2
	2	3.1 3.2	
	3	3.1	3.2
	4. Collaboration	E1	4.1
E2		4.1	
E3		4.2	4.1
1		4.2	4.1
2		4.2	4.1
3		4.2	4.1
5. Creativity		E1	5.1
	E2	5.1	
	E3	5.1	
	1	5.1	5.2 5.3
	2	5.1	5.2 5.3
	3	5.1	5.2 5.3
	6. Learning	E1	
E2			6.1
E3			6.1
1			6.1
2			6.1
3			6.1

Controlled Task and Structured Discussion Specification

Introduction

- The Essential Digital Literacy Skills qualification will be awarded to learners who demonstrate that their skills meet subject specifications in both the Controlled Task and the Structured Discussion.
- The Controlled Task measures subject-specific skills and must show learners utilising the skills in a holistic manner that require meaningful application, relevant to purposeful and real-life circumstances.
- The purpose of the Structured Discussion is to confirm learners' underpinning knowledge and skills and is an opportunity to promote more proficient and independent learning through reflection and evaluation of performance.
- Both the Controlled Task and Structured Discussion are summative. Learners should take the assessments when they have developed the skills to this level of the subject specification.

Controlled Task Specification

- An assessment pack will be provided for each Task.
- It is the responsibility of the assessor to ensure that all Controlled Task materials are downloaded so that they are accessible to learners.
- The assessor is responsible for the setting up of digital resources and materials required for both Controlled Task and Structured Discussion.
- Assessors may provide learners with the opportunity to clarify task requirements during the working period however this must not extend to any form of formative assessment. For example, recommending that a learner should review their choice of digital tool would be inappropriate. Appropriate clarification could be recommending the learner re-read a particular section of the task specification.
- The Controlled Task and Structured Discussion could be assessed by the same person.

Duration:

- Entry Level – 6 hours
- Level 1 - 4 hours
- Level 2 - 5 hours
- Level 3 - 8 hours.

The Task will be designed to be completed in its entirety within the maximum hours stated for each level. The Task must be completed under controlled conditions within a maximum of a consecutive eight week period.

Structured Discussion

This is one-to-one and held between a learner and their assessor and must be completed in addition to the Controlled Task. It is not designed to be a question and answer session. Learners are expected to be prepared to demonstrate their understanding at increasing levels of complexity.

Learners should be given feedback after the Task which will inform their preparation for the Structured Discussion. There are some Learning Outcomes that can only be assessed via the Task and therefore must not be included in the Structured Discussion as noted in the assessment pack.

Application of the Assessment Record for the Controlled Task

- Controlled Tasks are undertaken under controlled conditions.
- Following the end of the Controlled Tasks allocated time, learners work is formally submitted for assessment.
- The Marking Grid is used to ascertain the sufficiency of submitted evidence.
- Marks for each element of submitted evidence are recorded on the Marking Grid; this will form the record of the assessment decision regarding evidence submitted in response to the Controlled Task. This record may be required for future quality assurance use.
- Learning Outcomes which a learner has failed to submit sufficient evidence to be awarded marks for will be scored 0. Allocation of marks for evidence will be totalled for each strand.

Application of the Assessment Record for the Structured Discussion

- Following the Structured Discussion, a mark for each strand can be decided on.
- Assessors must make a summary record of the Structured Discussion and the assessment decisions taken for each strand; this record may be required for future quality assurance use. Refer to the Awarding Bodies 'ESW Suite of Qualifications Handbook' for more information.

Final assessment decision

- Assessors will need to calculate the total marks awarded for both parts of the assessment as captured on the Assessment Record. This mark will be a holistic summary of a learner's performance across the six strands.
- Assessors will need to update Assessment Record to record the final assessment decision and provide written feedback to support the decision.

Essential Communication Skills

Practitioner/Assessor Guidance

Essential Digital Literacy Skills – Entry Level 1

The table below shows the skills learners will need to have in order to achieve the Essential Digital Literacy Skills qualification. These skills should be taught before learners complete the *Controlled Task* and *Structured Discussion*. The 'guidance' in the third column supports the requirements of the first two columns.

DL E1.1 Digital Responsibility		
Learning outcome (EDLS Specification)	The learner needs to know how to: (skills to be taught in preparation for Task and Test Assessments)	Practitioner / Assessor guidance (guidance on skills development)
1. Be able to access a digital device	<p>Turn on and turn off a digital device</p> <p>Use a security feature to access the device e.g. password, passcode, fingerprint etc.</p>	<p>Devices could include, but are not restricted to: tablets, netbooks, desktops, laptops, smartphones, personal media players, wearable technology.</p> <p>Demonstration of entering learner's own passcode may not be practical due to security issues. Controlled tasks will include a passcode for learners to enter.</p>
2. Know how to stay safe online	State ways of keeping safe online	<p>e.g. logging out of websites when finished, not sharing passwords or other sensitive data with others.</p> <p>Show awareness of security features that websites use such as user accounts and CAPTCHA.</p>

DL E1.2 Digital Productivity

Learning outcome	The learner needs to know how to:	Practitioner / Assessor guidance
1. Be able to open a file	Open a file	The learner should be able to open at least one file. This file should be accessed from a device familiar to the learner. <i>e.g. if the learner is using a tablet the file should be accessed from this device.</i>
2. Be able to use an input device	Demonstrate an ability to make changes using an input device	An input device could include, but is not restricted to: mouse, keyboard, touch screen, touch pad or remote control.
3. Be able to present information digitally	Present at least one piece of information for the task in a digital format	A digital format may be text, image, audio or audio-visual. <i>e.g. a learner may present a photo on a smartphone, record a message using a digital voice recorder or type a simple document.</i>

DL E1.3 Digital Information Literacy

Learning outcome	The learner needs to know how to:	Practitioner / Assessor guidance
1. Be able to identify a digital source of information	Identify a digital source of information	A digital source could include, but is not restricted to: search engine, e-book, online newspaper, online video

DL E1.4 Digital Collaboration

Learning outcome	The learner needs to know how to:	Practitioner / Assessor guidance
1. Be able to use digital tools to collaborate with others	Use digital tools to collaborate with others to complete a task	<p>The learner should be able to input information on to a collaborative tool that has been set up by a practitioner or assessor. Examples of collaborative tools may include, but are not restricted to: shared online documents, online video calling, emails, text messages, social media sites or blogs.</p> <p>Learners only need to use one tool at a time.</p>

DL E1.5 Digital Creativity

Learning outcome	The learner needs to know how to:	Practitioner / Assessor guidance
1. Be able to enhance a digital resource	Use creative features to enhance a digital resource	<p>Enhancing a resource could include, but is not restricted to: applying colour, changing fonts, adding an image, use auto-enhance feature on a photo, applying formatting features, adding borders.</p> <p>Enhance – this is to improve the quality and/or value of the resource.</p>

DL E1.6 Digital Learning

Learning outcome	The learner needs to know how to:	Practitioner / Assessor guidance
1. Know opportunities for digital learning	List digital devices and tools that can be used for learning	Learners should be able to list at least 2 technologies (devices) and 2 tools that can be used for digital learning.

Essential Digital Literacy Skills - Entry Level 2

The table below shows the skills learners will need to have in order to achieve the Essential Digital Literacy Skills qualification. These skills should be taught before learners complete the *Controlled Task* and *Structured Discussion*. The 'guidance' in the third column supports the requirements of the first two columns.

DL E2.1 Digital Responsibility		
Learning outcome (EDLS Specification)	The learner needs to know how to: (skills to be taught in preparation for Task and Test Assessments)	Practitioner / Assessor guidance (guidance on skills development)
1. Be able to keep yourself safe in a digital world	Configure security settings to keep yourself safe in a digital world (e.g. passwords, fingerprints, passcodes etc.)	Learners should have an awareness that some passwords are stronger than others. e.g. weak passwords may include date of birth, sequential numbers and common words (e.g. password).
2. Be able to open and respond to personal messages	Open a personal file, email or message and respond to the personal file, email or message Use appropriate language and behaviour	An email or a message could be sent and/or received via an email, VLE, social network, messaging app. This is online communication etiquette and could include, but is not restricted to: greetings, subject lines, appropriateness of language for the recipient. Behaviour can include choosing who to reply to.

3. Be able to access transaction-based online services	Use an online tool to carry out routine transactions.	<p><i>e.g. such as paying a bill or completing an in-app purchase.</i></p> <p><i>It may also be booking a place at an event, redeeming an online or top-up voucher or making requests for council services.</i></p>
4. Know how to stay safe online	State ways of keeping yourself safe in a range of contexts (<i>including messages, social media and websites</i>)	<p>This could include knowing:</p> <ul style="list-style-type: none"> ● what is appropriate to post on social media sites ● that privacy settings exist on social media sites ● how to make social media posts visible to selected audiences only ● the reasons for and importance of virus protection ● that some messages may pose security risks due to malware and viruses ● that there are online scams and phishing emails and that these may pose a security risk

DL E2.2 Digital Productivity

Learning outcome	The learner needs to know how to:	Practitioner / Assessor guidance
1. Be able to create and save a file	Create and save a file	A new file could be created from a blank document, image or video, or created by re-naming an existing file.
2. Be able to enter and present digital information	Enter basic digital information Use basic formatting techniques to present digital information	This could include text, image, audio or audio-visual information. Formatting could include: document amendment (such as adding borders), image manipulation and/or sound/video editing.
3. Be able to identify basic hardware	Identify basic digital hardware	Basic hardware could include, but is not restricted to: laptops, tablets, smartphones, PCs, keyboards, monitors, webcams, microphones, speakers, printers scanners, wearable devices. Learners should identify devices that they already use or are using in their learning programme/workplace.

DL E2.3 Digital Information Literacy

Learning outcome	The learner needs to know how to:	Practitioner / Assessor guidance
1. Be able to locate digital information	Locate information from a given digital source	A digital source could include, but is not restricted to: websites, images or information from an online search, photo or video sharing sites, online repositories, e-books, online newspaper collections. <i>e.g. a learner may be asked to find a bob haircut on Pinterest.</i>

DL E2.4 Digital Collaboration

Learning outcome	The learner needs to know how to:	Practitioner / Assessor guidance
1. Be able to use digital tools to collaborate with others	<p>Identify digital collaborative tools</p> <p>Communicate digitally with a team to plan a task</p> <p>Work online synchronously (in real time) with others to complete the task</p>	<p>This could include, but is not restricted to: shared online documents, online video calling, emails, text messages, social media sites or blogs. The learner must name at least one digital collaborative tool that they can use.</p> <p>The learner should communicate with at least one other to plan a given task. The collaborative tools above may be used.</p> <p>Synchronous tools may include shared online documents, web conferencing, online video calling, instant messaging.</p> <p>NB: Some tools can be both synchronous and asynchronous. At E2 learners are only expected to use the chosen tool synchronously.</p>

DL E2.5 Digital Creativity

Learning outcome	The learner needs to know how to:	Practitioner / Assessor guidance
1. Be able to create/edit a digital resource	<p>Choose appropriate creative tools</p> <p>Use creative tools to create and/or edit a digital resource</p>	<p>Learners will need to choose at least 2 appropriate creative tools.</p> <p>A creative tool can be any tool used in an imaginative way.</p> <p>This can include, but is not restricted to: an office suite, social media (e.g. <i>Pinterest</i>), video or sound editing.</p>

DL E2.6 Digital Learning

Learning outcome	The learner needs to know how to:	Practitioner / Assessor guidance
1. Know opportunities for digital learning	Give examples of skills and knowledge that can be learned using digital tools	Learners should be able to recognise what they have learned using digital tools. Learners should be able to identify opportunities for learning using digital tools.

Essential Digital Literacy Skills – Entry Level 3

The table below shows the skills learners will need to have in order to achieve the Essential Digital Literacy Skills qualification. These skills should be taught before learners complete the *Controlled Task* and *Structured Discussion*. The 'guidance' in the third column supports the requirements of the first two columns.

DL E3.1 Digital Responsibility		
Learning outcome (EDLS Specification)	The learner needs to know how to: (skills to be taught in preparation for Task and Test Assessments)	Practitioner / Assessor guidance (guidance on skills development)
1. Demonstrate how to interact safely in a digital world	Interact safely and appropriately in a digital world in a range of contexts (including using social media, messages, websites and online-transactions)	<p>This could include, but is not restricted to:</p> <ul style="list-style-type: none"> ● appropriateness and/or security risks of adding contacts, followers or friends on social media sites ● using security questions as an added feature on some user accounts ● changing passwords regularly ● increased complexity of passwords ● an awareness of security features on URL such as https and/or padlock symbol. ● using private browsing in appropriate ways
2. Know what is meant by a digital footprint	State what is meant by a digital footprint	<p>This could include, but is not restricted to:</p> <ul style="list-style-type: none"> ● personal information used to register for online services ● photos/videos learners have posted online or have been tagged in ● data left behind by users on digital services

DL E32.2 Digital Productivity

Learning outcome	The learner needs to know how to:	Practitioner / Assessor guidance
1. Be able to organise and store digital information	Create basic folder structures to store information Manage files and folders Access digital data	A basic folder structure will have one level of hierarchy. Filing systems could include, but are not restricted to: folders within an email client, device or cloud storage, online collaborative tools. Learners should be able to access the information/data that they have stored in their file and folder structure.
2. Be able to create and present digital information	Identify digital tools, technologies and techniques to present digital information Use appropriate formatting techniques to present digital information	This can be related to the resource produced in Digital Creativity.

DL E3.3 Digital Information Literacy

Learning outcome	The learner needs to know how to:	Practitioner / Assessor guidance
1. Be able to select digital information	Search for appropriate digital information Identify reliable resources and give reasons why they are reliable	Learners should be able to give reasons why digital information found is valid and fit for purpose, with reference to currency, relevance, accuracy, authority and purpose.
2. Be able to use digital information	Use appropriate digital information to complete a task	Learners need to be able to apply the information they have found to a given task.

DL E3.4 Digital Collaboration

Learning outcome	The learner needs to know how to:	Practitioner / Assessor guidance
1. Know how digital collaboration can be useful when carrying out a task	<p>Outline how online collaboration and communication can be useful when carrying out a task</p> <p>List advantages and disadvantages of different methods of online collaboration and communication</p>	<p>Learners should be taught the difference between online collaboration (<i>working together towards a defined goal</i>) and communication (<i>conveying or exchanging information</i>) and outline why they are both useful when carrying out a task.</p> <p>Learners should list two advantages and two disadvantages of at least two methods of online collaboration and/or communication.</p>
2. Be able to use appropriate digital tools to collaborate with others	<p>Identify and use appropriate synchronous (real time) and asynchronous methods to collaborate and communicate online to complete a task</p> <p>Outline reasons for the methods used</p>	<p>Learners should know which tools are synchronous and which are asynchronous. They may use one tool both synchronously (real time) and asynchronously (deferred time).</p> <p>Tools may include, but are not restricted to: shared online documents, online video calling, emails, text messages, social media sites or blogs.</p> <p>An appropriate tool would meet the needs of the given task and team. For example it would not be appropriate to send an email if the task requires a discussion. In this case the learner may consider online video calling.</p> <p>Learners should outline why the chosen method is appropriate for the given task.</p>

DL E3.5 Digital Creativity

Learning outcome	The learner needs to know how to:	Practitioner / Assessor guidance
1. Be able to create a multimedia digital resource	<p>Choose appropriate digital tools for a specific purpose</p> <p>Use digital tools creatively to produce a multimedia resource</p>	<p>Guidance can be given about the specific purpose, but learners must choose the most appropriate tool.</p> <p>The resource must include at least two different media.</p> <p><i>e.g. text and images, audio and video.</i></p>

DL E3.6 Digital Learning

Learning outcome	The learner needs to know how to:	Practitioner / Assessor guidance
1. Know how digital literacy can extend learning opportunities	<p>Identify appropriate digital tools to support specific learning activities</p> <p>List digital tools to access and evidence learning experiences</p> <p>Outline what went well when using digital learning tools</p>	<p>Tools can include, but are not restricted to: online shared documents, online learning tools, collaborative tools, infographics, presentation tools. The learner should state why the tool is appropriate for the specific activity.</p> <p>Tools for accessing and evidencing learning experiences can include, but are not restricted to: blogs, vlogs, VLE, wikis, online forums, social media, collaborative tools, infographics, presentation tools.</p> <p>This can be in relation to learning digital literacy skills.</p> <p>It can also relate to other learning where digital tools were used.</p> <p><i>e.g. using online videos to help learn a musical instrument.</i></p>

Essential Digital Literacy Skills – Level 1

The table below shows the skills learners will need to have in order to achieve the Essential Digital Literacy Skills qualification. These skills should be taught before learners complete the *Controlled Task* and *Structured Discussion*. The 'guidance' in the third column supports the requirements of the first two columns.

DL L1.1 Digital Responsibility		
Learning outcome (EDLS Specification)	The learner needs to know how to: (skills to be taught in preparation for Task and Test Assessments)	Practitioner / Assessor guidance (guidance on skills development)
1. Understand the importance of digital responsibility	<p>Outline the risks associated with interacting online</p> <p>Outline how to report inappropriate interactions and/or content</p> <p>Give examples of methods of staying safe in a digital world</p> <p>Outline personal responsibility to others in a digital world</p>	<p>This could include:</p> <ul style="list-style-type: none"> ● giving too much personal information ● not being certain of the true identity of the person learners interact with ● reporting features on social media sites ● knowing when learners would need to contact outside authorities ● using security questions as an added feature on some user accounts ● changing passwords regularly ● increased complexity of passwords ● an awareness of security features on URL such as https and/or padlock symbol ● using private browsing in appropriate ways ● avoiding putting others' reputation at risk

<p>2. Be able to work safely in a range of digital environments</p>	<p>Use appropriate tools and techniques to work safely in the digital world.</p> <p>Use appropriate language and behaviour</p>	<p>This could include:</p> <ul style="list-style-type: none"> ● using anti-virus software ● using the spam folder in email client ● knowing when to forward emails ● exchanging data and information appropriately ● understanding that online language and tone may sometimes be misinterpreted by the reader. For example: the use of emoticons and acronyms can be confusing/misleading
<p>3. Understand how to manage a personal digital footprint</p>	<p>State appropriate methods to manage a digital footprint</p> <p>Outline how online information can impact on self and others</p> <p>State the impact of cookies and website tracking</p>	<p>This could include</p> <ul style="list-style-type: none"> ● checking and managing privacy settings on social media sites ● reporting or deleting inappropriate messages or photos <p>Learners should know that companies use cookies and website tracking to monitor interests such as shopping habits. For example: a learner may search online for particular clothing items and find that the same products are advertised to them via their browser</p>

DL L1.2 Digital Productivity

Learning outcome	The learner needs to know how to:	Practitioner / Assessor guidance
<p>1. Be able to organise, store, share and protect digital information</p>	<p>Organise folder structures to store information Manage files in folders efficiently Identify methods of securing digital information Store and access digital data</p>	<p>Filing systems could include, but are not restricted to: folders within an email client, device or cloud storage, online collaborative tools.</p> <p>Learners should be comfortable using two levels of folder hierarchy when appropriate.</p> <p>Learners should be able to:</p> <ul style="list-style-type: none"> ● password protect sensitive information ● share information with a basic awareness of permissioning <p>Learners should be aware of data protection issues when storing sensitive information in the cloud.</p> <p>Learners should be able to:</p> <ul style="list-style-type: none"> ● store and access the data/information from their folder structure ● access and/or download data/information shared with them.
<p>2. Understand how to maintain devices and resolve common digital issues</p>	<p>Identify a common digital problem and solution</p>	<p>This could include, but is not restricted to:</p> <ul style="list-style-type: none"> ● frozen devices – reboot needed ● App not working – delete and reload ● Device updates needed ● Software updates needed ● No internet connection

<p>3. Be able to use digital tools and technologies to complete a task</p>	<p>Identify the basic infrastructure of common digital devices and outline issues and simple procedures to resolve these</p> <p>Select and use at least one appropriate digital technology and one appropriate digital tool to complete a task or solve a problem</p>	<p>The infrastructure relates to the physical and organisational facilities of the device. For example, the hardware and software (including operating system). Issues may include, but are not restricted to:</p> <ul style="list-style-type: none"> ● System updates ● Virus protection <p>Connection to other devices via ports or wifi</p> <p>Learners should be able to select technologies and tools independently for a given task. For example, they should be aware of the limited functionality of some software on tablet devices and therefore choose a device that meets the need for the task.</p>
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DL L1.3 Digital Information Literacy		
Learning outcome	The learner needs to know how to:	Practitioner / Assessor guidance
<p>1. Be able to efficiently search for and save digital information</p>	<p>Use suitable keywords or phrases to search for information to complete a task or solve a simple problem</p> <p>Save the information for efficient retrieval</p>	<p>Learners should be able to choose terms that allow suitable websites or images to appear in their results. This could include, but is not restricted to:</p> <ul style="list-style-type: none"> ● Using specific, not generic terms ● Being aware that search engines often disregard short words such as 'the, and, to' <p>Websites can be bookmarked on a single device or using a cloud based service.</p>

<p>2. Know why a digital source of information is reliable and relevant</p>	<p>Give reasons why the located source of information is reliable and relevant</p> <p>State why search result order does not determine reliability and relevance</p>	<p>Images can be saved securely using folder structures created in Digital Productivity.</p> <p>Learners should be able to give reasons why digital information found is valid, with reference to currency, relevance, accuracy, authority and purpose. <i>e.g:</i></p> <ul style="list-style-type: none"> ● <i>sources of information about current affairs should not be out of date</i> ● <i>the content of a blog is usually opinion, not always factual</i> ● <i>some websites are more reliable than others (e.g. government sites)</i> <p>Learners should show awareness that some results are sponsored advertisements and will often appear at the top of the search results.</p> <p>There should be an awareness that organisations can influence the order of search results and therefore it is not necessarily the most reliable or relevant search result that will appear at the top of the list.</p>
<p>3. Be able to retrieve and use digital information to complete a task</p>	<p>Retrieve and use digital information which is in a suitable format for a target audience</p>	<p>This can be retrieved from the folder structure used in Digital Productivity, or from a bookmarking feature.</p> <p>Learners should be able to show how they are using the digital information and that it is fit for purpose.</p>

DL L1.4 Digital Collaboration

Learning outcome	The learner needs to know how to:	Practitioner / Assessor guidance
<p>1. Understand how digital collaboration can enhance practice</p>	<p>Outline how digital collaborative tools could be used to enhance personal and professional practices</p> <p>Identify potential benefits and risks of digital collaborative tools and their use</p>	<p>This could include, but is not restricted to:</p> <ul style="list-style-type: none"> ● Using professional social networking sites, such as LinkedIn, to enhance personal and professional practice ● Setting up groups or pages for small enterprises or charity groups ● Outlining how a particular collaborative tool has enhanced personal or professional practice (<i>e.g. using a web based bulletin board to gather ideas during a staff team meeting</i>) <p>Identify at least two benefits and two risks for a minimum of two tools.</p> <p>Benefits may include:</p> <ul style="list-style-type: none"> ● Cost efficiency ● Time efficiency ● Increased productivity <p>Risks may include:</p> <ul style="list-style-type: none"> ● Security risk if incorrect privacy settings used ● Accidental deletion of work <p>Inappropriate sharing and editing of work</p>

2. Be able to work effectively and efficiently with a digital team

Identify opportunities to collaborate using online tools to complete a task or solve a simple problem

Demonstrate effective and efficient synchronous (real time) and asynchronous methods of collaborating with an online team to complete a task or solve a problem

Review the selected methods

Learners should be able to identify where they can use a collaborative tool within a task or simple problem.

Tools may include, but are not restricted to: shared online documents, online video calling, emails, text messages, social media sites or blogs.

Learners should use a combination of synchronous (real time) and asynchronous (deferred time) tools to complete the task or solve the problem.

Effective tools will enable the task to be completed. Tools that are efficient may be:

- Cost efficient
- Time efficient
- Appropriate for the given task

Inefficient tools would cause learners to waste time and effort. They would not enhance or improve the problem solving process.

Learners should review the chosen tools with reference to effectiveness and efficiency.

DL L1.5 Digital Creativity

Learning outcome	The learner needs to know how to:	Practitioner / Assessor guidance
1. Be able to demonstrate how digital creativity can be used to complete tasks	Use an appropriate creative digital approach to complete a task	<p>The creative digital approach may include, but is not restricted to:</p> <ul style="list-style-type: none"> ● Using a digital tool creatively to produce a resource ● Using appropriate features <i>e.g. sound, video, images, hyperlinks</i> ● Using different techniques <i>e.g. templates, video/audio editing</i> <p>Using digital tools creatively to complete a task. <i>e.g. setting up and managing a social media group.</i></p>
2. Be able to outline why a specific approach has been used	Describe the reasons for using the approach, and its creative impact	<p>The learner should consider the purpose, accuracy, quality, design and accessibility of using the approach chosen.</p>
3. Be able to identify ways in which digital creative processes can help specific audiences	Identify how an approach/resource is developed using digital creativity and its potential impact on an audience	<p><i>e.g. an animation story may be appropriate for presenting to primary age children, but not necessarily for a formal presentation in a professional setting.</i></p> <p>The learner should outline the impact on the audience with reference to how the approach met particular needs and/or preferences.</p>

DL L1.6 Digital Learning

Learning outcome	The learner needs to know how to:	Practitioner / Assessor guidance
<p>1. Understand how digital literacy can extend learning opportunities</p>	<p>Identify a range of appropriate digital technologies/tools which extend learning opportunities</p> <p>Indicate personal digital learning requirements and preferences</p> <p>Identify how digital technologies /tools improved the learning experience</p>	<p>Digital tools can include, but are not restricted to: blogs, vlogs, VLE, wikis, online forums, social media, collaborative tools, infographics, presentation tools.</p> <p>Learners should be able to identify appropriate technologies and tools that they have used during their learning as well as tools that they may explore in the future.</p> <p>Learning opportunities can refer to digital literacy skills or other skills/knowledge where digital technologies and/or tools can be used.</p> <p>Extending learning may happen when a technology/tool is used to modify or redefine the learning.</p> <p>Learners should be able to indicate when and where they use digital literacy and therefore what their learning requirements may be.</p> <p>Digital learning requirements/preferences may include a variety of contexts and/or subjects. <i>e.g. specific software used in engineering.</i></p> <p>The learning experience can relate to a variety of contexts and/or subjects.</p> <p>Common problems may include, but are not restricted to:</p> <ul style="list-style-type: none"> ● Limited functionality of some software on certain devices ● Limited functionality of some free or trial versions of software

Identify common problems encountered when using digital tools/technologies and indicate how these could be overcome

- Fear of using new technologies and/or tools
- Feeling overwhelmed with the amount of technologies/tools available
- Cost of certain software
- Bandwidth required by some software
- Age of device – e.g. apps not supported by older OS

Some Apps only available on specific OS

Essential Digital Literacy Skills - Level 2

The table below shows the skills learners will need to have in order to achieve the Essential Digital Literacy Skills qualification. These skills should be taught before learners complete the *Controlled Task* and *Structured Discussion*. The 'guidance' in the third column supports the requirements of the first two columns.

DL L2.1 Digital Responsibility		
Learning outcome (EDLS Specification)	The learner needs to know how to: (skills to be taught in preparation for Task and Test Assessments)	Practitioner / Assessor guidance (guidance on skills development)
1. Understand the importance of digital responsibility in a wide range of digital communities and environments	<p>Describe the risks when interacting in a digital environment</p> <p>Describe ways of staying safe in a wide range of digital communities and environments</p>	<p>These may include, but are not restricted to:</p> <ul style="list-style-type: none"> ● Virus risks ● Downloading or uploading of inappropriate material (unintentionally or intentionally) ● Lack of awareness of copyright issues ● Understanding what malware is and how it can affect a computer system <p>This could include, but is not restricted to:</p> <ul style="list-style-type: none"> ● Usage rights - knowing where to look for copyright free images ● Usage rights - having an awareness of Creative Commons licensing ● Using appropriate screen names online ● Using appropriate e-payment methods

<p>2. Be able to choose the most appropriate tools and techniques to work safely for a specific purpose</p> <p>3. Be able to review a personal digital footprint</p>	<p>Describe potential consequences of inappropriate or unlawful online activity</p> <p>Select the most appropriate tools and techniques to work safely for a specific purpose</p> <p>Conduct a review of personal digital footprint</p>	<ul style="list-style-type: none"> ● Encrypting sensitive data <p>This could include, but is not restricted to:</p> <ul style="list-style-type: none"> ● Consequences of downloading and distributing copyrighted material ● Consequences of inappropriate postings to friends and family ● Consequences of being tagged in inappropriate postings from others. <p>This could include, but is not restricted to:</p> <ul style="list-style-type: none"> ● Using private/incognito browsing for an appropriate purpose (e.g. not wanting log-in details stored on a friend's device) ● Setting permissions on shared documents <p><i>e.g. checking privacy settings on social media sites or using a reputation management tool to review all activity.</i></p>
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DL L2.2 Digital Productivity

Learning outcome	The learner needs to know how to:	Practitioner / Assessor guidance
1. Be able to organise, store, share and protect digital information	<p>Construct appropriate folder structures to manage projects and store information</p> <p>Manage personal and professional files and folders</p> <p>Identify and evaluate appropriate methods of securing digital information</p> <p>Store digital information in a systematic way to support easy access</p>	<p>Filing systems could include, but are not restricted to: folders within an email client, device or cloud storage, online collaborative tools.</p> <p>Learners should be comfortable using two or more levels of folder hierarchy when appropriate. They should know how to separate their personal files and folders from professional ones.</p> <p>Learners should be able to password protect sensitive information. They should know when it would be more appropriate to encrypt data.</p> <p>Learners should be able to share information with correct permissions (editing rights, view only or can comment). They should be able to alter these depending on the situation.</p> <p>Learners should be aware of data protection issues when storing sensitive information in the cloud.</p> <p>Learners should be able to store and access the data/information from their folder structures.</p> <p>Learners should be able to access and/or download data/information shared with them.</p> <p>Learners should have well organised systematic storage solutions.</p>

This is the application of the above.

DL L2.3 Digital Information Literacy

Learning outcome	The learner needs to know how to:	Practitioner / Assessor guidance
<p>1. Be able to efficiently search for, refine, assess and organise digital information</p>	<p>Carry out a refined search using appropriate keywords or phrases</p> <p>Assess the digital information for currency, relevance, authority, accuracy and purpose</p>	<p>Learners should be able to narrow their search, for example: by language, location, usage rights etc.</p> <p>Learners should know how to check for:</p> <ul style="list-style-type: none"> ● Currency – when was the information published? When was the website content updated? Do the links work on the website? ● Relevance – Is the information relevant for the given task? Is it written for a suitable audience? Does it give enough/too much depth? ● Authority – Who wrote the information? Do they have expertise in that area? Are they referenced anywhere else? Are they connected to a well known organisation or body? ● Accuracy – Are there any spelling/punctuation errors? Is there a bibliography? Can the information be verified elsewhere? Is there any bias in the information? ● Purpose – Is the information for the correct purpose for the task (e.g. is a Blog always/ever factual?) Is the information objective (without political, cultural, religious bias)?

<p>2. Be able to retrieve and use digital information to complete a task or solve a problem</p>	<p>Define the term 'Search Engine Optimisation'</p>	<p><i>'Search engine optimization is a methodology of strategies, techniques and tactics used to increase the amount of visitors to a website by obtaining a high-ranking placement in the search results page of a search engine (SERP) – including Google, Bing, Yahoo and other search engines.'</i></p> <p>(Source: www.webopedia.com/TERM/S/SEO.html accessed July 2015)</p>
	<p>Organise and classify digital information into a structured format to complete a task or solve a problem</p>	<p>This could include, but is not restricted to cloud storage (with appropriately named files and folders), desktop storage (with appropriately named files and folders), social bookmarking, video playlist, online/offline photo storage in albums/collections. The information should be organised in a way that makes retrieval a quick and easy process.</p>
	<p>Retrieve and use digital information which is in a suitable format for a specified target audience to complete a task or solve a problem.</p>	<p>Learners should be able to retrieve the information they collated and stored, ensuring it is relevant to their specified audience and use this appropriately.</p> <p>Learners should know that some information can only be retrieved on certain devices or with particular software.</p>

DL L2.4 Digital Collaboration

Learning outcome	The learner needs to know how to:	Practitioner / Assessor guidance
<p>1. Understand how digital collaboration can enhance personal and professional practice</p>	<p>Describe how digital collaborative tools could be used to enhance personal and professional practices</p> <p>Describe potential benefits and risks of digital collaborative tools and their use</p> <p>Compare a range of online collaborative tools (at least 3 synchronous and 3 asynchronous)</p>	<p>Learners should build upon the outline required at Level 1 to provide more in depth descriptions. This could include:</p> <ul style="list-style-type: none"> ● using professional social networking sites, such as LinkedIn, to enhance personal and professional practice ● Setting up and managing groups or pages for small enterprises or charity groups ● Outlining how collaborative tools have enhanced personal or professional practice <p>Describe at least three benefits and three risks for a minimum of two tools.</p> <p>Benefits may include:</p> <ul style="list-style-type: none"> ● Cost efficiency ● Time efficiency ● Increased productivity <p>Risks may include:</p> <ul style="list-style-type: none"> ● Security risk if incorrect privacy settings used ● Accidental deletion of work ● Inappropriate sharing and editing of work <p>Tools may include, but are not restricted to: shared online documents (e.g. Google Docs, Office 365), online video calling,</p>

<p>2. Be able to collaborate online effectively and efficiently</p>	<p>Identify and assess opportunities to complete a task or solve a problem by using collaborative online tools</p> <p>Select a combination of digital methods of communicating with a team to complete a task or solve a problem</p> <p>Collaborate online using a range of synchronous and asynchronous digital tools to complete the task or solve the problem</p> <p>Reflect on the collaborative process</p>	<p>emails, text messages, social media sites (e.g. Pinterest, Facebook, Twitter, LinkedIn) or blogs.</p> <p>The comparison may include consideration of:</p> <ul style="list-style-type: none"> ● whether the tool is synchronous, asynchronous or both ● method of communication (<i>e.g. written or spoken</i>) ● cost of the software <p>user reviews of the tool</p> <p>Learners should independently identify when collaboration can take place during a task. This may be during planning, drafting, doing or reviewing. Learners should also be able to identify when it is not appropriate to collaborate during a task.</p> <p>Learners should select a minimum of two digital methods of communication. They should apply the knowledge demonstrated above to select appropriate tools.</p> <p>Using the comparison completed above, learners should select and use at least three different tools to complete a task. For example they could combine shared online documents, email and social media.</p> <p>Learners should reflect on the process with reference to:</p> <ul style="list-style-type: none"> ● enhancing personal and professional practice ● the benefits and pitfalls of their chosen methods <p>Learners may benefit from using a simple model of reflection to structure their ideas. For example: Rolfe or Gibbs.</p>
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DL L2.5 Digital Creativity

Learning outcome	The learner needs to know how to:	Practitioner / Assessor guidance
1. Be able to use a range of creative tools and techniques to complete a task	Select and use a range of digital creative tools and techniques to produce a multimedia solution for a given task	<p>The creative digital approach may include, but is not restricted to:</p> <ul style="list-style-type: none">Using a digital tool creatively to produce a multimedia resource, for example a web page, user generated video, animation, augmented realityUsing digital tools creatively to complete a task, e.g. managing social media pages or creating and managing a blogUsing appropriate features e.g. sound, video, images, hyperlinks, interactivity, timings,Using different techniques e.g. templates, video/audio editing <p>Multimedia should include a minimum of three types of media (images, text, audio and audio-visual).</p>
2. Be able to review creative digital outcomes	<p>Give the advantages and disadvantages of chosen creative tools and techniques</p> <p>Review the creative decisions made and their impact upon the outcome/s</p>	<p>The learner should consider the purpose, accuracy, quality, design and accessibility of using that particular approach.</p>

<p>3. Understand how a digital creative solution can be used to complete a task or solve a problem for a range of audiences</p>	<p>Describe how you might use digital creative solutions to complete a task or solve a problem for a range of audiences</p>	<p>In a structured discussion the learner should be prepared to:</p> <ul style="list-style-type: none"> Consider how their chosen solution is appropriate for their given audience <p>Describe how they may adapt this or suggest an alternative solution for a different audience.</p>
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DL L2.6 Digital Learning

Learning outcome	The learner needs to know how to:	Practitioner / Assessor guidance
<p>1. Understand how digital literacy can extend learning opportunities</p>	<p>Compare a range of digital tools which extend personal learning with reference to how these meet personal learning requirements and preferences</p> <p>Describe how digital technologies /tools improved the learning experience</p>	<p>Digital tools can include, but are not restricted to: blogs, vlogs, VLE, wikis, online forums, social media, collaborative tools, infographics, presentation tools.</p> <p>Learners should be using these tools in a variety of contexts and should show how different tools meet different learning requirements.</p> <p>Learners should reflect on learning that has taken place across the digital literacy strands and identify targets for improvement.</p> <p>Learners should show that they have been using familiar and unfamiliar tools to improve the learning experience.</p>

Essential Digital Literacy Skills – Level 3

The table below shows the skills learners will need to have in order to achieve the Essential Digital Literacy Skills qualification. These skills should be taught before learners complete the *Controlled Task* and *Structured Discussion*. The 'guidance' in the third column supports the requirements of the first two columns.

DL L3.1 Digital Responsibility		
Learning outcome (EDLS Specification)	The learner needs to know how to: (skills to be taught in preparation for Task and Test Assessments)	Practitioner / Assessor guidance (guidance on skills development)
1. Understand a range of protocols for digital responsibility and digital security in a wide range of digital communities and environments	Explain how to minimise risks for personal and professional digital projects using a range of protocols	<p>Protocols for minimising risks could include but are not restricted to: antivirus, password protection, spam filters, encryption, correct permissioning, deleting cookies, firewalls, deleting history, blocking certain sites or people, backing up data, performing regular updates, licensing resources to Creative Commons, copyrighting any resources that are not to be used publically/replicated, compliance with legal and organisational procedures.</p> <p>The answers should be applicable to a context (given or chosen) and the learner should identify the risk that the given protocol is minimising.</p>

<p>2. Be able to apply a range of protocols for digital responsibility and digital security in a wide range of digital communities and environments</p>	<p>Select and justify protocols for digital responsibility and digital security in a wide range of digital communities and environments</p>	<p>This is the practical application of the above criteria</p>
<p>3. Be able to refine a digital footprint</p>	<p>Review and publish appropriate and relevant profiles and resources</p> <p>Ensure safety protocols are in place for the audience.</p>	<p>Profiles could include but are not restricted to social media profiles such as Facebook, Twitter, Pinterest, Instagram etc. Make reference to personal and professional use.</p> <p>Resources could include anything that the learner may have posted to the internet, e.g. presentations they have created, blogs or wikis they have written.</p> <p>The learner should review these profiles on a regular basis to ensure that they are still fit for purpose.</p> <p>As the learner will be publishing profiles and resources it is important they are aware that they are responsible for the content they publish and therefore should apply relevant safety protocols. These could include, but are not restricted to:</p> <ul style="list-style-type: none"> ● Setting a minimum age for access ● Reviewing and deleting inappropriate posts or comments made on any profiles, sites, resources etc. ● Warnings for any graphic imagery ● Ground rules for participating

Refine a digital footprint for community, employability or global purposes.

This is about changing online profiles etc. for use in different purposes. A learner may choose to keep their Facebook account entirely private and for use only with friends but use Twitter for personal and professional purposes.

Learners should consider:

- Protecting and projecting your online identity
- Cultural awareness
- Contributing to international sites

DL L32.2 Digital Productivity

Learning outcome

The learner needs to know how to:

Practitioner / Assessor guidance

1. Be able to organise, store, share, permission and protect digital information

Effectively manage storage structures of digital resources

Manage and review the most efficient way of organising the storage and permissioning of digital resources

Learners should have multiple storage structures for personal and professional practices that have a minimum of 2 level file hierarchy. The management of these structures should be shown through the folder and file naming, the organisation and sharing of any files etc. These structures could be device or cloud based storage.

Learners should be able to store and permission digital resources appropriately for a range of contexts (*e.g. social, employability and study contexts*). This should include

- permissioning resources in a cloud based storage area,
- reviewing of permissions as this may need to change over time.

<p>2. Understand how to select, use and evaluate appropriate digital technologies, tools and techniques to complete complex tasks or solve complex problems</p>	<p>Assess and implement appropriate methods of securing digital information</p>	<p>For another project the most efficient way may be to store digital resources on a secure device due to sensitive data and share/permission via secure sites or encrypted email.</p>
	<p>Store digital resources using appropriate indexing strategies for use in a range of digital projects and activities</p>	<p>The learner's assessment should include reference to the sensitivity of the digital information, data protection legislation and the level of security needed. Methods of securing digital information should be chosen with reference to this assessment, with justification given for the choice. Methods could include password protection, encryption, keeping the data backed up and potentially offline.</p>
	<p>Critically evaluate a combination of digital technologies and tools and their appropriateness for completing given complex tasks or complex problems.</p>	<p>Indexing strategies could include tagging, social bookmarking, file naming protocols.</p>
	<p>Critically evaluate the capacity of the selected technologies and tools to present solutions professionally</p>	<p>In a complex task, a combination of digital technologies and tools would usually refer to the use of at least one technology and two tools.</p> <p>Learners should be able to make the choice related to the task and justify their choice with particular reference to why the combination is appropriate for the task. This skill should be demonstrated in the completion of at least 2 complex tasks or problems.</p> <p>Presenting solutions professionally refers to the quality of the presentation in a professional capacity. It is not restricted to the use of, for example, a presentation editor. The solution could be a video, animation, slideshow of images etc. This will most likely be what the learner has done as part of the Digital Creativity task. This outcome requires that the learner should</p>

focus on the tools they have used and the capacity and/or limitations of the tool.

DL L3.3 Digital Information Literacy

Learning outcome	The learner needs to know how to:	Practitioner / Assessor guidance
1. Be able to search for, evaluate and use digital information to complete complex tasks or solve complex problems	<p>Carry out advanced searches using appropriate search engines, functions and features</p> <p>Retrieve, organise and classify digital information into a structured format using appropriate indexing strategies</p> <p>Use digital information which is in a suitable format for a range of audiences to complete complex tasks or solve complex problems</p>	<p>Advanced search includes but is not restricted to: the use of advanced search functions within search engines such as Google Advanced Search, as well as the use of Boolean searches using terms such as AND, OR, NOT, WITHIN etc.</p> <p>‘Appropriate search engine’ refers to the choice of search engine for the task at hand, e.g. using Youtube to search for videos, or Google Scholar to search for journals.</p> <p>This refers to information that is found online. Classification and indexing strategies could include the use of online bookmarking tools such as Diigo, Flipboard. It could be the creation and organisation of boards on Pinterest or topics on Scoop.it.</p> <p>This refers to the manipulation of data into a format that is suitable for given audiences (there should be more than one scenario with different audiences to evidence this).</p>
2. Understand how to critically analyse and review techniques to gather digital information	<p>Critically analyse digital sources of information with reference to how search engine results are manipulated by a variety of processes</p>	<p>The learner needs to show an awareness here of terms such as, targeted marketing through the use of Cookies/Big Data, Google Adwords and other pay per click marketing strategies.</p>

The learner should build on the definition of Search Engine Optimisation and show an understanding of some of the ways this can be achieved.

The learner will need to critically analyse a minimum of 2 digital sources of information found via search engine results with reference to the above.

DL L3.4 Digital Collaboration

Learning outcome	The learner needs to know how to:	Practitioner / Assessor guidance
1. Understand how collaboration can enhance personal, professional and organisational practice	<p>Critically assess and evaluate how collaborative tools, technologies and techniques can enhance personal, professional and organisational practice.</p> <p>Critically analyse and assess safe and secure ways to collaborate with an online team</p> <p>Critically compare a range of online collaborative tools (at least 3 synchronous and 3 asynchronous)</p>	<p>The critical analysis should have reference to the context with justification given for the safety/security protocols used. For example, using online shared documents to share highly sensitive data for a company may be inadvisable. A more secure method of collaboration in this context should be used.</p> <p>Tools may include, but are not restricted to: shared online documents (<i>e.g. Google Docs, Office 365</i>), online video calling, emails, text messages, social media sites (<i>e.g. Pinterest, Facebook, Twitter, LinkedIn</i>) or blogs.</p> <p>Some of these tools can be used both asynchronously and synchronously; learners will need to be careful to identify how they will be using them before they critically compare the tools.</p>
2. Be able to plan, organise and apply effective and efficient	<p>Explore opportunities to collaborate with others to complete a complex task or solve a complex problem</p>	<p>In any given scenario learners should be able to identify when and how collaboration can take place. This should be an application of the knowledge demonstrated above.</p>

collaborative working practices	<p>Select appropriate digital methods of communicating with a team</p> <p>Use and evaluate the most suitable combination of digital tools</p> <p>Justify choice with reference to effectiveness and efficiency</p>	<p>At Level 3 learners should be making independent choices, with justification for each decision.</p> <p>Learners should be confident to use familiar and unfamiliar tools when working with others.</p> <p>Communication and collaboration should be planned, carried out and justified.</p>
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DL L3.5 Digital Creativity

Learning outcome	The learner needs to know how to:	Practitioner / Assessor guidance
1. Be able to use a wide range of digital creative tools and techniques to complete a complex task	<p>Select digital creative tools and techniques to complete a complex task</p> <p>Respond appropriately to constructive feedback</p>	<p>Learners should show confidence in using familiar and unfamiliar tools in order to complete a complex task.</p> <p>Learners should respond to feedback by:</p> <ul style="list-style-type: none"> ● considering if changes need to be made and acting on this ● being able to give a rationale for disagreeing with any feedback
2. Understand how to critically review, analyse and evaluate creative digital solutions	<p>Critically analyse the advantages and disadvantages of digital solutions when completing complex tasks</p> <p>Justify creative solutions.</p>	<p>Learners should consider:</p> <ul style="list-style-type: none"> ● The impact of their creative solution on a range of audiences ● The safety and security of their chosen solution ● How the solution could have been improved <p>Why other solutions would have been unsuitable</p>

<p>3. Understand how a digital creative solution has the potential to develop opportunities for entrepreneurship and enterprise</p>	<p>Critically evaluate the process used to complete a complex task</p> <p>Critically analyse and assess how solutions are developed using digital creativity and their impact</p>	<p>Learners should consider the impact:</p> <ul style="list-style-type: none"> ● Locally ● Nationally ● Globally
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DL L3.6 Digital Learning

Learning outcome	The learner needs to know how to:	Practitioner / Assessor guidance
<p>1. Understand how digital technologies, tools and techniques enhance and extend learning opportunities</p>	<p>Critically assess and analyse digital technologies, tools and techniques which extend learning with reference to how these meet personal learning requirements and preferences</p>	<p>Digital tools can include, but are not restricted to: blogs, vlogs, VLE, wikis, online forums, social media, collaborative tools, infographics, presentation tools.</p> <p>Learners should consider:</p> <ul style="list-style-type: none"> ● the context for learning ● the skills and knowledge being learned ● a range of familiar and unfamiliar digital technologies and tools for learning ● any specific learning needs ● targets for improvement

Evaluate how digital technologies, tools and techniques enhanced the learning experience

Learners should consider how the digital technologies and tools can enhance learning in a range of contexts (including personal and professional contexts).

Learners would benefit from an awareness of reflective models such as Gibbs, Rolfe or Kolb to enable them to structure their evaluation.

Learning experiences refer to **all** instances of learning, not only digital literacy learning.

Essential Digital Literacy Skills

Learner Guidance

Essential Digital Literacy Skills – Entry Level 1

Learner Guidance

The table below shows the skills you will need to have in order to achieve the Essential Digital Literacy Skills qualification. You and your tutor / assessor should be confident that you can do all of these things before you complete the *Controlled Task* and *Structured Discussion* assessments.

DL E1.1 Digital Responsibility		
Learning outcome (EDLS Specification)	You need to know how to: (skills needed)	Learner guidance (guidance on the skills you need)
1. Be able to access a digital device	Turn on and turn off a digital device Use a security feature to access the device e.g. password, passcode, fingerprint etc.	You need to be able to turn on and turn off the device that you use. This might be a tablet; netbook; desktop computer; laptop; smartphone; personal media player; wearable technology You need to know how to put in a password or passcode. For the controlled task you will be given a password to enter. This will not be the same as your own password . <i>e.g. logging out of websites when finished; not sharing passwords or other sensitive data with others</i>
2. Know how to stay safe online	State ways of keeping safe online	Be aware that to keep you safe online. Some websites ask you to have a user account or will check that you are a real person by asking you to type in a series of letters and numbers

DL E1.2 Digital Productivity

Learning outcome	You need to know how to:	Learner guidance
1. Be able to open a file	Open a file	You should be able to open at least one file on a device that you know and have used before.
2. Be able to use an input device	Demonstrate an ability to make changes using an input device	This might be by using a mouse, keyboard, touch screen, touch pad or remote control.
3. Be able to present information digitally	Present at least one piece of information for the task in a digital format	This might be a photo on a smartphone, record a message using a digital voice recorder or type a simple document.

DL E1.3 Digital Information Literacy

Learning outcome	You need to know how to:	Learner guidance
1. Be able to identify a digital source of information	Identify a digital source of information	This might be a search engine; e-book, online newspaper, online video

DL E1.4 Digital Collaboration

Learning outcome	You need to know how to:	Learner guidance
1. Be able to use digital tools to collaborate with others	Use digital tools to collaborate with others to complete a task	This will be set up by your tutor or assessor Tools may include shared online documents, online video calling, emails, text messages, social media sites or blogs. You only need to use one tool at a time.

DL E1.5 Digital Creativity

Learning outcome	You need to know how to:	Learner guidance
1. Be able to enhance a digital resource	Use creative features to enhance a digital resource	This might be by applying colour; changing fonts; adding an image; editing and making a photo look better; adding borders. Enhance – this is to improve the quality and/or value of the resource.

DL E1.6 Digital Learning

Learning outcome	You need to know how to:	Learner guidance
1. Know opportunities for digital learning	List digital devices and tools that can be used for learning	You should be able to list at least 2 sorts of devices and 2 different tools that can be used for digital learning.

Essential Digital Literacy Skills - Entry Level 2

The table below shows the skills you will need to have in order to achieve the Essential Digital Literacy Skills qualification. You and your tutor / assessor should be confident that you can do all of these things before you complete the *Controlled Task* and *Structured Discussion* assessments.

DL E2.1 Digital Responsibility		
Learning outcome (EDLS Specification)	You need to know how to: (skills needed)	Learner guidance (guidance on the skills you need)
1. Be able to keep yourself safe in a digital world	Configure security settings to keep yourself safe in a digital world (e.g. passwords, fingerprints, passcodes etc.)	You need to know that some passwords are stronger than others. If you use your date of birth as your password it may be easily opened by others. You need to be able to set a strong password and have a way to remember it
2. Be able to open and respond to personal messages	Open a personal file, email or message and respond to the personal file, email or message Use appropriate language and behaviour	This is about knowing how to open and answer messages that you have been sent. You need to know how to start your message and what to say so that your message is understood and is polite. You also need to be aware of when it is best not to reply to a message.
3. Be able to access transaction-based online services	Use an online tool to carry out routine transactions.	This might include looking after your money online such as paying a bill or completing an in-app purchase. It may also be booking a place at an event, using an online or top-up voucher, or making requests for council services, for example reporting broken street lights or missed bin collections.

4. Know how to stay safe online	State ways of keeping yourself safe in a range of contexts (<i>including messages, social media and websites</i>)	<p>This might include telling your tutor/assessor about:</p> <ul style="list-style-type: none"> ● what you can safely post on social media sites. ● privacy settings on social media sites ● how you make sure that what you post on social media sites is only seen by the people who you want to share it with ● virus protection and why it is needed ● the dangers of emails that may ask for money or information.
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DL E2.2 Digital Productivity		
Learning outcome	You need to know how to:	Learner guidance
1. Be able to create and save a file	Create and save a file	You can do this from a blank document, image or video, or making a new document by changing and re-naming an existing file.
2. Be able to enter and present digital information	Enter basic digital information Use basic formatting techniques to present digital information	This could include text, images or pictures, sound or video. This might include making changes to your document (<i>such as adding borders</i>), moving or cropping pictures and/or editing sound/video.
3. Be able to identify basic hardware	Identify basic digital hardware	You will be asked identify devices that you are already using for study or work. This could include: laptops, tablets, smartphones, PCs, keyboards, monitors, webcams, microphones, speakers, printers scanners, wearable devices.

DL E2.3 Digital Information Literacy

Learning outcome	You need to know how to:	Learner guidance
1. Be able to locate digital information	Locate information from a given digital source	You will be told where to look and asked to find certain information – this might be getting information from a website, using a search engine to find information or finding pictures of something or video clips.

DL E2.4 Digital Collaboration

Learning outcome	You need to know how to:	Learner guidance
1. Be able to use digital tools to collaborate with others	Identify digital collaborative tools Communicate digitally with a team to plan a task Work online synchronously (in real time) with others to complete the task	Collaborative tools are those that you use to work with other people This may include working on shared online documents, online video calling, emails, text messages, social media sites or blogs. You must name at least 1 tool that you can use to work with others. You will be asked to talk or work with 1 other person to plan a given task online. This might be working with others using a shared online document, taking part in a web conferencing, video link, or using instant messaging.

DL E2.5 Digital Creativity

Learning outcome	You need to know how to:	Learner guidance
1. Be able to create/edit a digital resource	Choose appropriate creative tools Use creative tools to create and/or edit a digital resource	You need to choose at least 2 creative tools. This can be any digital tool that can be used in an imaginative way.

DL E2.6 Digital Learning

Learning outcome	You need to know how to:	Learner guidance
1. Know opportunities for digital learning	Give examples of skills and knowledge that can be learned using digital tools	You should be able to tell your tutor/assessor what you have learnt using digital tools as well as other things that people learn using digital tools.

Essential Digital Literacy Skills – Entry Level 3

The table below shows the skills you will need to have in order to achieve the Essential Digital Literacy Skills qualification. You and your tutor / assessor should be confident that you can do all of these things before you complete the *Controlled Task* and *Structured Discussion* assessments.

DL E3.1 Digital Responsibility		
Learning outcome (EDLS Specification)	You need to know how to: (skills needed)	Learner guidance (guidance on the skills you need)
1. Demonstrate how to interact safely in a digital world	Interact safely and appropriately in a digital world in a range of contexts (including using social media, messages, websites and online-transactions)	<p>This may include:</p> <ul style="list-style-type: none"> ● being aware of the risks when adding contacts, followers or friends on social media sites ● using security questions as an added feature on some user accounts ● changing your passwords regularly ● using strong passwords ● being aware of security features on URL such as https and/or padlock symbol. ● using private browsing in appropriate ways <p>You need to be able to tell your assessor what a 'digital footprint' is.</p> <p>It could include:</p> <ul style="list-style-type: none"> ● Your profile on social media ● Photographs of you that have been posted online ● Anything you have written or has been written about you.
2. Know what is meant by a digital footprint	State what is meant by a digital footprint	

DL E32.2 Digital Productivity

Learning outcome	You need to know how to:	Learner guidance
1. Be able to organise and store digital information	Create basic folder structures to store information Manage files and folders Access digital data	You need to be able to make folders so that information is stored and you can find it easily. This might be on your device or using cloud storage, or online collaborative tools. You should be able to get to the information/data that you have stored in your file and folder structure.
2. Be able to create and present digital information	Identify digital tools, technologies and techniques to present digital information Use appropriate formatting techniques to present digital information	Tools – software or applications Technologies – devices or hardware Techniques – how you use technologies and tools This might be linked to your Digital Creativity task.

DL E3.3 Digital Information Literacy

Learning outcome	You need to know how to:	Learner guidance
1. Be able to select digital information	Search for appropriate digital information Identify reliable resources and give reasons why they are reliable	You need to be able to not only to find information online, but be able to say whether the information is likely to be reliable and why. <i>e.g. if you are using information from a blog about how to stay healthy it may not be as reliable as information from the NHS website.</i>
2. Be able to use digital information	Use appropriate digital information to complete a task	You will be asked to use the information that you have found to complete the task that your tutor/assessor has given you.

DL E3.4 Digital Collaboration

Learning outcome	You need to know how to:	Learner guidance
1. Know how digital collaboration can be useful when carrying out a task	<p>Outline how online collaboration and communication can be useful when carrying out a task</p> <p>List advantages and disadvantages of different methods of online collaboration and communication</p>	<p>Online collaboration is when you are working together towards a defined goal; for example when using a shared online document</p> <p>Online communication is when you are giving or exchanging information online; for example when you email, message or use a video-link</p> <p>You need to be able to say why both are useful when carrying out a task.</p> <p>You should list 2 advantages and two disadvantages of at least 2 methods of online collaboration and/or communication. <i>e.g.</i> <i>2 advantages and disadvantages of using Facetime /Skype</i> <i>2 advantages and disadvantages of working using Googledocs</i></p> <p>You will be asked to complete a task with others and need to work with the group to pick and use the best online tools to do this.</p>
2. Be able to use appropriate digital tools to collaborate with others	Identify and use appropriate synchronous (real time) and asynchronous methods to collaborate and communicate online to complete a task	<p>Working synchronously: You may need to work together at the same time and might use online video calling for a discussion.</p> <p>Working asynchronously: For part of the task you might use tools where you are working together but at different times using email or texts.</p>

Outline reasons for the methods used

Some tools do both – social media sites can be used for messaging or for online chats.
You need to be able to say why the tools that you have chosen are the best for your group and the task.

DL E3.5 Digital Creativity

Learning outcome	You need to know how to:	Learner guidance
1. Be able to create a multimedia digital resource	Choose appropriate digital tools for a specific purpose Use digital tools creatively to produce a multimedia resource	Your tutor/assessor will tell you what the specific purpose is, but you must choose the most appropriate tool. Your resource must include at least 2 different media. <i>e.g. text and images, audio and video</i>

DL E3.6 Digital Learning

Learning outcome	You need to know how to:	Learner guidance
1. Know how digital literacy can extend learning opportunities	Identify appropriate digital tools to support specific learning activities List digital tools to access and evidence learning experiences	Tools can include,online shared documents, online learning tools, collaborative tools, infographics, presentation tools. You should state why the tool is the best for what you are trying to learn. You might show/say how you have used tools such as blogs, vlogs, VLE, wikis, online forums, social media, collaborative tools, infographics, presentation tools

Outline what went well when using digital learning tools

You might list tools that you have used for digital literacy learning or for something else.
e.g. using online videos to show you how to cook something or to help you to learn to play a musical instrument.

You need to tell someone about what you learned, what went well/ whether this way of learning worked for you.

Essential Digital Literacy Skills – Level 1

The table below shows the skills you will need to have in order to achieve the Essential Digital Literacy Skills qualification. You and your tutor / assessor should be confident that you can do all of these things before you complete the *Controlled Task* and *Structured Discussion* assessments.

DL L1.1 Digital Responsibility		
Learning outcome (EDLS Specification)	You need to know how to: (skills needed)	Learner guidance (guidance on the skills you need)
1. Understand the importance of digital responsibility	<p>Outline the risks associated with interacting online</p> <p>Outline how to report inappropriate interactions and/or content</p> <p>Give examples of methods of staying safe in a digital world</p> <p>Outline personal responsibility to others in a digital world</p>	<p>You need to know about the risk of:</p> <ul style="list-style-type: none"> ● giving too much personal information ● not knowing if the person you are in contact with online is who they say they are ● tagging someone else online – how might this affect them? <p>You need to know:</p> <ul style="list-style-type: none"> ● how to report anything you think is unsuitable on social media sites ● when you would need to contact someone else about what you have seen online ● how to set security questions on some sites to keep your account details very secure ● that you need to change passwords regularly ● how to set a secure password

<p>2. Be able to work safely in a range of digital environments</p>	<p>Use appropriate tools and techniques to work safely in the digital world.</p> <p>Use appropriate language and behaviour</p>	<ul style="list-style-type: none"> ● that a padlock symbol or 'https' at the beginning of a web address shows that a website is secure ● what private or incognito browsing is and when to use it <p>This may include:</p> <ul style="list-style-type: none"> ● using anti-virus software ● using the spam folder in your email ● knowing when to forward emails ● understanding that someone may not understand what you mean. For example using internet slang or emoticons such as 'lol' or 😊 might be confusing to some people. ● understanding when it is not a good idea to use internet slang or emoticons in an email or online communication
<p>3. Understand how to manage a personal digital footprint</p>	<p>State appropriate methods to manage a digital footprint</p> <p>Outline how online information can impact on self and others</p> <p>State the impact of cookies and website tracking</p>	<p>You could be able to</p> <ul style="list-style-type: none"> ● check and manage your privacy settings on social media sites (like Facebook, Twitter, Pinterest, YouTube, LinkedIn etc) ● report or delete unsuitable messages or photos <p>You should know that companies use cookies and website tracking to find out what you are interested in. <i>e.g. when you search for shoes online, you may find that the exact same pair pop up as an advert on your facebook page.</i> This is why most websites ask you to accept their 'Cookie Policy'.</p>

DL L1.2 Digital Productivity

Learning outcome	You need to know how to:	Learner guidance
1. Be able to organise, store, share and protect digital information	<p>Organise folder structures to store information</p> <p>Manage files in folders efficiently</p> <p>Identify methods of securing digital information</p> <p>Store and access digital data</p>	<p>You need to be able to make folders and sub-folders to store information in a sensible and organised way.</p> <p>Your folders may be in your email, in cloud storage or on your device.</p> <p>You need to know how to password protect sensitive information.</p> <p>You need to know how to share information with other people.</p> <p>You need to know how to download and store information that someone else has shared with you.</p>
2. Understand how to maintain devices and resolve common digital issues	<p>Identify a common digital problem and solution</p> <p>Identify the basic infrastructure of common digital devices and outline issues and simple procedures to resolve these</p>	<p>Some common digital problems that you may face are:</p> <ul style="list-style-type: none">● frozen devices● App not working● Device updates needed● Software updates needed● No internet connection <p>You need to know what to do to solve the problems.</p> <p>You need to identify some of the hardware and software on the device you are using.</p> <p>Some of the issues may be:</p> <ul style="list-style-type: none">● System updates

3. Be able to use digital tools and technologies to complete a task	Select and use at least one appropriate digital technology and one appropriate digital tool to complete a task or solve a problem	<ul style="list-style-type: none"> ● Virus protection <p>Connection to other devices via ports or wifi</p> <p>You will be given a task to complete or a problem to solve. You should decide which technology (device) and which tool (software/application) to use.</p> <p><i>e.g. sometimes an app does not have all the same features on a tablet as it does on a laptop computer.</i></p>
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DL L1.3 Digital Information Literacy

Learning outcome	You need to know how to:	Learner guidance
1. Be able to efficiently search for and save digital information	<p>Use suitable keywords or phrases to search for information to complete a task or solve a simple problem</p> <p>Save the information for efficient retrieval</p>	<p>You should be able to choose terms that allow suitable websites or images to appear in the results. For example you should:</p> <ul style="list-style-type: none"> ● Use specific, not generic terms ● Be aware that search engines often ignore short words such as 'the, and, to' <p>Websites can be bookmarked on a single device or using a cloud based service.</p> <p>Images can be saved securely using folder structures created in Digital Productivity.</p>

<p>2. Know why a digital source of information is reliable and relevant</p>	<p>Give reasons why the located source of information is reliable and relevant</p> <p>State why search result order does not determine reliability and relevance</p>	<p>You need to be able to not only to find information online, but be able to say whether the information is likely to be reliable and relevant.</p> <p><i>e.g.</i></p> <ul style="list-style-type: none"> ● <i>sources of information about current affairs should not be out of date.</i> ● <i>the content of a blog is usually an opinion and is not always factual</i> ● <i>some websites are more reliable than others (e.g. government sites)</i> <p>You should be aware that some search results are sponsored adverts and will often appear at the top of the list.</p> <p>You should also be aware that companies can make changes to their websites to try and make sure that they appear near the top of the search results.</p>
<p>3. Be able to retrieve and use digital information to complete a task</p>	<p>Retrieve and use digital information which is in a suitable format for a target audience</p>	<p>You should be able to find the work from the folders you made or from a bookmarking site.</p> <p>You should make sure that your information is suitable for the person using it.</p> <p><i>e.g. if you are finding information for young children, you should make sure the language is simple to understand.</i></p>

DL L1.4 Digital Collaboration

Learning outcome	You need to know how to:	Learner guidance
1. Understand how digital collaboration can enhance practice	Outline how digital collaborative tools could be used to enhance personal and professional practices	<p>This may include:</p> <ul style="list-style-type: none"> ● using professional social networking sites such as LinkedIn ● setting up groups or pages on social media for charities or someone you work for ● using a web based bulletin board to gather ideas during a team meeting
2. Be able to work effectively and efficiently with a digital team	<p>Identify potential benefits and risks of digital collaborative tools and their use</p> <p>Identify opportunities to collaborate using online tools to complete a task or solve a simple problem</p> <p>Demonstrate effective and efficient synchronous (real time) and asynchronous</p>	<p>You should be able to identify at least 2 benefits and 2 risks for at least 2 tools.</p> <p>Benefits may include: Cost, Time, Increased productivity</p> <p>Risks may include: Security risk if incorrect privacy settings used, Accidental deletion of work, Inappropriate sharing and editing of work</p> <p>You will be given a task or a problem and should be able to identify where you would work with others digitally.</p> <p>The tools you use may include shared online documents, online video calling, emails, text messages, social media sites or blogs.</p> <p>Working synchronously means working together at the same time. A synchronous collaborative tool is one that allows you to work on the same document at the same time from different devices; or allows you to talk to and see someone online. <i>e.g. online shared documents (e.g. Google Docs, Office 365) can be</i></p>

methods of collaborating with an online team to complete a task or solve a problem

Review the selected methods

synchronous if you and a friend are both typing into the same document at the same time from different devices.

Working asynchronously means working together, but not at the same time. An asynchronous collaborative tool allows you to work together with some time delay.

e.g. emails and texts are asynchronous as you usually need to wait for a reply.

You should be able to use synchronous (real time) and asynchronous (deferred time) tools to complete a task or solve a problem.

Effective tools allow the task to be completed. **Efficient** tools may allow the task to be completed more quickly or for a lower cost.

Inefficient tools would cause you to waste time and effort.

You should be able to say why the tools you choose are effective and efficient.

DL L1.5 Digital Creativity

Learning outcome	You need to know how to:	Learner guidance
1. Be able to demonstrate how digital creativity can be used to complete tasks	Use an appropriate creative digital approach to complete a task	<p>You may use a digital tool creatively to produce a resource. <i>e.g. producing an E-Book for primary school children or a health and safety infographic for a catering room.</i></p> <p>You may use digital tools creatively to complete a task:</p> <ul style="list-style-type: none"> ● Using appropriate features <i>e.g. sound, video, images, hyperlinks</i> ● Using different techniques <i>e.g. templates, video/audio editing</i>
2. Be able to outline why a specific approach has been used	Describe the reasons for using the approach, and its creative impact	<p>You should describe the reasons for your creative choice.</p> <p>You should be able to describe the impact it may have by considering the quality and the design how people with different needs and backgrounds can access the resource or tool</p>
3. Be able to identify ways in which digital creative processes can help specific audiences	Identify how an approach/resource is developed using digital creativity and its potential impact on an audience	<p>You should think about who will be using your resource or tool. How will you be meeting their needs?</p> <p><i>e.g. an animation story may be appropriate for presenting to primary age children, but not necessarily for a formal presentation in a professional setting.</i></p>

DL L1.6 Digital Learning

Learning outcome	You need to know how to:	Learner guidance
<p>1. Understand how digital literacy can extend learning opportunities</p>	<p>Identify a range of appropriate digital technologies/tools which extend learning opportunities</p> <p>Indicate personal digital learning requirements and preferences</p> <p>Identify how digital technologies /tools improved the learning experience</p> <p>Identify common problems encountered when using digital tools/technologies and indicate how these could be overcome</p>	<p>Some of the digital tools may include: blogs, vlogs, VLE, wikis, online forums, social media, collaborative tools, infographics, presentation tools.</p> <p>You should be able to identify the technologies and tools you have used in your learning. You should also be able to talk about tools you may use in the future to help you learn.</p> <p>You should be able to talk about when and where you use your digital literacy skills and knowledge.</p> <p>Common problems may include:</p> <ul style="list-style-type: none"> ● Not being able to use all the features of an App on a tablet or smartphone ● Not being able to use all the features of an App unless you buy the 'paid for' version ● Fear of using new technologies and/or tools ● Cost of certain software ● Bandwidth required by some software ● Age of device – <i>e.g. Apps not supported by older operating systems</i> <p>Some Apps only available on specific operating systems</p>

Essential Digital Literacy Skills - Level 2

The table below shows the skills you will need to have in order to achieve the Essential Digital Literacy Skills qualification. You and your tutor / assessor should be confident that you can do all of these things before you complete the *Controlled Task* and *Structured Discussion* assessments.

DL L2.1 Digital Responsibility		
Learning outcome (EDLS Specification)	You need to know how to: (skills needed)	Learner guidance (guidance on the skills you need)
1. Understand the importance of digital responsibility in a wide range of digital communities and environments	<p>Describe the risks when interacting in a digital environment</p> <p>Describe ways of staying safe in a wide range of digital communities and environments</p>	<p>These may include:</p> <ul style="list-style-type: none"> ● Virus risks ● Downloading or uploading of inappropriate material (unintentionally or intentionally) ● Lack of awareness of copyright issues ● Understanding of what malware is and how it can affect a computer system <p>This may include:</p> <ul style="list-style-type: none"> ● Usage rights - knowing where to look for copyright free images. ● Usage rights – having an awareness of Creative Commons licensing ● Using appropriate screen names online ● Using appropriate e-payment methods

<p>2. Be able to choose the most appropriate tools and techniques to work safely for a specific purpose</p> <p>3. Be able to review a personal digital footprint</p>	<p>Describe potential consequences of inappropriate or unlawful online activity</p> <p>Select the most appropriate tools and techniques to work safely for a specific purpose</p> <p>Conduct a review of personal digital footprint</p>	<ul style="list-style-type: none"> ● Encrypting sensitive data <p>This may include:</p> <ul style="list-style-type: none"> ● Consequences of downloading and distributing copyrighted material ● Consequences of inappropriate postings to friends and family ● Consequences of being tagged in inappropriate postings from others. <p>This may include:</p> <ul style="list-style-type: none"> ● Using private/incognito browsing for an appropriate reason (e.g. not wanting log-in details stored on a friend's device) ● Setting permissions on shared documents <p><i>e.g. checking privacy settings on social media sites or using a reputation management tool to review all activity.</i></p>
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DL L2.2 Digital Productivity

Learning outcome	You need to know how to:	Learner guidance
1. Be able to organise, store, share and protect digital information	<p>Construct appropriate folder structures to manage projects and store information</p> <p>Manage personal and professional files and folders</p> <p>Identify and evaluate appropriate methods of securing digital information</p> <p>Store digital information in a systematic way to support easy access</p>	<p>Filing systems could include:</p> <ul style="list-style-type: none">folders within emaildevice or cloud storageonline collaborative tools. <p>You should be comfortable using two or more levels of folder hierarchy (folders and sub-folders) when appropriate.</p> <p>You should know how to separate your personal files and folders from professional ones.</p> <p>You should be able to password protect sensitive information.</p> <p>You should know when it would be more appropriate to encrypt data.</p> <p>You should be able to share information with correct permissions (editing rights, view only or can comment).</p> <p>You should be able to alter these depending on the situation.</p> <p>You should be aware of data protection issues when storing sensitive information in the cloud.</p> <p>You should be able to store and access the data/information from your folder structures.</p> <p>You should be able to access and/or download data/information shared with you.</p>

<p>2. Be able to retrieve and use digital information to complete a task or solve a problem</p>	<p>Organise and classify digital information into a structured format to complete a task or solve a problem</p> <p>Retrieve and use digital information which is in a suitable format for a specified target audience to complete a task or solve a problem.</p>	<p>This could include cloud storage (with appropriately named files and folders), desktop storage (with appropriately named files and folders), social bookmarking, video playlists, online/offline photo storage in albums/collections. You should be able to access the information easily.</p> <p>You should be able to retrieve the information you found and stored.</p> <p>You should know that some information can only be accessed on certain devices or with particular software.</p> <p><i>e.g. you would need a PDF reader installed to access PDF documents.</i></p>
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DL L2.4 Digital Collaboration

Learning outcome	You need to know how to:	Learner guidance
<p>1. Understand how digital collaboration can enhance personal and professional practice</p>	<p>Describe how digital collaborative tools could be used to enhance personal and professional practices</p> <p>Describe potential benefits and risks of digital collaborative tools and their use</p> <p>Compare a range of online collaborative tools (at least 3 synchronous and 3 asynchronous)</p>	<p>You should build upon your skills and knowledge to provide more in depth descriptions. This may include:</p> <ul style="list-style-type: none"> ● using professional social networking sites such as LinkedIn to enhance personal and professional practice ● setting up and managing groups or pages for small enterprises or charity groups ● outlining how collaborative tools have enhanced personal or professional practice <p>Describe at least three benefits and three risks for a minimum of two tools.</p> <p>Benefits may include:</p> <ul style="list-style-type: none"> ● Cost efficiency ● Time efficiency ● Increased productivity <p>Risks may include:</p> <ul style="list-style-type: none"> ● Security risk if incorrect privacy settings used ● Accidental deletion of work ● Inappropriate sharing and editing of work <p>Tools may include: shared online documents (e.g. <i>Google Docs</i>, <i>Office 365</i>), online video calling, emails, text messages, social</p>

<p>2. Be able to collaborate online effectively and efficiently</p>	<p>Identify and assess opportunities to complete a task or solve a problem by using collaborative online tools</p>	<p>media sites (e.g. <i>Pinterest, Facebook, Twitter, LinkedIn</i>) or blogs.</p> <p>Working synchronously means working together at the same time. A synchronous collaborative tool is one that allows you to work on the same document at the same time from different devices; or allows you to talk to and see someone online. For example online shared documents (e.g. <i>Google Docs, Office 365</i>) can be synchronous if you and a friend are both typing into the same document at the same time from different devices.</p> <p>Working asynchronously means working together, but not at the same time. An asynchronous collaborative tool allows you to work together with some time delay.</p> <p><i>e.g. emails and texts are asynchronous as you usually need to wait for a reply.</i></p> <p>The comparison may include</p> <ul style="list-style-type: none"> ● whether the tool is synchronous, asynchronous or both ● the method of communication (e.g. written or spoken) ● the cost of the software <p>user reviews of the tool</p> <p>You should identify when collaboration can take place during a task. This may be during planning, drafting, doing or reviewing stages.</p> <p>You should also be able to identify when it is not appropriate to collaborate during a task.</p>
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	<p>Select a combination of digital methods of communicating with a team to complete a task or solve a problem</p> <p>Collaborate online using a range of synchronous and asynchronous digital tools to complete the task or solve the problem</p> <p>Reflect on the collaborative process</p>	<p>You should be able to select a minimum of two digital methods of communication.</p> <p>When you have compared collaborative tools, you should select and use at least three different tools to complete a task. For example you could combine shared online documents, email and social media.</p> <p>You should reflect on the process thinking about:</p> <ul style="list-style-type: none"> ● How it added value to your personal and professional practice ● the benefits and pitfalls of your chosen methods <p>Your tutor/assessor may show you some ways to structure and record your reflections during your learning.</p>
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DL L2.5 Digital Creativity

Learning outcome	You need to know how to:	Learner guidance
<p>1. Be able to use a range of creative tools and techniques to complete a task</p>	<p>Select and use a range of digital creative tools and techniques to produce a multimedia solution for a given task</p>	<p>A creative digital approach may include:</p> <ul style="list-style-type: none"> ● using a digital tool creatively to produce a multimedia resource, e.g. a web page, a self-made video, animation, augmented reality, ● using digital tools creatively to complete a task, e.g. managing social media pages or creating and managing a blog ● using appropriate features <i>e.g. sound, video, images, hyperlinks, interactivity, timings,</i>

<p>2. Be able to review creative digital outcomes</p>	<p>Give the advantages and disadvantages of chosen creative tools and techniques</p> <p>Review the creative decisions made and their impact upon the outcome/s</p>	<ul style="list-style-type: none"> ● using different techniques <i>e.g. templates, video/audio editing</i> <p>Multimedia should include a minimum of three types of media (images, text, audio and audio-visual).</p> <p>You should consider whether the approach you took was suitable for your task. Advantages/disadvantages may include:</p> <ul style="list-style-type: none"> ● Cost of tool ● Ease of use ● Time taken ● The templates/designs available ● How accessible the final solution will be
<p>3. Understand how a digital creative solution can be used to complete a task or solve a problem for a range of audiences</p>	<p>Describe how you might use digital creative solutions to complete a task or solve a problem for a range of audiences</p>	<p>In your structured discussion you should be prepared to:</p> <ul style="list-style-type: none"> ● Consider how your chosen solution is appropriate for your audience <p>Describe how you may adapt this, or suggest an alternative solution for a different audience.</p>

DL L2.6 Digital Learning

Learning outcome	You need to know how to:	Learner guidance
1. Understand how digital literacy can extend learning opportunities	<p>Compare a range of digital tools which extend personal learning with reference to how these meet personal learning requirements and preferences</p> <p>Describe how digital technologies /tools improved the learning experience</p>	<p>Digital tools may include: blogs, vlogs, VLE, wikis, online forums, social media, collaborative tools, infographics, presentation tools</p> <p>You should be using these tools in different ways and show how they are helping your learning.</p> <p>You should be reflecting on your digital literacy learning and set yourself targets for improvement.</p> <p>You should show that you have been using familiar and unfamiliar tools to improve your learning.</p>

Essential Digital Literacy Skills – Level 3

The table below shows the skills you will need to have in order to achieve the Essential Digital Literacy Skills qualification. You and your tutor / assessor should be confident that you can do all of these things before you complete the *Controlled Task* and *Structured Discussion* assessments.

DL L3.1 Digital Responsibility		
Learning outcome (EDLS Specification)	You need to know how to: (skills needed)	Learner guidance (guidance on the skills you need)
1. Understand a range of protocols for digital responsibility and digital security in a wide range of digital communities and environments	Explain how to minimise risks for personal and professional digital projects using a range of protocols	<p>Protocols for minimising risks could include but are not restricted to antivirus, password protection, spam filters, encryption, correct permissioning, deleting cookies, firewalls, deleting history, blocking certain sites or people, backing up data, performing regular updates, licensing resources to creative commons, copyrighting any resources that you would not want publically used/replicated, compliance with legal and organisational procedures.</p> <p>The answers should be applicable to a context (given or chosen) and you should identify the risk that the given protocol is minimising.</p>

<p>2. Be able to apply a range of protocols for digital responsibility and digital security in a wide range of digital communities and environments</p>	<p>Select and justify protocols for digital responsibility and digital security in a wide range of digital communities and environments</p>	<p>This is the practical application of the above criteria</p>
<p>3. Be able to refine a digital footprint</p>	<p>Review and publish appropriate and relevant profiles and resources</p> <p>Ensure safety protocols are in place for the audience.</p>	<p>Profiles could include but are not restricted to social media profiles such as facebook, twitter, pinterest, instagram etc.</p> <p>Resources could include anything that you may have posted to the internet, <i>e.g. presentations you have created, blogs or wikis you have written.</i></p> <p>You should review these profiles on a regular basis to ensure that they are still fit for purpose.</p> <p>You should be aware that you are responsible for the content you publish and therefore should apply relevant safety protocols. These could include:</p> <ul style="list-style-type: none"> ● Setting a minimum age for access ● Reviewing and deleting inappropriate posts or comments made on any profiles, sites, resources etc. ● Warnings for any graphic/sensitive imagery ● Ground rules for participating in any discussions <p>This is about changing online profiles etc for use in different purposes.</p>

Refine a digital footprint for community, employability or global purposes.

e.g. you may choose to keep your Facebook account entirely private and for use only with friends but use Twitter for personal and professional purposes

You should consider:

- Protecting and projecting your online identity
- Cultural awareness
- Contributing to international sites

DL L32.2 Digital Productivity

Learning outcome

You need to know how to:

Learner guidance

1. Be able to organise, store, share, permission and protect digital information

Effectively manage storage structures of digital resources

Manage and review the most efficient way of organising the storage and permissioning of digital resources

You should have multiple storage structures for personal and professional practices that have a minimum of 2 levels of file hierarchy. The management of these structures should be shown through the folder and file naming, the organisation and sharing of any files etc. These structures could be device or cloud based storage.

You should be able to store and permission digital resources appropriately for a range of contexts (*e.g. social, employability and study contexts*). This should include

- permissioning resources in a cloud based storage area,
- reviewing of permissions as this may need to change over time.

<p>2. Understand how to select, use and evaluate appropriate digital technologies, tools and techniques to complete complex tasks or solve complex problems</p>	<p>Assess and implement appropriate methods of securing digital information</p>	<p>For another project the most efficient way may be to store digital resources on a secure device due to sensitive data and share/permission via secure sites or encrypted email.</p>
	<p>Store digital resources using appropriate indexing strategies for use in a range of digital projects and activities</p>	<p>Your assessment should include reference to the sensitivity of the digital information, data protection legislation and what level of security is needed.</p>
	<p>Critically evaluate a combination of digital technologies and tools and their appropriateness for completing given complex tasks or complex problems.</p> <p>Critically evaluate the capacity of the selected technologies and tools to present solutions professionally</p>	<p>Methods of securing digital information should be chosen with reference to this assessment, with justification given for the choice. Methods could include password protection, encryption, keeping the data backed up and potentially offline.</p> <p>Indexing strategies could include tagging, social bookmarking, file naming protocols</p> <p>In a complex task, a combination of digital technologies and tools would usually refer to the use of at least one technology and two tools.</p> <p>You should make a choice about the combination of tools and technologies that are most appropriate for your task. You should justify this choice.</p> <p>Presenting solutions professionally refers to the quality of the presentation in a professional capacity. It is not restricted to the use of, for example, a presentation editor. The solution could be a video, animation, slideshow of images etc. This will most likely be the solution you create in Digital Creativity.</p> <p>This outcome requires you to focus on the tools you use and the capacity and/or limitations of the tool.</p>

DL L3.3 Digital Information Literacy

Learning outcome	You need to know how to:	Learner guidance
<p>1. Be able to search for, evaluate and use digital information to complete complex tasks or solve complex problems</p>	<p>Carry out advanced searches using appropriate search engines, functions and features</p> <p>Retrieve, organise and classify digital information into a structured format using appropriate indexing strategies</p> <p>Use digital information which is in a suitable format for a range of audiences to complete complex tasks or solve complex problems</p>	<p>Advanced search includes, but is not restricted to, the use of advanced search functions within search engines such as Google Advanced Search, as well as the use of Boolean searches using terms such as AND, OR, NOT, WITHIN etc</p> <p>Appropriate search engine refers to the choice of search engine for the task at hand, e.g. using Youtube to search for videos, or Google Scholar to search for journals.</p> <p>This refers to information that is found online. Classification and indexing strategies could include the use of online bookmarking software such as Diigo, Delicious, Flipboard or other commercially available tools. It could be the creation and organisation of Boards on Pinterest or Topics on Scoop.it.</p> <p>This refers to the manipulation of data into a format that is suitable for given audiences (there should be more than one scenario with different audiences to evidence this.)</p>
<p>2. Understand how to critically analyse and review techniques to gather digital information</p>	<p>Critically analyse digital sources of information with reference to how search engine results are manipulated by a variety of processes</p>	<p>You should show an awareness of terms such as, Targeted marketing through the use of Cookies/Big Data, Google Adwords and other pay per click marketing strategies.</p> <p>You should build on the definition of Search Engine Optimisation (in Level 2) and show an understanding of some of the ways this can be achieved.</p>

You should critically analyse a minimum of 2 digital sources of information found via search engine results with reference to the above.

DL L3.4 Digital Collaboration

Learning outcome	You need to know how to:	Learner guidance
1. Understand how collaboration can enhance personal, professional and organisational practice	<p>Critically assess and evaluate how collaborative tools, technologies and techniques can enhance personal, professional and organisational practice.</p> <p>Critically analyse and assess safe and secure ways to collaborate with an online team</p> <p>Critically compare a range of online collaborative tools (at least 3 synchronous and 3 asynchronous)</p>	<p>The critical analysis should have reference to the context with justification given for the safety/security protocols used.</p> <p>e.g. using online shared documents to share highly sensitive data for a company would be inadvisable. A more secure method of collaboration in this context should be used.</p> <p>Tools may include, but are not restricted to: shared online documents (e.g. Google Docs, Office 365), online video calling, emails, text messages, social media sites (e.g. Pinterest, Facebook, Twitter, LinkedIn) or blogs.</p> <p>Some of these tools can be used both asynchronously and synchronously so you should be careful to identify how you would be using them and why.</p>
2. Be able to plan, organise and apply effective and efficient collaborative working practices	<p>Explore opportunities to collaborate with others to complete a complex task or solve a complex problem</p> <p>Select appropriate digital methods of communicating with a team</p>	<p>In any given scenario you should be able to identify when and how collaboration can take place. This should be an application of the knowledge demonstrated above.</p> <p>You should now be confident to use familiar and unfamiliar tools when working with others.</p>

Use and evaluate the most suitable combination of digital tools

Justify choice with reference to effectiveness and efficiency

Communication and collaboration should be planned, carried out and justified.

DL L3.5 Digital Creativity

Learning outcome	You need to know how to:	Learner guidance
1. Be able to use a wide range of digital creative tools and techniques to complete a complex task	<p>Select digital creative tools and techniques to complete a complex task</p> <p>Respond appropriately to constructive feedback</p>	<p>You should show confidence in using familiar and unfamiliar tools in order to complete a complex task.</p> <p>You should make appropriate use of techniques to make the interface intuitive, user-friendly and fit for purpose</p> <p>You should respond to feedback by:</p> <ul style="list-style-type: none"> ● considering if changes need to be made and acting on this ● being able to give a rationale for disagreeing with any feedback
2. Understand how to critically review, analyse and evaluate creative digital solutions	<p>Critically analyse the advantages and disadvantages of digital solutions when completing complex tasks</p> <p>Justify creative solutions.</p> <p>Critically evaluate the process used to complete a complex task</p>	<p>You should consider:</p> <ul style="list-style-type: none"> ● The impact of your creative solution on a range of audiences (<i>e.g. how positively has your solution been received? Did you build in any way to gather audience feedback into your solution?</i>) ● The safety and security of your chosen solution ● How the solution could have been improved <p>Why other solutions would have been unsuitable</p>

3. Understand how a digital creative solution has the potential to develop opportunities for entrepreneurship and enterprise	Critically analyse and assess how solutions are developed using digital creativity and their impact	<p>You should consider the impact:</p> <ul style="list-style-type: none"> ● Locally ● Nationally ● Globally
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DL L3.6 Digital Learning

Learning outcome	You need to know how to:	Learner guidance
1. Understand how digital technologies, tools and techniques enhance and extend learning opportunities	<p>Critically assess and analyse digital technologies, tools and techniques which extend learning with reference to how these meet personal learning requirements and preferences</p> <p>Evaluate how digital technologies, tools and techniques enhanced the learning experience</p>	<p>Digital tools can include, but are not restricted to: blogs, vlogs, VLE, wikis, online forums, social media, collaborative tools, infographics, presentation tools</p> <p>You should consider:</p> <ul style="list-style-type: none"> ● the context for your learning ● the skills and knowledge being learnt ● a range of familiar and unfamiliar digital technologies and tools for learning ● any specific learning needs ● targets for improvement <p>You should consider how the digital technologies and tools can enhance learning in a range of contexts (including personal and professional).</p>

Learning experiences refer to **all** instances of learning, not only digital literacy learning.