Design principles for the Essential Digital Literacy Skills qualification

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Audience   Awarding organisations.

Overview   This document provides the Digital Literacy Skills (DLS) as a stand-alone qualification for first teaching from September 2015.

Action required   Awarding organisations must use this document as the framework and criteria within and against which to create the detail of the specification for the Essential Digital Literacy Skills (DLS) qualification.

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Additional copies   This document can be accessed from the Qualifications Wales website at www.qualificationswales.org

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Introduction

This document sets out the rationale, structure, aims and learning outcomes, content, assessment, and reporting for the Essential Digital Literacy Skills qualification, for teaching from September 2015.

It provides the framework and criteria within and against which an awarding body or awarding bodies create the detail of the specifications for the Essential Digital Literacy Skills at each level.

The design principles are intended to ensure that the revised Essential Digital Literacy Skills qualifications:

- are clear and consistently applied
- rigorous and robust
- are developed in response to the findings and recommendations of the Review of Qualifications (RoQ) for 14 to 19 year olds in Wales
- build upon the strengths of ,and addresses the weaknesses of, the existing Essential Skills Wales qualifications
- focus on the development of the Essential Digital Literacy Skills needed for learning, work and life and which are valued by employers and higher education.

Accredited specifications must meet the requirements of the design principles.

Rationale

Essential Skills Wales qualifications will be available in Communication, Application of Number, Digital Literacy and Employability Skills.

The introduction of Essential Skills Wales (ESW) in September 2010 brought clarity and consistency to Basic and Key Skills qualifications. In the spirit of the Review of Qualifications 2012, it is the intention to identify one suite of Essential Skills Wales qualifications, to include Essential Skills for Work and Life, to simplify and clarify the qualification offer in this area of learning to ensure the relevance and value of this learning and these qualifications for learners.

On introduction, the new standards and the associated qualifications provided, for the first time in Wales, a single ladder of progression from Entry Level 1 to Level 4 in the skills of Communication, Application of Number and Information and Communication Technology (ICT). These standards were developed by converging and drawing on best practice from the standards for Adult Literacy, Adult Numeracy and Adult ICT, and the standards for Key Skills Communication, Application of Number and ICT. It is the intention to retain this coherent ladder of progression supporting the continuing development of these essential skills.

Essential Skills Wales qualifications are applicable to all programmes, ages, abilities and contexts. They are required for success in all aspects of education, training, work and life in general. They are therefore appropriate for a variety of candidates at all levels, from beginners, students and junior staff through to middle and senior managers. They support the effectiveness of learning and performance both in education, life and at work.

Strengths and Areas for Development for Essential Digital Literacy Skills Identified in the Review of Qualifications for 14-19 year olds 2012

1. Essential Skills Wales qualifications will cover Communication, Application of Number, Digital Literacy and Employability Skills. Essential Skills Wales have an emphasis on transferability of skills and are designed to be applicable across a range of contexts.

2. Employers told the Review that the skills themselves should be an integral part of education at 14 to 19. However, Essential Skills Wales were primarily designed for adult and applied settings rather than schools, and the Review found that it can be difficult for teachers and learners in schools to generate the evidence required.

3. The Review recommends that Essential Skills Wales qualifications should no longer be used at 14 to 16. The proposed new arrangements for assessing literacy and numeracy within the Welsh Baccalaureate will be based on new GCSEs. A new digital literacy element within the Core of the Welsh Baccalaureate would cover Digital Literacy skills and awareness needed by all learners, but would not use Essential Skills Wales ICT at 14 to 16.

4. For post-16 learners, the Review has concluded that the content and assessment of Essential Skills Wales qualifications should be revisited. The portfolio approach to compiling evidence is widely criticised as burdensome and repetitive and is seen as often taking place at the expense of actual teaching and learning. Assessment for Essential Skills Wales is also perceived as lacking in rigour. Repeated redrafting and high levels of support mean that many learners who attain the qualifications are unable to demonstrate independently the skills expected. Subjective interpretation of the standards leads to inconsistent assessment judgements. A new assessment approach should be developed, including a greater proportion of externality, to increase consistency, reliability and robustness. The assessment method should retain enough flexibility to fit different applied activities and settings, including apprenticeships, for vocational and adult learners. The new qualifications should be trialled during 2014. At the post-16 age group, Essential Skills Wales qualifications will no longer be a requirement within the revised Welsh Baccalaureate.

The recommendations, made in the RoQ (November, 2012) in relation to Essential ICT Skills included the following key points relating to the redesign of the qualifications:

Essential Skills Wales and Wider Key Skills (RoQ, 2012, p. 12 – 13)

R26 *The Welsh Government and WJEC should end the use of Essential Skills Wales qualifications at 14 to 16 within the Welsh Baccalaureate.*

R28 *The Welsh Government should work with awarding organisations and stakeholders to develop a new Essential Skills Wales qualification in digital literacy to replace the current Essential Skills Wales in ICT, with a revised assessment method.*

Overall structure

The new Essential Skills Wales suite will be comprised of:

Essential Communication Skills
Essential Application of Number Skills
Essential Digital Literacy Skills
Essential Employability Skills including Planning and Organisation, Creativity and Innovation, Critical Thinking and Problem Solving and Personal Effectiveness

It is intended that Communication, Application of Number and Digital Literacy will be offered as stand-alone qualifications whilst the latter skills of Critical Thinking, Planning and Organisation, Creativity and Innovation and Personal Effectiveness will be offered as one holistic, stand-alone qualification entitled Essential Employability Skills.

All of the Essential Communication, Application of Number and Digital Literacy Skills qualifications will be offered from Entry 1 to Level 3; Employability Skills will be offered from Entry Level 3 – Level 3. There will be clear progression and increased levels of demand through the levels, and the qualifications at each level will provide a pathway for learners to develop and consolidate their skills.

Aims

The Essential Digital Literacy Skills qualification will enable learners to develop and demonstrate an understanding of and proficiency in Essential Digital Literacy Skills that employers and next-stage educators value and that learners need for effective performance and progression in learning, work and life.

All of the Essential Skills will be developed in a variety of ways across the curriculum and throughout learning and life. The aims of the stand-alone Essential Skills qualifications are to:

- structure and consolidate this learning making incidental, naturally-occurring practices explicit;
- encourage articulation, analysis of and reflection on the skills and on the learners' proficiency in them;
- 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.

Background

Additionally, the development of this structure has attempted to respond to, and take account of, the recommendations, where appropriate, of the Ministerial ICT Steering Group Report for the Welsh Government (2013).

Recommendation 3:
A statutory Digital Literacy (DL) Framework should be implemented to work alongside the Literacy and Numeracy Framework from Foundation Phase through to post-16 education.

> The acquisition of Digital Literacy skills and digital competencies should not primarily be predicated on rapidly changing technologies, but should focus on pedagogy, deeper skill development, transferability, and understanding, as well as potential application of these competencies.
> Arthur *et al.* (2013, p. 16)

It is important that these skills are practised and applied for a range of purposes across the curriculum over time and place. It is the intention of this qualification that the skills are not considered to be separate and secrete strands of learning but that the learning and assessment uses integrated approaches, which reflect every day working practices.

At the time of writing, the Wider Skills framework aims to provide a basis of real life contexts from Foundation Phase through to Key Stage 4 ensuring that learners are capable of identifying their own skills and applying these to a wide range of problems.
Digital Literacy will draw upon many personal and curriculum influences, not least the Computing/ICT curriculum, which should provide a wider range of rigorous skills and knowledge for learners to develop.

Essential Digital Literacy Skills Specifications

The Essential Digital Literacy Skills Subject Specifications (Appendix A) correspond with the Digital Literacy skills within the Welsh Baccalaureate Levels 1-3 and underpin Essential Digital Literacy Skills qualifications at Entry Level 1 through to Level 3.

The Essential Digital Literacy Skills Subject Specifications consist of six skill units:

1. Digital Responsibility
2. Digital Productivity
3. Digital Information Literacy
4. Digital Collaboration
5. Digital Creativity
6. Digital Learning

The Subject Specifications do not recommend the use of any specific software or hardware, instead focusing on using digital technology to solve real-world problems and complete every day tasks. These problems and tasks should encourage critical thinking, with an emphasis on creativity and collaboration, thus building upon the proposed Wider Skills development. Each skill area should not be viewed as a stand-alone piece of work. As work is developed, through integrated and holistic approaches, it will become clear that

there are many opportunities to cover the range of skills within the specifications; some will occur naturally, others will require a specific demonstration and application of skills and knowledge.

Assessor guidance and amplification

Digital Responsibility

This is an important area of learning within the framework and should be the fundamental driver for learning in a safe and secure environment.

E-safety is a high priority in learning environments and this module encourages learners to work safely and appropriately in real world situations. It emphasises the issues of online communities, the benefits as well as the risks, and focuses directly on the impact of sharing information in a digital world. Learners are encouraged to reflect on and think about the initial and long term impact of sharing information online on their own and others' wellbeing. They will be encouraged to evaluate and consider appropriate information, tools and technologies to use and apply safely.

Unit Amplification– Digital Responsibility
- Awareness of using the internet safely. Email protocol, phishing, spam and issues which may affect online security.   - Applying E-safety consistently and thoroughly - to include email, VOIP (Voice over IP), understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting online identity and privacy.   - Recognising inappropriate content, contact and conduct, and know how to report concerns.   - Awareness of the benefits and risks of online collaboration and visual communication, saving work online, public profiles and security settings.   - Demonstrating appropriate digital etiquette, an awareness of electronic standards of conduct, convention or procedure.   - Learners should know that once something is placed online it can be difficult to remove and can potentially affect them in the long term; digital rights, responsibilities and freedoms are extended to all.   - Responsibly communicating with digital users using a range of appropriate platforms.   - Demonstrating an understanding of the laws relating to the use of digital technologies and the potential consequences: electronic responsibility for actions and deeds, copyright and awareness of age restrictions.

- Use online forums to communicate safely.

- Evaluate and use digital commerce platforms.

- Understand that products and services may not be legitimate. Buy and sell goods and services safely.

- Smart living, using technology to enhance your lifestyle. Accessing ATM, paying online bills, comparing, selecting and buying relevant products and services.

Digital Productivity

The role of this element is not to endorse any specific product to complete a task, solve a problem or present an idea. Learners will demonstrate how to organise digital files in a systematic way, they will identify and use digital technology to develop solutions to a task. This may involve building upon *Digital Learning* to understand new concepts within digital technologies, new ways of organising, manipulating and presenting data. The learner will be able to maintain and develop a system to ensure that work can be produced in an efficient and effective way.

Unit Amplification – Digital Productivity

- Demonstrating how digital resources can be manipulated in a range of digital environments.

- Demonstrating and applying digital literacy skills and knowledge to solve problems or complete tasks.

- Managing personal/professional files and folders, solving common problems and completing tasks in a variety of contexts.

- Using appropriate devices and software/digital applications to develop and share information.

- Undertaking creative projects that involve selecting, using and combining multiple applications, preferably across a range of devices, to achieve goals. This might include collecting and analysing data and meeting the requirements of specific purposes.

- Demonstrating confidence to use familiar and unfamiliar devices/software.

- Assessing audience requirements to identify appropriate responses.

- Maintaining devices to maximise performance.

Digital Information Literacy

Learners will be able to conduct research in a digital environment and will be aware of the validity of information found and issues related to copyright. Learners will acquire information using a range of increasingly complex processes and will synthesise this information to resolve problems or complete tasks. They will be critically reflective users of digital information.

Unit Amplification – Digital Information Literacy
- Identifying the purpose of the digital information required.   - Recognising research strategies.   - Scoping a search question clearly and in appropriate language.   - Searching for and authenticating resources, evaluating currency, accuracy, relevance, authority and purpose.   - Managing and using bookmarks, search history, tags and folder structures to store and manage your search results.   - Disseminating/communicating information in an appropriate format, based on and context of the task/problem.   - Reflect on and refine presentation of information in light of formative feedback.   - An awareness of plagiarism, copyright.   - Using citation methods correctly.

Digital Collaboration

Technology offers a wide range of possibilities to collaborate. Learners may be required to work with other learners in the same setting or they may need to work with a remote partner or partners. However the task progresses, learners will display a range of skills and etiquette to work effectively with or within a team. Learners will make decisions and justify the use of collaborative digital tools.

Unit Amplification – Digital Collaboration
Linking, interacting and working with others and contributing to a variety of online

networks and communities (professional, peer, social).

- Collaborative problem solving or task completion.

- Differentiating/evaluating collaborative approaches based on group/task/requirement.

- Crediting others in collaborative work.

- Engaging in purposeful collaboration with a clear understanding and demonstration of online etiquette.

- Participating in online discussions.

- Using online tools safely and effectively to exchange information and ideas.

- Respecting others' online opinions – reacting and responding appropriately.

- Communicating effectively online with a team.

- Using asynchronous and synchronous tools to communicate.

- Managing a project using online collaborative tools.

- Examples of collaborative processes:

  Web and video conferencing, document and file sharing, document annotation and highlighting, calendar sharing, e-mail, instant messaging, wikis, blogs, social media, video and audio editing and sharing, forums, online pin boards, drawing boards and message boards, video and web conferencing seminars and meetings etc.

Digital Creativity

Solving problems and promoting solutions is not a step by step process with just one outcome. This element permeates the complete Essential Digital Literacy Skills qualification and challenges learners to think creatively in a digital environment. It encourages learners to be creative, critical and reflective in relation to their target audience and the processes they select to create a solution. Learners are encouraged to justify why they have solved a problem or chosen to complete a task in a specific way.

Unit Amplification – Digital Creativity

- Using a wide range of creative applications.

- Applying creative thinking to solve problems and complete tasks.

- Developing creative solutions or using creative processes to solve problems and complete tasks.

- Identifying and using different creative tools and techniques.

- Creating appropriate content using creative applications.

- Understanding the advantages, disadvantages and impact of using a range of multimedia formats.

- Applying colour, font, icons and images to interface design.

- Promoting creative concepts on a range of platforms.

- Critically evaluating the creative solution.

- Enhancing the possibilities for wealth creation, enterprise, entrepreneurship, enhancing business opportunities through creativity.

- Considering how digital creativity can enhance employability.

Digital Learning

Digital learning encourages independent and reflective learning. Digital learning can also support opportunities to learn from and with others. Learners should be able to respond to a variety of tasks, selecting, applying and evaluating a range of familiar and unfamiliar digital tools. A key aspect of this unit will be the learners' ability to evaluate the purpose and function of such tools and techniques in relation to solving problems and completing tasks.

Unit Amplification – Digital Learning

- Studying and learning effectively and efficiently using a variety of appropriate digital devices and resources.

- Identifying limitations of different digital devices.

- Using familiar devices/software and demonstrating confidence to learn how to use unfamiliar devices/ software.

- Finding and selecting digital resources to enhance social skills, learning or employability.

- Applying existing skills and knowledge to new digital tools and techniques.

- Recording and evidencing learning using the most effective tools and techniques *e.g. scribbles, word processing, video, audio, blogs no limitation.*

- Structured and unstructured learning.

- Synthesising and selecting information to support learning.

- Discussing and demonstrating how they have used digital tools and techniques to learn.

- Evaluating the learning process to reflect on the development of skills and knowledge.

- Demonstrating awareness of accessibility issues and assistive learning technologies, tools and techniques.

Assessment requirements

Essential Skills (Wales) are national qualifications. Following recommendations in the *'Review of Qualifications for 14 to 19-year-olds in Wales'* the content of Essential Skills Wales (ESW) qualifications in Information Communication Technology (ICT) from Entry Level 1 to Level 3 has been reviewed and revised and an assessment model, with a greater proportion of externality, has been developed.

In order to achieve the qualification in Essential Digital Literacy Skills at Entry Level 1 to Level 3, learners must demonstrate that their skills meet the Subject Specifications in both:
- a Controlled Task, and
- a short Professional Discussion.

The Controlled Task measures subject-specific skills and learners will need to show they can utilise those skills in a holistic and integrated manner, relevant to real-life circumstances. The purpose of the Professional Discussion is to confirm learners' underpinning knowledge and skills.

Both the Controlled Task and Professional Discussion are **summative assessments.** Learners should take the assessments when they have developed the skills to that level of the Subject Specifications. Both parts of the assessment, i.e. the Controlled Task and Professional Discussion, must be completed within a 24 month period. Both assessments may be taken only once. However, a learner may undertake **different** Controlled Task[s] or Professional Discussion[s] at another time within the 24 month period if they do not meet the standards.

Five of the Essential Digital Literacy Skills areas will be assessed through the Controlled Task, i.e. Digital Responsibility, Digital Productivity, Digital Information Literacy, Digital Collaboration and Digital Creativity.

Digital Learning will be assessed through the Professional Discussion where learners will reflect on and evaluate progress and attainment across the five skill units.

Controlled Task

Each skill unit is assessed through a 'Controlled Task', i.e. a single 'Task', comprising a series of questions or smaller tasks that, as a whole, is internally-assessed and externally moderated. Candidates are required to take and pass only one such Task per level. The Awarding Organisation (AO) provides a bank of Tasks that are accessible via the AO's secure website that centres can use any number of times. However, centres must not use the same Task more than once with the same candidate.

Centres have the option to create their own Controlled Tasks, which will need to be approved by the awarding organisations.

Each Controlled Task is written at a specific level i.e. Entry 1, Entry 2 and Entry 3; thus differentiation is by task and not outcome. Each will comply with the appropriate evidence requirements of the Essential Digital Literacy Skills qualification Subject Specifications, including 'Amplification of Assessment Requirements' and 'Mandatory Definitions'.

Centres will be responsible for preparing candidates for their Controlled Task by ensuring each has mastered the skills specified in the Essential Digital Literacy Skills Subject Specifications; 'In order to show that you are competent, you need to know how to'.

These skills must not be regarded as an assessment tick-list; centres need to determine that the sampling of these skills during candidates' programmes is sufficient to confirm they are working at the correct level.

Professional Discussion

The Professional Discussion provides a holistic approach to assessing knowledge and understanding and is useful in determining not only what and how a candidate is performing, but also their analytical and decision-making abilities. As an assessment method, it can be one of the best ways of testing the validity and reliability of a candidate's evidence. It is important to bear in mind that Professional Discussion it is not a question and answer session and does not replace observation and other stated methods of assessing candidate performance.

The Professional Discussion should include Planning, Facilitating/Assessing and Recording.

Essential Digital Literacy Skills Entry Level 1 Specification

DLE1.1 Digital Responsibility			
You must show you can:	**Assessment Requirements**	**You need to know how to:**	**Guidance**
		Turn on and turn off a digital device	**Devices** These could include: Smart phones, tablets, PCs, laptops, digital cameras, printers
		Access the internet safely under supervision	The use of the internet could include: online shopping, auction sites, social media sites, using a search engine, using email
DLE1.2 Digital Productivity			
You must show you can:	**Assessment Requirements**	**You need to know how to:**	**Guidance**
Access folders and files	Find at least one relevant folder and one relevant file, and be able to open them	Open a folder, open a file	Files and folders could be located within a PC file structure or in emails
Use an input device	Use at least one piece of hardware to enter information into a digital device	Enter simple information to complete a task	An input device could include: mouse, keyboard, touch screen, touch pad, remote control

| Present information | Present at least one piece of information relevant to the task in hand | Present information for the task | Information could include:

print out, screen shot, image, video |
| Identify a digital device | Demonstrate how to choose the most appropriate digital device for the task in hand. Demonstrate how to use the digital device to carry out the task | Use a digital device | Digital devices could include:

Smart phones, tablets, PC, laptops, digital cameras, printers |

DLE1.3 Digital Information Literacy

You must show you can:	Assessment Requirements	You need to know how to:	Guidance
Identify a digital source of information	Demonstrate or explain which digital source of information will be used, why it has been chosen and show how to use it	Use a digital source for information	Digital source could include: search engine, e-books, online newspapers, e-magazines

DLE1.4 Digital Collaboration

You must show you can:	Assessment Requirements	You need to know how to:	Guidance
Collaborate with others	Use any digital collaborative tool to demonstrate how to work	Work with others to solve a simple digital task	Collaborative tools could include: VOIP, shared cloud documents, VLE, video or web conferencing, social

| | with others to solve and complete a task | | media groups, wikis, blogs, |

DLE1.5 Digital Creativity

You must show you can:	Assessment Requirements	You need to know how to:	Guidance
Use creative tools	Use any creative tool to demonstrate the enhancement of a digital resource, relevant to the task in hand	Enhance a digital resource	Enhancing a resource could include: applying colour, different fonts, adding an image or graph etc. to a document or image

DLE1.6 Digital Learning (Professional Discussion)

You must show you can:	Assessment Requirements	You need to know how to:	Guidance
Understand opportunities for digital learning	Reflect on what learning has taken place across the five skill units and identify targets for improvement	Reflect on your use of digital tools to learn Demonstrate what has been learnt	Digital tools could include: social media, instant messaging, VLEs, word processing or presentation packages, spreadsheets, video and audio editing software, video and auditing sharing sites, wikis, blogs, ebooks, emagazines, online newspapers, cloud storage and collaboration solutions,

			cameras, smart phones, tablets, notebooks, laptops etc.

Essential Digital Literacy Skills Entry Level 1 Amplification of Assessment Requirements and Guidance

This is about demonstrating your skills in each of the six skill units of Digital Literacy:

1. Digital Responsibility
2. Digital Productivity
3. Digital Information Literacy
4. Digital Collaboration
5. Digital Creativity
6. Digital Learning

in familiar contexts connected with education, training, work or social roles.

Notes:

1. Each level of the skill incorporates and builds on the previous levels. For example, in DLE1.2, the requirement to 'open a folder, open a file' progresses to 'create and save a file' (DLE2.2), to 'create basic folder structures to store information' (DLE3.2.)
2. At this level, subject matter and materials should be basic, i.e. those that you will often meet in your work, studies or other activities, and in which you use digital technology in a basic way.
3. You must show you can apply your skills in the way they are specified in the first column of this amplification section, headed, 'You must show you can'. Your assessment will need you to meet the requirements described in 'Assessment Requirements', i.e. the second column. In order to meet these requirements you will need to develop the skills that are listed in 'You need to know how to', i.e. the third column.
4. The 'Guidance' in the fourth column supports the requirements of the first three columns and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of Digital Literacy at Entry Level 1. It is not a mandatory part of the standards.

Assessment

At Entry Level 1 you will be assessed via a Controlled Task and a short Professional Discussion to demonstrate that your 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 Professional Discussion confirms your underpinning knowledge and skills, and requires you to reflect on and evaluate your learning.

These assessments will be taken when you have been taught and developed the skills at this level.

There must be evidence that all your work has been assessed and authenticated. There must be records/notes, completed by a qualified assessor, confirming that your work is your own and that it has achieved the required standard.

Access Statement

For candidates with particular disabilities, reasonable adjustments to the assessment requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible.

Essential Digital Literacy Skills Entry Level 1 Controlled Task Specification

Introduction
1. The Essential Digital Literacy Skills qualification will be awarded to candidates who demonstrate that their skills meet Subject Specifications in both the Controlled Task and the Professional Discussion.
2. The Controlled Task measures subject-specific skills and must show candidates utilising the skills in a holistic manner that requires meaningful application, relevant to purposeful and real-life circumstances.
3. The purpose of the Professional Discussion is to confirm candidates' underpinning knowledge and skills and is an opportunity to promote more proficient and independent learning through reflection and evaluation of performance.
4. Both the Controlled Task and Professional Discussion are summative. Candidates should take the assessments when they have developed the skills to this level of the subject specifications.
5. Both parts of the assessment, i.e. the Controlled Task and Professional Discussion, must be completed within a 24 month period.
6. This Assessment Specification is intended to provide writers with detailed information about the acceptable content, coverage and questions to support the development of assessments at Entry Level 1.
7. This Assessment Specification has been designed to support the development and production of assessments in English and Welsh.
8. This Assessment Specification should be read in conjunction with Entry Level 1 Essential Digital Literacy Skills Subject Specifications.

Controlled Task Specification Entry Level 1

The Controlled Task is hereafter referred to as the Task.

Controlled Tasks will be produced by the awarding organisations. However, where centres or learners have particular needs they are able to submit a proposal to contextualise the Controlled Tasks. This would need to be done at least three months prior to their delivery.

All Tasks must meet the requirements of the Controlled Task Specification and the Essential Digital Literacy Skills Subject Specifications. A marking guide

must be produced to accompany each Task, explicitly referencing the Assessment Specifications and Subject Specifications.

The Task is designed to support the assessment of five of the six skill areas, Digital Responsibility, Digital Productivity, Digital Information Literacy, Digital Collaboration and Digital Creativity, in an integrated, holistic way. However, each requirement of the Task will focus upon the use of digital technology relevant to real-life purposes and circumstances.

Digital Learning will be assessed through the Professional Discussion, reflecting on and evaluating progress and attainment across the five skill areas.

Duration: The Task must be designed to be completed, in its entirety, in a maximum of eight hours. The Task must be completed under controlled conditions within a maximum of a consecutive eight week period.

Digital Responsibility

The Task must require candidates to independently demonstrate that they are able to turn on and turn off a digital device. Candidates are required to demonstrate that they have an awareness of using the Internet safely, that they are able to work online safely under supervision and that they can recognise inappropriate content, contact and conduct and know how to report concerns.

Digital Productivity

The Task must require candidates to demonstrate they are able to access and open a folder and a file. The Task should offer the opportunity for candidates to identify and use an appropriate digital system for a given purpose. Candidates are required to demonstrate that they can enter simple information using an input device appropriate for the digital system being used, that they can present information and that they can output the information entered.

Digital Information Literacy

The Task must require candidates to demonstrate that they are able to identify and use a digital source for information. For this Task, the information the candidate will use must show an awareness of the purpose of the digital information required.

Digital Collaboration

The Task must require candidates to have the opportunity to collaborate with others. Candidates must show an understanding of the opinions of others and, if the Task involves online collaborative tools, that they have an awareness of online safety. (*Link to Digital Responsibility*).

Digital Creativity

The Task must require candidates to demonstrate that they can use creative tools to enhance a digital resource. Enhancement of a digital resource could, for example, be that the candidate is able to apply colour, font or typeface.

Digital Learning

Candidates must demonstrate, through a Professional Discussion that they understand opportunities for digital learning and that they can use digital tools to learn and improve. Candidates must discuss and demonstrate what they have learnt.

Digital tools could include, social media, instant messaging, VLEs, word processing or presentation packages, spreadsheets, video and audio editing software, video and auditing sharing sites, wikis, blogs, ebooks, emagazines, online newspapers, cloud storage and collaboration solutions, cameras, smart phones, tablets, notebooks, laptops, etc.

It is important to note that, although the requirements for each skill area within the Essential Digital Literacy Skills qualification has been amplified separately above, the Task should be constructed and assessed in such a way as to achieve the underpinning ethos of application of the skills in an integrated and holistic manner through purposeful and real-life contexts.

Controlled Task Assessment Template Entry 1
When completing the Controlled Task you must:
Identify which digital device you will use.
Access the internet demonstrating an awareness of the risks of working online, using appropriate language and behaviour.
Enter information into a digital device.
Find a piece of digital information and present it.
Use a creative tool to enhance a digital resource.
Use any digital collaborative tool to work with others to complete a task.
In your Professional Discussion you must:
Reflect on what learning has taken place across the five skill units and identify targets for improvement.

Essential Digital Literacy Skills Entry Level 2 Specification

DLE2.1 Digital Responsibility			
You must show you can:	**Assessment Requirements**	**You need to know how to:**	**Guidance**
Understand personal digital safety and online behaviour (e.g. PINs, access to bank accounts)	Demonstrate or explain the importance of protecting your digital safety, for example; choosing secure PINs/Passcodes/Passwords for protecting your data Use appropriate language and behaviour	Enter a passcode/login to protect and access data.	Demonstration of entering passcodes/PIN numbers etc. may not be practical due to security issues. Verbal or written evidence would suffice.
Be able to open and respond to personal messages	Demonstrate at least one example of opening a personal file, email or message, and at least one example of responding to the relevant email or message.	Open a personal file, email or message and respond to the personal file, email or message	An email or a message could be sent and/or received via an email, VLE, social network, messaging app

You must show you can:	Assessment Requirements	You need to know how to:	Guidance
Be able to access essential services	Demonstrate or explain how to use at least one method of paying a bill or receiving a payment online	Use an online tool to access services to pay a bill or receive payments	Demonstrating via online banking is not appropriate due to security issues, in this case appropriate verbal or written explanation would be suffice. Paying a bill or receiving payments could also include: online shopping, online auction sites, paying online bills, parking fines, TV Licence, Car Tax etc.
Work online safely	Demonstrate or explain how you will ensure your online safety	With support work safely in a digital world	Working online safely could include: Demonstrating an awareness of online scams, including phishing e-mails, fake services and advertisements, viruses and malware, identity and profile protection, and responsible use of social media
DLE2.2 Digital Productivity			
You must show you can:	**Assessment Requirements**	**You need to know how to:**	**Guidance**
Demonstrate file structure	Demonstrate how to create at least one new file and how to save the 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

Develop and present digital information	Demonstrate at least one example of developing a new or amending an existing digital resource using at least one formatting technique	Use basic formatting techniques to enhance your task	Formatting could include document amendment, video/sound editing, image manipulation etc.
Understand basic hardware	Demonstrate or explain what three different types of basic hardware are and what they are used for	Identify simple digital hardware	Basic hardware could include: laptops, tablets, smart phones, PCs, mice, keyboards, monitors, webcams, microphones, speakers, printers

DLE2.3 Digital Information Literacy

You must show you can:	Assessment Requirements	You need to know how to:	Guidance
Select digital information	Demonstrate how to select at least one piece of information relevant to a task and show how it can be used	Obtain information from a digital source	Digital source could include: Websites, images or information from an online search, photosharing sites, video sharing sites, online repositories

Review digital information	Demonstrate how you have reviewed at least one piece of information relevant to a task.	Select appropriate digital information for a task	Learner should be able to explain how they reviewed the chosen resource
DLE2.4 Digital Collaboration			
You must show you can:	**Assessment Requirements**	**You need to know how to:**	**Guidance**
Collaborate with others online or offline	Use any digital collaborative tool to demonstrate how to work with others to solve and complete at least one task. You must also demonstrate at least one method of communication used with a team to complete the task.	Work with others to undertake a digital task Communicate with a team to complete the task	Collaborative tools could include: VOIP, shared cloud documents, VLE, web and video conferencing, social media groups, wikis, blogs. The communication element could be covered by any of the communication methods included in the above examples as well as email, instant messaging, social media.

DLE2.5 Digital Creativity

You must show you can:	Assessment Requirements	You need to know how to:	Guidance
Select and use appropriate creative tools	Demonstrate how you select an appropriate creative tool to create, develop and edit a multimedia digital resource, relevant to a task.	Create a multimedia digital resource Develop/edit a digital resource	Tools that could be used to create a digital resource could include, an online presentation tool, mindmap, emagazine, ebook, blog, slide sharing site, web page etc. A multimedia digital resource could include: video, audio file, presentation including audio/video

DLE2.6 Digital Learning (Professional Discussion)

You must show you can:	Assessment Requirements	You need to know how to:	Guidance
Understand opportunities for digital learning.	Reflect on what learning has taken place across the five skill units and identify targets for improvement.	• Reflect on the use of digital tools to learn • Demonstrate what has been learnt	Digital tools could include: VLE, word processing, spreadsheets, video, wikis, logs, ebooks, online newspapers, online magazines

Essential Digital Literacy Skills Entry Level 2 Amplification of Assessment Requirements and Guidance

This is about demonstrating your skills in each of the six skill areas of Digital Literacy:

1. Digital Responsibility
2. Digital Productivity
3. Digital Information Literacy
4. Digital Collaboration
5. Digital Creativity
6. Digital Learning

in familiar contexts, some of which must be formal, connected with education, training, work or social roles.

Notes:

1. Each level of the skill incorporates and builds on the previous levels. For example, in DLE2.2, the requirement to 'create and save a file' progresses to 'manage files and folders' (DLE3.2), to 'manage files and folders efficiently' (DL1.2)
2. At this level, subject matter and materials should be straightforward, i.e. those that you will often meet in your work, studies or other activities, and in which you use digital technology in a basic way. However, you will build on the skills at Entry Level 1 by working with digital technology in increasingly involved, complex ways and by making decisions, with support if needed.
3. You must show that you can apply your skills in the way in which they are specified in the first column of this amplification section, headed 'You must show you can'. Your assessment will need you to meet the requirements described in 'Assessment Requirements', i.e. the second column. In order to meet these requirements, you will need to have the skills that are listed in 'You need to know how to', i.e. the third column.
4. The 'Guidance' in the fourth column supports the requirements of the first three columns and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the Subject Specifications that may be useful when you are developing the skill of Digital Literacy at Entry Level 2. It is not a mandatory part of the Subject Specifications.

Assessment

At Entry Level 2 you will be assessed via a Controlled Task and a short Professional Discussion to demonstrate that your 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 circumstances.

The Professional Discussion confirms your underpinning knowledge and skills, requiring you to reflect on and evaluate your learning.

These assessments will be taken when you have been taught and have developed the skills to this level.

There must be evidence that all your work has been assessed and authenticated. There must be records/notes, completed by a competent assessor, confirming that your work is your own and that it has achieved the required standard.

Access statement

For candidates with particular disabilities, reasonable adjustments to the assessment requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible.

Essential Digital Literacy Skills Entry Level 2 Controlled Task Specification

Introduction

1. The Essential Digital Literacy Skills qualification will be awarded to candidates who demonstrate that their skills meet Subject Specifications in both the Controlled Task and the Professional Discussion.
2. The Controlled Task measures subject-specific skills that may not necessarily be assessed in the Professional Discussion and must show candidates utilising the skills in a holistic manner that requires meaningful application, relevant to real-life purposes and circumstances.
3. The purpose of the Professional Discussion is to confirm candidates' underpinning knowledge and skills, and is an opportunity to promote more proficient and independent learning through reflection and evaluation of performance.
4. Both the Controlled Task and Professional Discussion are summative. Candidates should take the assessments when they have developed the skills to this level of the Subject Specifications.
5. Both parts of the assessment, i.e. the Controlled Task and Professional Discussion, must be completed within a 24 month period.
6. This Assessment Specification is intended to provide writers with detailed information about the acceptable content, coverage and questions to support the development of assessments at Entry Level 2.
7. This Assessment Specification has been designed to support the development and production of assessments in English and Welsh.
8. This Assessment Specification should be read in conjunction with Entry Level 2 Essential Digital Literacy Skills Subject Specifications.

Controlled Task Specification Entry Level 2

The Controlled Task is hereafter referred to as the Task.

Controlled Tasks will be produced by the awarding organisations. However, where centres or learners have particular needs they are able to submit a proposal to contextualise the Tasks. This would need to be done at least three months prior to their delivery.

All Tasks must meet the requirements of the Controlled Task Specification and the Essential Digital Literacy Skills Subject Specifications. A marking guide must be produced to accompany each Task, explicitly referencing the Assessment Specification and the Subject Specifications.

The Task is designed to support the assessment of five of the six skill areas, Digital Responsibility, Digital Productivity, Digital Information Literacy, Digital Collaboration and Digital Creativity, in an integrated, holistic way. However, each requirement of the Task will focus upon the use of digital technology, relevant to real-life purposes and circumstances.

Digital Learning will be assessed through the Professional Discussion, reflecting on and evaluating progress and attainment across the five skill areas.

Duration: The Task must be designed to be completed, in its entirety, in a maximum of eight hours. The Task must be completed under controlled conditions within a maximum of a consecutive eight week period.

Digital Responsibility

The Task must require candidates to demonstrate that they can work online safely with support. Candidates are required to demonstrate that they are able to open and respond to an email. They must show an awareness of email protocol. The Task must require candidates to demonstrate that they are able to access essential services and that they can enter a passcode/login to access data, online bills, access bank accounts and/or pay bills.

Digital Productivity

The Task must require candidates to demonstrate that they are able to create a file appropriate to the Task and save the file. A new file could be created, for example, from a blank document, image or video. The Task should offer the opportunity for candidates to use basic formatting techniques to develop and present a file. This could include, for example, different fonts, borders, shading, images, charts or similar basic formatting techniques. Candidates are required to demonstrate that they can understand and identify simple digital hardware, for example, printer, mouse, keyboard, monitor, speakers, microphone, camera, mobile phone, tablets, etc.

Digital Information Literacy

The Task must require candidates to demonstrate that they are able to select and manipulate a digital source and that they can review and select appropriate information. An example at this level could be to choose an appropriate image from a selection provided or Internet search and re-size for insertion into a document. For this Task, candidates must show an awareness of the purpose and validity of the digital information required. They must demonstrate how the information chosen has been evaluated and deemed to be appropriate for the Task.

Digital Collaboration

The Task must require candidates to demonstrate that they have collaborated with others, online or offline, on at least one occasion, with at least one method of communication. Candidates must show an understanding of the opinions of others and that they can react and respond appropriately. If the Task involves online, collaborative tools they must demonstrate that they have an awareness of online safety. (*Link to Digital Responsibility).*

Collaborative tools could include VOIP, VLE, web and video conferencing, social media, Wikis, Blogs, Online forums and email.

Digital Creativity

The Task must require candidates to demonstrate that they can select and use appropriate creative tools to create, develop and edit a multimedia document, relevant to the Task, and appropriate for the audience. Candidates must include the development and editing stages, either by description or by including relevant draft copies or saved screen shots, for example.

Digital Learning

Candidates must demonstrate, through a Professional Discussion, that they understand opportunities for digital learning and that they can identify at least two opportunities to learn using at least two digital tools. Candidates must discuss and demonstrate that they can study and learn effectively, using a variety of familiar tools and resources. They must demonstrate what they have learnt and how they have used the appropriate digital tools.

Digital tools could include, social media, instant messaging, VLEs, word processing or presentation packages, spreadsheets, video and audio editing software, video and auditing sharing sites, wikis, blogs, ebooks, emagazines, online newspapers, cloud storage and collaboration solutions, cameras, smart phones, tablets, notebooks, etc.

It is important to note that, although the requirements for each skill area within the Essential Digital Literacy Skills qualification has been amplified separately above, the Task should be constructed and assessed in such a way as to

achieve the underpinning ethos of application of the skills in an integrated and holistic manner through purposeful and real-life contexts.

Controlled Task Assessment Template Entry 2
When completing your Controlled Task you must:
Open a personal file, email or message, and respond to a message or email, using appropriate language and behaviour.
Create at least one new file and save the file.
Select at least one piece of information relevant to a task and show how it can be used.
Use any digital collaborative tool to work with others to solve and complete at least one task. Use at least one method of communication with a team to complete a task.
Develop a new or amend an existing digital resource, using at least one formatting technique.
Select an appropriate creative tool to create, develop and edit a multimedia digital resource.
In your Professional Discussion you must:
Explain what three different types of basic hardware are and what they are used for.
Explain how you will ensure your online safety.
Explain the importance of protecting your digital safety, for example; choosing secure PINs/Passcodes/Passwords for protecting your data.
Explain the importance of using appropriate language and behaviour.
Demonstrate how you have reviewed at least one piece of information relevant to a task.
Demonstrate or explain how to use at least one method of paying a bill or receiving a payment online.
Reflect on what learning has taken place across the five skill units and identify targets for improvement.

Essential Digital Literacy Skills Entry Level 3 Specification

DLE3.1 Digital Responsibility			
You must show you can:	**Assessment Requirements**	**You need to know how to:**	**Guidance**
Demonstrate an awareness of sharing information in a digital world	Demonstrate that you are aware of how to use the internet safely, how to use social media safely, using appropriate language and behaviour when communicating online	Be able to work safely online Safely use social media and manage your digital footprint Communicate appropriately in a digital world	Visual, multimedia, verbal and/or written evidence could be provided as long as there is sufficient evidence of appropriate explanation and language/protocol of online communication, via email, social media, VOIP, VLE
DLE3.2 Digital Productivity			
You must show you can:	**Assessment Requirements**	**You need to know how to:**	**Guidance**
Organise and store digital information	Demonstrate how to create a folder structure to manage files efficiently and how to access those files. At least 1 folder with 3 files in each folder to be created and accessed.	Create basic folder structures to store information Manage files and folders Access digital data	Filling systems could include; folders within an email programme, contacts folders, cloud storage, cloud collaborative tools

Develop and present digital information	Provide at least two examples of a new or existing document which you have created or amended using at least two formatting techniques.	Select digital technologies to solve a problem Identify reliable resources and evaluate the digital information Use relevant digital information	Formatting could include document amendment, video/sound editing, image manipulation etc.
DLE3.3 Digital Information Literacy			
You must show you can:	**Assessment Requirements**	**You need to know how to:**	**Guidance**
Select digital information	Demonstrate how to select at least one piece of appropriate information, relevant for the task, and show how that information can be saved for use at a later date.	Search for and collect appropriate digital information	Digital source could include: images from an online search, images from a digital camera or smart phone, video editing, copying and pasting information from one document to another to enhance the information being displayed, formatting a graph/chart. Collecting the information could include: bookmarking or social bookmarking, saving a web page, saving a file, downloading a document
Review digital information	Evidence how you have identified, reviewed and evaluated at least two pieces of information relevant to the task or explain how you identify if a resource is	Identify, review and evaluate digital information Use relevant digital information	The review and demonstration can be presented using text, video or audio-based tools or of a combination of modes.

	reliable. Demonstrate how you will use/have used the information that you have reviewed.		

DLE3.4 Digital Collaboration

You must show you can:	Assessment Requirements	You need to know how to:	Guidance
Understand how digital collaboration can support effective learning and working	Use digital collaborative tools to work with others to complete at least one task. Use at least two methods to communicate while collaborating. Explain why you chose them and how effective you found them	Work with others in a digital environment to solve a problem or complete a task

Select and use appropriate methods to collaborate and communicate

Reflect on the methods used | Collaborative tools could include: VOIP, shared cloud documents, VLE, online calendars, web and video conferencing, social media groups, wikis, blogs. The communication element could be covered by any of the communication methods included in the above examples as well as email, instant messaging, social media. |

DLE3.5 Digital Creativity

You must show you can:	Assessment Requirements	You need to know how to:	Guidance
Use digital tools to create resources	Demonstrate how you select an appropriate creative tool to complete a task or create a resource. Justify your selection.	Use digital tools creatively

Justify your selection | Creative tools could include: images, video, audio, presentations, e-books, SlideShare, infographics. Justification could be provided by text feedback, verbal feedback, audio or video. |

DLE3.6 Digital Learning (Professional Discussion)			
You must show you can:	**Assessment Requirements**	**You need to know how to:**	**Guidance**
State how digital literacy can extend learning opportunities	Reflect on what learning has taken place across the five skill units and identify targets for improvement. Identify two tools which you have found useful.	Select and use appropriate digital tools to support learning Use digital tools to access and evidence learning experiences Outline what went well with your experience of using digital learning tools	Digital tools could include: social media, instant messaging, VLEs, word processing or presentation packages, spreadsheets, video and audio editing software, video and audio sharing sites, wikis, blogs, ebooks, emagazines, online newspapers, cloud storage and collaboration solutions, cameras, smart phones, tablets, notebooks, laptops etc.

Essential Digital Literacy Skills Entry Level 3 Amplification of Assessment Requirements and Guidance

This is about demonstrating your skills in each of the six skill areas of Digital Literacy:

1. Digital Responsibility
2. Digital Productivity
3. Digital Information Literacy
4. Digital Collaboration
5. Digital Creativity
6. Digital Learning

in familiar contexts, some of which must be formal, connected with education, training, work or social roles.

Notes:

1. Each level of the skill incorporates and builds on the previous levels. For example, in DLE3.2, the requirement to 'create basic folder structures to store information' progresses to 'manage files in folders efficiently' (DL1.2), to 'create and save a file'(DL2.2)
2. At this level, subject matter and materials should be straightforward, i.e. those that you will often meet in your work, studies or other activities, and in which you use digital technology in a basic way. However, you will build on the skills at Entry Level 2 by working with digital technology in increasingly complex ways, and by making your decisions more independently with less support.
3. You must show that you can apply your skills in the way in which they are specified in the first column of this amplification section, headed 'You must show you can'. Your assessment will need you to meet the requirements described in 'Assessment Requirements', i.e. the second column. In order to meet these requirements, you will need to have the skills that are listed in 'You need to know how to', i.e. the third column.
4. The 'Guidance' in the fourth column supports the requirements of the first three columns and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the Subject Specifications that may be useful when you are developing the skill of Digital Literacy at Entry Level 3. It is not a mandatory part of the Subject Specifications.

Assessment

At Entry Level 3 you will be assessed via a Controlled Task and a short Professional Discussion to demonstrate that your 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 circumstances.

The Professional Discussion confirms your underpinning knowledge and skills, requiring you to reflect on and evaluate your learning.

These assessments will be taken when you have been taught and have developed the skills to this level.

There must be evidence that all your work has been assessed and authenticated. There must be records/notes completed by a competent assessor, confirming that your work is your own and that it has achieved the required standard.

Access Statement

For candidates with particular disabilities, reasonable adjustments to the assessment requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible.

Essential Digital Literacy Skills Entry Level 3 Controlled Task Specification

Introduction

1. The Essential Digital Literacy Skills qualification will be awarded to candidates who demonstrate that their skills meet the Subject Specifications in both the Controlled Task and the Professional Discussion.
2. The Controlled Task measures subject-specific skills that may not necessarily be assessed in the Professional Discussion and must show candidates utilising the skills in a holistic manner that requires meaningful application, relevant to real-life purposes and circumstances.
3. The purpose of the Professional Discussion is to confirm candidates' underpinning knowledge and skills, and is an opportunity to promote more proficient and independent learning through reflection and evaluation of performance.
4. Both the Controlled Task and Professional Discussion are summative. Candidates should take the assessments when they have developed the skills to this level of the Subject Specifications.
5. Both parts of the Assessment Specification, i.e. the Controlled Task and Professional Discussion, must be completed within a 24 month period.
6. This Assessment Specification is intended to provide writers with detailed information about the acceptable content, coverage and questions to support the development of assessments at Entry Level 3.
7. This Assessment Specification has been designed to support the development and production of assessments in English and Welsh.
8. This Assessment Specification should be read in conjunction with Entry Level 3 Essential Digital Literacy Skills Subject Specifications.

Controlled Task Specification Entry Level 3

The Controlled Task is hereafter referred to as the Task.

Controlled Tasks will be produced by the awarding organisations. However, where centres or learners have particular needs they are able to submit a proposal to contextualise the Tasks. This would need to be done at least three months prior to their delivery.

All Tasks must meet the requirements of the Controlled Task Specification and the Essential Digital Literacy Skills Subject Specifications. A marking guide must be produced to accompany each Task, explicitly referencing the Assessment Specification and the Subject Specifications.

The Task is designed to support the assessment of five of the six skill areas, Digital Responsibility, Digital Productivity, Digital Information Literacy, Digital Collaboration and Digital Creativity, in an integrated, holistic way. However, each requirement of the Task will focus upon the use of digital technology relevant to real-life purposes and circumstances.

Digital Learning will be assessed through the Professional Discussion, reflecting on and evaluating progress and attainment across the five skill areas.

Duration: The Task must be designed to be completed in its entirety, in a maximum of eight hours. The Task must be completed under controlled conditions within a maximum of a consecutive eight week period.

Digital Responsibility

The Task must require candidates to demonstrate that they can work online safely, using the Internet and social media. Candidates are required to demonstrate that they use appropriate language when communicating online. The Task must require candidates to demonstrate that they have an awareness of sharing information, by demonstrating and understanding that placing information online can have negative consequences, and that once something is placed online it can be difficult to remove.

Digital Productivity

The Task must require candidates to demonstrate that they are able to create basic folder structures that they are able to manage folders and files and are able to access digital media. For example, a new file could be created from a blank document, image or video. The Task should offer opportunities for candidates to demonstrate that they can select appropriate digital technologies to complete a task, and use the technology selected to design and develop a solution.

Digital Information Literacy

The Task must require candidates to demonstrate that they are able to search for and collect and use appropriate digital information. The Task must require candidates to demonstrate how they have identified and evaluated the information they will be using and understanding of the purpose of the information required must be stated.

Digital Collaboration

The Task must require candidates to demonstrate that they are able to select and use at least two methods to communicate and collaborate and that they have collaborated with others online on at least one occasion to complete a task. Candidates must demonstrate that they are able to react and respond appropriately.

Digital Creativity

The Task must require candidates to demonstrate that they are able to create solutions using digital tools and they must justify their selection of tools. Candidates must demonstrate that the solution is fit for purpose and that they have applied creative thinking to the Task.

Digital Learning

Candidates must demonstrate, through a Professional Discussion that they understand how digital learning can extend and enhance learning opportunities. Candidates must demonstrate that they have used at least two digital tools to enhance learning experiences. During the Professional Discussion candidates must outline what was successful in their experience of using digital tools.

Digital tools could include, social media, instant messaging, VLEs, word processing or presentation packages, spreadsheets, video and audio editing software, video and auditing sharing sites, wikis, blogs, ebooks, emagazines, online newspapers, cloud storage and collaboration solutions, cameras, smart phones, tablets, notebooks, laptops, etc.

It is important to note that, although the requirements for each skill area within the Essential Digital Literacy Skills qualification has been amplified separately above, the Task should be constructed and assessed in such a way as to achieve the underpinning ethos of application of the skills in an integrated and holistic manner through purposeful and real-life contexts.

Controlled Task Assessment Template Entry 3

When completing your Controlled Task you must:

Demonstrate that you are aware of how to use the internet safely and how to use social media safely, using appropriate language and behaviour when communicating online.

Demonstrate how to create a folder structure to manage files efficiently and how to access those files. At least 1 folder with 3 files in each folder to be created and accessed.

Provide at least two examples of a new or existing document which you have created or amended using at least two formatting techniques.

Select at least one piece of appropriate information and show how that information can be saved for use at a later date.

Identify, review and evaluate at least two pieces of information relevant to the task. Demonstrate how you will use/have used the information that you have reviewed.

Use digital collaborative tools to work with others to complete the task. Use at least two methods to communicate while collaborating.

Select an appropriate creative tool to complete a task or create a resource. Justify your selection.

In your Professional Discussion you must:

Identify two tools which you have found useful.

Explain how you identify if a resource is reliable.

Explain why you chose the collaborative tools and how effective you found them.

Identify your preferred method of communicating online and key security issues associated with this method.

Evaluate and justify your choice of creative tools and/ or techniques.

Reflect on what learning has taken place across the five skill units and identify targets for improvement.

Essential Digital Literacy Skills Level 1 Specification

DLL1.1 Digital Responsibility			
You must show you can:	**Assessment Requirements**	**You need to know how to:**	**Guidance**
Understand the importance of e-safety and be able to communicate safely and securely in a range of digital environments	Use tools and techniques to work safely in relation to yourself, your device and other people Demonstrate an awareness of the risks when interacting online Use appropriate language and behaviour	Outline the risks associated with digital communication Identify ways of staying safe in a digital world Use appropriate e-safety tools and techniques in the digital world	A demonstration or explanation could include: presentation, observation, audio/video
Describe the implications of having a personal digital footprint	Understand how a digital footprint can have a positive impact Explain how online information can cause damage personally and professionally	Identify appropriate ways to resolve issues relating to your digital footprint Know when and where to report inappropriate interactions and/or content Outline how online information can create opportunities or cause damage personally and professionally	Outline and/or explanation could include: Presentation, observation, audio/video

DLL1.2 Digital Productivity			
You must show you can:	**Assessment Requirements**	**You need to know how to:**	**Guidance**
Organise, store, share and protect digital information	Demonstrate at least two methods of securing digital information and show how to access and store digital data Demonstrate how to organise and secure at least two folder structures and how to manage files within those structures	Organise basic folder structures to store information Manage files in folders efficiently Identify methods of securing digital information Access and store digital data	Folder and file structures could include: email programmes, file management, cloud storage, collaborative tools Storing data could include: cloud storage, internal hard drive, external hard drive, removable drives
Understand how to maintain devices and resolve common digital issues	Explain how you have resolved at least one common digital problem. Demonstrate and/or describe the basic infrastructure of at least one common digital device, outline issues and simple processes to resolve these	Identify a common digital problem and apply a solution Identify the basic infrastructure of common digital devices and outline issues and simple procedures to resolve these	Devices could include: smartphones, PCs, tables, laptops, digital cameras Common digital problems could include: operating system updates, connectivity, lack of device memory capacity, dealing with viruses

| Give examples of how digital applications and devices can be used to complete tasks | Demonstrate and/or explain how you have completed a task using digital technology. | Identify digital technologies and use these to complete a task | Digital applications could include: apps, software

Digital devices could include; smart phones, tablets, PCs, laptops |
|---|---|---|---|

DLL1.3 Digital Information Literacy

You must show you can:	Assessment Requirements	You need to know how to:	Guidance
Understand what is meant by digital information literacy, select and use digital information to complete a task	Demonstrate your understanding of digital information literacy by searching, using suitable keywords, and locating appropriate information that will help you to complete a task	Search for and save appropriate digital information to complete a task

Use suitable keywords to search for information in a digital environment | Keywords are words that are significant to the topic that is being researched. |

Be able to evaluate the reliability and relevance of digital information	Demonstrate and/or explain how to identify reliable resources, analysing and evaluating the digital information.	Identify reliable resources, analyse and evaluate the digital information	Digital resources could include: images from an online search, images from a digital camera or smart phone, video editing, interactive learning resources.
Use digital information to complete a task	Use digital information to complete a task	Use digital information which is in a suitable format for a target audience	

DLL1.4 Digital Collaboration			
You must show you can:	**Assessment Requirements**	**You need to know how to:**	**Guidance**
Demonstrate how collaboration can enhance personal and professional practice	Demonstrate two methods of collaborating to complete a task	Outline opportunities to work with others in a digital environment to complete a task Use appropriate digital methods of communicating with a team to complete a task	Demonstration could include: presentation, video capture, observation, verbal questioning, social media groups, online forums, instant messaging, VOIP, cloud based creation tools
Demonstrate how to work effectively with a digital team	Demonstrate and/or explain safe ways of collaborating with an online team and what the potential benefits and risks are Demonstrate and/or explain the different approaches you used to collaborate with an online team.	Identify opportunities to collaborate using online tools Demonstrate effective and efficient ways of collaborating with an online team Identify potential benefits and risks	Demonstration and/or explanation could include: presentation, screen capture, observation, verbal questioning, social media groups, online forums, instant messaging, VOIP, cloud based creation tools

DLL1.5 Digital Creativity			
You must show you can:	**Assessment Requirements**	**You need to know how to:**	**Guidance**
Give examples of how digital creativity can be used to complete tasks	Use an appropriate creative digital approach to complete a task,	Use an appropriate digital approach to complete a task	Demonstration could include: presentation, screen capture, observation, verbal questioning, social media groups, online forums, instant messaging, VOIP, cloud based creation tools
Outline why a specific approach has been used	Describe the reasons for using the approach chosen, and evaluate its creative impact.	Describe the reasons for using the approach and its creative impact	Approaches could include tools and techniques such as devices, apps and software
Identify ways in which digital creative processes can help community or business activity	Use creative approaches to address a community or business need. Outline the potential impact	Identify how an approach/resource is developed using digital creativity and its potential impact on an audience	Creative approaches could include: communication, design, edit, strategy Potential impact – consider your purpose, accuracy, quality, design, the needs of the audience, accessibility

DLL1.6 Digital Learning (Professional Discussion)			
You must show you can:	**Assessment Requirements**	**You need to know how to:**	**Guidance**
Understand how digital literacy can extend learning opportunities	Reflect on what learning has taken place across the five skill units and identify targets for improvement. Identify tools and techniques which you have found useful	Identify digital tools which support learning opportunities Indicate personal digital learning requirements Identify what went well with digital learning technologies and indicate how this can be improved Record learning using digital tools, edit and refine techniques as required	Digital tools to support learning could include: VLE, online quizzes, e-books, online learning resources, blogs, wikis, online forums, social media, online collaborative and creative tools

Essential Digital Literacy Skills Level 1Amplification of Assessment Requirements and Guidance

This is about demonstrating your skills in each of the six skill areas of Digital Literacy:

1. Digital Responsibility
2. Digital Productivity
3. Digital Information Literacy
4. Digital Collaboration
5. Digital Creativity
6. Digital Learning

in familiar contexts, some of which must be formal, connected with education, training, work or social roles

Notes:

1. Each level of the skill incorporates and builds on the previous levels. For example, in DL1.2, 'manage files in folders efficiently' progresses to 'create and save a file' (DL2.2) to 'critically manage an infrastructure which enhances the production of digital resources' (DL3.2)
2. At this level, subject matter and materials should be straightforward, i.e. those that you will often meet in your work, studies or other activities, and which requires you to use digital technology in a straightforward way. However, you will build on the skills at Entry Level 3 by working with digital technology in increasingly complex ways, making decisions more independently.
3. You must show that you can apply your skills in the way they are specified in the first column of this amplification section, headed, 'You must show you can'. Your assessment will need you to meet the requirements described in 'Assessment Requirements', i.e. the second column. In order to meet these requirements, you will need to have the skills that are listed in 'You need to know how to', i.e. the third column.
4. The 'Guidance' in the fourth column supports the requirements of the first three columns and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the Subject Specifications that may be useful when you are developing the skills of Digital Literacy at Level 1. It is not a mandatory part of the Subject Specifications.

Assessment

At Level 1 you will be assessed via a Controlled Task and a short Professional Discussion to demonstrate that your 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 circumstances.

The Professional Discussion confirms your underpinning knowledge and skills, requiring you to reflect on and evaluate your learning.

These assessments will be taken when you have been taught and have developed the skills to this level.

There must be evidence that all your work has been assessed and authenticated. There must be records/notes, completed by a competent assessor, confirming that your work is your own and that it has achieved the required standard.

Access Statement

For candidates with particular disabilities, reasonable adjustments to the assessment requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible.

Essential Digital Literacy Skills Level 1 Controlled Task Specification

Introduction

1. The Essential Digital Literacy Skills qualification will be awarded to candidates who demonstrate that their skills meet the Subjects Specifications in both the Controlled Task and the Professional Discussion.
2. The Controlled Task measures subject-specific skills that may not necessarily be assessed in the Professional Discussion and must show candidates utilising the skills in a holistic manner that requires meaningful application, relevant to real-life purposes and circumstances.
3. The purpose of the Professional Discussion is to confirm candidates' underpinning knowledge and skills, and is an opportunity to promote more proficient and independent learning through reflection and evaluation of performance.
4. Both the Controlled Task and Professional Discussion are summative. Candidates should take the assessments when they have developed the skills to this level of the Subject Specifications.
5. Both parts of the assessment, i.e. the Controlled Task and Professional Discussion, must be completed within a 24 month period.
6. This Assessment Specification is intended to provide writers with detailed information about the acceptable content, coverage and questions to support the development of assessments at Level 1.
7. This Assessment Specification has been designed to support the development and production of assessments in English and Welsh.
8. This Assessment Specification should be read in conjunction with Level 1 Essential Digital Literacy Skills Subject Specifications.

Controlled Task Specification Level 1

The Controlled Task is hereafter referred to as the Task.

Controlled tasks will be produced by the awarding organisations. However, where centres or learners have particular needs they are able to submit a proposal to contextualise the Tasks. This would need to be done at least three months prior to their delivery.

All tasks must meet the requirements of the Controlled Task Specification and the Essential Digital Literacy Skills Subject Specifications. A marking guide must be produced to accompany each Task, explicitly referencing the Assessment Specifications and the Subject Specifications.

The Task is designed to support the assessment of five of the six skill areas, Digital Responsibility, Digital Productivity, Digital Information Literacy, Digital Collaboration and Digital Creativity, in an integrated, holistic way. However, each requirement of the Task will focus upon the use of digital technology relevant to real-life purposes and circumstances.

Digital Learning will be assessed through the Professional Discussion, reflecting on and evaluating progress and attainment across the five skill areas.

Duration: The Task must be designed to be completed in its entirety in a maximum of eight hours. The Task must be completed under controlled conditions within a maximum of a consecutive eight week period.

Digital Responsibility

The Task must require candidates to demonstrate that they can communicate with others in at least two different digital environments, using appropriate e-safety tools, techniques and methods. Candidates must demonstrate and describe what e-safety means, and demonstrate an understanding of the risks of communicating online and how online information can cause damage, both personally and professionally. The Task must require candidates to demonstrate that they have an awareness of good practice in sharing information and that they know when and where to report inappropriate content. Candidates must demonstrate an understanding of a range of ways to use technology safely, respectfully, responsibly and securely.

Digital Productivity

The Task must require candidates to demonstrate that they are able to organise at least two basic folder structures, that they are able to manage files in folders efficiently and are able to access and store digital media. The Task must offer an opportunity for candidates to demonstrate that they can identify at least two appropriate methods of securing digital information.

The Task must require candidates to demonstrate that they can apply technical understanding to solve digital problems. Candidates must demonstrate that they can problem solve and apply solutions, which may incorporate emerging Technologies, by identifying the basic infrastructure of at least two common

digital devices and that they are able to outline issues and simple processes to resolve these. The Task must require candidates to demonstrate how they have resolved an issue.

Digital Information Literacy

The Task must require candidates to demonstrate that they are able to search for, collect and use appropriate digital information to complete a task. The Task must require candidates to demonstrate how they have identified, analysed and evaluated the information they will be using, demonstrating an understanding of the purpose of the information required. The Task must require the candidate to demonstrate all stages of the development and editing process and explain which format and tools they have chosen and why it is suitable for the target audience.

Digital Collaboration

The Task must require candidates to demonstrate that they are able to identify opportunities to collaborate and work with others to solve at least one problem or complete a task, using at least two digital methods. Candidates must demonstrate that they are able to recognise appropriate digital methods of communicating with a team to complete a task and in responding appropriately.

Digital Creativity

The Task must require candidates to demonstrate that they are able to create solutions using appropriate digital technologies and that they can justify their approach. Candidates must describe the reasons for using the digital technologies they have chosen, including the advantages and disadvantages and their creative impact. The Task must require candidates to identify ways in which digital creative processes can enhance communication, explaining how their creative solution was developed, showing all relevant editing and development stages, and how it is fit for purpose and appropriate for the audience.

Digital Learning

Candidates must demonstrate, through a Professional Discussion, that they understand how digital learning can extend and enhance learning opportunities. Candidates must demonstrate that they have identified at least two digital tools and have indicated how these tools have enhanced their personal learning. Candidates must evaluate their digital learning and identify targets for improvement. The Task must require candidates to record their learning using digital tools and they must show their editing and refining techniques as required.

Digital tools could include, social media, instant messaging, VLEs, word processing or presentation packages, spreadsheets, video and audio editing software, video and auditing sharing sites, wikis, blogs, e-books, emagazines,

online newspapers, cloud storage and collaboration solutions, cameras, smart phones, tablets, notebooks, laptops, etc.

It is important to note that, although the requirements for each skill area within the Essential Digital Literacy Skills qualification has been amplified separately above, the Task should be constructed and assessed in such a way as to achieve the underpinning ethos of application of the skills in an integrated and holistic manner through purposeful and real-life contexts.

Controlled Task Assessment Template Level 1
When completing your Controlled Task you must:

Use creative approaches to address a community or business need.
Outline the potential impact.
Use tools and techniques to work safely in relation to yourself, your device and other people.
Use appropriate language and behaviour.
Use digital information to complete a task.
Demonstrate at least two methods of securing digital information and show how to access and store digital data.
Demonstrate how to organise and secure at least two folder structures and how to manage files within those structures.
Demonstrate and/or describe the basic infrastructure of at least one common digital device, outline issues and simple processes to resolve these.
Demonstrate your understanding of digital information literacy by searching, using suitable keywords, and locating appropriate information that will help you to complete a task.
Demonstrate and/or explain how to identify reliable resources, analysing and evaluating the digital information.
Demonstrate two methods of collaborating to complete a task.
Demonstrate and/or explain safe ways of collaborating with an online team and what the potential benefits and risks are.
Demonstrate and/or explain the different approaches you used to collaborate with

an online team.

Use appropriate creative digital tools and/ or techniques to complete a task.

In your Professional Discussion you must:
Demonstrate an awareness of the risks when interacting online.
Understand how a digital footprint can have a positive impact.
Explain how online information can cause damage personally and professionally.
Explain how you have completed a task using digital technology.
Describe the reasons for using the creative digital tool or technique chosen, and evaluate its creative impact.
Reflect on what learning has taken place across the five skill units and identify targets for improvement. Identify tools and techniques which you have found useful.

Essential Digital Literacy Skills Level 2 Specification

DLL2.1 Digital Responsibility			
You must show you can:	**Assessment Requirements**	**You need to know how to:**	**Guidance**
Understand e-safety and how to interact safely and securely in a range of digital communities and environments	Demonstrate how to interact safely within a digital environment. Demonstrate that you have evaluated different methods to secure your online safety and justify your chosen method/s Use appropriate language and behaviour	Describe the risks when interacting in a digital environment Detail specific ways of staying safe in a digital environment Evaluate and use the most suitable and secure methods of e-safety for a specific purpose	Risks could include not using appropriate etiquette, not recognising phishing, virus attacks, spam etc. person using false identity etc. Ways of staying safe include: knowing how to deal with attacks or false representations, securing personal interactions online, securing devices Etiquette includes: use of language to not cause offence and misunderstandings, to use emoticons and other techniques as appropriate to purpose and audience in different contexts
Understand and review the impact of a personal digital footprint	Reviewing your online profile and activity to ensure that it is presents the intended impression Describe and/or demonstrate	Select appropriate materials, ensure safety protocols and procedures are in place, report inappropriate content Assess how data can be	Review could include: reviewing your social media settings or the use of an online reputation management tool and an awareness of age restrictions, personal protection, public profiles

		personally and professionally beneficial and damaging	and security/privacy settings.
your understanding of how online profiles and footprints can cause benefit or damage, personally and professionally			

DLL2.2 Digital Productivity			
You must show you can:	**Assessment Requirements**	**You need to know how to:**	**Guidance**
Understand how to organise, store, share, manipulate and protect digital information	Demonstrate how to organise at least two folder structures with sub folders and how to manage files within those structures Demonstrate your understanding of how to manage personal and professional information Explain how you have identified and evaluated at least two methods of securing your digital information	Construct appropriate folder structures to manage projects and store information Manage personal and professional files and folders Identify and evaluate appropriate methods of securing digital information Store digital information in a systematic way to support easy access	Demonstration could include: observation, question and answer, screen capture, group discussion Explanation could include: observation, question and answer, screen capture, group discussion

Understand how to maintain devices and resolve common digital problems	Explain how you have resolved at least two common digital problems. Demonstrate and/or describe the basic infrastructure of at least two common digital devices, outline potential or real problems and what simple processes need to be applied to resolve these	Assess and resolve common digital problems Describe the basic infrastructure of common digital devices, outline problems and simple processes to resolve these	Demonstration could include: observation, question and answer, group discussion
Understand how to assess, select and use appropriate digital applications and devices to resolve issues or complete tasks	Demonstrate and/or explain how you have assessed different methods and selected the appropriate methods an issue using digital technology to solve a problem. Demonstrate using a range of digital devices your chosen solution and how you have promoted your solution.	Assess digital technologies and select the most appropriate methods to complete a task Use a range of digital devices to present a process or activity	Demonstration could include: observation, question and answer, group discussion, video, audio, presentation

DLL2.3 Digital Information Literacy			
You must show you can:	**Assessment Requirements**	**You need to know how to:**	**Guidance**
Understand and apply critical review techniques to gather digital information	Demonstrate your understanding of how to search, authenticate and save resources. You must explain how you have used critical review techniques to evaluate the information you are going to use.	Select and record authentic resources, analyse and evaluate the digital information Use digital information which is in a suitable format for the target audience, respond to constructive feedback	Critical review techniques could include critical evaluation for currency, relevance, accuracy, authority and purpose
Understand what is meant by digital information literacy, select and use digital information to complete a task	Demonstrate your understanding of digital information literacy by selecting and organising appropriate information. You must show that you can use a structured approach to review, organise and classify the information.	Select and organise relevant digital information to complete a task Use digital information to research and resolve an issue or complete a task Organise and classify digital information into a structured format to complete a task	

DLL2.4 Digital Collaboration

You must show you can:	Assessment Requirements	You need to know how to:	Guidance
Understand how collaboration can enhance personal and professional practice	Use specific opportunities to work with others to complete a task. Identify the benefits of collaborating online. Demonstrate the use of at least two digital methods of communication which support online collaboration	Identify opportunities to work with others in a digital environment Select appropriate digital methods of communicating with a team to complete a task	Demonstration could include: presentation, video capture, observation, verbal questioning, video, audio, social media groups, online forums, instant messaging, VOIP, cloud based creation tools
Understand how to work effectively with a digital team	Demonstrate the implementation of a digital collaboration method using a range of digital tools. Justify your chosen collaboration methods.	Evaluate and justify ways to collaborate with an online team Collaborate digitally using a range of digital tools	Demonstration could include: audio, video, presentation, observation

DLL2.5 Digital Creativity

You must show you can:	Assessment Requirements	You need to know how to:	Guidance
Understand the importance of digital creativity to effective working practices	Demonstrate and/or explain the use of a range of creative digital tools and techniques to complete a task You must demonstrate that	Select and use a range of digital creative tools and techniques to complete a task	The review could include: a presentation, video, audio, ebook, podcast, infographic

	you have evaluated and compared the advantages and disadvantages of your chosen creative tools and techniques	Evaluate and compare the advantages and disadvantages of your chosen creative tools and techniques	
Understand how to critically review creative digital outcomes	You must review the outcome of your digital creativity, referencing the success of the outcome to your original objectives.	Review the creative decisions made, outlining rationale and evaluating the creative impact upon the outcome/s	Review could include: discussion/questioning, video , podcast, audio, presentation, infographic, ebook, flow chart, mind map
Understand how a digital creative process can develop opportunities for entrepreneurship and social responsibility or enterprise	Demonstrate and/or explain how you might use digital creativity for community or employability purposes.	Identify how you might use digital creativity for community or employability purposes	Demonstration is about identifying potential opportunities, which may or may not be acted upon Demonstration could include: presentation, video capture, observation, verbal questioning, video, audio, social media groups, online forums, instant messaging, VOIP, cloud based creation tools

DLL2.6 Digital Learning (Professional Discussion)			
You must show you can:	**Assessment Requirements**	**You need to know how to:**	**Guidance**
Understand how digital literacy can extend learning opportunities	Demonstrate and/or explain how at least two digital tools have supported your personal learning and achievements. Outline your personal learning requirements and what targets you would like to meet.	Assess and select digital tools which support personal learning and achievement Select familiar and unfamiliar digital tools to improve learning to complete tasks Describe what went well with digital learning technologies, identify the advantages and disadvantages Record, assess and analyse information using digital tools to develop and support learning	

Essential Digital Literacy Skills Level 2 Amplification of Assessment Requirements and Guidance

This is about demonstrating your skills in each of the six skill areas of Digital Literacy:

1. Digital Responsibility
2. Digital Productivity
3. Digital Information Literacy
4. Digital Collaboration
5. Digital Creativity
6. Digital Learning

in familiar and unfamiliar contexts, some of which must be formal, connected with education, training, work or social roles

Notes:

1. Each level of the skill incorporates and builds on the previous levels. For example, in DL1.2, 'manage files in folders efficiently' progresses to 'create and save a file', (DL2.2) to 'critically manage an infrastructure which enhances the production of digital resources' (DL3.2)
2. At this level, subject matter and materials should be less familiar, i.e. those that you may meet in your work, studies or other activities, and in which you use digital technology in increasingly sophisticated ways. You will build on the skills at Level 1 by working with digital technology in increasingly complex ways, making and justifying decisions independently.
3. You must show you can apply your skills in the way they are specified in the first column of this amplification section, headed 'You must show you can'. Your assessment will need you to meet the requirements described in 'Assessment Requirements', i.e. the second column. In order to meet these requirements you will need to have the skills that are listed in 'You need to know how to', i.e. the third column.
4. The 'Guidance' in the fourth column supports the requirements of the first three columns and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of Digital Literacy at Level 2. It is not a mandatory part of the Subject Specifications.

Assessment

At Level 2 you will be assessed via a Controlled Task and a short Professional Discussion to demonstrate your 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 circumstances.

The Professional Discussion confirms your underpinning knowledge and skills requiring you to reflect on and evaluate your learning.

These assessments will be taken when you have been taught and developed the skills to this level.

There must be evidence that all your work has been assessed and authenticated. There must be records/notes, completed by a competent assessor, confirming that your work is your own and that it has achieved the required standard.

Access statement

For candidates with particular disabilities, reasonable adjustments to the assessment requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible.

Essential Digital Literacy Skills Level 2 Controlled Task Specification

Introduction

1. The Essential Digital Literacy Skills qualification will be awarded to candidates who demonstrate that their skills meet the Subject Specifications in both the Controlled Task and the Professional Discussion.
2. The Controlled Task measures subject-specific skills that may not necessarily be assessed in the Professional Discussion and must show candidates utilising the skills in a holistic manner that requires meaningful application, relevant to real-life purposes and circumstances.
3. The purpose of the Professional Discussion is to confirm candidates' underpinning knowledge and skills, and is an opportunity to promote more proficient and independent learning through reflection and evaluation of performance.
4. Both the Controlled Task and Professional Discussion are summative. Candidates should take the assessments when they have developed the skills to this level of the Subject Specifications.
5. Both parts of the assessment, i.e. the Controlled Task and Professional Discussion, must be completed within a 24 month period.
6. This Assessment Specification is intended to provide writers with detailed information about the acceptable content, coverage and questions to support the development of assessments at Level 2.
7. This Assessment Specification has been designed to support the development and production of assessments in English and Welsh.
8. This Assessment Specification should be read in conjunction with Level 2 Essential Digital Literacy Skills Subject Specifications

Controlled Task Specification Level 2

The Controlled Task is hereafter referred to as the Task.

Controlled Tasks will be produced by the awarding organisations. However, where centres or learners have particular needs they are able to submit a proposal to contextualise the tasks. This would need to be done at least three months prior to their delivery.

All tasks must meet the requirements of the Controlled Task Specification and the Essential Digital Literacy Skills Subject Specifications. A marking guide must be produced to accompany each task, explicitly referencing the Assessment Specifications and Subject Specifications.

The Task is designed to support the assessment of five of the six skill areas, Digital Responsibility, Digital Productivity, Digital Information Literacy, Digital Collaboration and Digital Creativity, in an integrated, holistic way. However, each requirement of the Task will focus upon the use of digital technology relevant to real-life purposes and circumstances.

Digital Learning will be assessed through the Professional Discussion, reflecting on and evaluating progress and attainment across the five skill areas.

Duration: The Task must be designed to be completed in its entirety in a maximum of eight hours. The Task must be completed under controlled conditions within a maximum of a consecutive eight week period.

Digital Responsibility

The Task must require candidates to demonstrate that they can communicate with others within a range of digital communities. They must evidence that they have evaluated their use of different methods to secure their online safety and identity. Candidates must demonstrate and describe what e-safety means, including risks and ways of staying safe when communicating online. The Task must require candidates to demonstrate that they have an awareness of sharing information protocols, demonstrating an understanding of inappropriate content by selecting appropriate materials. The Task must require candidates to explain how they would report inappropriate content and that they can demonstrate an understanding of the potential negative consequences of sharing information online.

Digital Productivity

The Task must require candidates to demonstrate that they are able to organise at least two folder structures, that they are able to manage files within folders and sub folders, demonstrating an understanding of managing personal and professional information. The Task must offer an opportunity for candidates to demonstrate that they can identify at least two appropriate methods of securing digital information in a systematic way.

The Task must require candidates to demonstrate that they can apply technical understanding to complete tasks digitally, by identifying at least two potential digital processes. Candidates must demonstrate that they can apply solutions which may incorporate emerging technologies by evaluating and selecting different methods and devices to complete a task.

Digital Information Literacy

The Task must require candidates to demonstrate that they are able to select and structure, organise, and refine digital information to research and complete a task. The Task must require the candidate to demonstrate all stages of the development and editing process.

The Task must require candidates to demonstrate that they can select, record, analyse and evaluate authentic resources. Candidates must develop and create digital information which is in a suitable format for the target audience; they must demonstrate that they can respond to constructive feedback.

Digital Collaboration

The Task must require candidates to demonstrate that they are able to identify specific opportunities to work with others to complete a task. Candidates must select at least two digital methods of communication that can be used by a team to complete a task, and explain how they selected those specific methods, including a rationale for their decision. Candidates must demonstrate that they have an understanding of the potential dangers of digital communication methods and have assessed and applied safe ways to collaborate with/within an online team to implement digital collaboration.

Digital Creativity

The Task must require candidates to demonstrate that they are able to complete a task using a range of creative digital techniques. Candidates must demonstrate that they have assessed, compared and reviewed their solution and must include the advantages and disadvantages and justify their final decision. The Task must require candidates to demonstrate their understanding of how a digital creative solution is developed and how it develops opportunities for entrepreneurship and enterprise, for example. They must show all relevant editing and development stages, and how the digital creative solution is fit for purpose and appropriate for the audience.

Digital Learning

Candidates must demonstrate through a Professional Discussion that they understand how digital learning can extend learning opportunities. Candidates must demonstrate and/or explain at least two digital tools, both familiar and unfamiliar, which improve learning and support their achievement. Candidates must reflect upon and evaluate their digital learning and identify targets for improvement. The Task must require candidates to record their assessment and analysis of their experience, using digital tools.

Digital tools could include: social media, instant messaging, VLEs, word processing or presentation packages, spreadsheets, video and audio editing software, video and auditing sharing sites, wikis, blogs, ebooks, emagazines, online newspapers, cloud storage and collaboration solutions, cameras, smart phones, tablets, notebooks, laptops, etc.

It is important to note that, although the requirements for each skill area within the Essential Digital Literacy Skills qualification has been amplified separately above, the Task should be constructed and assessed in such a way as to achieve the underpinning ethos of application of the skills in an integrated and holistic manner through purposeful and real-life contexts.

Controlled Task Assessment Template Level 2
When completing your Controlled Task you must:
Use appropriate language and behaviour
Reviewing your online profile and activity to ensure that it is presents the intended impression
Demonstrate how to organise at least two folder structures with sub folders and how to manage files within those structures Demonstrate your understanding of how to manage personal and professional information
Demonstrate using a range of digital devices your chosen solution and how you have promoted your solution.
Demonstrate your understanding of digital information literacy by selecting and organising appropriate information.
You must show that you can use a structured approach to review, organise and classify the information.
Use specific opportunities to work with others to complete a task.
Demonstrate the use of at least two digital methods of communication which support online collaboration
Demonstrate the implementation of a digital collaboration method using a range of digital tools.
Demonstrate and/or explain the use of a range of creative digital tools and techniques to complete a task
In your Professional Discussion you must:
Demonstrate how to interact safely within a digital environment.

Demonstrate that you have evaluated different methods to secure your online safety and justify your chosen method/s
Describe and/or demonstrate your understanding of how online profiles and footprints can cause benefit or damage, personally and professionally
Explain how you have identified and evaluated at least two methods of securing your digital information
Explain how you have resolved at least two common digital problems
Demonstrate and/or describe the basic infrastructure of at least two common digital devices, outline potential or real problems and what simple processes need to be applied to resolve these
Demonstrate and/or explain how you have assessed different methods and selected the appropriate methods an issue using digital technology to solve a problem.
Identify the benefits of collaborating online.
Justify your chosen collaboration methods.
You must demonstrate that you have evaluated and compared the advantages and disadvantages of your chosen creative tools and techniques
You must review the outcome of your digital creativity, referencing the success of the outcome to your original objectives.
Demonstrate and/or explain how you might use digital creativity for community or employability purposes.
Demonstrate and/or explain how at least two digital tools have supported your personal learning and achievements.
Outline your personal learning requirements and what targets you would like to meet.

Essential Digital Literacy Skills Level 3 Specification

DLL3.1 Digital Responsibility			
You must show you can:	**Assessment Requirements**	**You need to know how to:**	**Guidance**
Understand how to apply a range of protocols to observe e-safety and digital security in a range of digital communities	Demonstrate and/or explain your understanding of potential risks to e-safety You must explain how you are managing risk that the risks for both personal and professional digital activities You must include a summary of specific ways of staying safe in a digital world Demonstrate your use of the most suitable and secure methods of e-safety, you must justify of the methods you have used	Explain the risks to e-safety, ensure these are approved for personal and professional digital projects

Summarise specific ways of staying safe in a digital world

Justify and use the most suitable and secure methods of e-safety for digital projects | Demonstrate could include: presentation, observation, video capture, audio, podcast, blog, professional discussion |
| Understand how to refine and manage your digital footprint during all online communications | Demonstrate that you have reviewed and published resources and profiles using relevant safety protocols

Describe and/or demonstrate your understanding of how online profiles and footprints can cause benefit or | Review and publish appropriate and relevant profiles, resources, ensure safety protocols are in place for your audience.

Critically evaluate all material produced before publication | Demonstrate could include: presentation, observation, video, audio, podcast, blog, professional discussion, webtours

Evidence for understanding of managing online profiles and footprints, appropriate etiquette and/or conventions can be through |

	damage, personally and professionally Use appropriate etiquette, language and/or conventions	Clarify, analyse and evaluate how data can be personally and professionally damaging Critically analyse and evaluate how social media can influence and impact upon a digital project	professional discussion
DLL3.2 Digital Productivity			
You must show you can:	**Assessment Requirements**	**You need to know how to:**	**Guidance**

Understand how to organise, store, share, manipulate and protect digital information	Demonstrate how to manage an infrastructure, you must include your review of the most efficient ways of organising and manipulating digital resources Your review must explain how you evaluated and implemented the appropriate methods of securing the digital information You must demonstrate and/or explain how you have accessed, adapted and stored digital resources	Critically manage an infrastructure which enhances the production of digital resources Manage and review the most efficient way of organising the storage and manipulation of digital resources Assess and implement appropriate methods of securing digital information Access, adapt and store digital resources for use in a range of digital projects and activities	Demonstrate could include: presentation, observation, report, video capture, audio, podcast, blog, professional discussion, web tours

You must show you can:	Assessment Requirements	You need to know how to:	Guidance
Understand how to assess, select and use appropriate digital applications and devices to complete tasks	Demonstrate and/or explain how you have evaluated different methods and selected the appropriate methods using digital technology to complete a task. A critical analysis, assessment and justification of the solution chosen must be included. The critical assessment and evaluation of digital devices for professional presentations must be included.	Critically analyse and assess a wide range of digital technologies, justify their selection to complete tasks Critically assess and evaluate digital devices to present solutions professionally	Demonstrate could include: presentation, observation, report including relevant screenprints, video capture, audio, podcast, blog
DLL3.3 Digital Information Literacy			
You must show you can:	**Assessment Requirements**	**You need to know how to:**	**Guidance**
Understand what is meant by digital information literacy, select and use digital information to complete a task	You must explain how you have used critical review techniques to evaluate the information you are going to use.	Conduct independent research to select and record digital information to complete a task Review, refine and revise information research to complete a task Organise and differentiate	Demonstrate could include: presentation, observation, report including relevant screenprints, video capture, audio, podcast, blog

		digital information into a structured format relative to the task	
Understand and critically analyse and review techniques to gather digital information	Demonstrate critical review of digital information	Critically analyse digital resources for validity and reliability Develop and create digital information using relevant formats for the target audience	Demonstrate could include: presentation, observation, infographic, video, audio, podcast, blog

DLL3.4 Digital Collaboration

You must show you can:	Assessment Requirements	You need to know how to:	Guidance
Understand how collaboration can enhance personal and professional practice	Choose appropriate collaborative tools and techniques and justify your choice.	Critically assess and evaluate opportunities to work with others in a digital environment to solve a problem Select and justify appropriate digital methods of communicating with a team to	Demonstrate could include: presentation, observation, video, audio, podcast, blog, professional discussion

		complete a task	
Understand how to work effectively with a digital team	Demonstrate effective and efficient ways of collaborating with an online team.	Critically analyse and assess safe ways to collaborate with an online team

Evaluate and use the most suitable digital tools to collaborate to complete tasks, justify your choice | Demonstrate could include: presentation, observation, video, audio, podcast, blog, vlog, professional discussion |

DLL3.5 Digital Creativity

You must show you can:	Assessment Requirements	You need to know how to:	Guidance
Applying digital creativity to effective working practices	Demonstrate creative tools and techniques to improve working practices and outcomes	Critically analyse the problem and select digital creative techniques to solve a problem

Review and revise creative digital solutions critically analyse the advantages and disadvantages when problem solving | Demonstrate could include: presentation, observation, report including relevant screenprints.

Evaluation and reflection on the solutions justified must be evident. |

Understand how to critically review, analyse and evaluate creative digital solutions	Reflect and evaluate your chosen approaches using feedback from others	Justify creative solutions, critically evaluate and explain the process used to solve the problem Respond to constructive feedback	Demonstrate could include: presentation, observation, evaluation and reflection on the solutions justified must be evident
Understand how a digital creative process has the potential to develop opportunities for entrepreneurship and enterprise	Explain how your digital creativity has created opportunities or improvements	Critically analyse and assess how solutions are developed using digital creativity and its impact upon a global market	Demonstrate could include: presentation, observation, professional discussion

DLL3.6 Digital Learning			
You must show you can:	**Assessment Requirements**	**You need to know how to:**	**Guidance**
Understand how digital literacy can support and enhance learning opportunities	Present a high level holistic overview of your digital learning, reflecting on challenges, successes and next steps	Critically assess and analyse information using digital tools to improve learning	Demonstrate could include: presentation, observation, report including relevant screenprints.

Evaluation and reflection on the solutions justified must be evident |

Essential Digital Literacy Skills Level 3 Amplification of Assessment Requirements and Guidance

This is about demonstrating your skills in each of the six Skill areas of Digital Literacy:

1. Digital Responsibility
2. Digital Productivity
3. Digital Information Literacy
4. Digital Collaboration
5. Digital Creativity
6. Digital Learning

in familiar and unfamiliar contexts, some of which must be formal, connected with education, training, work or social roles.

Notes:

1. Each level of the skill incorporates and builds on the previous levels. For example, in DL1.2, 'manage files in folders efficiently' progresses to 'create and save a file' (DL2.2) to 'critically manage an infrastructure which enhances the production of digital resources' (DL3.2)
2. At this level, subject matter and materials should be less familiar / unfamiliar, i.e. those that you could meet in your work, studies or other activities, and in which you use digital technology in increasingly sophisticated and complex ways. You will build on the skills at Level 2 by working with digital technology in a more involved and multifaceted way, making and justifying decisions and judgements independently.
3. You must show you can apply your skills in the way they are specified in the first column of this amplification section, headed, 'You must show you can'. Your assessment will need you to meet the requirements described in 'Assessment Requirements', i.e. the second column. In order to meet these requirements, you will need to have the skills that are listed in 'You need to know how to', i.e. the third column.
4. The 'Guidance' in the fourth column supports the requirements of the first three columns and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of Digital Literacy at Level 3. It is not a mandatory part of the standards.
5. The Mandatory Definitions give the exact meaning of certain words in this section. You must always refer to them when you are developing your skills and preparing for assessment.

Assessment

At Level 3 you will be assessed via a Controlled Task and a short Professional Discussion to demonstrate your 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 circumstances.

The Professional Discussion confirms your underpinning knowledge and skills, and requires you to reflect on and evaluate your learning.

These assessments will be taken when you have been taught and developed the skills to this level.

There must be evidence that all your work has been assessed and authenticated. There must be records/notes, completed by a competent assessor, confirming that your work is your own and that it has achieved the required standard.

Access statement

For candidates with particular disabilities, reasonable adjustments to the assessment requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible.

Essential Digital Literacy Skills Level 3 Controlled Task Specification

Introduction

1. The Essential Digital Literacy Skills qualification will be awarded to candidates who demonstrate that their skills meet the Subject Specifications in both the Controlled Task and the Professional Discussion.
2. The Controlled Task measures subject-specific skills that may not necessarily be assessed in the Professional Discussion and must show candidates utilising the skills in a holistic manner that requires meaningful application, relevant to real-life circumstances.
3. The purpose of the Professional Discussion is to confirm candidates' underpinning knowledge and skills, and is an opportunity to promote more proficient and independent learning through reflection and evaluation of performance.
4. Both the Controlled Task and Professional Discussion are summative. Candidates should take the assessments when they have developed the skills at this level of the Subject Specifications.
5. Both parts of the assessment, i.e. the Controlled Task and Professional Discussion, must be completed within a 24 month period.
6. This Assessment Specification is intended to provide writers with detailed information about the acceptable content, coverage and questions to support the development of assessments at Level 3.
7. This Assessment Specification has been designed to support the development and production of assessments in English and Welsh.
8. This Assessment Specification should be read in conjunction with Level 3 Essential Digital Literacy Skills Subject Specifications.

Controlled Task Specification Level 3

The Controlled Task is hereafter referred to as the Task.

Controlled Tasks will be produced by the awarding organisations. However, where centres or learners have particular needs they are able to submit a proposal to contextualise the tasks. This would need to be done at least three months prior to their delivery.

All Tasks must meet the requirements of the Controlled Task Specification and the Essential Digital Literacy Skills Subject Specifications. A marking guide must be produced to accompany each Task, explicitly referencing the Assessment Specifications and the Subject Specifications.

The Task is designed to support the assessment of five of the six skill areas, Digital Responsibility, Digital Productivity, Digital Information Literacy, Digital Collaboration and Digital Creativity, in an integrated, holistic way. However, each requirement of the Task will focus upon the use of digital technology relevant to real-life purposes and circumstances.

Digital Learning will be assessed through the Professional Discussion, reflecting on and evaluating progress and attainment across the five skill areas.

Duration: The Task must be designed to be completed in its entirety in a maximum of eight hours. The Task must be completed under controlled conditions within a maximum of a consecutive eight week period.

Digital Responsibility

The Task must require candidates to demonstrate that they have an understanding of the risks to e-safety by explaining how they have ensured that the risks are approved for both personal and professional digital projects. Candidates must include a summary of specific ways of staying safe in a digital world and demonstrate their use of the most suitable and secure methods of e-safety, including justification of the methods used.

The Task must require candidates to demonstrate that they reviewed and published materials using relevant safety protocols and to explain how they have critically evaluated all of the material before it is published. Candidates must include clarification, analysis and evaluation of how online information can cause damage personally and professionally. The critical analysis and evaluation should also explain what impact social media can have on digital projects and how social media can influence and/or enhance a project.

Digital Productivity

The Task must require candidates to demonstrate that they are able to critically manage an infrastructure which enhances the production of digital resources, including a review of the most efficient way of organising and manipulating digital resources. The review must explain how appropriate methods of

securing the digital information were assessed and implemented. The Task must require the candidate to demonstrate how they have stored digital resources in a range of digital projects.

The Task must require candidates to demonstrate that they can critically analyse and resolve at least two common but complex digital tasks, demonstrating how they have assessed different methods and selected the appropriate methods, using digital technology. A critical evaluation, assessment and justification of the solution chosen must be included

Digital Information Literacy

The Task must require candidates to demonstrate that they are able to conduct independent research by searching for, authenticating and recording valid resources to complete a task, including evidence of and/or reference to, the review, refine and revise stages completed.

The Task must require candidates to demonstrate that they are able to critically analyse digital resources for authenticity, and to select and review digital information. They must explain how they have critically analysed and reviewed the techniques they used. The Task must require candidates to develop and create digital information which must be in a relevant format for the target audience, including their responses to any constructive feedback received. All development and revision stages must be included.

Digital Collaboration

The Task must require candidates to demonstrate that they have critically assessed and evaluated opportunities to work with others in a digital environment to complete a task. Candidates must demonstrate at least two digital methods of communication that can be used with/within a team to complete a task, explaining how they selected those specific methods, and a rationale for their decision.

The Task must require candidates to demonstrate how they have critically analysed and appraised safe ways of collaborating with/within an online team. They must demonstrate the implementation of digital tools to collaborate and complete tasks and include their justification as to why they have chosen those tools.

Digital Creativity

The Task must require candidates to demonstrate their use of creative digital techniques to complete a task, including how they reviewed and revised the solutions, and the advantages and disadvantages of the specific techniques they have chosen. The Task must require candidates to explain how they have critically evaluated how processes are developed to solve 'real' issues in the digital world. They must include a justification of the creative solution that they have evaluated and why they considered the solution to be fit for purpose and appropriate for the audience. The Task must require candidates to explain how

they have critically analysed and assessed how solutions are developed using digital creativity. Candidates must show their understanding of how the solutions have been analysed and assessed and how they could enhance the possibilities for wealth creation, enterprise, entrepreneurship and/or business opportunities, for example.

Digital Learning

Candidates must demonstrate through a Professional Discussion how they will critically assess and analyse information using digital tools to improve their learning. Candidates must show that they have reflected on how to improve their skills and knowledge development and why and how the digital tools will help.

Digital tools could include: social media, instant messaging, VLEs, word processing or presentation packages, spreadsheets, video and audio editing software, video and auditing sharing sites, wikis, blogs, ebooks, emagazines, online newspapers, cloud storage and collaboration solutions, cameras, smart phones, tablets, notebooks, laptops, etc.

It is important to note that, although the requirements for each skill area within the Essential Digital Literacy Skills qualification has been amplified separately above, the Task should be constructed and assessed in such a way as to achieve the underpinning ethos of application of the skills in an integrated and holistic manner through purposeful and real-life contexts.

Controlled Task Assessment Template Level 3
When completing your Controlled Task you must:
Demonstrate that you have reviewed and published resources and profiles using relevant safety protocols
Use appropriate etiquette, language and/or conventions
You must explain how you have used critical review techniques to evaluate the information you are going to use.
Demonstrate critical review of digital information.
Choose appropriate collaborative tools and techniques and justify your choice.
Demonstrate effective and efficient ways of collaborating with an online team.
Demonstrate creative tools and techniques to improve working practices and outcomes

In your Professional Discussion you must:
Demonstrate and/or explain your understanding of potential risks to e-safety
You must explain how you are managing risk for both personal and professional digital activities
You must include a summary of specific ways of staying safe in a digital world
Demonstrate your use of the most suitable and secure methods of e-safety, you must justify of the methods you have used
Describe and/or demonstrate your understanding of how online profiles and footprints can cause benefit or damage, personally and professionally
Reflect and evaluate your chosen approaches using feedback from others
Explain how your digital creativity has created opportunities or improvements
Present a high level holistic overview of your digital learning, reflecting on challenges, successes and next steps