QUALIFICATION GUIDE

BCS Entry Level Essential Digital Skills for Work (Entry 3)

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This qualification is regulated by one or more of the following: Ofqual, Qualifications Wales, CCEA Regulation or SQA.

(QAN: 603/6957/7)

The Chartered Institute for IT

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INTRODUCTION

Technology has transformed the way we live, but in England, over 11million people have been left behind during this digital revolution. This means that one in five adults do not possess the basic digital skills required to work in today's world.

With over 75% of job openings currently calling for digital skills, and a predicted increase to over 90% in coming years, there is an urgent need for adults to develop their confidence and ability with digital technology.

The BCS Entry Level Essential Digital Skills for Work (Entry 3) qualification has been created to overcome this skills crisis, and to equip adults with the confidence and ability to use digital skills in the workplace.

BCS, The Chartered Institute for IT

As the Chartered Institute for IT, we are the digital specialists and the only awarding body focussed on computing and IT. Our commitment under our royal charter is to ensure everyone within society, has access to the basic skills required to live and work in a digital age.

QUALIFICATION SUITABILITY AND OVERVIEW

The BCS Entry Level Essential Digital Skills for Work (Entry 3) qualification is suitable for all adults aged 16+ who have very little, or no experience in using digital devices or the internet. Candidates include job seekers, career changers, ex-forces personnel or any adult with a need to develop digital skills in the workplace.

Successfully completing the qualification will equip the learner with the skills and knowledge required to be able to use digital technology to complete everyday tasks such as completing online transactions and communicating using a range of methods.

The BCS Entry Level Essential Digital Skills for Work (Entry 3) qualification is composed of five skill areas:

- **Using Devices and Handling Information**
  Learners will be able to navigate devices and the internet to find and store information.
- **Creating and Editing**
  Learners will be able to create a variety of document types and perform straightforward editing techniques.
- **Communicating**
  Learners will be able to communicate and manage contacts using a suitable online method such as email or video calling.
- **Transacting**
  Learners will be able to fill in online forms to make safe, secure purchases.
- **Being Safe and Responsible Online**
  Learners will know how to keep devices and information secure. Learners will also be able to identify and demonstrate responsible behaviour and report any concerns.

INITIAL ASSESSMENT

BCS has provided a levelling checklist and initial assessment paper to identify the most suitable starting point for your learner. These tools can be revisited throughout the qualification as a measure of progress.

BCS ENTRY LEVEL ESSENTIAL DIGITAL SKILLS FOR WORK (ENTRY 3)	
QAN	603/6957/7
Entry Requirements	N/A
Guided Learning Hours (GLH)	50
Total Qualification Time (TQT)	64
Assessment Method	Online Knowledge Test and Online Skills Test
Outcome	Pass/Fail

**See FAQs section for definitions on GLH and TQT.*

Please note, to be able to offer these qualifications, an organisation must be a BCS Approved Centre. Details of what is required to be a centre can be found on our website at https://www.bcs.org/deliver-and-teach-qualifications/become-accredited/.

Although there are no formal entry requirements, learners enrolling onto the BCS Entry Level Essential Digital Skills for Work (Entry 3) qualification may require development in the following areas to allow them to participate in the course;

- Turning on a device (including entering and updating any account information safely, such as a password).
- Using the available controls on a device (such as a mouse and keyboard for a computer, or touchscreen on a smartphone or tablet).
- Making use of accessibility tools (including assistive technology) to make devices easier to use (such as changing display settings to make content easier to read).
- Interacting with the home screen on a device.
- Connecting to the internet (including Wi-Fi) safely and securely, and opening a browser.
- Opening and accessing an application on a device.

LEARNER PROGRESSION

By completing this qualification learners will gain knowledge, confidence, and experience in using digital skills to obtain work or advance their existing careers. On completion of this qualification, learners may progress to the BCS Level 1 Essential Digital Skills for Work qualification.

STANDARDS

SKLLS AREA: USING DEVICES AND HANDLING INFORMATION	
1.1 Using Devices	
1.1.1 Know what is meant by hardware, software, operating systems and applications; locate and install an application; apply system settings, including those for accessibility.	Devices will include computers (desktop/laptop) and mobile devices, smart devices, and wearable technology.
	Hardware means main physical elements that make up computers, (desktop/laptop) and mobile devices, smart devices, and wearable technology. It does not include an understanding of computer architecture.
	Software means the various kinds of programs providing functionality on devices.
	Operating systems include those typically used for computers (desktop/laptop) and mobile devices.
	Applications include applications for computers (desktop/laptop) and mobile devices.
	System settings include display, sound, connecting to Wi-Fi, time, language settings and accessibility settings.
	Accessibility settings include use of a magnifier, the use of screen readers and use of voice controls.
	Know main features and uses of devices. Know the role of operating systems and applications.
	Know that programs and data require storage, and that different devices have different storage capacities.
	Know how to find and install an application. Know how to select and adjust system settings.
1.2 Finding and Evaluating Information	
1.2.1 Navigate online content using hyperlinks, menus and other navigation elements to locate required information; carry out searches to find information and content.	Navigation elements include: menus, hyperlinks, browser navigation controls (back and forward buttons, bookmarks).
	Searching refers to searching online for a specific and clearly defined piece of information or content.
	Know and understand terminology and concepts relating to web pages: websites, hyperlink navigation, URLs, search engines, keywords, web browsers, types of information, documents and media.

1.3 Managing and Storing Information	
1.3.1 Open, read and save information from/to a file using appropriate naming conventions; work with files and folders to store, organise and retrieve information using local and remote storage.	Know and understand terminology and concepts relating to: files and file types, file size, applications typically associated with file types, folders, digital storage (memory, hard drives), local and remote storage.
1.4 Identifying and Solving Technical Problems	
1.4.1 Recognise when a technical problem has been encountered, solve simple technical problems, and seek assistance when unable to solve a technical problem.	Recognise when a technical problem has been encountered includes recognising when there is a problem with a device or software and knowing that some problems are caused by user errors. User errors may include: using incorrect credentials, incorrectly connecting hardware, attempting to open a file with an unsuitable application, attempting to save a file using a filename with inappropriate characters.
	Solving simple problems refers to solving issues (such as system or application freeze, or internet connection issues) with a simple solution, such as an application re-start, device re-boot or network re-connection.
	Be aware of typical technical problems, e.g. on-screen error messages arising from application or peripheral hardware malfunctions, or online connectivity and communication issues.

SKILL AREA: CREATING AND EDITING	
1.6 Creating and Editing Documents	
1.6.1 Use a suitable application to enter, edit and format information (including text, numbers and graphics).	Editing text includes entering or amending, selecting, copying, cutting and pasting text.
	Formatting text includes bold, underline, italics, font sizes and colours, text alignment, bulleted and numbered lists.
	Formatting graphics includes positioning, sizing, borders.
	Know and understand terminology and concepts relating to documents (including types e.g. word processed, presentations, etc.) and associated applications), with understanding of the purpose of different applications and typical uses of different document types.
1.7 Creating and Editing Digital Media	
1.7.1 Capture and save images, sound and video.	"Capture and save" means using a device to grab an image, record video, or record sound, and storing the result on the device.
	Know and understand terminology relating to digital devices and digital media, including common file types such as JPEG, MPEG and WAV.

SKILL AREA: COMMUNICATING	
1.9 Communicating and Sharing	
1.9.1 Create, edit and use contacts when sending and receiving online communications comprising text and other digital content to individual and multiple recipients; initiate and participate in a video call.	Sending... digital content includes sharing access to online content.
	Video call refers to a simple one-to-one communication via live video. It does not include a video conference involving groups of people, nor does it require scheduling meetings or inviting participants.
	Know and understand terminology and concepts relating to emailing, texting and using other messaging apps, contacts and groups, and video calls.
1.10 Managing Traceable Online Activities	
1.10.1 Identify the types of digital activities that leave a 'digital footprint' and understand the implications.	Know and understand terminology and concepts relating to private and public communications (including the characteristics and benefits of each) and the actions which contribute to an individual's digital footprint.
	Know that a digital footprint is data left by online activity, including search history and websites/social media platforms visited, emails, uploaded photos and information sent to online services, blogs and social media activity.

SKILL AREA: TRANSACTING	
1.11 Using Online Services	
1.11.1 Complete and submit a form as part of an online transaction, complying with verification checks.	Online form typically comprises a simple single page form used to enter information (e.g. name and/or contact details) to register for, or to request a service e.g. make an appointment, or collection of household rubbish.
	Know and understand terminology and concepts relating to online forms and data validation, verification checks, entering data (including numerical data, for example in an online form or calculator).
1.12 Buying Securely Online	
2.12.1 Buy an item/service online using a chosen method of online payment.	Online payment methods may include: credit/debit cards; third party online and/or mobile payment services; third party online and/or mobile digital wallet services etc.

SKILL AREA: BEING SAFE AND RESPONSIBLE ONLINE	
1.13 Protecting Privacy	
1.13.1 Identify situations where personal information may be stored by devices and online activity; identify and use simple methods to protect personal information and privacy.	Personal information stored by devices and online activity refers to the collection and use of personal information and data by organisations (often used to personalise online experiences and target advertisements).
	Methods of protecting personal information and privacy may include: guarding your date of birth and telephone number online, using a pseudonym on social media sites, looking for HTTPs when entering login credentials or other personal data, being aware that the security of your digital devices can be compromised, hacked and/or hijacked etc.
	Know and understand implications of sharing personal information.
	Know when personal information may be stored by devices.
1.14 Protecting Data 1	
1.14.1 Be aware of online risks and threats; identify and use simple methods to protect a device and data from online risks and threats; be aware of the security risks of using public Wi-Fi.	Methods of protecting devices and data include: using anti-virus and firewalls, securing mobile devices (using screenlock etc.), using secure passwords, being mindful of the security risks of using public Wi-Fi networks, being mindful of phishing emails, being mindful of risks associated with clicking on links found in emails or other digital messages.
1.15 Protecting Data 2	
1.15.1 Configure and use secure ways to access devices and online services.	Secure ways to access a device include strong passwords, fingerprint, facial, voice recognition, or similar.
	Know and understand terminology and concepts relating to online risks and threats, how personal data may be compromised or stolen, how data and a device can be protected.
	Know that the security of digital devices can be compromised, hacked and/or hijacked, and be aware of the nature of and threats posed by viruses and phishing.
1.16 Protecting Data 3	
1.16.1 Not Entry Level	None required
1.17 Being Responsible Online 1	
1.17.1 Know how to report concerns with online content.	Concerns with online content could include illegal, inappropriate or harmful content.

1.18 Being Responsible Online 2	
1.18.1 Not Entry Level	None required
1.19 Digital Wellbeing	
1.19.1 Recognise and minimise the effects of physical stresses of being online.	Physical stresses include pain from poorly positioned equipment and/or bad posture, repetitive strain injury caused by repeated movements over a long period of time, eyestrain, headaches, etc.
	Know and understand the terminology and concepts relating to potential physical stresses of using devices. Know that the effects can be minimised by using an adjustable chair which supports good posture, and not being too close or too far away from the screen/device and peripherals e.g. keyboard, mouse etc.

RESOURCES

BCS has created a range of supporting tools to inspire and enhance the delivery of the BCS Level 1 Essential Digital Skills qualification. All resources can be accessed via our exclusive provider SharePoint space.

AVAILABLE RESOURCES

Provider Toolkit

A suggested delivery flow to structure and sequence the learner journey. This will include suggested logical subject pairings, ideas for teaching and learning activities with suggested guided learning hours (GLH), as well as links to useful publications and external resources.

The toolkit has be designed to act as a guide to support teachers and trainers to design their own programme that best suits the needs of their learners, rather than to prescribe how the learning should be undertaken.

Session Plans

BCS have created a set of session plans, one for each skill area, to support teachers to design and deliver a programme of learning. These session plans provide a suggested sequence of learning that include;

- key topics and recommendations for session content.
- suggestions for individual and group activities.
- suggestions for additional resources and learning content.

Sample session plan: Using devices and handling information

Online Modules

A collection of bite-size e-learning modules which include text, graphics and video content (captions available), examples and simulations, as well as knowledge check activities. These modules have been designed to support your blended delivery and are based around the 5 key skill areas to enable learners to build their knowledge, skills, and confidence through further self-study and practice.

You can preview a sample of one of the online modules here:

Demo: Using a web browser to find and evaluate information

Sample Assessment

An online sample assessment is available to help your learners to prepare for the final assessment. This will help them to familiarise themselves with the Skillsbox platform and the types of questions they will be required to answer.

ASSESSMENT

The assessment consists of two 45 minute online, on-demand tests which will assess the learner's competence across all five skill areas. There are a total of 100 marks available, with test scores being aggregated to produce the total marks achieved.

The pass mark for this qualification is 66%.

If the total of the learner's best Knowledge test mark and the learner's best Skills test mark is higher than the pass mark, then an award is made. The two tests have equal weighting.

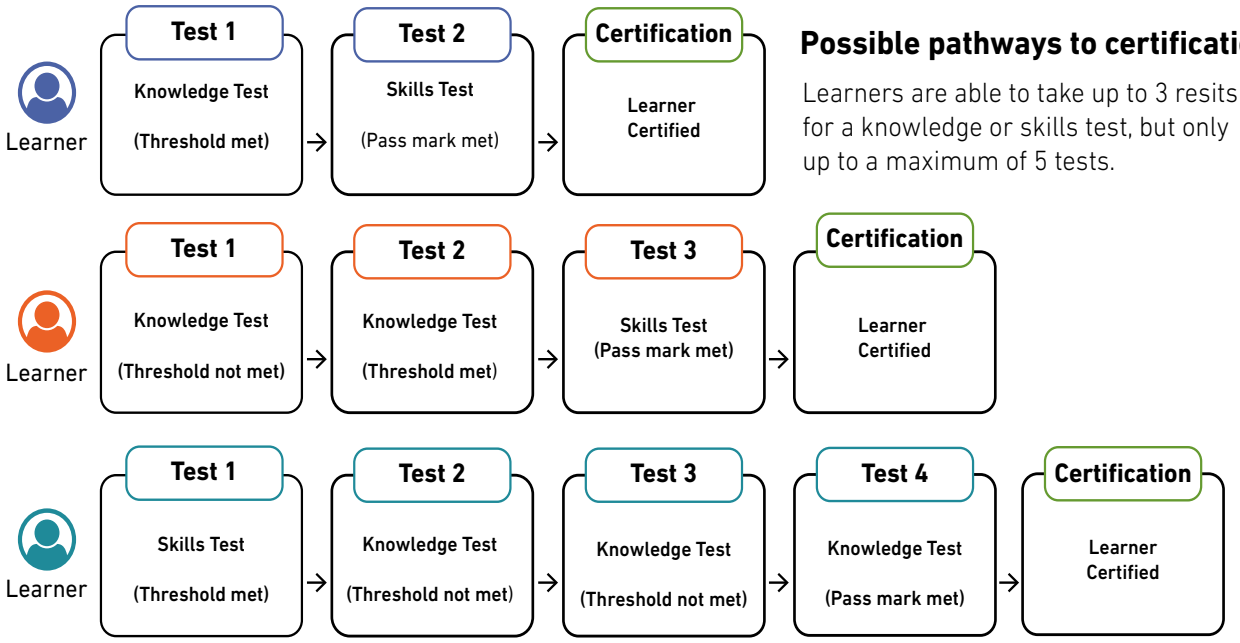
Please note: Whilst BCS would not normally want to make changes to either grade thresholds or grading algorithms there is potential for them to change in order to maintain standards.

KNOWLEDGE TEST

Learners will complete a 30-question test comprised of a blend of 1, 2 and 3 mark questions, with a possible 50 mark total. Question types will include multiple choice, hotspot, drag and drop, matching and ordering.

SKILLS TEST

Learners will complete a range of on-screen, in-application tasks across 4 different scenarios. Each scenario will be worth approximately 12 or 13 marks with a possible 50 marks total.



Possible pathways to certification

Learners are able to take up to 3 resits for a knowledge or skills test, but only up to a maximum of 5 tests.

Please allow a minimum of 24 hours between resits.

REASONABLE ADJUSTMENTS

Centres will receive guidance on reasonable adjustments in accordance with Equalities Law including, but not exclusively, ensuring there is an environment which will allow access by a disabled learner or to make alternative arrangements such as a different venue or different equipment suitable for the learner.

OUTCOMES AND REASSESSMENT

When a learner completes a test using the automated system, the results are submitted directly to BCS. Centre staff will review the results and the overall profile of the learner. If the total of the learner's best Test-K mark and the learner's best Test-S mark is higher than the pass mark, then an award is made.

SKILLSBOX – ASSESSMENT PLATFORM

Both online tests will be completed via the Skillsbox online platform on an on-demand basis. Centres will have access to add and manage users and tests.

You can access Skillsbox by logging in **here**.

SYSTEM REQUIREMENTS

SYSTEM CHECK	REQUIREMENTS	ADDITIONAL INFORMATION
Operating System	Windows 7/8/10	Only Microsoft Windows is supported for in-application testing
Browser	Internet Explorer 11 Firefox Google Chrome	A plugin is required for in-application testing
Plugin Installation	PSI in-application Plugin is required for tests	All Supported Browsers: Ensure the plugin is fully installed and detected. Additional Chrome Requirements: Ensure the extension has been installed Additional Firefox Requirements: Ensure the Firefox extension and the plugin are installed
.NET Framework	.NET 3.X Framework is required	.NET 3.X framework is required for applications to run**
Microsoft Office	Microsoft Office applications must be installed.	In-application testing will not work with browser versions of Office365
Access to Work Files (Z:/)	Skillsbox Atlas Cloud uses a drive mapping script to create Z:/ on the machine to store test files.	The mapped drive must be visible to candidates if there is already a Z:/ drive on the network the script will work backwards to find the next available letter to map the drive to.
Registry Access	User must have read/write access to HKEY_CURRENT_USER	This is default in Windows

Further guidance around using Skillsbox can be found on our Essential Digital Skills provider SharePoint space.

APPEALS

If situations arise that call into the question the validity of an awarding decision, for example, via an appeal or an enquiry in accordance with our Appeals Policy, or an error has been made and a learner has incorrectly been awarded, or not awarded, a qualification achievement issue will be brought to the attention of the Service Delivery Manager.

Appeals by learners are also dealt with by the Service Delivery Manager who will then be responsible for amending the relevant learner's record (and/or the records of groups of learners if the investigation indicates the issue affects more than one learner) to reflect the new award or indicate that an earlier award has been withdrawn/amended.

The Service Delivery Manager is also responsible for altering marks/awards if it is found there were an error and/or material inconsistency in the assessment's arrangements assigned to a question, test, or qualification.

The Service Delivery Manager will then be responsible for ensuring that the relevant learner(s) and centre(s) are informed of the revised awarding decision and the decision to revoke the certificates (if they have been issued already) in accordance with our stated Appeals and/or Malpractice and Maladministration Policies.

BCS will then carry out, as stated in our Appeals policy, a review across other learners/centres to see if they too were affected by the same original decision/error.

FREQUENTLY ASKED QUESTIONS

Q) How long does the BCS Entry Level Essential Digital Skills for Work (Entry 3) qualification take to complete?

A) All essential digital skills qualifications have 50 guided learning hours, and a total qualification time of 64 hours.

Q) What learning materials and courseware are available?

A) A toolkit with supporting activities, including e-learning modules is available to providers from BCS.

Q) Can the BCS Entry Level Essential Digital Skills for Work (Entry 3) qualification be delivered remotely?

A) As EDSQ (particularly at Entry 3) is designed for Learners with little or no existing digital skills, Centres need to be aware of the potential challenges in delivering the course entirely remotely. However, if Learners are in a position to access remote teaching, the BCS tests, diagnostic assessments and SharePoint materials support this and the qualification can be achieved online.

Q) Is an initial assessment or diagnostic tool available?

A) There is a levelling checklist available from BCS which can be used with learners to identify suitability qualification i.e. if they have sufficient knowledge/skill to begin at Level 1 or whether they should start at Entry Level.

An initial assessment is also available so learners can undertake a mock assessment to familiarise themselves with the types of questions that will feature in the final assessments.

Q) What is GLH and TQT?

A) Guided Learning Hours (GLH) indicates the approximate time (in hours) that the learner will be supervised during any teaching, learning or assessment activities.

Total Qualification Time (TQT) is a predication of the total time a learner with no prior knowledge might need to complete the course.

TQT is made up of two elements: GLH, and all other hours (an estimate of the number of hours a learner will reasonably spend on any unsupervised learning or assessment activities including homework, research, exam preparation and formal assessment) so that they can successfully achieve the qualification.

GLOSSARY

Application	A program designed for a specific purpose, such as word processing or graphic design.
Attachment	A file (or files) attached to an email or other form of electronic communication by the sender, and which can be read by the recipient.
Authentication	In the context of computer systems, authentication is a process that ensures and confirms a user's identity.
Browser	An application used to find and display information on the World Wide Web.
Cloud	The cloud refers to software and services that run on the Internet, instead of locally on your computer.
Cloud provider	A cloud provider is a company that delivers cloud computing- based services and solutions to businesses and/or individuals.
Cloud-based services	A cloud-based service is any service made available to users on demand via the Internet from a cloud computing provider's server, as opposed to being provided from a company's own on-premises servers.
Collaboration	Functionality in applications designed to help people involved in a common task achieve their goals e.g. shared editing of a document.
Contacts	Information on an individual (usually including an email address, telephone number, or similar) stored within a software application so that the person can be contacted.
Content	A broad term for digital information, typically includes text, images and other rich media.
Credentials	A set of identifiers, attributes or information with which a user proves their claim to an identity/ account and enables authorised access to systems, information and services.
Currency	The fact or quality of being generally accepted or in use.
Data	A structured set of numbers, representing digitised text, images, sound, video or other information which can be processed or transmitted by a device.
Device	A piece of hardware or equipment that contains a microprocessor. Examples include PCs, laptops, smartphones, tablets and smartwatches.
Digital collaboration	Digital collaboration is an interaction between two or more people, mediated by a computer.
Digital content	Any media created, edited or viewed on a device, such as text, images, sound, video, and combinations of these (i.e. multimedia).
Digital environment	Digital devices, applications and infrastructure that people use in life and work.

Digital footprint	The (distributed) information about a person that exists on the Internet as a result of their online activity, and which can be used to identify a person. It includes the websites you visit, your search history, messages you send, and information you submit to online services.
Digital media	Digitised content that can be stored and processed in a device and transmitted over the internet or computer networks. This can include text, audio, video, and graphics.
Directory	See folder.
Document	A collection of digital content which can be created and edited on a device and stored in a file and is often (although not always) intended for subsequent printing.
External storage	A device that stores information outside a computer. Such devices may be permanently attached to the computer or may be removable or may be accessible over a network.
File	A store for data (e.g. a document, image, spreadsheet, database, etc.) which is typically stored on a hard drive or solid-state drive.
File naming conventions	A file naming convention is a way of naming files that describes or indicates the content of the file or the use it is put to, and optionally includes date and/or time information.
Folder	A folder (also called a directory) is a way to organise computer files. Files can be placed into a folder to group them together. Typically, folders can contain other folders to create a hierarchical storage system.
GPS	Global Positioning System (GPS) is a satellite navigation system used to determine the ground position of an object.
Graphic	Visual representation of information in the form of diagrams, graphs and pictures.
Hierarchy	A hierarchy is an arrangement of items in which the items are represented as being “above”, “below”, or “at the same level as” one another.
HTTP	HyperText Transfer Protocol. HTTP is the underlying protocol used by the World Wide Web to transmit messages between browsers and web servers.
HTTPS	HTTPS stands for Hypertext Transfer Protocol Secure. It is the protocol where encrypted HTTP data is transferred over a secure connection.
Information	Information is data that has meaning and is understood by a human being.
Layout	The organisation of certain elements within a page. The ‘elements’ are usually images, text and perhaps active components such as video or animations. Layouts are usually for a purpose and audience – for example, a technical report for managers demands a different layout to a flyer for customers.
Local storage	A hard drive or solid-state drive directly attached to the device being referenced.
Messaging	Transferring content or information (text, images, voice) from one person or device to another, by using any medium of digital communication.

Metadata	Metadata is data about data. It often provides information about the content of a digital item. For example, a file may have metadata indicating the size of the file, the format of the file, the creation date of the file, etc.
Multifactor authentication	Multi-factor authentication (MFA) is a security mechanism in which individuals are authenticated through more than one required security and validation procedure.
Numerical data	Data that is measurable, such as time, height, weight, amount, etc.
Online communication	A form of communication, using the various means available on the Internet to communicate and interact online to relay a message to a targeted audience, including email, instant message, text message, social media, blog, collaboration tools and services.
Online content	A broad term for digital information on the internet, typically includes text, images and other rich media.
Online information service	An online source of information provided by the relevant authority or organisation. Examples include government and local authority websites, school websites, weather services, etc.
Operating system	An operating system provides a platform on which applications can run and allows input from the user, and also manages files and directories on the data storage system.
Patch	A patch is a set of changes to a computer program designed to update, fix, or improve it. This includes fixing security vulnerabilities and other bugs. Keeping a software system up to date with the latest patches is known as keeping it "patched".
Personal data	Personal data is information that relates to an identified or identifiable individual.
Personal information	See personal data.
Phishing	Describes fraudulent emails, texts or other messages designed to make the user share personal information such as login IDs, passwords and account numbers, which they may use to steal money, an individual's identity or gain access to an individual's device.
Preferences	Preference settings allow a user to select basic settings for an application, website or programme. It is a way of customising the application, website or programme to suit the user.
Private communication	A structured set of numbers, representing digitised text, images, sound, video or other information which can be processed or transmitted by a device.
Public communication	An online communication to a public audience, e.g. a social media message or posting to an online forum. A public message is visible to anyone using a given communication channel.
Reliable	That which can be trusted.
Remote storage	A hard drive or solid-state drive which is not directly attached to a device but is accessible from that device via a network or the Internet, for instance via the Cloud.
Rich media	Typically, images, audio, videos etc. are considered rich media.

CONTACT

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If you have any technical issues running tests or diagnostics, please contact;
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