



Handbook

DSAE3 – VTCT (Skillsfirst) Entry 3 Award in Digital Skills
for Pre-employability (RQF)

603/3002/8

Version 2

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Entry 3 Award in Digital Skills for Pre-employability (RQF)
Qualification number	603/3002/8
Product code	DSAE3
Age range	There are age limits attached to learners undertaking this qualification as this qualification is not approved for learners under the age of 16.
Total Qualification Time (TQT)	92
Guided Learning (GL) hours	53
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• Portfolio of evidence
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

This qualification has been developed for the widest range of learners possible: young people and adults, those who are pre-employment, recently unemployed or between jobs. It has been designed to meet the needs of learners who wish to gain basic IT skills and to understand and to apply for Universal Credit and employment through Universal Jobmatch.

The range of units contained in this qualification allow the learner to learn, develop and practise IT skills required for apply for Universal Credit and to seek jobs through Universal Jobmatch, without requiring or proving occupational competence. This qualification will also allow the learner to develop the basic knowledge and skills of selected IT activities which will prove invaluable toward their own personal and career development.

2.2 Progression opportunities

On completion of the Entry 3 Award in Digital Skills for Pre-employability (RQF), you may progress into further learning, employment or onto Skillsfirst vocationally-based qualifications, such as the:

Level 1 Certificate in Skills for Employment (RQF)

- Level 1 Certificate in Developing Employability Skills (RQF)
- Level 1 Certificate in Personal and Social Development (RQF)

or similar vocationally-based qualifications.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Entry 3 Award in Digital Skills for Pre-employability (RQF) learners must achieve all mandatory units.

The minimum TQT required to achieve this qualification is **92**.

Product code	Unit title	Level	GLH	Unit reference number
Mandatory units (Group M):				
DS1	Computer basics	E3	7	L/616/9029
DS2	Internet basics	E3	14	F/616/9030
DS3	Use social media to find jobs	E3	10	J/616/9031
DS4	Understand and apply for Universal Credit	1	11	L/616/9032
DS5	Understand and apply for Find a Job	1	11	R/616/9033

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate and verify assessments

This handbook provides details of the assessment strategy, which centres will need to apply in order to assess and quality assure the Entry 3 Award in Digital Skills for Pre-employability (RQF) and includes the:

- occupational expertise of those who assess performance, and moderate and verify assessments
- continuous professional development
- summary of assessment methods

4.3 Deliverers, assessors and internal moderators/verifiers

Deliverers, assessors and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst through the external verifier (EV).

While the Training, Assessment and Quality Assurance (TAQA) units and the assessor/verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for these qualifications. However, staff should hold, or be working towards, teaching/training qualifications and have sufficient experience and/or qualifications for competent delivery and assessment of the unit.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

4.4 Employer direct model

Where employers opt for an 'employer direct' model, the qualification requirements for assessors and internal verifiers may be waived.

The employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of Skillsfirst may choose between:

- achieving the appropriate approved qualifications for assessment/verification
- or
- demonstrating that their (the employer's) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by Skillsfirst as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification.

Each application to use the employer direct model will be considered on an individual organisation and qualification basis and agreed by the qualification regulators, including the sector skills council.

Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards in association with Skillsfirst.

4.5 Continuous professional development (CPD)

Centres are responsible for ensuring that assessors and IVs plan and maintain their CPD. Centres are also expected to support their assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

4.6 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

For the Entry 3 Award in Digital Skills for Pre-employability (RQF), learners will be required to provide a portfolio of evidence which meets all the assessment criteria within the units.

5.2 Suggested delivery strategy

Deliverers should familiarise themselves with the structure, content and assessment requirements of the units within the qualification before designing a learning programme. It is suggested that centres design learning programmes that

- best meets the needs and capabilities of their learners and
- satisfies the learning outcomes and assessment criteria of the unit

5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of examples (as outlined below) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units.

The assessor will need to be assured that the learner can meet all the learning outcomes of a unit and pass all the assessment criteria of a unit.

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

5.4 Types of evidence

Evidence is not required in any pre-set format and may be of many types and from diverse sources. Examples of types of evidence might include:

- learner statement
- notes
- review and tutorial records
- report
- diary
- worksheet
- audio/video recorded
- discussion/presentation/interview
- assessor observation
- witness statement
- product
- workbook

Please note that centres are not restricted to the types of evidence listed above.

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

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5.6 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain.

5.6.1 Simulation

Simulation can only be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible. All units within this qualification can be solely achieved by simulation.

5.6.2 Witness testimony

Skillsfirst recognises the use of occupationally competent witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on a learner's performance.

Witness testimonies can also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards.

5.7 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning.

Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness.

Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process.

In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements

6 Units

Unit Handbook

DS1 – Computer basics

Unit reference number: F/616/9030

Level: Entry 3

Guided Learning (GL) hours: 7

Unit aim

The aim of this module is to provide the learner with the opportunity to gain the skills and knowledge to carry out the basic operations of computing and to use and save digital media on a USB stick.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Use a computer

LO2 Use and save digital media

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Use a computer	1.1 Start-up and shut down a computer correctly
	1.2 Use keyboard to input information
	1.3 Use a mouse in the correct manner
	1.4 Open and close software applications correctly
	1.5 Print a document
	1.6 Use computer system safely

Learning Outcome	Assessment Criteria
LO2 Use and save digital media	2.1 List the different types of digital media
	2.2 Connect and open a USB storage device
	2.3 Open and close a digital media file correctly
	2.4 Move the digital media file to the USB storage device

DS1 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

DS2 – Internet basics

Unit reference number: F/616/9030

Level: Entry 3

Guided Learning (GL) hours: 14

Unit aim

The aim of this module is to provide the learner with the opportunity to gain the skills and knowledge to carry out the basic operations of computing and to use and save digital media on a USB stick.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Connect to the internet

LO2 Use browser software

LO3 Search for information on the internet

LO4 Communicate information online

LO5 Access online services

LO6 Know the need for safety and security practices when working online

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

Assessment guidance

Information should include:

- text
- images

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Connect to the internet	1.1 List different ways of connecting to the internet
	1.2 Demonstrate how to connect to the Internet

Learning Outcome	Assessment Criteria
LO2 Use browser software	2.1 List the different browsers available online
	2.2 Demonstrate how to connect to an online browser
	2.3 Use the mouse to open links and images and move between pages
	2.4 Demonstrate how to adjust browser settings to enlarge text
	2.5 Demonstrate how to use browser help

Learning Outcome	Assessment Criteria
LO3 Search for information on the internet	3.1 List the different search programmes available online
	3.2 Demonstrate how to connect to a search programme
	3.3 Use the search programme to locate information
	3.4 Save and print information from the internet
	3.5 Demonstrate how to bookmark a web page

Learning Outcome	Assessment Criteria
LO4 Communicate information online	4.1 Give examples of the different ways of communicating online
	4.2 Demonstrate how to share information with others
	4.3 Demonstrate how to send information online

Learning Outcome	Assessment Criteria
LO5 Access online services	5.1 Give examples of the different online services
	5.2 Demonstrate how to connect to an online service
	5.3 Demonstrate how to keep personal information secure

Learning Outcome	Assessment Criteria
LO6 Know the need for safety and security practices when working online	6.1 Give examples of the different threats to user safety when working online
	6.2 List the different safety and security precautions that can be used when working online
	6.3 List the guidelines for the use of the Internet

DS2 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

DS3 – Use social media to find jobs

Unit reference number: F/616/9058

Level: Entry 3

Guided Learning (GL) hours: 10

Unit aim

The aim of this module is to provide the learner with the opportunity to gain the skills and knowledge to understand social networking and how to create an online profile and to use social media to find jobs.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know about social networks

LO2 Know how to create an online profile

LO3 Know how to use social media to find jobs

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know about social networks	1.1 Give examples of social networking sites
	1.2 Give an example of an online identity
	1.3 Give examples of how social networks can be accessed
	1.4 List the guidelines for the use of social networks
	1.5 List the risks of using social networks

Learning Outcome	Assessment Criteria
LO2 Know how to create an online profile	2.1 List the information that must be included when creating an online profile
	2.2 Give examples of secure online passwords
	2.3 List the different levels of privacy available
	2.4 Give examples of common online 'scams'
	2.5 List the risks of using an online profile

Learning Outcome	Assessment Criteria
LO3 Know how to use social media to find jobs	3.1 Give examples of how your online profile can be used to find jobs
	3.2 List the advantages of using social media to find jobs

DS3 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

DS4 – Understand and apply for Universal Credit

Unit reference number: L/616/9032

Level: 1

Guided Learning (GL) hours: 11

Module aim

The aim of this module is to provide the learner with the opportunity to gain the skills and knowledge to understand the background to Universal Credit and its benefits and allowances. It also provides the learner with the opportunity to use this understanding to make an application for Universal credit.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Introduction to Universal Credit

LO2 Know the benefits and allowances for Universal Credit

LO3 Applying for Universal Credit

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

Assessment guidance

None

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Introduction to Universal Credit	1.1 Identify the benefits replaced by Universal Credit
	1.2 Describe situations when Universal Credit cannot be claimed
	1.3 Identify those people who can claim Universal Credit
	1.4 Describe the relationship between Universal Credit and: <ul style="list-style-type: none"> • ESA • DLA • PIP
	1.5 Describe how Universal Credit can affect joint claims
	1.6 Identify sources of information about Universal Credit

Learning Outcome	Assessment Criteria
LO2 Know the benefits and allowances for Universal Credit	2.1 Identify the standard allowances for a range of claimants
	2.2 Identify the types of extra monthly allowances that are available to claimants
	2.3 Calculate own potential claim using standard allowance and extra payment guidance
	2.4 Describe the payment process for Universal Credit
	2.5 Identify the action to be taken in the event of a delayed payment

Learning Outcome	Assessment Criteria
LO3 Applying for Universal Credit	3.1 Identify the information required to make an online application
	3.2 Identify the types of acceptable ID required to confirm identity
	3.3 Describe the importance of having a personal bank account to enable payments
	3.4 Describe how to set-up a personal bank account
	3.5 Demonstrate how to create an online Universal Credit account
	3.6 Describe the action to take if access to the Universal Credit account is blocked
	3.7 Demonstrate how to complete the Universal Credit application form accurately
	3.8 Describe the process following the submission of the Universal Credit application form

DS4 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DS5 – Understand and apply for Universal Jobmatch

Unit reference number: R/616/9033

Level: 1

Guided Learning (GL) hours: 11

Module aim

The aim of this module is to provide the learner with the opportunity to gain the skills and knowledge to understand the background to Find a Job and its benefits. It also provides the learner with the opportunity to use this understanding to set-up and use a Find a Job account.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Introduction to Find a Job

LO2 Using a Find a Job account

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

Assessment guidance

None

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Introduction to Find a Job	1.1 Identify the benefits of a Find a Job account
	1.2 Identify sources of information about Find a Job

Learning Outcome	Assessment Criteria
LO2 Using a Find a Job account	2.1 Describe how to set-up a Find a Job account
	2.2 Describe how to: <ul style="list-style-type: none">• update personal details• change e-mail address• change password• delete account
	2.3 Describe how to use a Find a Job account to apply for a job
	2.4 Identify supporting documentation required when applying for a job
	2.5 Describe how to track jobs applied for

DS5 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

DSAE3 Document History

Version	Issue Date	Changes	Role
v2	13/02/2023	Formatting and re-branding. No content amendment.	Data Administrator