QUALIFICATION SPECIFICATION

g gateway
qualifications

Access to HE

Apprenticeships

Digital

Employability & Enterprise

English & Maths

ESOL

Personal & Social Development

Professional Development

Vocational

Digital Functional Skills
(Entry Level 3)

This qualification specification covers the following qualifications:

Qualification Number	Qualification Title
610/2665/7	Gateway Qualifications Entry Level 3 in Digital Functional Skills

Version and date	Change detail	Section/Page Reference
1.0 September 2022	n/a	n/a
2.0 May 2023	FINAL VERSION	n/a
2.1 August 2023	Amended Resources	4.13 Pg 16

About this qualification specification

This qualification specification is intended for tutor/assessor, internal quality assurers, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualifications. It also contains information specific to managing and delivering the qualifications including specific quality assurance requirements.

The guide should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and quality assurance practice.

In order to offer these qualifications, you must be a Gateway Qualifications recognised centre and be approved to offer the qualifications.

If your centre is not yet recognised, please contact our Development Team to discuss becoming a Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

Website: https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/

Contents

1. Qualification Information

1.1 About the qualifications

The qualification has been designed to meet the content, conditions and requirements set out by the Department for Education (DfE) and Ofqual, the Office of Qualifications and Examinations Regulation that regulates qualifications, examinations and assessments in England.

The content of the qualification is based on the Digital Functional Skills qualifications: subject content and covers 5 skill areas:

1. Using devices and handling information
2. Creating and editing
3. Communicating
4. Transacting
5. Being safe and responsible online.

Learning aims and outcomes at Entry Level

Digital FSQs will enable students to initiate and participate in digital and online activities safely in the workplace and other real-life contexts.

At this level, digital FSQs should:
- enable students to gain confidence and fluency in their use of digital knowledge and skills, and develop a positive attitude towards the use of digital skills;
- enable students to develop an appreciation of the importance of digital skills in the workplace and in life generally;
- enable students to demonstrate their knowledge and skills by applying these to complete tasks and activities; and
- provide a basis for further study, work and life.

The qualification has been developed in collaboration with FE colleges, private skills/training providers, adult community learning providers and digital skills experts.

1.2 Purpose

The qualification has the following purposes:

- provide reliable evidence of a student's achievements against content that is relevant to the workplace and real life;
- provide assessment of a student's knowledge and skills as well as their ability to apply these in different contexts; and
- provide a foundation for progression into employment or further education and develop skills for everyday life.

1.3 Funding

For information on potential sources of funding in England please visit the Education and Skills Funding Agency:

https://www.gov.uk/government/organisations/education-and-skills-funding-agency

https://www.gov.uk/government/collections/qualifications-approved-for-public-funding

https://hub.fasst.org.uk/Pages/default.aspx

1.4 Geographical coverage

This qualification is approved by Ofqual to be offered in England.

If a centre based outside England would like to offer this qualification, they should make an enquiry to Gateway Qualifications. The qualification is not available for delivery in Northern Ireland.

1.5 Progression opportunities

The qualification is intended to develop digital functional skills to enable learners to have access to and actively engage in the digital world. Following successful achievement learners may wish to further develop their understanding and skills and progress onto digital qualifications at a higher level.

The qualification may also support learners to progress into or within employment.

1.6 Equality, diversity and inclusion

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

2. Learner Entry Requirements

2.1 Key information

Qualification Titles	Gateway Qualifications Entry Level 3 in Digital Functional Skills
Age	Pre-16, 16+ Whilst some of our qualifications are regulated for pre 16 learners our minimum recommended age is 14.
Prior qualifications or units	No previous formal qualifications are required for entry to this qualification.
Prior skills/knowledge/ understanding	Some Entry Level students with little or no prior experience of using digital devices or the internet may need support to handle and use digital devices, such as turning on a device and using a mouse or keyboard, before progressing on to the knowledge and skills set out in the subject content. Learners should normally have English skills at the level below their chosen qualification.
Restrictions	There are no restrictions to entry.
Initial Assessment	Centres should carry out an initial assessment of each learner prior to the start of the qualification to identify their current digital skills capabilities and areas for development. The initial assessment will also help determine whether a learner should work towards an Entry level 3 or Level 1 Digital Functional Skills qualification.
Additional requirements/guidance	There are no additional rules or guidance regarding learner entry requirements.

2.2 Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the learning aims.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled.

Please refer to Section 4.11 Access Arrangement, Reasonable Adjustments and Special Considerations for further details.

2.3   Recruiting learners with integrity

Centres must recruit learners with integrity. They must ensure that learners have the correct information and advice on their selected qualification and that the qualification will meet their needs.

Centres must assess each potential learner and make justifiable and professional judgements about their potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification.

2.4   Verifying learner identity

Under no circumstances should a learner be allowed to sit an assessment without prior registration and assessment booking.

Centres must verify each learner's identity prior to taking the assessment.

Any attempt of impersonation or to deceive by use of fake identification by an individual will be deemed as malpractice and will be dealt with as detailed in the Malpractice and Maladministration policy.

Where this may prove culturally challenging, for example, learners who wear face veils then centres may require female staff to perform the identity check in a private space.

3. Qualification Details

3.1 Qualification Structure

This qualification is a single component. Learners are required to pass an externally set, internally marked and externally quality assured assessment. The assessment is online and on-demand.

The qualification is awarded at a pass. The result for learners who do not meet the required standard for a pass will be recorded as a fail.

3.2 Subject Content

Subject content for this qualification is based on the Digital Functional Skills qualifications: subject content covering 5 skill areas:

1. Using devices and handling information
2. Creating and editing
3. Communicating
4. Transacting
5. Being safe and responsible online.

The subject content includes a scope of study along with the subject content statements.

3.3 Qualification size

Qualification	Total Qualification Time	Guided Learning Hours
Gateway Qualifications Entry Level 3 in Digital Functional Skills	60	55

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and;
- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place by – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor/assessor or other appropriate provider of education or training.

3.4 Teaching and Learning

Teaching and learning for this qualification should ensure that learners develop digital knowledge and skills at the appropriate level, as set out in the subject content. Wherever

possible, tutor/assessors should tailor learning programmes to meet individual learner needs. They should take into consideration the types of digital skills that learners want to develop and the circumstances in which they want or need to use these. They should make optimal use of learners' own digital devices and the applications they wish to use. Learners should be given the opportunity to practise their skills in a variety of contexts, prior to taking the assessment.

The qualification can be delivered as stand-alone course or could be integrated into broader programmes including, for example, ESOL or vocational courses.

3.5   Resources

Learners should have access to a suitable device such as a laptop or desktop computer with internet access.

Learners will also need access to suitable software to enable them to create documents to complete the assessment such as word-processing software.

Centres must set up a separate private user area (on computers or servers used by learners) where candidates can save assessment evidence. This area must be accessible to individual learners and centre staff only. Each user area must be allocated sufficient storage space to allow learners to save their work.

3.6   Recognition of Prior Learning (RPL)

Recognition of prior learning does not apply for this qualification.

4. Assessment

4.1 Assessment overview

Online assessments for the Entry level 3 qualification are externally set by Gateway Qualifications. The assessments for Entry Level 3 are marked by centres (with the exception of objective items that are auto-marked) and externally quality assured by Gateway Qualifications.

The assessments:

- are on-demand
- are summative and must take place under supervised conditions
- are time-bound
- are numerically mark-based
- must be presented to candidates unseen, without prior knowledge of the assessment topic
- must be entirely the learners' own unaided work.

As assessment is on-demand, it should take place when the learner is ready, i.e. when the tutor/assessor deems that the learner has reached an appropriate level of competence in all areas covered by the qualification. Sufficient time should be built into the learning programme to allow learners to build up knowledge and skills and progress at their own rate.

Learners who meet the pass mark for the assessment as a whole will be deemed to have achieved the qualification. That means that a weaker performance in one part of the assessment can be compensated for by a stronger performance in another part.

Should a learner not achieve the required standard to pass an assessment, further teaching and learning should take place before the formal assessment is re-scheduled.

4.2 Assessment format

The assessment is on-screen and on-demand. Learners are permitted to take the assessment on different devices including a laptop or desktop.

Learners will be required to complete the assessment within Surpass, Gateway Qualifications' online assessment platform.

4.3 Assessment language

The qualification is assessed in English only.

4.4   Assessment structure and timings

Qualification	Entry level 3
Assessment structure	A single assessment component
Duration	1 hour 30 minutes, plus 15 minutes for 4 observed tasks taken prior to the timed assessment on Surpass, the online platform
Conditions	Supervised conditions
Total marks	50

At Entry level 3, a small proportion of the subject content statements are assessed through tutor/assessor observation, e.g. making a video call. Observed tasks will be set by Gateway Qualifications and undertaken prior to the timed assessment on Surpass. The tutor will be required to complete a Gateway Qualifications observation record for each candidate which will be uploaded to Surpass.

The total assessment time must not exceed the total permitted time unless reasonable adjustments/special considerations apply.

No extra time can be permitted for slow machines and/or networks. If unforeseen technical difficulties arise, the centre may use its discretion on extending the time limit, but this must be documented within the supervised report (referred to as invigilators report in Surpass).

4.5   Assessment weightings

The weightings for each skill area have been determined by:

- the volume and nature of their content
- the extent to which it contributes to helping learners achieve essential digital skills in line with the purpose of the qualification
- their demand.

Entry level 3 Skill area	Weighting	Marks
1. Using devices and handling information	24-30%	12-15
2. Creating and editing	24-30%	12-15
3. Communicating	18-24%	9-12
4. Transacting	6-12%	3-6
5. Being safe and responsible online	6-12%	3-6

4.6   Assessment booking

Centres must first register learners on the qualification. See Section 7 Learner Registration and Results.

To ensure assessments are available for the learners at the time of the assessment sitting, bookings must be made in advance. Assessments must be booked a minimum of 24 hours in advance of the assessment sitting.

4.7   Resources for the assessment

It is the responsibility of the centre to ensure that candidates have individual access to appropriate hardware such as a laptop, desktop computer and suitable software to complete the assessment.

Candidates must have access to the internet during the assessment. Centres must plan ahead to manage internet access.

Candidates may use a paper based or online bilingual dictionary in the assessment room. Where learners access an online dictionary, it should be on the same device that is being used for the live assessment.

Further details on resource requirements are provided in the Digital Functional Skills Guide for Centres.

No other materials or items are permitted (e.g. memory sticks).

4.8   Assessment preparation

Learners must have sufficient workspace to allow them unrestricted access to the device. The workstations should be arranged to prevent learners viewing each other's work.

Learners must be able to save files produced during the assessment in an individual, central location.

4.9   Conduct of assessment

All assessments must be taken under **controlled conditions**. This means that candidates are directly supervised by a tutor/assessor at all times during the assessment including monitoring candidates' internet access and use is appropriate.

The assessment must be conducted according to the requirements set out in this specification and the Digital Functional Skills Guide for Centres.

There is also more information on the conduct of controlled assessment available on our website.

4.10 Assessment taking

Detailed guidance on assessment taking requirements is provided in the Digital Functional Skills Guide for Centres and includes:

- recording attendance
- candidate instructions
- contact during the assessment
- misconduct
- authentication of learner work
- candidates leaving the room
- evacuation procedures.

Candidates may use a paper based or online bilingual dictionary in the assessment room. Where learners access an online dictionary, it should be on the same device that is being used for the live assessment.

No other materials or items are permitted (e.g. memory sticks) including access to textbooks, centre-prepared manuals or software-specific help facilities during the assessment.

4.11 Access arrangements, reasonable adjustments and special considerations

Gateway Qualifications understands its requirement as an awarding organisation to make reasonable adjustments for learners with a disability (in accordance with the Equality Act 2010) in order that they are not at a substantial disadvantage in comparison to someone who does not have a disability.

The standard Gateway Qualifications policy on reasonable adjustments will apply to the DFSQs. Guidance for centres on the reasonable adjustment applications process is set out in the Centre Handbook available on Gateway Qualifications website. This guidance is reviewed and updated regularly as required to align with new external guidance.

Gateway Qualifications has identified reasonable adjustments permissible for DFSQs as detailed below. A reasonable adjustment is unique to an individual and should reflect their normal way of working.

The following adjustments are centre permitted:

- Centres may provide learners with additional time.
- Centres may provide learners with a reader.

Centres will be able to submit requests for other reasonable adjustments that are not included above.

Those providing assistance should refer to appropriate access regulations detailed in the Centre Guidance for Reasonable Adjustments and Special Considerations.

4.12 Assessment materials and adaptation

Sample assessments and mark schemes are provided for the qualification.

Adaptation will be permitted at Entry level 3 in the observed tasks. Information will be provided in the tutor/assessor guidance, Digital Functional Skills Guide for Centres, on the type of adaptation allowed. Adaptation will only be permitted in relation to the context of the task; the skill being assessed; the level of demand and conditions must remain unchanged.

4.13 Support materials and resources

In addition to this qualification specification, the following resources are available on the Gateway Qualifications website:

- the Gateway Qualifications Centre Handbook which includes requirements and guidance on:
    - quality and compliance
    - access arrangements, reasonable adjustments and special considerations.
- sample assessments and marking guidance
- Guidance for candidates including a glossary of terms

The following will also be available for centres approved to offer the qualifications:

- Digital Functional Skills Guide for Centres including a glossary of terms
- Instructions for the Conduct of Digital Functional Skills Assessments
- Guidance for DFSQ assessors on the conduct and assessment of observed tasks
- DFSQ Initial Assessment Tool
- Observation record template

- DFSQ Chief Examiner Report
- Pass Marks for Papers
- DFSQ Surpass Candidate Guide
- DFSQ Surpass Guidance for Centres
- DFSQ Standardisation Materials Samples and Sample Marking
- DFSQ Webinar Calendar
- *Teaching and learning resources for:
    o Developing Basic Digital Skills - Introductory Activities
    o Unit 2 Creating and Editing
- IQA Sampling Form
- Lead IQA Sampling Form

*Teaching and learning resources for all other units will be made available as and when they have been developed.

External Resources

- Digital Functional Skills qualifications: subject content

4.14 Assessment marking

The assessments are marked by centres (with the exception of objective items that are auto-marked).

Tutor/assessors are responsible for marking work in accordance with the marking criteria provided by Gateway Qualifications.

Marking will be undertaken and recorded within the Surpass system. Once a marking session has been completed the centre's Internal Quality Assurer should be notified. Please refer to Section 6 Quality Assurance.

5. Centre Recognition and Qualification Approval

5.1 Centre Recognition

Both centre recognition and qualification approval must be gained before centres are permitted to deliver this qualification.

Guidance on the centre recognition and qualification approval processes is available on the website.

5.2 Qualification Approval

In order to be approved to offer Digital Functional Skills qualifications centres must be able to provide evidence that they:

- have appropriate systems and processes in place including operating a robust internal quality assurance process to ensure that tutor/assessor are interpreting and applying mark schemes consistently and accurately and that the quality of learners' work is at the right standard
- have appropriately qualified and experienced staff
- have suitable resources to support the delivery of the qualifications (e.g. IT equipment, reliable access to the internet for teaching, learning and assessment purposes, learning materials, teaching rooms)
- have an appropriate health and safety policy relating to the use of equipment by learners to support delivery and assessment
- can deliver the qualifications in accordance with current equalities legislation
- have systems in place that ensure continuing professional development (CPD) for staff delivering the qualifications
- have attended the training set out in 5.4 Centre guidance and training

5.3 Staffing

Tutors/Assessors

Tutors/assessors must have relevant experience of teaching digital skills to the intended cohorts for whom this qualification has been designed.

Tutor/assessors are responsible for:

- undertaking initial assessments to assess a learner's readiness for their chosen course and guiding them to the right level of course
- developing a course which covers the underpinning knowledge and skills required for learners to successfully complete assessments for the qualification
- identifying when learners are ready to take assessments
- ensuring that appropriate supervision arrangements are made during assessments
- ensuring all learners have an equal opportunity to demonstrate their abilities
- ensuring the security of the assessment before, during and after the assessment
- carrying out the assessment of observed tasks according to the instructions in the Digital Functional Skills Guide for Centres

- identifying where learners may be entitled to and benefit from a reasonable adjustment
- marking assessments ensuring that the correct mark schemes are used and that they are applied fairly and consistently
- participating in internal standardisation exercises and adjusting marking accordingly if required
- maintaining accurate and verifiable learner records
- authenticating candidates' assessment evidence.

A tutor/assessor may take the roles of assessment supervisor and marker.

Internal Quality Assurer

An Internal Quality Assurer (IQA) in addition to being an DFSQ tutor/assessor (or alternatively a member of the Digital delivery team), will have knowledge and experience of carrying out internal quality assurance/verification. Internal quality assurers are responsible for ensuring that:

- assessment marking within the Centre is carried out in line with Gateway Qualifications' requirements
- assessment by all tutor/assessors is appropriate, consistent, fair and transparent and does not discriminate against any learner
- tutor/assessors receive on-going advice and support
- they identify where learners who have a protected characteristic may need reasonable adjustment.

5.4   Centre guidance and training

Gateway Qualifications provides training and guidance on the delivery and assessment requirements. Ongoing support is available through the website and direct contact with our support staff.

Centres are expected to support staff with ongoing training and CPD.

Gateway Qualifications conducts regular training that all centre staff involved in the delivery, assessment and quality assurance of DFSQs should attend. The training covers:

- the qualification requirements including DFSQ subject content
- conduct of the assessment
- how to use Surpass
- Internal assessment and quality assurance requirements.

The training will be delivered in the form of webinars;
Staff are required to attend a standardisation webinar prior to marking any DFS assessments.

On-going support

Support materials available on the Gateway Qualifications website include:
- "Help with Administration" pages of the website including a section on external assessment with guidance on using the online assessment system, Surpass.
- Signposting to teaching and learning materials on the Gateway Qualifications website. These will include access by request to practice papers which learners will

be able to use to familiarise themselves with the item types, structure, layout and functionality of the online assessments.

Additional support is available for centres by telephone and email via the Customer Excellence team (registration, approval and certification) and the Quality team (quality assurance processes).

6. Quality Assurance

The quality assurance process for these qualifications is through risk-based external quality assurance monitoring through reviews of centres' compliance with the requirements within this qualification specification and the centre agreement terms and conditions.

Centre monitoring is undertaken by an External Quality Assurer (EQA) allocated to the centre. The EQA plays a critical role in the Gateway Qualifications approach to centre assessment standards scrutiny as they are responsible for:

- carrying out an annual compliance visit
- validating the centre's procedures for delivery of qualifications and assessment
- completing reports for each visit with clear action points where needed
- risk rating centres on the above.

The EQA carries out an initial risk assessment at the centre recognition stage and then annually on an on-going basis using Gateway Qualifications' risk assessment criteria, and gives a high/medium/low risk rating in each of the following categories:

- centre resourcing and arrangements: this includes consideration of centre staffing, induction and training, policies and compliance with our centre agreement
- internal assessment and delivery: including reference to staff knowledge and skills, understanding of requirements, and appropriateness of delivery arrangements; also, delivery of external assessments including invigilation, conduct of assessments and confidentiality (where appropriate)
- internal quality assurance: covering IQA procedures, whether staff are appropriately trained, and standardisation arrangements in place
- learner experience: that embraces appropriateness of initial assessment and learners being on the correct programme, learner induction and course support.

EQAs arrange quality monitoring visits to all recognised centres. These visits:
- monitor the centre's compliance with the centre recognition terms and conditions by reviewing programme documentation and meeting managers and centre staff
- identify any staff development needs
- ensure that all procedures are being complied with, through an audit trail, and make sure that the award of certificates of completion to learners is secure.

EQAs contact the centre in advance of a visit, however Gateway Qualifications reserves the right to undertake unannounced visits including during assessment times.

EQAs will request information from the centre in advance of a planned visit to help inform the evidence to be reviewed during the visit. Centres are obliged to comply with any requests for access to premises, people and records for the purposes of the monitoring visit. If a centre fails to provide access, then Gateway Qualifications will take appropriate action.

Once a visit date has been agreed, the centre should ensure that the appropriate members of staff attend the meeting, all requested documentation is provided and access to qualification, learner and staff records is available.

If a centre cancels a pre-arranged monitoring visit at short notice the EQA must be satisfied that there was a legitimate reason for the cancellation. If this cannot be established, Gateway Qualifications reserves the right to withhold certification claims until a monitoring visit is completed.

Following the visit, the EQA completes a monitoring report which will be sent to the centre for reference afterwards.

The frequency of the quality monitoring visits will be determined by the volume of learner registrations and the actions arising from previous monitoring activity.

Centres found in breach of these procedures may be subject to sanctions by Gateway Qualifications. Please refer to the Gateway Qualifications Sanctions Policy.

6.1   Internal Quality Assurance

As the assessments are tutor/assessor marked (with the exception of objective items that are auto-marked) the centre must operate an internal quality assurance process. This ensures that DFSQ standards are being applied consistently within a centre through training, standardisation, sampling of marking and feedback. A centre's internal quality assurance process is led by the Internal Quality Assurer (IQA) who is responsible for ensuring that all tutor/assessors are marking assessments in line with the standards set by Gateway Qualifications.

Internal Standardisation

Internal standardisation is a collaborative process by which tutor/assessors within a centre consider work that they have marked and, using pre-determined criteria, reach a common agreement on standards as being typical of work at a particular level by comparing samples and providing peer evaluation.

Having participated in the initial training (see Section 5.4 Centre guidance and Training) and a Gateway Qualifications standardisation event, centres will be expected to conduct regular internal standardisation exercises to support the interpretation and application of the mark schemes and mitigate the risk of inconsistent marking between tutor/assessors. Where a centre is offering both qualification levels, internal standardisation exercises will be required for both qualifications.

Standardisation will be facilitated by the Centre's IQA and should include all those involved in marking assessments. Centre standardisation events should be held at regular intervals and to a schedule which reflects delivery patterns and supports the marking of live assessments. Centres will be required to keep records of each internal standardisation event including the date, attendees and notes on any outcomes and actions. Centres will be required to store these reports securely for three years and Gateway Qualifications may ask to see these records as part of the centre quality assurance and monitoring activities.

Further guidance on running internal standardisation is provided in the Centre Guide for Digital Functional Skills.

6.2   Quality assuring centre marking

Once the internal quality assurance process is complete, a subject specialist EQA (digital) will be allocated to a centre to sample the centre marking remotely within Surpass.

The Subject specialist EQA (digital) considers whether the sample provides evidence that the centre understands the standard as represented in the mark scheme and is applying it consistently. If they are satisfied that this is the case results are issued. A report will be

completed by the Subject specialist EQA (digital) and made available to the Centres once sampling activity has been completed.

The sample selected is based on the number of learners and the centre's risk rating, derived from centre monitoring.

Evidence of inconsistent marking and actions taken informs the centre's risk rating and this information will be taken into account with the sampling of future assessments, for example, leading to an increase in sampling size.

As part of the qualification delivery monitoring process, from time-to-time centres will be asked by the Quality Team to provide the following:
- • Invigilation reports
- • Attendance records
- • Internal Quality Assurance reports
- • Records and evidence relating to any Reasonable Adjustments

These documents will be reviewed and reported on by an EQA, with feedback and any actions provided to the centre. The outcome will contribute to the centre's risk rating for DFSQs.

6.3   Malpractice

Malpractice is any deliberate activity, neglect, default or other practice that compromises the integrity of the internal and external assessment process, and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

- • the assessment process
- • the integrity of a regulated qualification
- • the validity of a result or certificate
- • the reputation and credibility of Gateway Qualifications
- • the qualification to the public at large.

Centre staff should be familiar with the contents of Gateway Qualifications' Malpractice and Maladministration Policy.

7. Learner Registration and Results

7.1   Registration

Centres will register learners via the online registration portal, Quartzweb and then schedule the assessment in Surpass.

Learner registration guidance is available on our website.

Late entries are not permitted for these qualifications as these qualifications are available on-demand.

7.2 Resitting an assessment

A learner who does not achieve a pass and wishes to re-take the assessment may resit. There will be no cap on the number of resits a candidate may take. There is no minimum time period set out for Digital Functional Skills to ensure that all learners have access to resits. However, centres will be advised to ensure that additional teaching and learning takes place before a learner resits. Resit patterns will be monitored by Gateway Qualifications.

Gateway Qualifications will ensure that learners are allocated a different assessment to that originally taken.

7.3 Awarding

The qualifications will be awarded as Pass or Fail. Learners must pass the assessment to be awarded a Pass.

7.4 Issuing results

Results for learners who do not reach the minimum standard for a pass will be recorded as fail.

A candidate results report will be available for centres to download from Surpass.

Guidance on how to produce this report is available on the website.

As the qualification is new, the issue of results and certificates will take longer initially in order that the standard setting process can be completed. Once the standard setting process has been completed it is anticipated that certificates will be processed within the standard turnaround time once results have been confirmed.

7.5 Appeals

Centres must have internal appeal arrangements which learners can access if they wish to appeal against a decision taken by Centres, which will include a named contact at the Centre. These arrangements have to be transparent and accessible in order that appeals from learners can be received, considered and resolved fairly.

Please refer to the Gateway Qualifications' Appeals policy.

7.6 Enquiries

Enquiries about assessment decisions should be made once the centre has followed its internal enquiries and appeal procedures.

Contact details are available on our website.

8. What to do next

For existing centres please contact your named Development Manager or Development Officer.

For organisations, not yet registered as Gateway Qualifications centre please contact:

Tel: 01206 911211
Email: enquiries@gatewayqualifications.org.uk

9. Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF) and Qualification Wales to offer regulated qualifications in Wales.

10. Appendix

10.1 Subject Content Tables

The tables below set out the subject content for DFSQs at Entry Level 3 across the five skill areas. The scope of study provides guidance on the intended breadth and depth of subject content statements. The subject content statements have been broken down to show what must be taught. All the subject content statements, including the text in brackets will be assessed, over the course of a year.

1. Using devices and handling information

Scope of study

- Features of a device refers to examples such as the interface required (keyboard or touchscreen) or how a device functions (hand-held, wearable or wireless connectivity). Uses of a device refers to examples such as for making a phone or video call, or sending emails while away from a desk.
- Applications refers to those for desktop, laptop and mobile devices.
- Applying system settings refers to examples such as changing screen brightness, changing speaker volume, or connecting to a Wi-Fi network at work or home.
- Navigating online content refers to using menus, hyperlinks and browser navigation controls such as back and forward buttons or bookmarks.
- Internet searches refers to a specific and clearly defined piece of information or content that might be required in a work or real-life context.

For specific assessment content, see next page.

1. Using devices and handling information		
Subject content statement		**Assessment content coverage**
1.1	Know the main features and uses of different types of device (including desktop, laptop, mobile devices, smart devices).	1.1.1 Including desktop 1.1.2 Including laptop 1.1.3 Including mobile devices 1.1.4 Including smart devices	Learners need to know the main features and uses of different types of devices including: • desktop – used in a home or office and sits on a desk, comprises of monitor, keyboard, and mouse. • laptop or notebook - portable computer with screen, keyboard, and built-in touchpad/trackpad. • mobile devices - tablets, and smartphones, often operated by touchscreen. • smart devices– technology that helps users with daily activities such as controlling the heating or lighting at home and wearable technology such as smartwatches and fitness trackers, smart headsets, and headphones. o use wireless connection to connect with other devices via Wi-Fi, Bluetooth, 3/4/5G.
1.2	Know what an application is and the main types of application software (including email clients, web browsers, mobile device	1.2.1 Including email clients 1.2.2 Including web browsers	Learners need to know what an application is and the main types of application software.

1. Using devices and handling information		
Subject content statement		**Assessment content coverage**
applications, security applications, word processors, presentation software).		• application/software: computer program designed to carry out specific functions to help users with personal, educational, or business tasks.
	1.2.3 Including mobile device applications	• email clients – allow users to send/receive email.
		• web browsers – allow users to navigate/browse the internet.
	1.2.4 Including security applications	• mobile device applications – specifically designed for mobile devices and provide users with access to online content and services. Examples include, lifestyle apps, education apps and banking apps.
	1.2.5 Including word processors	• security applications – protect devices and data against viruses, malware, ransomware, insecure websites and Wi-Fi networks, unauthorised access.
	1.2.6 Including presentation software	• word processors – allow users to create, save and print electronically typed documents.
		• presentation software – allow users to create visual presentations combining text, images, other media objects and animations, usually delivered in the form of a slideshow.

1. Using devices and handling information

Subject content statement			Assessment content coverage
1.3	Apply system settings (including display, sound, Wi-Fi, time, language, accessibility).	1.3.1 Including display	Learners need to select and apply system settings when using devices including:
		1.3.2 Including sound	• display – adjusting brightness, text size, screen resolution.
			• sound – adjusting volume, up/down/mute.
		1.3.3 Including Wi-Fi	• connecting to Wi-Fi – private/public Wi-Fi, use of password.
			• region, language, time (12/24-hour format, analogue or digital).
		1.3.4 Including time	• accessibility settings – magnifier tool, screen readers, text-to-speech, voice controls.
		1.3.5 Including language	
		1.3.6 Including accessibility	
1.4	Navigate online content to locate required information.		Learners need to navigate online content to locate required information using:

1. Using devices and handling information			
Subject content statement			**Assessment content coverage**
			- web browsers - website addresses/uniform resource locators (URLs). - navigation tools: search bar, quick links, menus, hyperlinks. - navigation controls: arrow buttons (back and forward), bookmarks, history, refresh, scrolling, resizing windows, new tabs.
1.5	Carry out searches on the internet (including information, images, videos)	1.5.1 Including information 1.5.2 Including images 1.5.3 Including videos	Learners need to carry out searches on the internet to locate required information, images, and videos.
1.6	Use files to read and store information (including creating a file, opening a file, reading information from a file, editing a file, saving a file).	1.6.1 Including creating a file 1.6.2 Including opening a file	Learners need to read and store information using: - file operations – open, new, save, save as. - file names – meaningful file names, some characters not permitted, i.e., #, %, &, *, ?

1. Using devices and handling information			
Subject content statement		**Assessment content coverage**	
		1.6.3 Including reading information from a file	• editing a file – cut, copy, paste, move. • file formats including .doc, .xls, pdf, .ppt, .pub, .jpg, .mov, .mp4, txt.
		1.6.4 Including editing a file	
		1.6.5 Including saving a file	
1.7	Use files and folders to organise and retrieve information (including local and remote storage)	1.7.1 Including local storage	Learners need to use files and folders to organise and retrieve information from local and remote storage by: • creating, renaming, opening files and folders. • organising and saving files and folders with meaningful names. • saving files in appropriate file format. • saving/opening files on local storage (hard drive, local server, removable device). • saving/opening files on remote storage (cloud storage).
		1.7.2 Including remote storage	

1. Using devices and handling information		
Subject content statement		**Assessment content coverage**
1.8	Know when there is a problem with a device or software and know the difference between system errors (including device crashing or freezing, slow response) and user errors (including using incorrect credentials, incorrectly connecting hardware).	1.8.1 System errors including device crashing/freezing 1.8.2 System errors including slow response 1.8.3 User errors including using incorrect credentials 1.8.4 User errors including incorrectly connecting hardware	Learners need to know basic problems with devices including: • devices not switched on. • system or application crash/freeze. • wi-fi or network issues. • hardware malfunction. • hardware connection. • use of incorrect login credentials. • unable to open files. • unable to see video/hear sound • unable to print.
1.9	Apply a solution to solve a simple technical problem (including restarting a device to address a system error, correcting a user error).	1.9.1 Including restarting a device to address a system error	Learners need to know how to solve simple problems including: • checking power cables and connections. • restarting applications and devices.

1. Using devices and handling information		
Subject content statement		**Assessment content coverage**
	1.9.2 Including correcting a user error	• checking connection to Wi-Fi, Bluetooth, network. • checking correct password, username, email address, login credentials are entered. • checking correct file locations, file names and file formats. • checking correct software/app is installed. • checking sound levels on/mute off. • checking webcam/camera on. • checking connection to printer, ink, paper.

2. Creating and editing

Scope of study

- Using a suitable application refers to understanding terminology and concepts relating to documents and media and associated applications, such as word-processed or presentations, with an understanding of the purpose of different applications and typical uses.
- Combining different types of information for a given purpose refers to using text, graphics and images in a work or real-life or context, such as creating a poster or presentation for colleagues.

For specific assessment content, see below.

2. Creating and editing		
Subject content statement		**Assessment content coverage**
2.1 Use a suitable application to enter, edit and format text (including bold, underline, italics, font sizes and colours, text alignment, bulleted lists, numbered lists).	2.1.1 Including bold 2.1.2 Including underline 2.1.3 Including italics	Learners need to know the purpose and use of different software applications and associated document types, and how word processing and presentation software is used to create documents such as posters, flyers, adverts, slideshows, etc. Learners need to enter, edit, and format text by: - copying and pasting text. - applying bold, underline and italics. - changing font styles, font sizes and font colours.

2. Creating and editing			
Subject content statement			**Assessment content coverage**
		2.1.4 Including font sizes and colours	• aligning text (centre, justified, left/right). • using bullets and numbering to list text.
		2.1.5 Including text alignment	
		2.1.6 Including bulleted lists	
		2.1.7 Including numbered lists	
2.2	Use a suitable application to enter, edit and format graphics (including position, size).	2.2.1 Including position 2.2.2 Including size	Learners need to enter, edit and format graphics by: • resizing appropriately: not too small/too large for document purpose. • positioning: appropriate position for document purpose.
2.3	Combine different types of information (including text, graphics, images) for a given purpose.	2.3.1 Including text and graphics	Learners need to combine different types of information, graphics and images and create documents for a given purpose by:

2. Creating and editing			
Subject content statement			**Assessment content coverage**
		2.3.2 Including text and images	- selecting, copying and pasting text. - formatting text: bold, underline, italics, font style, font size, font colour, alignment, bullets - resizing and positioning graphics and images (photos) appropriately for document purpose. - graphics e.g., logos, charts, diagrams. - images e.g. Digital photos.
2.4	Capture digital media (including image, video) and view in a suitable application.	2.4.1 Including image 2.4.2 Including video	Learners need to use devices to capture and view images and video by: - taking screenshots to capture images directly from devices. - taking photos to capture images and taking videos directly on devices. - using suitable applications to view images and videos on devices.

3. Communicating

Scope of study

- Online communications refers to short, simple texts using email or other messaging applications. Other digital content refers to graphics, images and videos.
- A video call refers to a one-to-one communication via live video.

For specific assessment content, see below.

3. Communicating		
Subject content statement		**Assessment content coverage**
3.1	Create and edit details in a contacts list.	Learners will need to use contacts list by: • creating a new contact. • editing an existing contact. • finding and updating a saved contact.
3.2	Compose and reply to online communications comprising text and other digital content to individual and multiple recipients.	Learners need to use different types of communication tools and features including: • email, create new email using suitable software. Use correct email addresses including, to, reply, reply to all, send, add single attachment. • text/instant messaging - new, reply, symbols, emojis, groups.

3. Communicating		
Subject content statement		**Assessment content coverage**
3.3	Initiate and participate in a video call.		Learners need to initiate a video call, join or accept a video call using devices.

3.4	Know what is meant by a digital footprint, understand the implications of a digital footprint, and know the range of digital activities (including social media activity, web searches, emails), that leave a digital footprint.	3.4.1 Including social media activity
		
		3.4.2 Including web searches
		
		3.4.3 Including emails
			Learners need to know the activities that contribute to an individual's digital footprint by:
			
			• identifying the activities that leave a digital footprint for example:
			   o searching the internet
			   o using social media
			   o sending emails
			   o uploading photos
			   o downloading apps
			   o posting messages
			
			Learners need to understand the implications of a positive/negative digital footprint.
			
			• positive: online profile available to a wider audience, develops personal branding, promotes positive image within employers and higher education.

3. Communicating		
Subject content statement		**Assessment content coverage**
		• negative: security of personal information, affects online reputation/image, could impact on employment and education opportunities.

4. Transacting

Scope of study

- An online form refers to a single page form used to enter information such as registering for or requesting a service, or making an online purchase.
- Personal details refers to name, address, telephone number, email address and payment details.
- Data validation refers to automatic computer checks to ensure that data is entered correctly, such as password requirements or key fields that cannot be left blank.
- Verification checks refers to a check carried out to ensure the user has entered their details accurately, such as following a link in an email received when setting up an online account.

For specific assessment content, see below.

4. Transacting		
Subject content statement		**Assessment content coverage**
4.1	Complete and submit an online form (including personal details) and comply with data validation.	Learners need to enter personal details to complete online forms such as registering for or requesting a service or making an online payment. For safeguarding reasons learners may prefer to use a centre or a fictitious email address.

4. Transacting			
Subject content statement			**Assessment content coverage**
			Learners need to comply with data validation when completing fields in online forms by: • entering data correctly such as password parameter requirements.
4.2.	Comply with verification checks to complete an online transaction.		Learners need to comply with verification checks by: • entering and confirming an email address or password. • responding to CAPTCHA (Completely Automated Public Turing test to tell Computers and Humans Apart).

5. Being safe and responsible online

Scope of study

- Understanding the need to stay safe online refers to examples such as being aware of risks associated with clicking on unknown links or phishing emails, being aware of the evolving nature of such risks, or knowing that devices may be hacked resulting in personal data being compromised or stolen.
- Authentication methods to access devices refers to examples such as strong passwords, fingerprint, facial or voice recognition.
- Minimising the effects of physical stresses refers to examples such as using an adjustable chair, not being too close or too far away from the screen/device and keyboard or mouse.
- Benefits of using security software refers to examples such as preventing, detecting or removing viruses, malware and other threats.

For specific assessment content, see below.

5. Being safe and responsible online		
Subject content statement		**Assessment content coverage**
5.1	Understand the need to stay safe and respect others when using the internet and communicating online.	Learners need to understand the online risks and threats that can compromise the security of data resulting in: • identity theft • loss of data • financial loss

5. Being safe and responsible online

Subject content statement			Assessment content coverage
			Online risks and threats include: • unauthorised access • phishing • pharming • malware • spam • public wi-fi (shoulder surfing)
5.2	Know simple methods to protect personal information and privacy online (including not sharing personal information, looking for HTTPS when logging in).	5.2.1 Including not sharing personal information 5.2.2 Including looking for HTTPS when logging in	Learners need to know simple methods to protect personal information and privacy including: • not disclosing personal information. • using strong passwords. • never sharing passwords with others. • checking for https/padlock when entering personal data, login credentials and shopping online. • managing privacy settings on social media. • using pseudonyms on social media. • using a screen lock. • using a password manager.

5. Being safe and responsible online			
Subject content statement			**Assessment content coverage**
			• having a secondary email address.
5.3	Set up and use security features (including authentication methods) to access devices and online services.		Learners need to set up and use security features to access devices and online services by: • using strong passwords. • using biometrics including fingerprint, facial or voice recognition. • setting up pin codes.
5.4	Understand the benefits of using security software (including anti-virus, firewall) to protect against online risks devices and online services.	5.4.1 Including anti-virus 5.4.2 Including firewall	Learners need to understand the benefits of using security software to protect against online risks devices and online services. Anti-virus protects data, files and personal information on devices by: • scanning files and attachments from other sources. • preventing viruses, malware, spyware/phishing attacks. • blocking spam and ads.

5. Being safe and responsible online		
Subject content statement		**Assessment content coverage**
		Firewall protects data, files and personal information on devices by: • monitoring ingoing/outgoing online activity and traffic. • preventing unauthorised/remote access to devices. • defending against hackers/identity theft.
5.5	Know of and know how to minimise the effects of physical stresses (including pain from poorly positioned equipment and/or bad posture, repetitive strain injury, eye strain) that may result from using devices.	5.5.1 Including pain from poorly positioned equipment and/or bad posture 5.5.2 Including repetitive strain injury 5.5.3 Including eye strain	Learners need to know the effects of physical stresses when using devices including: • pain from using badly positioned equipment. • pain from bad posture. • repetitive strain injury. • eyestrain. • headaches. Learners need to know how to minimise physical stresses including: • using an adjustable chair to support good posture. • having the screen at a suitable height and suitable lighting.

5. Being safe and responsible online		
Subject content statement		**Assessment content coverage**
		- using an appropriate support for keyboard, mouse, feet, back. - taking regular breaks.