QUALIFICATION SPECIFICATION

g gateway
qualifications

Digital Functional Skills (Level 1)

This qualification specification covers the following qualification:

Qualification Number	Qualification Title
610/2664/5	Gateway Qualifications Level 1 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 and Staffing	4.13 Pg 16 5.3 Pg 18

About this qualification specification

This qualification specification sets out what is required of the learner in order to achieve this qualification. It also contains information specific to managing and delivering the qualification.

The specification 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 this qualification, you must be a Gateway Qualifications recognised centre and be approved to offer the qualification.

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 qualification

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 Level 1

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

At this level, digital FSQs should:
- enable students to increase their 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 demonstrate their knowledge and skills by applying these to complete tasks and activities;
- introduce students to areas of life and work which may be new or unfamiliar, and tasks and activities that they may encounter in future;
- enable students to develop an appreciation of the importance of digital skills in the workplace and in life generally; 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.

At Level 1 the focus is primarily on digital skills for work with a secondary focus on digital skills for life. Many of the digital skills learners will acquire through these qualifications will be applicable in both life and work settings.

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 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 Level 1 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 these qualifications.
Prior skills/knowledge/ understanding	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 assessment criteria.

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, externally marked assessment. The assessment is online and available 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 Level 1 in Digital Functional Skills	65	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 a 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 and charts to complete the assessment such as word-processing and spreadsheet 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 Level 1 qualification are externally set and externally marked by Gateway Qualifications.

The assessments:

- are on-demand
- are summative and must be invigilated
- 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	Level 1
Assessment structure	A single assessment component
Duration	2 hours
Conditions	Invigilation
Total marks	64

The total assessment time should 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 invigilation report.

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 digital skills in line with the purpose of the qualification
- their demand.

Level 1 Skill area	Weighting	Marks
1. Using devices and handling information	25-30%	16-19
2. Creating and editing	38-42%	24-27
3. Communicating	9-14%	6-9
4. Transacting	9-14%	6-9
5. Being safe and responsible online	5-9%	3-6

4.6   Assessment booking

Centres must first register learners on the qualification. See .

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 **invigilated**. This means that candidates are directly invigilated by a trained Invigilator at all times during the assessment including monitoring candidates' internet access and use is appropriate. The tutor may not act as the invigilator but may be in the room with the invigilator

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

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 this qualification.

Adaptation is not permitted at Level 1.

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:
  - o quality and compliance
  - o external assessment
  - o 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
- DFSQ Initial Assessment Tool
- DFSQ Chief Examiner Report
- Pass Marks for Papers
- DFSQ Surpass Candidate Guide
- DFSQ Surpass Guidance for Centres
- DFSQ Webinar Calendar

*Teaching and learning resources for all 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 externally by Gateway Qualifications Markers (with the exception of objective items that are auto-marked).

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 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 DFS qualifications
- identifying when learners are ready to take assessments
- ensuring all learners have an equal opportunity to demonstrate their abilities
- identifying where learners may be entitled to and benefit from a reasonable adjustment
- maintaining accurate and verifiable learner records

Invigilator

The invigilator is responsible for conducting an assessment session under formal examination conditions in the presence of the learners. Invigilators have a key role in upholding the integrity of the assessment process. An invigilator who is a relative of a learner undertaking the assessment cannot act as the sole invigilator.

The role of the invigilator is to ensure that the assessment is conducted according to the following principles:

- •   Ensure all learners have an equal opportunity to demonstrate their abilities
- •   Ensure the security of the assessment before, during and after the assessment
- •   Prevent possible learner malpractice
- •   Prevent possible administrative failures.

Invigilators must not perform any additional tasks, e.g. marking, in the assessment room.

Centres must submit details of staff allocated to both of these roles at the point of qualification approval and maintain this information.

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 include all centre staff involved in the delivery of DFSQs. The training covers:

- •   the qualification requirements including DFSQ subject content
- •   conduct of the assessment
- •   how to use Surpass

The training will be delivered in the form of webinars;

On-going support

Support materials available on the Gateway Qualifications system 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/sample 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.

6. Quality Assurance

The quality assurance process for this qualification 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 where appropriate:

- 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 (where appropriate)
- 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 externally marked there is not a requirement for centres to operate an internal quality assurance process. Centres must, however, ensure that the requirements set out in this specification are met.

6.2   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 qualifications are 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 may appeal on behalf of learners in relation to an assessment result issued by Gateway Qualifications.

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 Level 1 across the five skill areas. The scope of study provides guidance on the intended breadth and depth of subject content statement. The subject content statements have been broken down to show what must be taught. All the subject content statements including the brackets will be assessed, over the course of a year.

Please note that the content at level 1 subsumes and builds upon the content at entry level where relevant.

1. Using devices and handling information

Scope of study

- Device refers to examples such as desktop, laptop, mobile devices, and smart devices.
- An appropriate file naming convention refers to naming files in a way that describes or indicates the content or the use of the file, or includes the date and/or time information.
- Limitations on file sizes when using some services refers to email attachments and file size upload limits.
- Online resources refers to examples such as online tutorials, FAQs or help facilities.

For specific assessment content, see next page.

1. Using devices and handling information			
Subject content statement			**Assessment content coverage**
1.1	Carry out searches on the internet (including use of keywords, exact phrases, search filters).	1.1.1 Including use of keywords 1.1.2 Including use of exact phrases 1.1.3 Including use of search filters	Learners need to carry out searches on the internet including: • using specific keywords to find information in search engines and using search function boxes within websites. • using quotation marks for exact keywords or phrases. • using search filters on websites to refine search criteria

1.2	Take account of currency, reliability and copyright when selecting information from the internet.	1.2.1 Currency and reliability
		1.2.2 Copyright
			Learners need to select information from the internet taking account of:
			• currency
			  o date of information.
			  o date when website was last updated.
			  o checking for broken links which could indicate the website has not been updated regularly.
			• reliability
			  o consider if information could be biased or false.
			  o checking more than one source of information.
			  o checking website has a valid certificate and https.
			  o look for poor grammar, broken links and overall quality of website.
			• copyright

			o know that information found on the internet, including software and images, is protected by copyright laws. o understand some images and information may be used if in the public domain or under creative commons licence.
1.3	Understand that search results may include sponsored results or advertisements and be able to recognise these.		Learners need to recognise and understand that sponsored listings • are a type of advertisement shown in search results. • may appear first in a search engine results page. • usually have labels such as 'Ad' or 'sponsored' to highlight they are sponsored listings.
1.4	Carry out searches for files (including on file names, partial file names, file content).	1.4.1 Including file names 1.4.2 Including partial file names 1.4.3 Including file content	Leaners need to use the device search function to carry out searches for files including using the: • file name • partial filename • content Devices include: • desktop computer • laptop computer
1.5	Create and use a hierarchical folder structure to organise files and use an appropriate file naming convention		Learners need to organise folders and files by: • creating and using hierarchical folder structures such as a main folder containing several subfolders.

			• naming folders and files correctly using names that are meaningful, unique and consistent e.g. using names that indicate the content or using dates/times
1.6	Save a file on cloud storage using one device and open it on another device.		Learners need to save a file remotely on cloud storage using one device and open the same file using a different device. See 5.3

1.7	Know and be able to appropriately use terminology (including bytes, kilobytes, megabytes, gigabytes, terabytes) describing data storage requirements.	1.7.1 Including bytes
		1.7.2 Including kilobytes
		1.7.3 Including megabytes
		1.7.4 Including gigabytes
		1.7.5 Including terabytes
			Learners need to understand and use terminology relating to data and storage capacity including:
			• Byte is 8 bits (A bit is the smallest measure of data)
			• kilobyte (KB) is 1000 (1024) bytes, e.g.
			    o 132KB image or document file
			• megabyte (MB) is 1000 (1024) kilobytes, e.g.
			    o 3.2MB audio file
			• gigabyte (GB) is 1000 (1024) megabytes, e.g.
			    o 128GB storage on a device
			• terabyte (TB) is 1000 (1024) gigabytes, e.g.
			    o 2TB local or cloud storage

1.8	Know and understand limitations on file sizes when using some online services, and the benefits of using file compression to make effective	1.8.1 Know and understand limitations on file sizes when using some online services 1.8.2 Know and understand the benefits of using file compression to make effective use of storage capacity and to reduce data transfer times.	Learners need to know and understand that some online services have limits on the size of files that can be uploaded, e.g. • uploading images to social media • uploading documents or images for formal identification, e.g. drivers' licence, passport, qualification certificates • uploading files to cloud storage services

	use of storage capacity and to reduce data transfer times.		• attaching files in emails Learners need to know the benefits of compressing files before use including: • reduces size and storage space needed for the file • reduces transfer time when emailing, transferring, uploading and downloading information

1.9	Use online resources to identify solutions to common technical problems (including when to reinstall an application, change Wi-Fi settings, change a system or software setting) and apply the solution.	1.9.1 Including when to reinstall an application
		1.9.2 Including when to change Wi-Fi settings
		1.9.3 Including when to change a system setting
		1.9.4 Including when to change a software setting
			Learners need to use online resources such as help, FAQs and tutorials to solve common technical problems and apply solutions including:
			
			• when to reinstall an application as a result of
			   o application crash/frozen screen
			   o display or function errors
			• when to change Wi-Fi settings as a result of
			   o poor signal
			   o safety concerns, e.g. when using public wifi
			   o data usage
			• when to change a system setting for reasons such as
			   o privacy, e.g. permissions, passwords,
			   o accessibility, e.g. sound & audio, display, keyboard, mouse, printer
			• when to change a software setting as a result of
			   o display or function errors

		o user errors

2. Creating and editing

Scope of study

- Using appropriate layout conventions refers to adopting common conventions, such as text, tables, images and charts, for specific purposes, such as a formal report for managers, an advertisement for consumers or a presentation for colleagues.
- An appropriate tool for editing refers to a desktop application or an application on a touchscreen device.
- Simple formulae refers to up to two mathematical operators. Sorting numeric data refers to one criterion. Filtering data refers to one criterion.
- An appropriate type of chart refers to bar/column charts, pie charts and line graphs.

For specific assessment content, see below.

2. Creating and editing		
Subject content statement		**Assessment content coverage**

2.1	Use suitable applications (including word-processing, document or web presentation software), to enter, edit, format, layout and save information (including text, tables, graphics, charts) for a range of purposes and audiences.	2.1.1 Suitable applications including word-processing
		
		2.1.2 Suitable applications including document or web presentation software
		
		2.1.3 Enter, edit, format, layout and save information including text
			Learners need to use suitable applications including
			- word processing software
			- presentation software (document or web based)
			Learners need to enter, edit, format, layout and save information including
			
			- copying/pasting text from an unformatted file to create documents such as
			    ○ leaflets
			    ○ letters

		2.1.4 Enter, edit, format, layout and save information including tables
		
		2.1.5 Enter, edit, format, layout and save information including graphics
		
		2.1.6 Enter, edit, format, layout and save information including charts
			○ advertisements
			    ○ newsletters
			• tables such as
			    ○ timetables
			    ○ data tables
			• inserting graphics such as
			    ○ logos
			    ○ diagrams
			    ○ pictures
			    ○ graphs/charts (pie charts, bar charts)

2.2	Use appropriate layout conventions for information (including formal and informal communication, presentation, advertisement) and audiences (including familiar, unfamiliar audience).	2.2.1 Appropriate layout conventions for information Including formal communication
		
		2.2.2 Appropriate layout conventions for information including informal communication
		
		2.2.3 Appropriate layout conventions for information including presentation
			Learners need to use appropriate layout conventions for information including
			• formal communication such as
			    ○ emails
			    ○ newsletters
			    ○ website updates
			    ○ presentations
			    ○ meeting notes/minutes
			    ○ agendas
			    ○ announcements,
			    ○ letters
			    ○ reports

		2.2.4 Appropriate layout conventions for information including advertisement	• informal communication such as ○ emails ○ letters ○ meeting notes ○ blog posts ○ reviews
		2.2.5 Appropriate layout conventions for audiences including familiar audience	
		2.2.6 Appropriate layout conventions for audiences including unfamiliar audience	Learners need to use appropriate layout conventions for presentations by • distributing information across several slides • using headings and subheadings • including images to aid reader • using suitable text to image ratio Learners need to use appropriate layout conventions for advertisements by • using suitable page orientation and size. • using headings and subheadings. • including graphics/images. • using suitable size of text. • using paragraphs, line spacing, columns and margins.

			Learners need to use appropriate layout conventions for information including
			- familiar audiences such as friends, family, colleagues - unfamiliar audiences such as managers, unknown readers and the public
2.3	Edit (including caption, crop, resize, change contrast, change colour balance) an image using an appropriate tool.	2.3.1 Including caption 2.3.2 Including crop 2.3.3 Including resize 2.3.4 Including change contrast 2.3.5 Including change colour balance	Learners need to edit an image by - adding a caption to the image using the insert caption tool or a text box in a suitable place next to the image. - cropping the image to remove unnecessary information - resizing the image appropriately and keeping aspect ratio consistent (at Level 1 stretching or distorting the given image will not be credited) - changing the contrast of the image using the contrast/brightness tool - changing the colour of the image using saturation or tone tool
2.4	Process numeric data using simple formulae (including sum, subtraction, multiplication, division, maximum, minimum, average) using relative cell references	2.4.1 Including sum 2.4.2 Including subtraction 2.4.3 Including multiplication 2.4.4 Including division 2.4.5 Including maximum 2.4.6 Including minimum 2.4.7 Including average	Learners need to process numeric data by - copying and pasting data into suitable software for editing. - using up to 2 mathematical operators in a formula - using the SUM function or add formula to calculate the total of an amount. - using a formula to subtract amounts - using a formula to multiply amounts

			• using a formula to divide amounts • using the MAX function to find the maximum value • using the MIN function to find the minimum value • using the AVERAGE function to find the average of a set of numerical values • use the replication tool to replicate formulas across cells.
2.5	Process (including sort, filter) numeric data by values in a column.	2.5.1 Including sort 2.5.2 Including filter	Learners need to process data in a column by • sorting data on one criterion • adding a filter to column headings and filtering data on one criterion.

2.6	Format numeric data (including font sizes, font styles, alignment, cell formatting, merging cells, splitting cells, row height, column width).	2.6.1 Including font sizes
		2.6.2 Including font styles
		2.6.3 Including alignment
		2.6.4 Including cell formatting
		2.6.5 Including merging cells
		2.6.6 Including splitting cells
		2.6.7 Including row height
		2.6.8 Including column width
			Learners need to format numerical data (e.g. budget, sales, profit, loss) by
			• changing font sizes and styles
			• changing cell alignment (left, right, centre, justified)
			• formatting cells appropriately e.g.
			    o currency
			    o dates
			    o time
			    o text
			    o percentages
			• merging two or more cells
			• splitting/unmerging one cell into two or more cells

			• increasing row height or column width to ensure all text is visible (non-truncated)
2.7	Chart a single series of numeric data using an appropriate type of chart and apply suitable titles and labels (including chart title, axis titles, data legends and data labels).	2.7.1 Including chart title 2.7.2 Including axis title 2.7.3 Including data legends 2.7.4 Including data labels	Learners need to create a chart based on a single series of numeric data including • adding a suitable title (not the default) • adding suitable y and x axis labels • adding a legend if appropriate • add data labels to the chart Charts could include bar/column graphs, line graphs and pie charts Learners need to be able to select the correct data to create their charts. This could include data from adjacent columns (contiguous data) or non-adjacent (non-contiguous data) columns

3. Communicating

Scope of study

- Using email or online messages for a range of contexts and audiences refers to common work or real-life scenarios, such as to colleagues at work, the general public, or users of a social media platform

For specific assessment content, see below.

3. Communicating			
Subject content statement			**Assessment content coverage**
3.1	Use email for a range of contexts and audiences.		Learners need to read and/or respond to emails by • creating a new email using suitable email client software. • using correct email address including To: Cc: and Bcc: • including a suitable subject. • adding attachments including zipped files. • including suitable response in body of email.
3.2	Use online messages (including instant message, text message, social media) for a range of contexts and audiences.	3.2.1 Including instant message 3.2.2 Including text message 3.2.3 Including social media	Learners need to use online messaging for a range of contexts and audiences including • instant messaging which uses internet service e.g. o an online chat service on a website when buying goods or asking for information

			o an app which both users must have installed, e.g. WhatsApp, Messenger, google message, Teams
			
			 • text messaging which uses phone service (SMS,MMS) and works across platforms.
			 • social media messaging which uses an online based social media app/website. Messages can be public or private e.g.
			     o Instagram
			     o Facebook
			     o Snapchat
			     o YouTube
			     o Twitter

3.3	Know what steps can be taken to limit a digital footprint (including use of privacy tools to manage cookies and website tracking, private browsing, restricting GPS information).	3.3.1 Including use of privacy tools to manage cookies and website tracking 3.3.2 Including private browsing 3.3.3 Including restricting GPS information	Learners need to know how to limit their digital footprint including • using privacy tools such as password managers and privacy settings on social media. • clearing search history and cookie data from browsers • deleting old email and social media accounts • browsing in incognito mode • restrict GPS tracking on mobile devices

4. Transacting

Scope of study

- Online services refers to examples such as shopping, banking, utilities, government services or media services.
- Uploading documents or images refers to locating a file and understanding that file sizes may need to be reduced before submitting.

For specific assessment content, see below.

4. Transacting		
Subject content statement		**Assessment content coverage**
4.1 Manage account settings for an online service (including personal details, login credentials, marketing and communication preferences).	4.1.1 Including personal details 4.1.2 Including login credentials 4.1.3 Including marketing 4.1.4 Including communication preferences	Learners need to manage account settings including • updating or deleting personal details such as addresses and contact information or account permissions • create or update login credentials such as passwords and usernames • set marketing preferences such as opting in or out of receiving promotional information. • changing or updating communication preferences such as receiving information by post, email, text or phone

4.2	Complete online forms and upload documents or images.		Learners need to enter personal details into online forms such as registering for services, responding to a survey or requesting information. * It is recommended for safeguarding reasons that learners use a centre email address and do not reveal personal passwords. Learners need to upload documents or images to online services while being aware of the limitations of file type and sizes (see 1.8)
4.3	Carry out checks to reduce the risks involved in transactions online (including checking for the padlock next to the URL in the browser, checking if the website appears professional with a legitimate domain name, checking reviews).	4.3.1 Including checking for the padlock next to the URL in the browser 4.3.2 Including checking if the website appears professional with a legitimate domain name 4.3.3 Including checking reviews	Learners need to check for security risks when making transactions online by • checking for the padlock symbol and/or https in URL • checking if the website appears professional e.g. domain name is correct, spelling/grammar, contact details and overall quality. • checking reviews

5. Being safe and responsible online

Scope of study

- In understanding key rights under data protection laws, it is not necessary to understand issues of data protection compliance relating to organisations.
- Health risks resulting from using devices and the internet refers to physical and/or psychological. Minimising these refers to examples such as taking regular breaks, using a wrist rest with a mouse, limiting screen time, avoiding screen time close to bedtime or reporting cyberbullying.

For specific assessment content, see below.

5. Being safe and responsible online		
Subject content statement		**Assessment content coverage**
5.1	Understand key rights under data protection laws (including right to see what personal data organisations hold about you, right to withdraw consent) and the circumstances where you can request that personal data be rectified or deleted.	5.1.1 Including right to see what personal data organisations hold about you 5.1.2 Including right to withdraw consent	Learners need to understand their rights under data protection laws including - knowing they have the right to ask about information an organisation holds about them and when this data can be changed, updated or deleted. - knowing they have the right to withdraw consent about processing of data.

			1. The right to be informed 2. The right of access 3. The right to rectification 4. The right to erasure 5. The right to restrict processing 6. The right to data portability 7. The right to object 8. Rights in relation to automated decision making and profiling.
5.2	Understand the importance of protecting personal information and privacy online and know methods to do so (including private browsing, social media settings, settings on a mobile device to restrict or grant GPS location information, using a secondary email address).	5.2.1 Including private browsing 5.2.2 Including social media settings 5.2.3 Including settings on a mobile device to restrict or grant GPS location information 5.2.4 Including using a secondary email address	Learners need to know how to protect their personal information and privacy online including • using a VPN • using private browsing when online. Also known as incognito, stealth or private mode in browsers • Using a password manager and strong passwords • not sharing personal information online or in social media • restricting GPS tracking on mobile devices • using multifactor authentication • creating secondary email addresses for separating personal and private emails or to avoid spam
5.3	Know how to backup files to the cloud.		Learners need to know how to save a backup copy of their files in a cloud service. See 1.6

| 5.4 | Know how to avoid exposure to malware (including worms, trojans and ransomware). | 5.4.1 Including worms
5.4.2 Including trojans
5.4.3 Including ransomware | Learners need to know types of malware including
worms- a stand-alone program that can copy itself and can spread through network connections looking for vulnerabilities
trojans- disguises itself as a legitimate program but is designed to cause damage or steal information
ransomware- a software program designed to stop a computer working or block access until the user has paid money
Learners need to know how to avoid exposure to malware including
using antivirus and anti-malware software keeping OS and other software up to date avoiding suspicious links online and in emails not opening attachments from unknown sources blocking pop ups checking sites are secure (see 4.3) |
| 5.5 | Know of and know how to minimise the effects of health risks (including weight gain, decline in physical fitness, poor sleep patterns) that may result from using devices and the internet. | 5.5.1 Including weight gain
5.5.2 Including decline in physical fitness
5.5.3 Including poor sleep patterns | Learners need to know the potential physical and psychological health effects of using devices and the internet including
weight gain as result of inactivity |

			decline in physical fitness as a result of inactivity and poor posture
			• poor sleep patterns as a result of using devices close to bedtime or spending too much time online. • decline in mental wellbeing Learners need to know how to minimise the potential health effects of using devices and the internet such as • taking regular exercise • taking regular breaks • setting time limits on internet usage • reporting cyberbullying • using appropriate physical supports for back and wrists