



PART OF **nocn** GROUP

QUALIFICATION SPECIFICATION

NOCN Digital Functional Skills Qualification at Entry 3

Qualification No: 610/2939/7

NOCN Digital Functional Skills Qualification at Level 1

Qualification No: 610/3147/1

Operational Start Date: August 2023

Version: 1.4 March 2026

To know more about NOCN:

- Visit the NOCN website: www.nocn.org.uk
- Call the Customer Service Team: **0300 999 1177**

Introduction

NOCN is a market-leading awarding organisation that has been providing qualifications for a wide range of Centres, including FE colleges and training providers, for 30 years both in the UK and internationally.

We work with Centres to deliver a high quality and flexible service for learners to underpin our passionate belief in the power of education and its impact on communities and individuals.

We offer all the advantages of being with a national awarding organisation with a diverse portfolio of qualifications, alongside providing a personalised, bespoke, service to our Centres and learners.

As an accredited Leader in Diversity, we are proud of our reputation as a provider of fully accessible, trusted and flexible qualifications.

About NOCN Group

NOCN is part of NOCN Group, a progressive educational charity whose core aims are to help learners reach their potential and organisations thrive. The group includes business units specialising in regulated UK and international qualifications, end point assessment, endorsed programmes and assured short courses, Smart job cards, assessment services, consultancy, and research.

NOCN Group shares a joint purpose to offer learners, training providers, employers, and FE Colleges a fully integrated range of learning and skills development products and services.

Information about all our courses and qualifications is available from our website:

www.nocn.org.uk/

Qualification at a Glance

Title	Size
NOCN Digital Functional Skills at Entry 3 NOCN Digital Functional Skills at Level 1	GLH - 55 TQT - 60
Purpose	Target Audience
Digital FSQs will provide reliable evidence of a student's achievements against demanding content that is relevant to the workplace and real life and provide assessment of learners' underpinning knowledge as well as their ability to apply this in different contexts.	Learners with no or low digital skills of any age.
Content Overview	Entry Requirements
Content is based on the DfE's Digital Functional Skills subject content. There are five skills areas common to Entry Level and Level 1: • Using devices and handling information • Creating and editing • Communicating • Transacting • Being safe and responsible online.	It is expected that learners will own or have continued access to at least one digital device. Some foundation digital skills and knowledge are required.
Assessment	Additional Resources
The assessments for both the Entry 3 and Level 1 qualifications are set and marked by NOCN and made available on the NOCN assessment platform. The controlled assessment comprises: 1. Scenario-based tasks 2. Knowledge test (MCQ items)	An e-learning course is available on vLearn for the DFSQ.

Summary of changes:

This section summarises the changes to the qualification specification since the last version (version 1.2).

Version	Publication Date	Summary of Amendments
V1.2	October 2023	Removal of 3.1.2 Internal Quality Assurer Requirements from V1.1 page 11.
V1.3	September 2024	Fixed broken link (Section 4, page 13).
V1.4	March 2026	Tutor/Assessor requirements updated page 12

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1. Overview of Qualification

The qualifications are based on the Department for Education's Digital Functional Skills Subject Content which were derived from the National Standards for Essential Digital Skills. Digital FSQs will provide a foundation for progression into and within employment or further education and develop skills for everyday life.

National standards for Essential Digital Skills

There are five skills areas in the national standards, common to Entry 3 and Level 1:

- Using devices and handling information
- Creating and editing
- Communicating
- Transacting
- Being safe and responsible online.

The assessments for the qualifications provide learners with the opportunity to demonstrate their achievement of practical skills as well as the underpinning knowledge and understanding.

Digital skills are as important to employability and participation in society as English and maths, yet an estimated one in five adults lack basic digital skills as identified in the Lloyds Bank UK Consumer Digital Index 2018. To address this, from 2020, alongside the existing legal entitlements to English and maths, the DfE introduced an entitlement to fully funded digital qualifications. Learners with no or low digital skills will have the opportunity to undertake improved digital qualifications based on the National Standards for Essential Digital Skills.

Digital FSQs will provide reliable evidence of a student's achievements against demanding content that is relevant to the workplace and real life and provide assessment of students' underpinning knowledge as well as their ability to apply this in different contexts.

1.1 Entry Requirements

It is expected that learners will own or have continued access to at least one digital device.

The foundation skills required before beginning on these qualifications are:

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

The above skills could be demonstrated through relevant experience or a qualification, such as the NOCN Entry Level Award in Digital Basics (Entry 2).

It is strongly recommended that learners have a reasonable level of English or equivalent experience to enable interaction with the content and assessments for these qualifications.

Centres should undertake initial assessment activities with learners to ensure these are appropriate qualifications and they are capable of achieving the level they will be studying before enrolling them onto a programme of learning.

There is no age restriction on Digital Functional Skills. Functional Skills qualifications at all levels have an important role, as they are taken by school-age learners and adults, including as part of ESOL provision and apprenticeships. They play an important role for those in prison and for learners with learning difficulties or disabilities.

1.2 Progression Routes

Achievement of the qualifications confirms that learners have gained the skills and knowledge required to:

- Participate in a digital society in everyday life and at work.
- Progress onto higher level or more specialist qualifications such as the:
 - NOCN Digital Functional Skills qualifications at level 1 for those that have passed Entry 3
 - Other Digital Skills qualifications
 - Wider qualifications or apprenticeships

2. Qualification Details

2.1 Qualification Structure

NOCN Digital Functional Skills Qualification at Entry 3.

The NOCN Digital Functional Skills Qualification at Entry 3 is a qualification with a Total Qualification Time (TQT) of 60 hours, including 55 Guided Learning Hours (GLH).

Component	Level	GLH
Digital Functional Skills	Entry 3	55

The NOCN qualification is based upon the Department for Education's (DfE) Subject Content which were derived from the [National standards for Essential Digital Skills](#).

NOCN Digital Functional Skills Qualification at Level 1

The NOCN Digital Functional Skills Qualification at Level 1 is a qualification with a Total Qualification Time (TQT) of 60 hours including 55 Guided Learning Hours (GLH).

Component	Level	GLH
Digital Functional Skills	1	55

The NOCN qualification is based upon the Department for Education's (DfE) Subject Content which was derived from the [National standards for Essential Digital Skills](#).

2.2. Total Qualification Time (TQT)

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve these qualifications.

TQT is split into two areas:

Area	Example of activities
1. Guided Learning Hours (GLH): • learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training. • includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.	• Classroom-based learning supervised by a teacher. • Work-based learning supervised by a teacher. • Live webinar or telephone tutorial with a teacher in real time. • E-learning supervised by a teacher in real time. • All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training. • Exam time
2. Other Learning Hours (OLH): • An estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including: ○ preparatory work ○ self-study ○ any other form of education or training, including assessment	• Independent and unsupervised research / learning • Unsupervised compilation of a portfolio of work experience • Unsupervised e-learning • Unsupervised e-assessment • Unsupervised coursework • Watching a pre-recorded podcast or webinar • Unsupervised work-based learning

2.3 Qualification Delivery

Centres are free to use any method of delivery for these qualifications. For example, they could be delivered full time, part time, remotely or using a combination of methods.

2.4 Assessment and Grading

Learners must achieve the pass mark for the assessment to be awarded the qualification.

The assessments for both the Entry 3 and Level 1 qualifications are set and marked by NOCN and made available on the NOCN assessment platform. The controlled assessment comprises:

1. Scenario-based tasks
2. Knowledge test (MCQ items)

The scenario-based tasks will test learners' ability to use practical skills and apply their knowledge in an integrated way. The knowledge items will test learner recall and application of knowledge.

Over a series of assessments all of the DfE Skills Areas and Subject Content will be covered.

Control of Assessments

The assessments are designed to be a robust test of the learners' skills and knowledge and they must be taken under controlled conditions, in line with the instructions in Appendix 1.

Access to the NOCN Assessment Platform will be provided by NOCN to each learner once centres have registered learners onto Quartzweb. Each assessment comprises two sections. The scenario-based tasks and knowledge items (MCQ) are completed consecutively in a single sitting in controlled conditions.

Learners will be given access to NOCN Assessment Platform by NOCN, but the assessments will not be accessible to learners until the scheduled assessment time. Learners are not permitted to see any parts of the assessment prior to their scheduled assessment time. The assessments are unlocked by the invigilator. Once learners have completed the assessment, they must submit their responses or when the timer for the assessment runs down any responses the learner has completed will automatically be submitted.

The data files for assessments will be available for centres to access on NOCN's vLearn platform. The centre will ensure that these are made available for learners to use during their assessment.

A sample assessment is available for centres and learners. We highly recommend that learners are given the chance to go through the sample assessment as this will enable them to practice in an environment which mirrors the live assessment.

Invigilators must be comfortable with the number of learners they are invigilating. Examination centres may choose to have more than the minimum required members of invigilation staff e.g. One invigilator with supporting invigilator/s, to accommodate larger cohorts.

At Entry 3, NOCN's Examination and Invigilation Policy sets a maximum number of learners which a single invigilator can oversee: 30 learners.

At Level 1, NOCN's Examination and Invigilation Policy sets a maximum number of learners which a single invigilator can oversee: 30 learners. However, where a second device is required the maximum number of learners that can be invigilated by a single invigilator is 15. At the time of assessment allocation by NOCN, the centre Exams Officer is informed if the assessment allocated for use, will require a second device.

Assessment Times and Marks

The timings we have set reflect the subject content requirement ensuring that the coverage and content are efficiently met and managed. The timings ensure that the assessment is fit for purpose, can be delivered efficiently, and allows each learner the opportunity to generate sufficient evidence to demonstrate their knowledge and skills.

The marks for each section are aggregated into a total mark for the assessment. The knowledge test forms 25% of the available marks for Entry 3 and 26% for Level 1.

NOCN advise that all tasks/questions must be completed. All assessments are externally set. Each assessment has detailed guidelines which outline how the assessments must be administered.

Qualification Level	Scenario-based tasks	Knowledge test (MCQ)	Marks
Entry 3	1 hour 15 minutes	15 minutes	40*
Level 1	1 hour 45 minutes	15 minutes	46*

(*Marks shown are for the full assessment.)

Marking of Assessments

These qualifications are marked by NOCN.

Issuing Results

We aim to issue results to centres in 10 working days from the date that the assessment is taken.

New assessments will adhere to a regulatory awarding process to set pass marks. In these cases, we will aim to issue results in 30 working days from the date of the assessment. NOCN sets a notional pass mark. This is used to ensure all new assessments are written to a consistent standard. NOCN uses the awarding process to evaluate each new assessment to ensure the level of difficulty across a series of papers and over time. This means that the final pass mark for an assessment may change.

Grading

The qualifications are graded at Pass/Fail.

2.5. Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the **NOCN Reasonable Adjustments and Special Considerations Policy and Procedure** found on the NOCN website at www.nocn.org.uk

This policy gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre Approval process requires the Centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination, which will be reviewed by NOCN.

Please refer to the **NOCN Quality Assurance Manual** for further details.

3. Centre Information

3.1. Required Resources for Delivering the Qualification

As part of the requirement to deliver these qualifications there is an expectation that staff undertaking roles as part of the delivery and assessment of these qualifications have a demonstrable level of expertise.

NOCN expects that Tutors are able to demonstrate the following competencies:

3.1.1 Tutor/Assessor Requirements

As a minimum, Tutors/Assessors must:

- Be technically competent within the subject area.
- Keep up to date with industry best practice for the duration of their role.
- The minimum expectation is that the level of competence of the Tutor should be at the same level as the training that is to be delivered.
- It is recommended that Tutors hold or be working towards a recognised education and training qualification.

3.1.2 Continuing Professional Development (CPD)

Centres are expected to support their staff, ensuring that their subject knowledge remains current and that their members of staff are up to date with regards to best practice in delivery, assessment and quality assurance.

3.1.3 External Quality Assurance

Once recognised as a Centre, NOCN will allocate an External Quality Assurer. The External Quality Assurer will have ongoing responsibility for monitoring the Centre's compliance with the requirements of centre approved status.

The External Quality Assurer will:

- Monitor the Centre's compliance with the Centre Recognition reviewing course documentation, communicating with managers, tutors, learners, quality assurance and administrative staff.

- Verify invigilation processes.

Refer to the **NOCN Quality Assurance Manual** for further information on the External Quality Assurance process. This can be found on the NOCN website at www.nocn.org.uk

3.2. Offering the Qualification

Existing Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering this qualification, please contact: business-enquiries@nocn.org.uk, alternatively use Horizon to add this qualification to your Centre.

New Centres

If you are interested in offering this qualification, but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN Centre and offering this qualification please see **Become a Registered Centre** on our website <https://www.nocn.org.uk/customers/nocn-centres/> and click Become a Centre.

4. Component Information

The qualifications at Entry 3 and Level 1 each consist of one component. These are based on the Department for Education's Subject Content, see website below. A copy of this is found in appendix 2.

[Department for Education's Subject Content](#)

To ensure that assessments are valid and not predictable, NOCN have provided a disaggregated subject content table in Appendix 3 for Entry level 3 and Level 1 assessments. The disaggregated subject content tables split out the subject content where there are multiple criteria for example:

- 1.1 Know the main features and uses of different types of device (including desktop, laptop, mobile devices, smart devices)
 - a desktop
 - b laptop
 - c mobile devices
 - d smart devices

The subject content for 1.1 has four devices identified. For the disaggregated subject content, desktop has become a, laptop has become b etc.

This is included in the Qualification Specification as a guide for centres on how we map the subject content and can be used as a guide when teaching the subject content to ensure full coverage of the subject content.

Appendix 1 – Instructions for Conducting Assessments for Digital Functional Skills Qualifications at Entry 3 and Level 1

The assessments for the Digital Functional Skills Qualifications include online assessments delivered on the NOCN assessment platform. These instructions must be read in conjunction with the Assessment Preparation Instructions for Tutor available in vLearn.

1. Role of the Invigilator

The invigilator is the person with responsibility for conducting a particular assessment session for learners.

Invigilators have a key role in upholding the integrity of the assessment process.

The role of the Invigilators is to ensure that assessments are conducted in accordance with NOCN requirements, in order to:

- Enable all learners to demonstrate their abilities and knowledge.
- Prevent possible learner malpractice.
- Prevent possible IT systems failures.
- Ensure that NOCN identified requirements are adhered to.

The Invigilators must:

- Be appropriately trained in their duties and responsibilities.
- Give due diligence in conducting the assessments.
- Release the assessment for the learners only immediately before the assessment.
- Be fully conversant with NOCN and regulatory requirements for confirming learner identity.
- Inform the head of the centre if they suspect that the integrity of the assessment process has been compromised.

1.1 Who can conduct the assessments?

Invigilators must be responsible and appropriately trained in their duties. The tutor must not have any involvement in the invigilation of their own learners.

The Invigilator must:

- Ensure that the centre has given the learner access to all folder/files that will be required for the assessment.
- Inform learners that they must follow instructions on NOCN assessment platform.
- Instruct learners that they must not have access to items other than those stated in the instructions on the assessment or the NOCN Qualification Specification.
- Control the use of devices such as mobile phones and tablets, so that learners have access to them at the appropriate point in their assessment.

- Remind learners that devices should be used for completing tasks in the assessment only.
- Control and monitor learners use of the internet so that they use the internet at specific points during the assessment.
- Ensure any course material is removed from desks and stored until the end of the assessment.
- Ensure any other material that is not required for the assessment is removed from their desk.
- Specify the duration of the assessment and that the NOCN assessment platform will count down once the assessment time has commenced.
- Ensure that all learners have opened and logged in to relevant assessment systems.
- Announce clearly to learners when they may begin and be present in the room at all times.
- Adhere to [NOCN Examination and Invigilation Policy and Procedure](#)

1.2 During the Assessment

Invigilator must:

- Supervise learners throughout the whole time that an assessment is in progress.
- Control the use of secondary devices such as mobile phones. The secondary device can only be used in Part A (Scenario-based tasks) of the assessment.
- When this symbol is visible on the Level 1 assessment, this will indicate that a second device is required.



This means that:

- Invigilators must be vigilant and remain aware of emerging situations.
- Invigilators must not carry out any other activities for the duration of the assessment.

The Invigilators must not:

- Comment on the content of the assessments.
- Offer any advice or comment on the work of a learner.
- Allow the use of the internet or other devices during Part B (Knowledge questions).

The Invigilators may:

- Assist learners with logging into relevant assessment systems.

At the end of the assessment the Invigilators should:

- Ensure that all learners have submitted their work on the NOCN Assessment platform.
- For each learner that has used their second device to complete a task, monitor on an individual learner basis that all work from cloud storage has been deleted.
- For any centre devices used to complete a task using cloud storage all downloaded work should be deleted.
- Remove all files downloaded and uploaded from the main device including the recycling bin.

Appendix 2 – Subject Content

Subject Content: Entry Level

[Department for Education's Subject Content](#)

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 below.

- 1.1. Know the main features and uses of different types of device (including desktop, laptop, mobile devices, smart devices).
- 1.2. Know what an application is and the main types of application software (including email clients, web browsers, mobile device applications, security applications, word processors, presentation software).
- 1.3. Apply system settings (including display, sound, Wi-Fi, time, language, accessibility).
- 1.4. Navigate online content to locate required information.
- 1.5. Carry out searches on the internet (including information, images, 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).
- 1.7. Use files and folders to organise and retrieve information (including local and remote storage).
- 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).

- 1.9. Apply a solution to solve a simple technical problem (including restarting a device to address a system error, correcting a user error).

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.

- 2.1 Use a suitable application to enter, edit and format text (including bold, underline, italics, font sizes and colours, text alignment, bulleted lists, numbered lists).
- 2.2 Use a suitable application to enter, edit and format graphics (including position, size).
- 2.3 Combine different types of information (including text, graphics, images) for a given purpose.
- 2.4 Capture digital media (including image, video) and view in a suitable application.

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.

- 3.1 Create and edit details in a contacts list.
- 3.2 Compose and reply to online communications comprising text and other digital content to individual and multiple recipients.
- 3.3 Initiate and participate in a video call.

- 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.

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.

- 4.1 Complete and submit an online form (including personal details) and comply with data validation.
- 4.2 Comply with verification checks to complete an online transaction.

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.

- 5.1 Understand the need to stay safe and respect others when using the internet and communicating online.
- 5.2 Know simple methods to protect personal information and privacy online (including

not sharing personal information, looking for HTTPS when logging in).

- 5.3 Set up and use security features (including authentication methods) to access devices and online services.
- 5.4 Understand the benefits of using security software (including anti-virus, firewall) to protect against online risks.
- 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.

Subject content: Level 1

[Department for Education's Subject Content](#)

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 below.

- 1.1 Carry out searches on the internet (including use of keywords, exact phrases, search filters).
- 1.2 Take account of currency, reliability and copyright when selecting information from the internet.
- 1.3 Understand that search results may include sponsored results or advertisements, and be able to recognise these.
- 1.4 Carry out searches for files (including on file names, partial file names, file content).
- 1.5 Create and use a hierarchical folder structure to organise files and use an appropriate file naming convention.
- 1.6 Save a file on cloud storage using one device and open it on another device.
- 1.7 Know and be able to appropriately use terminology (including bytes, kilobytes, megabytes, gigabytes, terabytes) describing data storage requirements.
- 1.8 Know and understand limitations on file sizes when using some online services, and the benefits of using file compression to make effective use of storage capacity and to reduce data transfer times.
- 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.

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.

- 2.1 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.
- 2.2 Use appropriate layout conventions for information (including formal and informal communication, presentation, advertisement) and audiences (including familiar, unfamiliar audience).
- 2.3 Edit (including caption, crop, resize, change contrast, change colour balance) an image using an appropriate tool.
- 2.4 Process numeric data using simple formulae (including sum, subtraction, multiplication, division, maximum, minimum, average) using relative cell references.
- 2.5 Process (including sort, filter) numeric data by values in a column.
- 2.6 Format numeric data (including font sizes, font styles, alignment, cell formatting, merging cells, splitting cells, row height, column width).
- 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).

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.

- 3.1 Use email for a range of contexts and audiences.
- 3.2 Use online messages (including instant message, text message, social media) for a range of contexts and audiences.
- 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).

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.

- 4.1 Manage account settings for an online service (including personal details, login credentials, marketing and communication preferences).
- 4.2 Complete online forms and upload documents or images.
- 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).

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.

- 5.1 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.
- 5.2 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).
- 5.3 Know how to backup files to the cloud.
- 5.4 Know how to avoid exposure to malware (including worms, trojans and ransomware).
- 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.

Appendix 3 – Disaggregated Subject Content

Disaggregated Subject Content – Entry 3

Subject Content - DFSQ – Entry 3		
UNIT 1		USING DEVICES AND HANDLING INFORMATION
1.1		Know the main features and uses of different types of devices (including desktop, laptop, mobile devices, smart devices)
	a	desktop
	b	laptop
	c	mobile devices
	d	smart devices
1.2		Know what an application is and the main types of application software (including email clients, web browsers, mobile device applications, security applications, word processors, presentation software)
	a	email clients
	b	web browser
	c	mobile device applications
	d	security application
	e	word processors
	f	presentation software
1.3		Apply system settings (including display, sound, Wi-Fi, time, language, accessibility)
	a	display
	b	sound
	c	Wi-Fi
	d	time
	e	language
	f	accessibility
1.4		Navigate online content to locate required information
1.5		Carry out searches on the internet (including information, images, videos)
	a	information
	b	images
	c	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)
	a	creating a file
	b	opening a file
	c	reading information from a file
	d	editing a file
	e	saving a file
1.7		Use files and folders to organise and retrieve information (including local and remote storage)
	a	local storage
	b	remote storage
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)
	a	system errors ...device crashing
	b	freezing
	c	slow response
	d	and user errors ... using incorrect credentials
	e	incorrectly connecting hardware
1.9		Apply a solution to solve a simple technical problem (including restarting a device to address system error, correcting a user error).
	a	restarting a device to address system error
	b	correcting a user error
UNIT 2		CREATING AND EDITING
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)
	a	bold
	b	underline
	c	italics
	d	font sizes
	e	colours
	f	text alignment
	g	bulleted lists
	h	numbered lists
2.2		Use a suitable application to enter, edit and format graphics (including position, size)
	a	position
	b	size

2.3		Combine different types of information (including text, graphics, images) for a given purpose
	a	text
	b	graphics
	c	images
2.4		Capture digital media (including image, video) and view in a suitable application
	a	image
	b	video
UNIT 3		COMMUNICATING
3.1		Create and edit details in a contacts list
3.2		Compose and reply to online communications comprising text and other digital content to individual and multiple recipients
	a	individual recipient
	b	multiple recipients
3.3		Initiate and participate in a video call
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
	a	social media activity
	b	web searches
	c	emails
UNIT 4		TRANSACTIONING
4.1		Complete and submit an online form (including personal details) and comply with data validation
4.2		Comply with verification checks to complete an online transaction
UNIT 5		BEING SAFE AND RESPONSIBLE ONLINE
5.1		Understand the need to stay safe and respect others when using the internet and communicating online
5.2		Know simple methods to protect personal information and privacy online (including not sharing personal information, looking for HTTPS when logging in)
	a	not sharing personal information
	b	looking for HTTPS when logging in
5.3		Set up and use security features (including authentication methods) to access devices and online services
5.4		Understand the benefits of using security software (including anti-virus, firewall) to protect against online risks
	a	anti-virus
	b	firewall

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
	a	pain from poorly positioned equipment and/or bad posture
	b	repetitive strain injury
	c	eye strain

Disaggregated Subject content – Level 1

Subject Content - DFSQ - Level 1		
UNIT 1		USING DEVICES AND HANDLING INFORMATION
1.1		Carry out searches on the internet (including use of keywords, exact phrases, search filters)
	a	keywords
	b	exact phrases
	c	search filters
1.2		Take account of currency, reliability and copyright when selecting information from the internet
	a	currency
	b	reliability
	c	copyright
1.3		Understand that search results may include sponsored results or advertisements, and be able to recognise these
	a	sponsored result
	b	advertisement
1.4		Carry out searches for files (including on file names, partial file names, file content)
	a	file names
	b	partial file names
	c	file content
1.5		Create and use a hierarchical folder structure to organise files and use an appropriate file naming convention
1.6		Save a file on cloud storage using one device and open it on another device
1.7		Know and be able to appropriately use terminology (including bytes, kilobytes, megabytes, gigabytes, terabytes) describing data storage requirements
	a	bytes
	b	kilobytes
	c	megabytes
	d	gigabytes
	e	terabytes

1.8		Know and understand limitations on file sizes when using some online services, and the benefits of using file compression to make effective use of storage capacity and to reduce data transfer times
	a	limitations on file sizes
	b	file compression
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.
	a	when to reinstall an application
	b	change Wi-Fi settings
	c	change a system or software setting
UNIT 2		CREATING AND EDITING
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
	a	word-processing
	b	document or web presentation software
	c	text
	d	tables
	e	graphics
	f	charts
2.2		Use appropriate layout conventions for information (including formal and informal communication, presentation, advertisement) and audiences (including familiar, unfamiliar audience)
	a	formal and informal communication
	b	presentation
	c	advertisement
	d	familiar audience
	e	unfamiliar audience
2.3		Edit (including caption, crop, resize, change contrast, change colour balance) an image using an appropriate tool.
	a	caption
	b	crop
	c	resize
	d	change contrast
	e	change colour balance
2.4		Process numeric data using simple formulae (including sum, subtraction, multiplication, division, maximum, minimum, average) using relative cell references
	a	sum
	b	subtraction

	c	multiplication
	d	division
	e	maximum
	f	minimum
	g	average
2.5		Process (including sort, filter) numeric data by values in a column
	a	sort
	b	filter
2.6		Format numeric data (including font sizes, font styles, alignment, cell formatting, merging cells, splitting cells, row height, column width)
	a	font sizes
	b	font styles
	c	alignment
	d	cell formatting
	e	merging cells
	f	splitting cells
	g	row height
	h	column width
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)
	a	appropriate type of chart
	b	chart title
	c	axis titles
	d	data legends
	e	data labels
UNIT 3		COMMUNICATING
3.1		Use email for a range of contexts and audiences
3.2		Use online messages (including instant message, text message, social media) for a range of contexts and audiences
	a	instant message
	b	text message
	c	social media
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)
	a	use of privacy tools to manage cookies and website tracking
	b	private browsing
	c	restricting GPS information
UNIT 4		TRANSACTIONING

4.1		Manage account settings for an online service (including personal details, login credentials, marketing and communication preferences)
	a	personal details
	b	login credentials
	c	marketing and communication preferences
4.2		Complete online forms and upload documents or images
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)
	a	checking for the padlock next to the URL in the browser
	b	checking if the website appears professional with a legitimate domain name
	c	checking reviews
UNIT 5		BEING SAFE AND RESPONSIBLE ONLINE
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
	a	right to see what personal data organisations hold about you
	b	right to withdraw consent
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)
	a	private browsing
	b	social media settings
	c	settings on a mobile device to restrict or grant GPS location information
	d	using a secondary email address
5.3		Know how to backup files to the cloud
5.4		Know how to avoid exposure to malware (including worms, trojans and ransomware)
	a	worms
	b	trojans
	c	ransomware
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
	a	weight gain
	b	decline in physical fitness
	c	poor sleep patterns

Appendix 4 - Glossary of terms

Word	Definition
Accessibility	The ease of use of a device, an application or content by a user.
Application	A program designed for a specific purpose, such as word processing or graphic design.
Attachment	A file (or files) attached to an email or other form of electronic communication by the sender, and which can be read by the recipient.
Authentication	In the context of computer systems, authentication is a process that ensures and confirms a user's identity.
Browser	An application used to find and display information on the World Wide Web.
Cloud	The cloud refers to software and services that run on the Internet, instead of locally on your computer.
Cloud provider	A cloud provider is a company that delivers cloud computing-based services and solutions to businesses and/or individuals.
Cloud-based services	A cloud-based service is any service made available to users on demand via the Internet from a cloud computing provider's server, as opposed to being provided from a company's own on-premises servers.
Contacts	Information on an individual (usually including an email address, telephone number, or similar) stored within a software application so that the person can be contacted.
Collaboration tools	Functionality in applications designed to help people involved in a common task achieve their goals e.g. shared editing of a document.
Content	A broad term for digital information, typically includes text, images and other rich media.
Credentials	A set of identifiers, attributes or information with which a user proves their claim to an identity/ account and enables authorised access to systems, information and services.
Currency	The fact or quality of being generally accepted or in use.

Data	A structured set of numbers, representing digitised text, images, sound, video or other information which can be processed or transmitted by a device.
Device	A piece of hardware or equipment that contains a microprocessor. Examples include PCs, laptops, smartphones, tablets and smartwatches.
Digital collaboration	Digital collaboration is an interaction between two or more people, mediated by a computer.
Digital content	Any media created, edited or viewed on a device, such as text, images, sound, video, and combinations of these (i.e. multimedia).
Digital environment	Digital devices, applications and infrastructure that people use in life and work.
Digital footprint	The (distributed) information about a person that exists on the Internet as a result of their online activity, and which can be used to identify a person. It includes the websites you visit, your search history, messages you send, and information you submit to online services.
Digital media	Digitised content that can be stored and processed in a device and transmitted over the internet or computer networks. This can include text, audio, video, and graphics.
Directory	See folder.
Document	A collection of digital content which can be created and edited on a device and stored in a file, and is often (although not always) intended for subsequent printing.
External storage	A device that stores information outside a computer. Such devices may be permanently attached to the computer or may be removable or may be accessible over a network.
File	A store for data (e.g. a document, image, spreadsheet, database, etc.) which is typically stored on a hard drive or solid-state drive.
File naming conventions	A file naming convention is a way of naming files that describes or indicates the content of the file or the use it is put to, and optionally includes date and/or time information.
Folder	A folder (also called a directory) is a way to organise computer files. Files can be placed into a folder to group them together. Typically, folders can contain other folders to create a hierarchical storage system.

GPS - Global Positioning System	Global Positioning System (GPS) is a satellite navigation system used to determine the ground position of an object.
Graphic	Visual representation of information in the form of diagrams, graphs and pictures.
Hierarchy	A hierarchy is an arrangement of items in which the items are represented as being "above", "below", or "at the same level as" one another.
HTTP - Hypertext Transfer Protocol.	HTTP is the underlying protocol used by the World Wide Web to transmit messages between browsers and web servers.
HTTPS - HTTPS stands for Hypertext Transfer Protocol Secure	HTTPS stands for Hypertext Transfer Protocol Secure. It is the protocol where encrypted HTTP data is transferred over a secure connection.
Information	Information is data that has meaning and is understood by a human being.
Layout	The organisation of certain elements within a page. The 'elements' are usually images, text and perhaps active components such as video or animations. Layouts are usually for a purpose and audience – for example, a technical report for managers demands a different layout to a flyer for customers.
Local storage	A hard drive or solid-state drive directly attached to the device being referenced.
Messaging	Transferring content or information (text, images, voice) from one person or device to another, by using any medium of digital communication.
Metadata	Metadata is data about data. It often provides information about the content of a digital item. For example, a file may have metadata indicating the size of the file, the format of the file, the creation date of the file, etc.
Multifactor Authentication - Multi-factor authentication (MFA)	Multi-factor authentication (MFA) is a security mechanism in which individuals are authenticated through more than one required security and validation procedure.
Numerical data	Data that is measurable, such as time, height, weight, amount, etc.
Online communication	A form of communication, using the various means available on the Internet to communicate and interact online to relay a message to a targeted audience, including email, instant message, text message, social media, blog, collaboration tools and services.

Online content.	A broad term for digital information on the internet, typically includes text, images and other rich media.
Online information service	An online source of information provided by the relevant authority or organisation. Examples include government and local authority websites, school websites, weather services, etc.
Operating system	An operating system provides a platform on which applications can run and allows input from the user, and also manages files and directories on the data storage system.
Patch	A patch is a set of changes to a computer program designed to update, fix, or improve it. This includes fixing security vulnerabilities and other bugs. Keeping a software system up to date with the latest patches is known as keeping it “patched”.
Personal data	Personal data is information that relates to an identified or identifiable individual.
Phishing	Describes fraudulent emails, texts or other messages designed to make the user share personal information such as login IDs, passwords and account numbers, which they may use to steal money, an individual’s identity or gain access to an individual’s device.
Private communication	An online communication to a private audience (specific individuals), e.g. a text message, direct message or email.
Preferences	Preference settings allow a user to select basic settings for an application, website or programme. It is a way of customising the application, website or programme to suit the user.
Public communication	An online communication to a public audience, e.g. a social media message or posting to an online forum. A public message is visible to anyone using a given communication channel.
Reliable	That which can be trusted.
Remote storage	A hard drive or solid-state drive which is not directly attached to a device but is accessible from that device via a network or the Internet, for instance via the Cloud.
Rich media	Typically, images, audio, videos etc. are considered rich media.
Search engine	A search engine is an online service which enables users to search for content on the web. A user enters keywords or

	phrases into the search engine and receives a list of results in the form of links to web pages, images, videos etc.
Search engine ranking	The position at which a particular site appears in the results of a search engine query.
Sharing	Making information accessible, by using digital technology, to specific individuals or more widely.
Shared desktop	Desktop sharing is a common name for technologies and products that allow remote access and remote collaboration using a person's computer desktop.
Synchronisation	The process of making two or more data storage devices or software applications or devices have the same information at a given time.
Tagging	Tagging is attaching some kind of information or label to a piece of digital content.
Transactional online service	Transactional services are online services which require the user to supply information in multiple steps, following the provided instructions at each step. Examples include central government services (e.g. applying for a passport, benefit calculators, accessing your income tax information, etc.), local government services (e.g. paying council tax online, requesting a refuse uplift (i.e. collection of household rubbish), etc.), applying for jobs, organising finances, etc.
URL	The address of a World Wide Web page.
Verification check	A check carried out (typically when creating a new online account) to ensure that the user has entered their details. Usually this will entail responding to an email sent to the email address they have entered when setting up the account.
Video call	A call between two people at remote locations, using digital devices to provide a video and audio link between the two.
Video conference	A meeting between a group of people at remote locations, enabled by using computers or other digital devices to provide a video and audio link between all group members. Video conferences also often allow individuals to present information to the group, with all attendees seeing the same information at the same time.



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