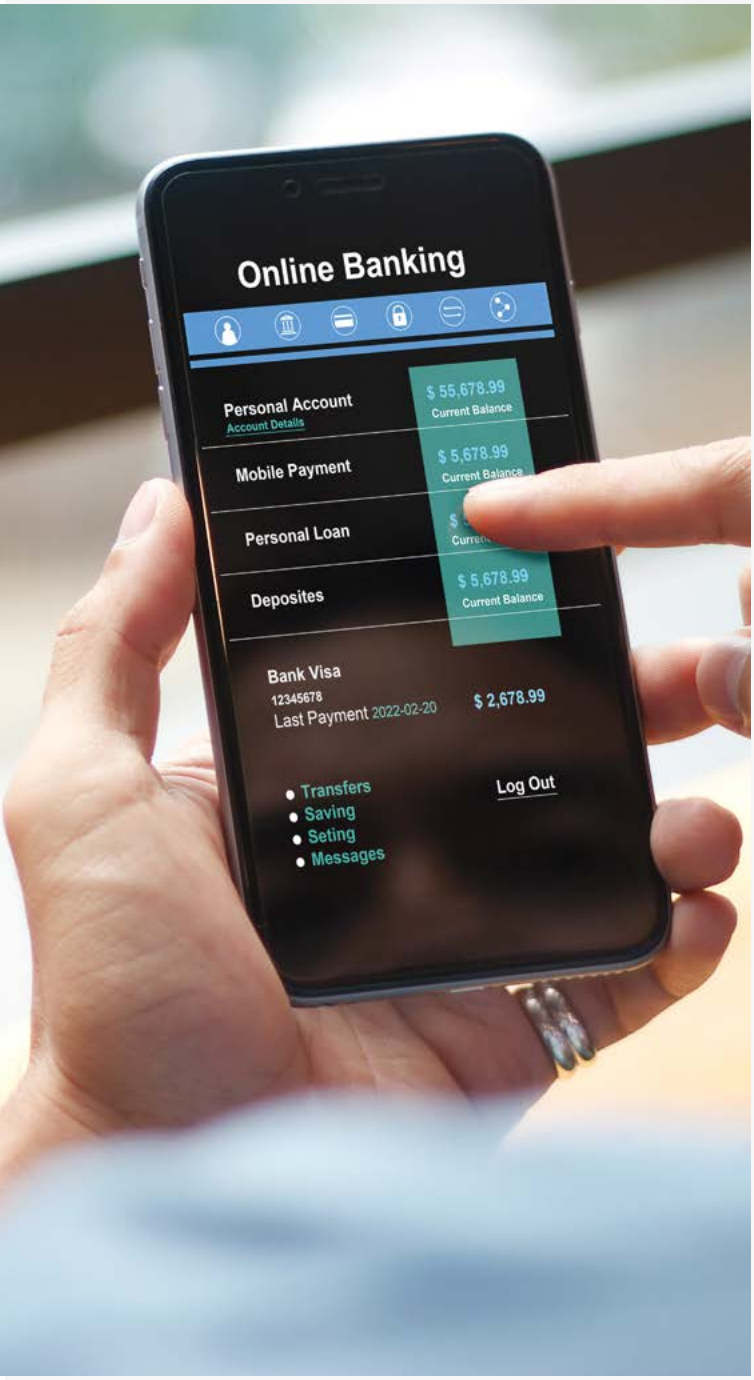
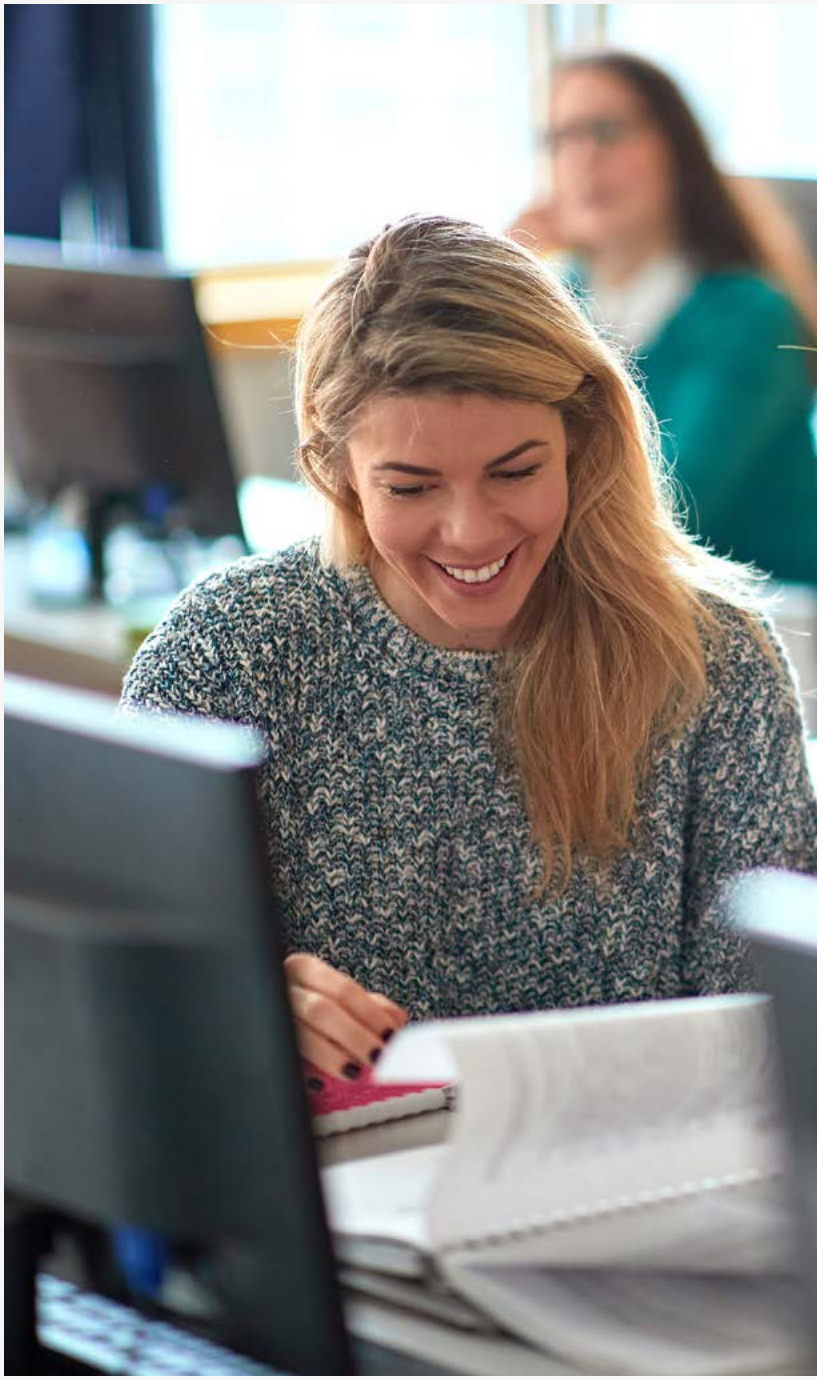
BCS LEVEL 1
DIGITAL FUNCTIONAL SKILLS

Qualification Guide





The Chartered Institute for IT

July 2023 v0.4

(QAN: XXX/XXXX/X)

Contents

Introduction

It is estimated by the UK Government that 17 million people, around a fifth of the population, lack the digital skills required for work and life.

With innovations in technology and the growing demand for online services, it is important to ensure that all individuals are able to participate in life, work, and further study by providing them with the opportunity to gain these increasingly important digital skills. (FE Week, The Importance of Digital Skills in Adult Education & Employment, 2022)

The BCS Level 1 Digital Functional Skills qualification has been created to help ensure Learners benefit from improved qualifications that reflect our increasingly digital world.

From August 2023, the Level 1 Digital Functional Skills qualification will replace the existing Functional Skills Qualification in ICT.

BCS, The Chartered Institute for IT

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

Qualification Suitability and Overview

The BCS Level 1 Digital Functional Skills qualification is suitable for all Learners of any age range and could be used by Learners who want or need to develop their skills at this level. It could also be used by Learners looking to progress and take an apprenticeship.

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

The Entry Level 3 and Level 1 Digital Functional Skills qualifications will replace the existing Functional Skills Qualifications in ICT from August 2023. The Digital Functional Skills qualifications are important components of apprenticeship frameworks and valuable standalone qualifications. These qualifications will provide:

- Reliable evidence of a learner's achievements against content that is relevant to the workplace and real life.
- Assessment of a learner's knowledge and skills as well as their ability to apply these in different context.
- A foundation for progression into employment or further education and develop skills for everyday life.

The BCS Level 1 Digital Functional Skills qualification is composed of five content areas:

- **Using Devices and Handling Information**
  Learners will be able to find, store and organise information both on and offline as well as resolving a range of common problems.
- **Creating and Editing**
  Learners will be able to create and format a range of documents and digital media to meet their needs including tables, charts, images, and text. Learners will also be processing numerical data and using simple formulae.
- **Communicating**
  Learners will be able to use a range of communication methods safely and appropriately, while being security conscious.
- **Transacting**
  Learners will be able to complete a range of transactions online, including the completion of online forms and managing account preferences. Learners will also be able to identify and minimise risks while making payments online.
- **Being Safe and Responsible Online**
  Learners will display responsible and appropriate conduct online. Learners will also be able to use digital technology in a way that supports their physical and mental health.physical and mental health.

Initial Assessment

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

BCS Level 1 Digital Functional Skills	
QAN	XXX/XXXX/X
Entry Requirements	N/A
Guided Learning Hours (GLH)	55
Total Qualification Time (TQT)	60
Assessment Method	One online assessment
Outcome	Pass/Fail

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

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

Although there are no formal entry requirements, Learners enrolling onto the BCS Level 1 Digital Functional Skills qualification may require development in the following areas to allow them to participate in the course;

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

Learner Progression

By completing this qualification learners will gain confidence, experience and knowledge in using digital skills to further their careers and to make their day to day lives easier.

Syllabus

1. Using Devices & Handling Information (33%)

Learners will be able to:

1.1 Carry out searches on the internet.

Indicative content	Guidance
a. Keywords. b. Refining a search with exact phrases. c. Applying search filters. d. Voice search.	Learners should be able to use a web browser such as Google Chrome or similar to undertake a search using keywords. They should understand how to improve their search using exact phrases and applying filters. They should also be aware of additional accessibility features in a web browser such as voice search.

1.2 Take account of currency, reliability and copyright when selecting information from the internet.

Indicative content	Guidance
a. Evaluating the reliability of information. • Source/author. • Published date. • Accuracy/errors. • Suspicious links. b. Identifying copyrighted information. c. Free and paid for information.	Learners should be able to select information based on the factors listed, knowing which information to avoid that could be unreliable.

1.3 Understand that search results may include sponsored results or advertisements, and be able to recognise these.

Indicative content	Guidance
a. Sponsored search results. b. Advertisements. • Banner ads/web banners. • Popups.	Learners should be able to identify sponsored results as well as advertisements that may appear when using websites, and how these may encourage them to click through to other websites or purchase items.

1.4 Carry out searches for files.

Indicative content

a. Using the search feature to find a file.
b. Search by;
   - File types; Document (doc), Presentation (ppt), Spreadsheet (xlsx, csv), PDF, Image (jpg, png), Video (mp4), Audio (mp3, wav)
   - File name.
   - Partial file name.
   - File content (date created/last edited, author, type)

Guidance

Learners should know how to search for specific files based on type, name and other information that allows it to be searched and identified.

1.5 Create and use a hierarchical folder structure to organise files and use an appropriate file naming convention.

Indicative content

a. Location/file directory.
b. Folders and subfolders.
c. File naming conventions.

Guidance

Learners should be able to create a suitable folder structure for a set of files, apply logical naming conventions and understand the implications of not doing this.

1.6 Save a file on cloud storage using one device and open it on another device.

Indicative content

a. Saving to the cloud from within an application.
b. Opening files from the cloud (mobile apps)
c. Sharing a file from the cloud.

Guidance

Learners should be able to use a cloud storage service e.g. OneDrive, Google Docs, Dropbox. This includes using online and mobile cloud applications that they can access on more than one device, as well as the save options available within other applications e.g. when saving a word processed document. They should also know how to share a file saved to the cloud with other users.

1.7 Know and be able to appropriately use terminology describing data storage requirements.

Indicative content

a. File sizes; bytes, kilobytes, megabytes, gigabytes, terabytes.
b. Storage types and capacity; cloud, removable (SD, USB drive), hard drive, internal storage (mobile device).

Guidance

Learners should be able to identify different sized files based on their description and the relevance of this to file storage capacity.

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.

Indicative content

a. Email attachments.
b. File size upload and storage limits.
c. Data transfer speeds: Megabits per second (Mbps).
d. File compression;
   - Benefits.
   - Zip file/folder.
   - Video and image compression (e.g. mp3, mp4).
   - File saving options.

Guidance

Learners should understand the limitations of sending and sharing files online, particularly larger files, when using methods such as email or file upload/transfer.

They should be familiar with the concept of data transfer speeds (Mbps) and how this impacts the time if takes to share and transfer files online.

They should understand the benefits of file compression and how this can improve data transfer speed and reduce the amount of storage required. They should be aware that quality can sometimes be reduced when compressing files (e.g. audio, video, images).

1.9 Use online resources to identify solutions to common technical problems and apply the solution.

Indicative content

a. Online help facilities, forum, tutorials.
b. Resolving common technical problems to;
   - Reinstall or update an application.
   - Change Wi-Fi settings (manage connection).
   - Change a system or software setting.

Guidance

Learners should be able to identify when a common technical problem arises and know how to access and use online resources in order to resolve the issue.

2. Creating & Editing (26%)

Learners will be able to:

2.1 Use suitable applications, to enter, edit, format, layout and save information for a range of purposes and audiences.

Indicative content

a. Choosing which application to use for the intended purpose;
   - Word-processing.
   - Presentation.

b. Formatting text;
   - Fonts, size, bold, italic, underline.
   - Styles (paragraph/body, heading 1, heading 2, heading 3)
   - Colours.
   - Alignment.

c. Tables;
   - Columns and rows.
   - Formatting table headings.

d. Graphics.

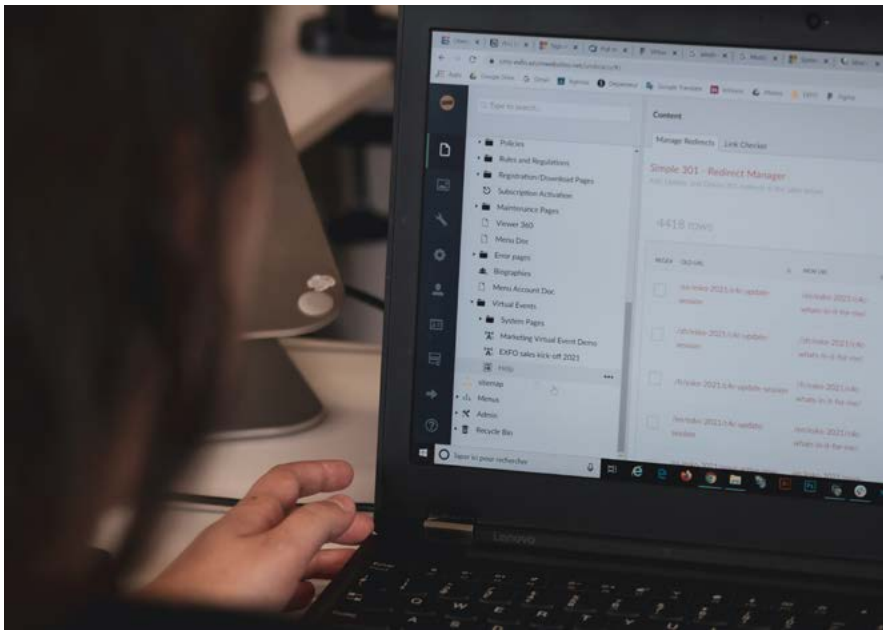
e. Charts. (pie, bar)

f. Layouts.

g. Saving.

Guidance

Learners should be familiar with using Microsoft Word and Microsoft PowerPoint to create and edit different types of documents and presentations. They should know how to use the functions available to insert and format tables, graphics and charts.



2.2 Use appropriate layout conventions for information and audiences.

Indicative content

a. Audience;
   - Familiar, unfamiliar

b. Communication style;
   - formal, informal.

c. Types of information;
   - Business report.
   - Presentation.
   - Advertisement.

d. Templates and layouts.

e. Brand guidelines.

Guidance

Learners should understand the need to adjust their communication style for different audiences within different types of information. This includes using templates and branding styles that may be used by a business.

2.3 Edit an image using an appropriate tool.

Indicative content

a. Insert image.
b. Resize.
c. Crop.
d. Brightness and contrast.
e. Colour balance.
f. Caption.

Guidance

Learners should be able to import an image from a saved file or device into a Microsoft Word document or PowerPoint presentation. They should know how to use the options available to edit and caption an image, and how to resize an image using the height and width options in the ribbon. They should also be familiar with the tools available to edit images when editing an image on a mobile phone (e.g. camera app).

2.4 Process numeric data using simple formulae using relative cell references.

Indicative content

a. Formulas.
   - Add, subtract, multiply, divide values across a range of cells.
b. Auto-sum.
c. Functions.
   - SUM
   - MIN.
   - MAX.
   - AVERAGE.

Guidance

Learners should know how to use the functions available in Microsoft Excel to apply formulas to data held in rows and columns. This includes using the 'Formulas' tab in the ribbon to Insert Function or use Auto-sum, as well as using the Formula Bar to manually enter or edit formulas to perform calcluations. They should be able to use simple formulae that include up to two mathematical operators e.g. =A2+(B1-B2).

2.5 Process numeric data by values in a column.

Indicative content

a. Sort (ascending/descending).
b. Filter.

Guidance

Learners should be familiar with the functions available in the ribbon to sort and filter data in Microsoft Excel.

2.6 Format numeric data.

Indicative content

a. Formatting data in cells;
   - Font style, size, bold, italic, underline.
   - Colours.
   - Alignment.

b. Cell formatting;
   - Number.
   - Currency.
   - Date.
   - Decimal places.
   - Borders.

c. Merge or split cells.

d. Row height and column width.

Guidance

Learners should know how to apply a range of formatting to data and cells in Microsoft Excel. They should know how to merge or split cells using the options in the ribbon. They should also know how to set row height and column width using the options in the ribbon ('Home' tab, 'Cells' group, 'Format' options.)

2.7 Chart a single series of numeric data using an appropriate type of chart and apply suitable titles and labels.

Indicative content

a. Charts;
   - Pie (2D, doughnut)
   - Bar.

b. Labels;
   - Chart title.
   - Axis titles.
   - Legend.
   - Data labels.

Guidance

Learners should be able to insert a chart using a set of data in a Microsoft Excel spreadsheet. They should know how to customise the chart's labels using the ribbon options.

3. Communicating (11%)

Learners will be able to:

3.1 Use email for a range of contexts and audiences.

Indicative content

a. Inbox, Sent items, Drafts, Junk, Archive.
b. Folders.
c. Compose, reply and forward emails.
d. Add recipients (To, CC).
e. Subject.
f. Attachments.
g. Contact lists.
h. Calendar.
i. Schedule a meeting;
   - Create a new meeting.
   - Invite attendees.
   - Set date and time.
   - Data labels.

Guidance

Learners should understand the uses of email as a formal and informal communication tool. They should know how to use an email client to manage, send and receive emails. They should know how to manage a contacts list in order to send email messages and to arrange meetings.

3.2 Use online messages for a range of contexts and audiences.

Indicative content

a. Compose and reply to online messages.
b. Use reactions such as 'Like/ Dislike' and emojis.
c. Include media (Files, GIFs, video, images).
d. Search for and add contacts.
e. Group chat.

Guidance

Learners should understand the use of online messaging tools most commonly used with mobile devices (including instant message, text message, social media), and when they may be used for formal and informal communications.

3.3 Know what steps can be taken to limit a digital footprint.

Indicative content

a. Activities that contribute to a digital footprint;
   - Social media activity (commenting, sharing)
   - Use of public forums.
   - Location sharing.
   - Browsing history.
   - Cookies.

b. When browsing online;
   - Managing cookies.
   - Enabling private browsing.

c. When using apps;
   - Privacy settings (e.g. social media).
   - Public or private posts.
   - Restrict or grant GPS location information.

Guidance

Learners should understand the terms "digital footprint" and its implications, and what they can do to limit their digital footprint when browsing websites or using mobile apps.

4. Transacting (11%)

Learners will be able to:

4.1 Manage account settings for an online service (including personal details, login credentials, marketing and communication preferences).

Indicative content

a. Types of online services.
b. Managing an account;
   - Personal details (name, address, date of birth).
   - Login credentials.
   - Marketing and communication preferences.
   - Payment details.

Guidance

Learners should be familiar with the use of different online services for purchasing and using products and services e.g. shopping, health, education, financial, entertainment. They should know how to create and manage an account for one or more online services.

4.2 Complete online forms and upload documents or images.

Indicative content

a. Using online forms;
   - Instructions/guidance.
   - Text entry.
   - Radio buttons.
   - Check boxes.
   - Upload files.
   - Confirmation.

Guidance

Learners should be familiar with the process of completing an online form that requires them to input information through the use of different form fields. They should also know how to upload a file (document or image) as part of completing a form and how to ensure the form has been submitted correctly.

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).

Indicative content

a. Does it look secure?
   - Padlock next to the URL.
   - HTTPS.
   - Legitimate domain name.
   - Accuracy e.g. errors or spelling mistakes in title, description or content.
   - Suspicious links or popups.
   - Customer reviews.

Guidance

Learners should be able to identify the features that suggest whether a website appears to be professional and safe to use (or not) when carrying out a transaction. They should also consider looking at customer reviews of the website to see the experiences of others who have used it.

5. Being Safe & Responsible Online (19%)

Learners will be able to:

5.1 Understand key rights under data protection laws and the circumstances where you can request that personal data be rectified or deleted.

Indicative content

a. UK General Data Protection Regulation (GDPR);
- The right to be informed. (An individual has the right to be told when their data is collected and used. They should be informed at the time their data is collected).
- The right to access. (Subject access request – an individual has the right to access and receive a copy of their personal data. This request can be made verbally or in writing).
- The right to rectification. (An individual has the right for inaccurate or incomplete information about them to be corrected. This request can be made verbally or in writing).
- The right to erasure. (An individual has the right to request that their personal data is deleted).
- The right to restrict processing. (An individual has the right to limit the processing of their personal data - what is done to or with their personal data).
- The right to data portability. (An individual has the right to obtain and reuse their personal data across different services or IT environments in a safe and secure manner).
- The right to object. (An individual has the right to object to their personal data being processed or used in certain circumstances e.g. for direct marketing).
- Rights in relation to automated decision making and profiling. (An individual has the right not to be subjected to a decision based only on automated processing that could have a significantly negative effect on them e.g. legally).

Guidance

Learners should be familiar with the principles of the UK General Data Protection Regulation (GDPR) and the rights they have as individuals to know what personal data organisations hold about them. More information on GDPR is available on the ICO website (ico.org.uk)

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).

Indicative content

a. Types of personal information.
b. Use of private browsing.
c. Social media settings (privacy, security)
d. Restrict or grant GPS location information.
e. Using a secondary email address.
f. Secure passwords.

Guidance

Learners should understand how their personal information can be captured, shared and accessed by others and what they can do to restrict this in order to keep their personal information safe.

5.3 Know how to backup files to the cloud.

Indicative content

a. Perform a backup of files from a device.

Guidance

Learners should understand the benefits of backing up files to the cloud e.g. it can minimise the risk of information being compromised if a device is lost or stolen, files can be shared more securely with others or access prevented, there is the ability to more easily recover files, backups can often be rolled back to a previous version. Learners should be able to use a cloud storage service e.g. OneDrive, Google Docs, Dropbox to back up files from their desktop computer, laptop or mobile device.

5.4 Know how to avoid exposure to malware.

Indicative content

a. Types of malware;
   - Worm.
   - Trojan.
   - Ransomware.
b. Protect against malware;
   - Install regular updates.
   - Think before clicking links.
   - Take care when opening emails.
   - Don't trust popups.
   - Use anti-virus software.

Guidance

Learners should recognise that malware is software designed to harm your computer and which can affect it in a number of ways (e.g. steal sensitive information, send false message from your account). They should be familiar with different types of malware and how it spreads e.g. it can often be hidden in email attachments, within infected websites, within software that can be downloaded from the internet, or in fake error messages or popups. They should understand ways to minimise the risk of malware.

5.5 Know of and know how to minimise the effects of health risks that may result from using devices and the internet.

Indicative content

a. Health risks;
   - Weight gain.
   - Decline in physical fitness.
   - Poor sleep patterns.
   - Back pains from bad posture.
   - Eye strain or headaches.
   - Repetitive strain injury (e.g. wrist, neck pain)

b. Preventative measures;
   - Ensure your workspace is setup well;
     i. chair with back support.
     ii. screen at eye level.
     iii. wrist support if needed.
   - Take regular breaks throughout the day.
   - Avoid looking at a screen at least 30 minutes before bed.
   - Include some form of exercise as part of your day.

Guidance

Learners should be aware of the physical and mental risks associated with using devices and the internet, particularly for long and regular periods of time. They should understand what they can do to minimise these risks in order to maintain their health and wellbeing.

Toolkit

BCS have created a range of supporting resource to inspire and enhance the delivery of the BCS Level 1 Digital Functional Skills qualification.

Session Plans

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

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

Sample session plan: Using devices and handling information

Glossary

A glossary is available to support your learners' to become familiar with key terms as well as the meaning of specific icons used within modern applications. This will aid them in preparing for the assessment in which they will often be required to identify which icon or button to select to perfom a an action e.g. copy a link or share a post.

Online Modules

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

These modules will be available for your learners to access within Skillsbox platform.

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

Demo: Using a web browser to find and evaluate information

Sample Assessment

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

Skillsbox Assessment Platform

Just like many of the other BCS digital literacy qualifications, the Digital Functional Skills tests will be completed via the Skillsbox online platform. The Digital Functional Skills tests will be completed on an on-demand basis. Centres will have access to add and manage users and tests.

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

We have included some of the Skillsbox system requirements below so you can view these immediately. For the full list of the system requirements, please see the BCS Digital Functional Skills SharePoint page.

System Requirements

The Practical Digital Skills questions are simulated activities. The tasks in the simulations reflect a similar design to Windows and Microsoft Programmes. BCS designed the tasks this way as research has shown that in 2021, 83% businesses were using Microsoft Office. For learners to progress into employment they will need to understand these programmes. BCS recommend that learners are familiar with the following before they take the online Digital Functional Skills test:

- Microsoft Word, Excel, PowerPoint and Outlook programmes.
- Don't have a Microsoft account? You can access a help guide **here.**
- Windows 11.
- Latest versions of the Google Chrome browser.

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

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

Assessment

The assessment consists of one 90 minute online, on-demand test that the Learner's will sit within the Skillsbox platform. The test will assess the Learner's competence across each skill area. The test will a total of 60 questions that include 1, 2 and 3 mark questions with a possible 100 marks available. Each assessment will be comprised of Knowledge questions (multiple choice, multiple response, drag and drop, ordering) and Practical Digital Skills questions (simulated activities that include hotspot and advanced hotspot questions). The assessment will be weighted 20% Knowledge and 80% Practical Digital Skills.

You can watch a short video here that demonstrates how the different question types work:

Demonstration of assessment question types (Skillsbox)

The pass mark for this qualification is TBC.

If the total of the Learner's mark meets or exceeds the pass mark, then an award will be made.
Please note: Whilst BCS would not normally want to make changes to either grade thresholds or grading algorithms there is potential for them to change in order to maintain standards.

Resits

Learners are able to take up to 3 resits. In all cases, Learners **must not** resit a test either:

- On the same day, or
- On the following calendar day.

To clarify, there must be at least one clear calendar day between the original test and the next attempt. For example, if a Learner has taken a live test on a Monday, they are not permitted to resit that unit again until Wednesday.

Reasonable Adjustments

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

Outcomes and Reassessment

When a Learner completes a test using the automated system, the results are submitted directly to BCS.

Appeals

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

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

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

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

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

Frequently Asked Questions

Q) How long does the BCS Level 1 Digital Functional Skills qualification take to complete?

A) The BCS Level 1 Digital Functional Skills qualification has 55 Guided Learning Hours and a Total Qualification Time of 60 hours.

Q) What learning materials and courseware are available?

A) A set of session plans and e-learning modules iare available to providers from BCS.

Q) Can the BCS Level 1 Digital Functional Skills qualification be delivered remotely?

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

Q) Is an initial assessment or diagnostic tool available?

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

A sample assessment is also available so that learners can undertake a mock assessment to familiarise them with the types of questions which will feature in the final assessments.

Q) What is GLH and TQT?

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

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

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

Glossary

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

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

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

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