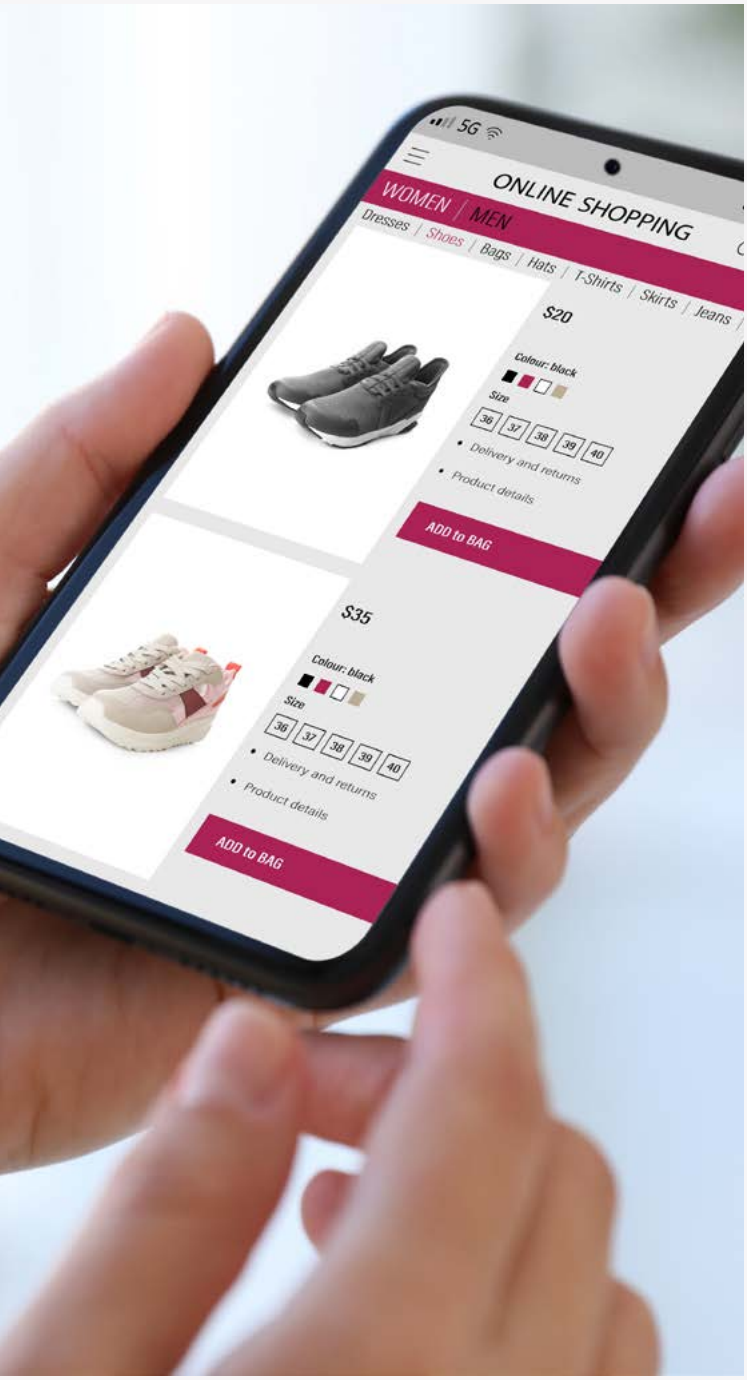
BCS ENTRY LEVEL 3 DIGITAL FUNCTIONAL SKILLS

Qualification Guide



The Chartered Institute for IT

July 2023 v0.4

(QAN: XXX/XXXX/X)

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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 Entry Level 3 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 Entry Level 3 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 Entry Level 3 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 Entry Level 3 Digital Functional Skills qualification is composed of five content areas:

- **Using Devices and Handling Information**
  Learners will be able to navigate devices and the internet to find and store information.
- **Creating and Editing**
  Learners will be able to create a variety of document types and perform straightforward editing techniques.
- **Communicating**
  Learners will be able to communicate and manage contacts using a suitable online method such as email or video calling.
- **Transacting**
  Learners will be able to fill in online forms to make safe, secure purchases
- **Being Safe and Responsible Online**
  Learners will know how to keep devices and information secure. Learners will also be able to identify and demonstrate responsible behaviour and report any concerns.

BCS Entry Level 3 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 Entry Level 3 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. On completion of this qualification, Learners may progress to the BCS Level 1 Digital Functional Skills qualification.

Syllabus

1. Using Devices & Handling Information (37%)

Learners will be able to:

1.1 Know the main features and uses of different types of device.

Indicative content

a. Desktop computer (PC)
- tower, monitor, keyboard, mouse.
- often used in an office environment (non-portable).
- typically used for tasks such as word processing, presentations, graphics, email.

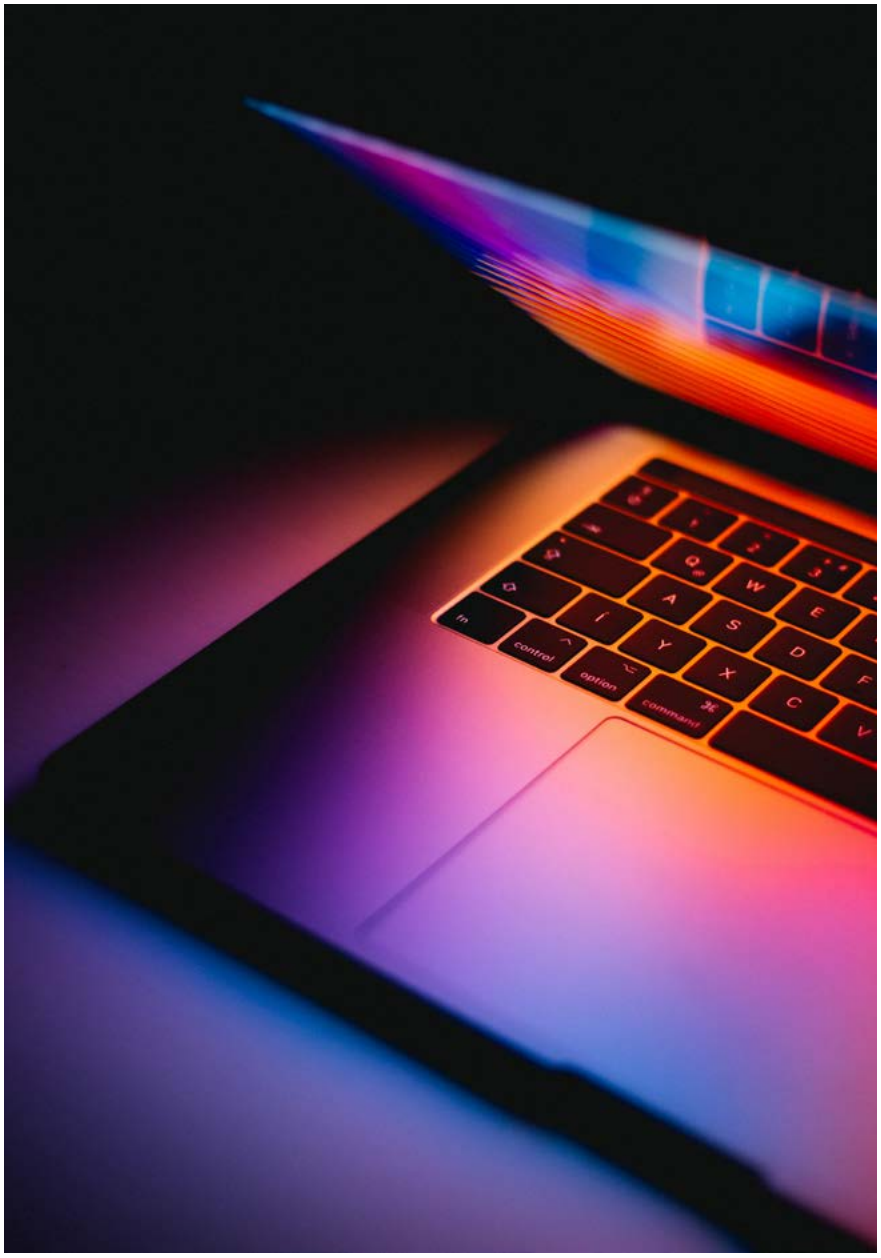
b. Laptop
- built-in screen and mouse, power adapter.
- portable.
- typically used for tasks such as word processing, presentation, graphics, email.

c. Mobile devices
- mobile phone, smart phone, tablet.
- portable, lightweight, touchscreen, rechargeable.
- typically used for communication (email, social media), recording video and photos.

d. Smart devices
- smart watch, smart TV, smart speaker.
- portable, touchscreen, voice activated.
- typically used for entertainment, personal assistant.

Guidance

Learners should be familiar with the different types of devices used in work and life and their primary purposes. This includes how they can support office-based and remote working. They should know how to switch on and recharge a device.



1.2 Know what an application is and the main types of application software.

Indicative content

a. Operating software.
b. Web browsers.
c. Email clients e.g. Microsoft Outlook, Gmail.
d. Mobile device applications e.g. camera, calendar, email.
e. Social media applications.
f. Security applications e.g. virus software.
g. Word Processing software.
h. Presentation software.

Guidance

Learners should understand that an application is a computer program or software installed on a device that is designed to perform specific tasks. For example, a desktop computer has Operating software installed which then allows the device to work and to run other applications e.g. a web browser, word processing software. Learners should be familiar with the main types of applications as listed and their purpose.

1.3 Apply system settings (including display, sound, Wi-Fi, time, language, accessibility).

Indicative content

a. Display (brightness, contrast, size, colours).
b. Sound (volume).
c. Wi-Fi (managing connection).
d. Time and date.
e. Language.
f. Accessibility settings (read aloud, magnification).

Guidance

Learners should understand how to adjust the basic settings on their device (desktop, mobile). They should be familiar with the common icons used to present these features within applications e.g. Wi-Fi icon.

1.4 Navigate online content to locate required information.

Indicative content

a. Web browser navigation (address bar, controls, tabs, menu).
b. Selecting from a list of websites.
c. Navigating web pages.
d. Hyperlinks.
e. Buttons (e.g. download, share, message, view image or other media).

Guidance

Learners should know how to launch and navigate a web browser such as Google Chrome or similar. They should be familiar with basic features such as forward and back buttons, tabs, links, buttons and other controls commonly found within the interface of a web browser and within web pages. They should be familiar with the common icons used within buttons e.g. download, share, view image, send message.

Learners will be able to:

1.5 Carry out searches on the internet.

Indicative content

a. Search engines (Google, Yahoo!, Bing).
b. URLs (e.g. www.example.com).
c. Search bar.
d. Filters; images, videos, news, shopping.
e. Using bookmarks to save found pages.

Guidance

Learners should know how to search for specific information using the search bar, applying filters to search results, and saving information using bookmarks. They should also be familiar with the use of URLs and know that each website has its own URL that helps it to be identified and searched for.

1.6 Use files to read and store information.

Indicative content

a. Types of files (e.g. word document, PDF, image).
b. Opening a file using an application.
c. Viewing a file's contents.
d. Editing a file.
e. Creating a new file using an application.
f. Saving a file using an application.

Guidance

Learners should be familiar with the different types of files they will often encounter when using a device, and which applications they would commonly use to create, open and save them.

1.7 Use files and folders to organise and retrieve information.

Indicative content

a. Using folders to manage files.
b. Local storage.
c. Remote storage (cloud).

Guidance

Learners should know how to create folders and add files. They should consider using logical naming conventions for files and folders so that information can be retrieved more easily.

Learners will be able to:

1.8 Know when there is a problem with a device or software and know the difference between system errors and user errors.

Indicative content

a. System errors
- device crashing or freezing.
- slow or un-responsive applications.

b. User errors
- incorrect credentials.
- incorrectly connecting hardware.

Guidance

Learners should be aware of some of the common errors they may encounter when using a device and its applications, and be able to distinguish between a system error and a user error.

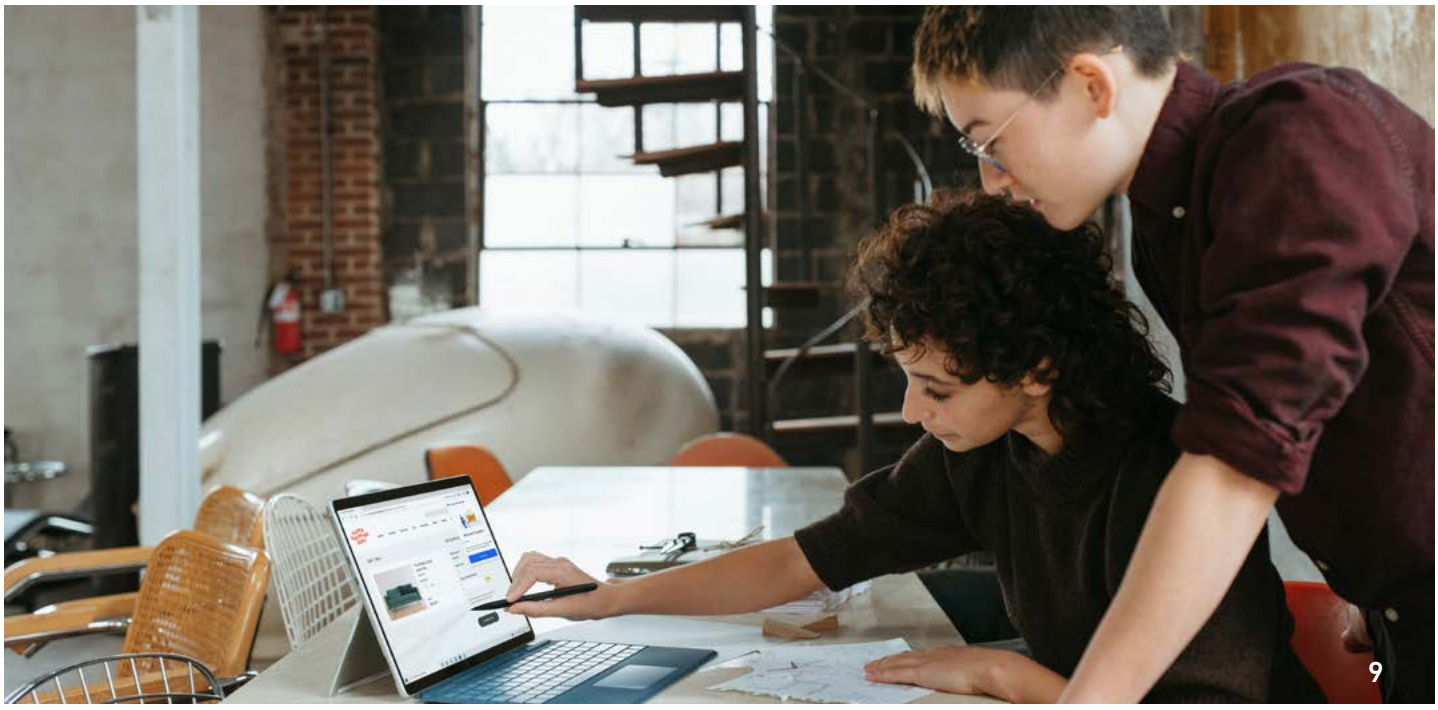
1.9 Apply a solution to solve a simple technical problem.

Indicative content

a. Performing a restart of the device or application to solve a system error.
b. Correcting a user error e.g. re-attempt a login, check device connections.

Guidance

Learners should be guided on the process for resolving technical problems. It may be useful to direct them to any support or guidance resources available that help them to become self-sufficient in trouble shooting technical problems.



2. Creating & Editing (17%) (K3)

Learners will be able to:

2.1 Use a suitable application to enter, edit and format text.

Indicative content	Guidance
a. Entering text. b. Formatting text: • Bold. • Underline. • Italics. • Font size. • Colours c. Text alignment. d. Bulleted and numbered lists.	Learners should be able enter and apply formatting to text using more than one application. This includes word processing, presentation and other applications they may use to create text content.

2.2 Use a suitable application to enter, edit and format graphics.

Indicative content	Guidance
a. Insert. b. Resize (using ribbon option to set height and width) c. Position. d. Rotate.	Learners should be able to add and edit graphics and images using a suitable application including word processing, presentation, a mobile application for editing images (camera app). They should be able to recognise icons commonly used by applications for actions such as resize and rotate.

2.3 Combine different types of information for a given purpose.

Indicative content	Guidance
a. Using text, graphics, and images within an application.	Learners should be able to use a suitable application to combine the use of text, graphics and images. This may include the design of a report or presentation (word processing, presentation software), or the using a mobile application.

2.4 Capture digital media and view in a suitable application.

Indicative content

a. Using a device to take an image or video.
   - Camera mode (video, photo).
   - Zoom.
   - Capture.

b. Viewing images or videos.

Guidance

Learners should be able to use a mobile device or other device such as a digital camera to capture an image and video. They should be able to then use the relevant application to view their media e.g. mobile device camera app, image gallery.

3. Communicating (17%)

Learners will be able to:

3.1 Create and edit details in a contacts list.

Indicative content

a. Adding a contact.
b. Viewing a contact list.
c. Update a contact's details.

Guidance

Learners should be able to use an application such as email client or social media application to create and update a contact list. They should understand what information is required to create a contact such as name, email address, phone number, address, and company.

3.2 Compose and reply to online communications comprising text and other digital content to individual and multiple recipients.

Indicative content

a. Compose a new message or email.
b. Add recipients by name or email address (To, CC).
c. Add recipients from a contact list.
d. View and reply to messages and email.
e. Adding an attachment to a message or email e.g. a PDF document.
f. Embedding other media in a message or email (image, emoji).

Guidance

Learners should be able to use one or more applications to compose and send communications for work and for social life.

3.3 Initiate and participate in a video call.

Indicative content

a. Start a new video call (desktop or mobile application).
b. Launching a video call from an invitation link.
c. Enabling microphone/ headset and camera.
d. Viewing participants.
e. Using built-in chat.

Guidance

Learners should be able to launch and start a new video call using a suitable application. They should also know how to join a video call from a sent invitation. They should also know how to use the basic features to ensure that they can 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, that leave a digital footprint.

Indicative content

a. Social media activity.
   - Sharing, posting, liking.
b. Web searches, browsing history.
c. Emails.
d. Public forums.

Guidance

Learners should understand what is meant by the term digital footprint and what activities contribute towards this.

4. Transacting (8%)

Learners will be able to:

4.1 Complete and submit an online form and comply with data validation.

Indicative content

a. Personal information.
b. Entering data accurately.
c. Using a form to provide information (text entry, radio buttons, check boxes).
d. Selecting payment options.
e. Enter payment details (card number, sort code, account number, cvv)

Guidance

Learners should be able to complete an online form as part of a transaction. They should understand what personal information is, so they are aware of what they should and shouldn't provide, as well as the importance of provide accurate information.

4.2 Comply with verification checks to complete an online transaction.

Indicative content

a. Bank account verification checks.

Guidance

Learners should understand what is involved in responding to bank account verification checks that are typically used when paying for something online. This includes automated requests for information to authorise payments.

5. Being Safe & Responsible Online (21%)

Learners will be able to:

5.1 Understand the need to stay safe and respect others when using the internet and communicating online.

Indicative content	Guidance
a. Threats to our wellbeing; • Hate speech, threats or acts of violence. • Bullying and harassment. b. Being respectful/positive communication. c. Reporting inappropriate behaviour and communications.	Learners should be able to identify communications that threaten the safety and wellbeing of themselves and others online. They should know how to report inappropriate communications through the websites and applications they use.

5.2 Know simple methods to protect personal information and privacy online.

Indicative content	Guidance
a. Knowing is a website is secure (HTTPS). b. Requests to share with third parties. c. Phishing.	Learners should understand different ways to keep their personal information safe. This includes knowing if a website they are using is secure, how to respond to prompts to share personal information, understanding how their information may be shared with third parties, and how to identify attempts to capture their personal information through activities such as phishing.

5.3 Set up and use security features to access devices and online services.

Indicative content	Guidance
a. Authentication methods: • Strong passwords. • Facial, fingerprint and voice recognition. • Pin codes. • Phone call to verify identity.	Learners should know how to setup the security features of their device. This includes using strong passwords, as well as authentication methods to access online accounts. They should understand that some methods may be more secure than others, for example fingerprint recognition may be considered stronger than sending a code by text that may be accessed by others.

5.4 Understand the benefits of using security software to protect against online risks.

Indicative content

a. Antivirus software.
b. Firewall.

Guidance

Learners should understand the purpose and benefits of using antivirus software to protect against threats such as malware. They should know how to scan files with antivirus software (e.g. using Windows Defender by right clicking on a file within file manager or desktop and select option to scan). They should also be familiar with the concept of a firewall and its use to protect a home or work network against cyber attacks.

5.5 Know of and know how to minimise the effects of physical stresses that may result from using devices.

Indicative content

a. Common physical stresses:
   - Back and neck pain.
   - Eye strain.
   - Headaches.
   - Repetitive strain injury.
b. Safeguards/best practice:
   - Correct sitting position.
   - Position of screen, mouse and keyboard.
   - Lighting.
   - Taking regular breaks.
   - Ergonomic support (chairs, wrist support)

Guidance

Learners should have an awareness of the risks of using devices incorrectly or for long periods of time, and some of the methods to reduce these risks.

Toolkit

BCS have created a range of supporting resource to inspire and enhance the delivery of the BCS Entry Level 3 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 Entry Level Digital Functional Skills qualification take to complete?

A) The BCS Entry Level 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 Entry Level 3 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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