



# Qualification specification

**NCFE Entry Level 3 Digital Functional Skills  
QN: 610/2807/1**

## Qualification summary

<b>Qualification title</b>	NCFE Entry Level 3 Digital Functional Skills		
<b>Ofqual qualification number (QN)</b>	610/2807/1	<b>Aim reference</b>	61028071
<b>Guided learning hours (GLH)</b>	55	<b>Total qualification time (TQT)</b>	55
<b>Minimum age</b>	There is no minimum age requirement for registration.		
<b>Qualification purpose</b>	The purpose of this qualification is to allow learners to demonstrate an understanding of, and competency in, the digital functional skills they need in real life. It will enable learners to engage with digital services and products in everyday life.		
<b>Grading</b>	Pass/fail		
<b>Assessment method</b>	<p>Externally set and externally marked:</p> <ul style="list-style-type: none"> <li>• section 1 (knowledge): externally set, externally marked multiple-choice question (MCQ)/short-answer question (SAQ) paper, completed under externally assessed conditions</li> <li>• section 2 (skills): externally set, externally assessed task-based assessment, completed under externally assessed conditions</li> </ul>		
<b>Resit opportunities</b>	Learners will be able to resit an assessment as and when they are ready; should they exhaust all assessment papers, they will need to wait until a new assessment paper is available. Support will be provided to centres should a learner be in danger of exhausting all assessments.		
<b>Regulation</b>	This is a regulated qualification. The regulated number for this qualification is 610/2807/1.		
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.		

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## Summary of changes

This summarises the changes to this qualification specification.

This document summarises the changes to this qualification specification since the last version (version 1.0 August 2023). Please check the NCFE website for the most recent version.

Version	Publication date	Summary of amendments
v1.0	August 2023	First publication.
v2.0	January 2024	Please see additional pre-release information for <a href="#">online assessment</a> and <a href="#">remote invigilation</a> .

## Section 1: introduction

### Aims and objectives

This qualification aims to:

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

The objectives of this qualification are to:

- enable learners to initiate and participate in digital and online activities safely in the workplace and in other real-life contexts
- provide reliable evidence of a learner's achievements against content that is relevant to the workplace and real life
- provide assessment of a learner's knowledge and skills, as well as their ability to apply these in different contexts
- provide a foundation for progression into employment or further education and develop skills for everyday life

### Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

### Guidance for entry and registration

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the Portal.

There are no specific prior skills/knowledge a learner must have for this qualification.

Some entry level learners with little or no prior experience of using digital devices or the internet may need support to handle and use digital devices, such as turning on a device and using a mouse or keyboard, before progressing on to the knowledge and skills set out in the subject content.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

## Digital foundation skills

Some learners may need support to handle and use digital devices for the first time and to learn the following foundation skills before enrolling on an entry level qualification:

- 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 WiFi) safely and securely, and opening a browser
- opening and accessing an application on a device

This list of skills has been taken from the national standards for essential digital skills, which can be found here: [essential digital skills](#).

## Achieving this qualification

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs within each theme as detailed in this qualification specification.

### Themes:

Theme number	Theme title	Level	GLH
01	Using devices and handling information	Entry level 3	14.5
02	Creating and editing	Entry level 3	15.5
03	Communicating	Entry level 3	10
04	Transacting	Entry level 3	5
05	Being safe and responsible online	Entry level 3	10

## Progression

Learners who achieve this qualification could progress to the following:

- further education:
  - NCFE Level 1 Digital Functional Skills (610/2808/3)
  - NCFE Level 1 Certificate in Digital Skills (603/3129/X)
  - NCFE Level 1 Essential Digital Skills (603/7118/3)

## Resource requirements

Centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs, including:

- digital devices (including audio and video functionality):
  - computers (desktop/laptop)
  - mobile/smart devices
- internet access (including access to web browsers and specific websites given in advance)
- cloud storage associated with the learner's account
- word processing software
- presentation software
- system settings (including display, sound, time, language and accessibility)

## How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The assessment will be taken via NCFE's online assessment platform Surpass. It is important that all devices being used to sit assessments meet this specification and that continual checks are carried out on these devices to check they continue to meet them. For more information, please refer to our [online assessment page](#) and [Surpass technical specification](#).

This qualification is externally assessed and externally marked.

The assessment consists of one component:

- an externally set and assessed assessment which comprises:
  - section 1: externally set and assessed MCQ and SAQ paper, completed under externally assessed conditions
  - section 2: externally set and assessed skills tasks, completed under external assessment conditions

External assessments are designed by NCFE and scheduled by the centre. Upon completion, the assessment is marked by NCFE. Results are subsequently released from 6 working days of the assessment being uploaded; however, there may be occasions when we release new assessments into the bank which would delay the results turnaround. Centres will be notified in advance of this happening.

## Weightings and marks:

Skills area	% weighting of section (approx.)	Section 1 marks	Section 2 marks
Using devices and handling information	30%–37.5%	5–6	7–9
Creating and editing	25%–32.5%	0–1	10–12
Communicating	15%–22.5%	1–2	5–7
Transacting	7.5%–12.5%	0	3–5
Being safe and responsible online	12.5%–20%	4–5	1–3

There are 40 marks available in total:

- section 1: knowledge – 12 marks
- section 2: skills task – 28 marks

Unless otherwise stated in this qualification specification, all learners taking this qualification must be assessed in English.

### **External assessment**

Each learner is required to undertake each section of the external assessment.

External assessments are set and marked by NCFE. The assessment assesses learners' skills, and knowledge and understanding of this qualification. Centres must not assess or internally quality assure external assessments or provide any feedback to the learner about their performance in the external assessment.

The external assessment consists solely of:

- one on demand (invigilated) assessment – the centre schedules the assessment date and time when making the bookings

The external assessment is administered under specified assessment conditions and will last for 1 hour 30 minutes.

The 1 hour 30 minutes is split as follows:

- section 1: MCQ/SAQ paper (20 minutes):
  - must be completed under invigilated conditions and must not include any supervised time
  - comprises specific tasks that learners must complete within this time
  - must be completed during one sitting only
- section 2: 2 practical tasks (1 hour 10 minutes):
  - must be completed under invigilated conditions and must not include any supervised time
  - comprises specific tasks that learners must complete within this time
  - must be completed during one sitting only; however, a 30-minute break can be taken between sections and the test can be returned to at any time during the 30 minutes

Completed assessments can only be accessed from within the relevant online assessment screens and cannot be downloaded to a local device.

For further information, centres should refer to the regulations for the conduct of external assessment and qualification specific instructions for delivery documents, available on the NCFE website.

### **Enquiries about results**

All enquiries relating to learners' results must be submitted in line with our enquiries and appeals about results and assessment decisions policy, which is available on the NCFE website.

### **On demand assessment**

For on demand assessments, the centre may choose the date, time and location of the assessment.



## Types of external assessment

Each learner is required to undertake an externally set multiple-choice question (MCQ)/short-answer question (SAQ) paper and 2 tasks.

Centres are free to choose the date, time and location of the assessment. The assessment for the qualification is available through our online assessment platform.

Learners will be issued with one of the following results:

- pass
- fail

Learners may have the opportunity to resit the external assessment. If a learner disagrees with the outcome of the assessment, the appeals process can be invoked.

## Online assessment

For centres using our online assessment service, assessments can be carried out without any notice, and without notifying NCFE. Learner results will be made available on the Portal. For more information about how to get started with online assessment, please go to the NCFE website.

For instructions on conducting online external assessments, please refer to the regulations for the conduct of external assessment and qualification specific instructions for delivery documents, available on the NCFE website.

## Pre-release information

Assessment-specific pre-release documents can be accessed on the NCFE website, then saved on your centre's local network when sitting onscreen and learner local network when sitting through remote invigilation as early in the academic session as possible.

However, as a minimum, they must be downloaded before the learners sit the external assessment.

Whether your learners are sitting their assessment online or through our remote invigilation offer, it is best practice to use the set-up of the pre-release materials as a teaching opportunity for your learners in which you provide support and guidance.

For learners sitting their assessments through our online assessment delivery mode, we would encourage that centres download the pre-release materials independently or as a teaching opportunity with the learner.

**Important:** throughout the academic session, additional pre-release materials will be added to the bank as we introduce new papers. It is vital that you check the website regularly for any new pre-release materials.

We may also remove some pre-release materials from the bank if the papers they are associated with are no longer live assessments. You can either remove these from your devices or leave them as they may be brought back at some stage.

## Remote invigilation

Learners are now able to complete onscreen external assessments at home using our remote invigilation solution. The learner is observed through audio and visual links whilst undertaking their onscreen external assessment. The use of secure platforms and internet ensures the learner is able to undertake their onscreen external assessment securely in locations that meet the assessment requirements. The remote invigilation platform and supporting devices must be set up in accordance with the remote invigilation guidance on the NCFE website.

## Pre-release information

Assessment-specific pre-release documents can be accessed on the NCFE website, then saved on your centre's local network when sitting onscreen and learner local network when sitting through remote Invigilation as early in the academic session as possible.

However, as a minimum, they must be downloaded before the learners sit the external assessment.

Whether your learners are sitting their assessment online or through our remote invigilation offer, it is best practice to use the set-up of the pre-release materials as a teaching opportunity for your learners in which you provide support and guidance.

For learners sitting their assessments through our remote invigilation delivery mode, we would encourage that centres follow the methods below:

- learners can bring their computer equipment into the centre prior to the assessment taking place so that the pre-release materials can be set up on the computer that will be used for the assessment
- where learners are unable to come into the centre, we would encourage that centres use conferencing solutions such as Microsoft Teams, Zoom or any other screen sharing software; this will afford you the opportunity to guide them through the process of setting up the pre-release materials prior to the assessment taking place and, as previously stated, provide a beneficial teaching opportunity

**Important:** throughout the academic session, additional pre-release materials will be added to the bank as we introduce new papers. It is vital that you check the website regularly for any new pre-release materials.

We may also remove some pre-release materials from the bank if the papers they are associated with are no longer live assessments. You can either remove these from your devices or leave them as they may be brought back at some stage.

## External assessment conditions

For more information on external assessment conditions, please refer to the regulations for the conduct of external assessment and qualification specific instructions for delivery documents, available on the NCFE website.

Learners will be able to resit an assessment as and when they are ready; should they exhaust all assessment papers, they will need to wait until a new assessment paper is available. Support will be provided to centres should a learner be in danger of exhausting all assessments.

For instructions on conducting external assessments, please refer to our regulations for the conduct of external assessment and qualification specific instructions for delivery documents, available on the NCFE website.

## **Section 2: subject content and assessment guidance**

This section provides details of the structure and content of this qualification.

The explanation of terms explains how the terms used in the subject content are applied to this qualification. This document can be found in section 3.

**Theme 01 Using devices and handling information**

<b>Summary</b>	In this theme, learners will understand the features and uses of different devices and know what an application is and the main types of application software. Learners will be able to apply system settings, navigate online content to locate required information and carry out searches on the internet. Learners will be able to read, organise, store and retrieve information. Learners will also know when there is a problem and know the difference between system errors with a device or software and be able to apply a solution.
<b>Guided learning hours</b>	14.5
<b>Level</b>	Entry level 3

<b>Learning outcomes</b>		
All content in the learning outcomes, including all bulleted content, <b>must</b> be covered as a minimum.		
<b>Delivery guidance is provided at the end of each knowledge/skills area for clarification.</b>		
The learner will:		<b>Knowledge/skills</b>
1.1	<p>Know the main features and uses of different types of devices, including:</p> <p>Devices:</p> <ul style="list-style-type: none"> <li>• desktop</li> <li>• laptop</li> <li>• mobile devices</li> <li>• <b>wearables</b> and <b>smart devices</b>:                             <ul style="list-style-type: none"> <li>○ smart watches</li> <li>○ trackers (for example, fitness, medical or location)</li> <li>○ virtual reality (VR) sets</li> <li>○ smart assistants/smart speakers</li> </ul> </li> </ul> <p>Main features:</p> <ul style="list-style-type: none"> <li>• operating system</li> <li>• storage</li> <li>• memory</li> <li>• monitor</li> <li>• touchscreen</li> <li>• keyboard</li> <li>• mouse</li> </ul> <p>Uses:</p> <ul style="list-style-type: none"> <li>• running applications</li> <li>• communication</li> <li>• <b>productivity</b></li> <li>• searching for information online</li> <li>• entertainment</li> </ul>	K

Learning outcomes		
1.2	<p>Know what an <b>application (app)</b> is and the main types of application software, including:</p> <ul style="list-style-type: none"> <li>• <b>email clients</b></li> <li>• web browsers</li> <li>• mobile device applications</li> <li>• <b>security applications</b></li> <li>• word processors</li> <li>• presentation software</li> </ul>	K
1.3	<p>Be able to apply system settings, including:</p> <ul style="list-style-type: none"> <li>• for display: <ul style="list-style-type: none"> <li>○ screen brightness</li> </ul> </li> <li>• for sound: <ul style="list-style-type: none"> <li>○ changing speaker volume</li> </ul> </li> <li>• for connecting to WiFi network</li> <li>• for time</li> <li>• for language</li> <li>• for accessibility: <ul style="list-style-type: none"> <li>○ text size</li> <li>○ screen colour</li> <li>○ text to speech</li> </ul> </li> </ul>	S
1.4	<p>Be able to navigate online content to locate required information, including:</p> <ul style="list-style-type: none"> <li>• following hyperlinks</li> <li>• using menus</li> <li>• browser navigation controls: <ul style="list-style-type: none"> <li>○ back and forward buttons</li> <li>○ bookmarks</li> </ul> </li> </ul>	S
1.5	<p>Be able to carry out <b>internet searches</b>, including:</p> <ul style="list-style-type: none"> <li>• to find information</li> <li>• to find images</li> <li>• to find videos</li> </ul>	S
1.6	<p>Be able to use files to read and store information, including:</p> <ul style="list-style-type: none"> <li>• <b>creating and naming a file</b></li> <li>• opening a file</li> <li>• <b>reading information from a file</b></li> <li>• <b>editing a file</b></li> <li>• <b>saving a file</b></li> </ul>	S
1.7	<p>Be able to use files and folders to organise and retrieve information, including:</p> <ul style="list-style-type: none"> <li>• from <b>local storage</b></li> <li>• from <b>remote storage</b></li> </ul> <p>Organising information, including:</p> <ul style="list-style-type: none"> <li>• creating and naming a folder</li> </ul>	S

Learning outcomes		
	Retrieving information, including: <ul style="list-style-type: none"> <li>searching for and opening a file or folder</li> </ul>	
1.8	Know when there is a problem with a device or software and know the difference between system errors and user errors, including: <p>System error:</p> <ul style="list-style-type: none"> <li>device crashing or freezing</li> <li>slow response</li> </ul> <p>User error:</p> <ul style="list-style-type: none"> <li>using incorrect credentials</li> <li>incorrectly connecting hardware</li> </ul>	K
1.9	Be able to apply a solution to solve a simple technical problem, including: <ul style="list-style-type: none"> <li>restarting a device to <b>address a system error</b></li> <li><b>correcting a user error</b></li> </ul>	S

Delivery guidance	
1.1	<p><b>Wearables</b> refers to a device that is worn with the purpose of recording data.</p> <p><b>Smart devices</b> refers to devices that automate processes in the home and the workplace.</p> <p><b>Productivity</b> refers to word processing, presentation, calendar, calculator, reminders, maps and translation.</p>
1.2	<p><b>Application (app)</b> refers to a piece of software that runs on desktop, laptop and mobile devices. Learners should be able to link examples of applications with the type of application.</p> <p><b>Email clients</b> refers to programs that allow users to send or receive messages.</p> <p><b>Security applications</b> refers to software that protects against threats that put systems and users at risk.</p>
1.5	<p><b>Internet searches</b> refers to a specific and clearly defined piece of information or content that might be required in a work or real-life context. This may include using browser functionalities (for example, images or video tabs).</p>
1.6	<p><b>Creating and naming a file</b> refers to word processor and presentation software and capturing images and videos.</p> <p><b>Reading information from a file</b> refers to finding and using relevant information.</p> <p><b>Editing a file</b> refers to renaming a file.</p> <p><b>Saving a file</b> refers to using 'save' and 'save as' options.</p>
1.7	<p><b>Local storage</b> can include memory sticks, external hard drives or memory cards.</p> <p><b>Remote storage</b> includes cloud storage.</p>
1.9	<p><b>Address a system error</b> may include force stopping an application.</p> <p><b>Correcting a user error</b> refers to retyping username and password or addressing an incorrect sound or audio setting while in a video call.</p>

**Theme 02 Creating and editing**

<b>Summary</b>	In this theme, learners will be able to use an application to enter, edit and format text and graphics. Learners will also be able to combine different information in a work or real-life context, capture digital media and view it in a suitable application.
<b>Guided learning hours</b>	15.5
<b>Level</b>	Entry level 3

<b>Learning outcomes</b>		
All content in the learning outcomes, including all bulleted content, <b>must</b> be covered as a minimum.		
<b>Delivery guidance is provided at the end of each knowledge/skills area for clarification.</b>		
The learner will:		<b>Knowledge/skills</b>
2.1	<p>Be able to use a suitable application to enter, edit and format text.</p> <p>Suitable applications:</p> <ul style="list-style-type: none"> <li>word processing software</li> <li>presentation software</li> </ul> <p>Enter, edit and format text:</p> <ul style="list-style-type: none"> <li>bold</li> <li>underline</li> <li>italics</li> <li>font sizes</li> <li>colours</li> <li>text alignment</li> <li>bulleted lists</li> <li>numbered lists</li> </ul>	S
2.2	<p>Be able to use a suitable application to enter, edit and format graphics.</p> <p>Suitable applications:</p> <ul style="list-style-type: none"> <li>word processing software</li> <li>presentation software</li> </ul> <p>Enter, edit and format graphics:</p> <ul style="list-style-type: none"> <li>insert or paste</li> <li>position</li> <li>size</li> </ul>	S
2.3	<p>Be able to <b>combine different types of information</b> for a given purpose, including:</p> <ul style="list-style-type: none"> <li>text</li> <li>graphics</li> <li>images</li> </ul>	S



Learning outcomes		
2.4	Know how to capture digital media and view in a <b>suitable application</b> , including: <ul style="list-style-type: none"> <li>• <b>image</b></li> <li>• <b>video</b></li> </ul>	K

Delivery guidance		
2.3	<b>Combine different types of information</b> for a given purpose refers to using text, graphics and images (for example, creating a poster or presentation for colleagues).	
2.4	<b>Suitable application</b> refers to any application suitable for the device used (for example, a mobile phone camera and gallery). <b>Image</b> may include JPG, PNG, TIFF, GIF and BMP, which are common file types.	

**Theme 03 Communicating**

<b>Summary</b>	In this theme, learners will be able to create and edit details in a contacts list, compose and reply to online communication, initiate and participate in a video call, and know what a digital footprint is.
<b>Guided learning hours</b>	10
<b>Level</b>	Entry level 3

<b>Learning outcomes</b>		
All content in the learning outcomes, including all bulleted content, <b>must</b> be covered as a minimum.		
<b>Delivery guidance is provided at the end of each knowledge/skills area for clarification.</b>		
The learner will:		<b>Knowledge/skills</b>
3.1	Be able to create and edit details in a <b>contacts list</b> , including: <ul style="list-style-type: none"> <li>• creating contacts</li> <li>• editing contact details</li> </ul>	S
3.2	Be able to compose and reply to <b>online communications</b> comprising text and other digital content to individual and multiple recipients: <ul style="list-style-type: none"> <li>• email: <ul style="list-style-type: none"> <li>○ <b>compose a short and simple email</b></li> <li>○ <b>include an image, graphic or video</b></li> <li>○ reply to an email: <ul style="list-style-type: none"> <li>▪ individual recipient</li> <li>▪ multiple recipients</li> </ul> </li> </ul> </li> <li>• instant messaging applications: <ul style="list-style-type: none"> <li>○ compose a short and simple message</li> <li>○ include an image, graphic or video</li> <li>○ reply to a message: <ul style="list-style-type: none"> <li>▪ individual recipient</li> <li>▪ multiple recipients</li> </ul> </li> </ul> </li> </ul>	S
3.3	Be able to initiate and participate in a <b>video call</b> , including: <ul style="list-style-type: none"> <li>• <b>initiate a video call</b></li> <li>• participate in a video call: <ul style="list-style-type: none"> <li>○ <b>joining a video call</b></li> <li>○ <b>interacting during a video call</b></li> </ul> </li> </ul>	S
3.4	Know what is meant by a <b>digital footprint</b> , understand the implications of a digital footprint and know the range of digital activities that leave a digital footprint, including: <ul style="list-style-type: none"> <li>• define digital footprint</li> <li>• <b>implications of a digital footprint</b></li> <li>• digital activities that leave a digital footprint, including: <ul style="list-style-type: none"> <li>○ social media activity</li> <li>○ web searches</li> <li>○ <b>emails</b></li> </ul> </li> </ul>	K

<b>Delivery guidance</b>	
3.1	<b>Contacts list</b> may include email, phone or other messaging apps.
3.2	<b>Online communications</b> refers to email or instant messaging. <b>Compose a short and simple email</b> must include opening, subject line and closing. <b>Include an image, graphic or video</b> must be in the body of the email.
3.3	<b>Video call</b> refers to a one-to-one communication via live video. Applications would be dependent on the type of technology and services being used. <b>Initiate a video call</b> refers to identifying and opening the appropriate application and selecting the relevant contact. <b>Joining a video call</b> refers to clicking on the meeting via a link or answering the call. <b>Interacting during a video call</b> may include raising your hand, reacting to a comment, adding your comments to the chat, sharing the screen, muting or unmuting the microphone and turning the camera off or on.
3.4	<b>Digital footprint</b> refers to a trail of data created while using the internet. <b>Implications of a digital footprint</b> may include privacy and personalisation of an advertisement, identity theft and stealing data. <b>Emails</b> refers to inbox and outbox.

**Theme 04 Transacting**

<b>Summary</b>	In this theme, learners will be able to complete and submit an online form and comply with verification checks to complete an online transaction.
<b>Guided learning hours</b>	5
<b>Level</b>	Entry level 3

<b>Learning outcomes</b>		
All content in the learning outcomes, including all bulleted content, <b>must</b> be covered as a minimum.		
<b>Delivery guidance is provided at the end of each knowledge/skills area for clarification.</b>		
The learner will:		<b>Knowledge/skills</b>
4.1	Be able to complete and submit an <b>online form</b> and comply with data validation, including: <ul style="list-style-type: none"> <li>• personal details</li> <li>• payment details</li> <li>• <b>data validation:</b> <ul style="list-style-type: none"> <li>○ ensure data is entered correctly</li> </ul> </li> </ul>	S
4.2	Be able to comply with <b>verification checks</b> to complete an online transaction: <ul style="list-style-type: none"> <li>• following a link in an email</li> </ul>	S

<b>Delivery guidance</b>	
4.1	<b>Online form</b> refers to a single page form used to enter information, such as registering for or requesting a service or making an online purchase. <b>Data validation</b> refers to automatic computer checks to ensure that data is entered correctly.
4.2	<b>Verification checks</b> refers to a check carried out to ensure the user has entered their details accurately.

**Theme 05 Being safe and responsible online**

<b>Summary</b>	In this theme, learners will understand how to stay safe and protect personal information online. Learners will also be able to set up and use security features and know the benefits of using security software. Learners will also understand the physical stresses that may result from using devices.
<b>Guided learning hours</b>	10
<b>Level</b>	Entry level 3

<b>Learning outcomes</b>		
All content in the learning outcomes, including all bulleted content, <b>must</b> be covered as a minimum.		
<b>Delivery guidance is provided at the end of each knowledge/skills area for clarification.</b>		
The learner will:		<b>Knowledge/skills</b>
5.1	<p><b>Understand the need to stay safe</b> and respect others when using the internet and communicating online:</p> <ul style="list-style-type: none"> <li>• being aware of the risks includes: <ul style="list-style-type: none"> <li>○ clicking on unknown links, resulting in compromised personal data</li> <li>○ phishing emails</li> <li>○ evolving nature of online risks</li> </ul> </li> <li>• respecting others includes: <ul style="list-style-type: none"> <li>○ treating people online the same as you would face to face</li> <li>○ respecting privacy</li> <li>○ respecting diversity</li> </ul> </li> </ul>	K
5.2	<p>Know simple methods to protect personal information and privacy online, including:</p> <ul style="list-style-type: none"> <li>• not sharing personal information</li> <li>• looking for HTTPS when logging on</li> </ul>	K
5.3	<p>Be able to set up and use security features to access devices and online services, including:</p> <ul style="list-style-type: none"> <li>• <b>strong passwords</b></li> <li>• <b>authentication methods</b></li> </ul>	S

Learning outcomes		
5.4	<p>Understand the <b>benefits of using security software</b> to protect against online risks, including:</p> <ul style="list-style-type: none"> <li>• firewalls</li> <li>• antivirus</li> </ul> <p>Benefits include:</p> <ul style="list-style-type: none"> <li>• monitors network traffic</li> <li>• stops malicious software accessing the computer</li> <li>• helps protect against unauthorised access</li> <li>• prevents malware attacks and detects attacks by checking all files before opening</li> <li>• removes potential virus/malware</li> </ul>	K
5.5	<p>Know of and know how to <b>minimise the effects</b> of physical stresses that may result from using devices, including:</p> <ul style="list-style-type: none"> <li>• effects of physical stresses: <ul style="list-style-type: none"> <li>○ pain from poorly positioned equipment and/or bad posture</li> <li>○ repetitive strain injury</li> <li>○ eye strain</li> </ul> </li> <li>• minimise the effects of physical stresses: <ul style="list-style-type: none"> <li>○ adjusting equipment</li> <li>○ taking breaks</li> <li>○ changing the position you are sitting in</li> </ul> </li> </ul>	K

Delivery guidance		
5.1	<p><b>Understand the need to stay safe</b> refers to being aware of risks associated with clicking on unknown links and phishing emails, being aware of the evolving nature of such risks and knowing that devices may be hacked, resulting in personal data being compromised or stolen.</p>	
5.3	<p><b>Strong passwords</b> refers to using words, numbers, symbols and/or phrases that do not include personal details or are easily guessed.  <b>Authentication methods</b> refers to a method that keeps unauthorised users from accessing sensitive information (for example, multi-factor authentication).</p>	
5.4	<p><b>Benefits of using security software</b> can include monitoring network traffic, stopping malicious software accessing the computer, helping protect against unauthorised access, preventing and detecting malware attacks by checking all files before opening, and removing any potential virus/malware.</p>	
5.5	<p><b>Minimise the effects</b> refers to maintaining a good posture, keeping wrists in a straight line with forearms, not gripping the mouse too tightly, taking regular breaks, reducing glare, and ensuring eyes are the correct distance from the screen.</p>	

### Section 3: explanation of terms

#### Entry level 3 glossary

This table explains how the terms used at entry level 3 in the subject content are applied to this qualification (not all terms are used in this qualification).

Term	Definition
<b>Accessibility</b>	The ease of use of a device, an application or content by a user.
<b>Application</b>	A program designed for a specific purpose, such as word processing or graphic design.
<b>Authentication</b>	In the context of computer systems, authentication is a process that ensures and confirms a user's identity.
<b>Browser</b>	An application used to find and display information on the internet.
<b>Cloud</b>	The cloud refers to software and services that run on the internet, instead of locally on your computer.
<b>Contacts</b>	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.
<b>Content</b>	A broad term for digital information, typically including text, images and other rich media.
<b>Credentials</b>	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.
<b>Device</b>	A piece of hardware or equipment that contains a microprocessor. Examples include PCs, laptops, smartphones, tablets and smartwatches.
<b>Digital content</b>	Any media created, edited or viewed on a device, such as text, images, sound, video and combinations of these (such as multimedia).
<b>Digital footprint</b>	The (distributed) information about a person that exists on the internet as a result of their online activity, which can be used to identify a person. It includes the websites they visit, their search history, messages they send and information they submit to online services.
<b>Digital media</b>	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.
<b>File</b>	A store for data (for example, a document, image, spreadsheet or database) which is typically stored on a hard drive or solid-state drive.
<b>Firewall</b>	A network or system that protects from unauthorised access.
<b>Folder</b>	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.
<b>Graphic</b>	Visual representation of information in the form of diagrams, graphs and pictures.
<b>HTTPS</b>	HTTPS stands for Hypertext Transfer Protocol Secure. It is the protocol where encrypted HTTP data is transferred over a secure connection.
<b>Information</b>	Information is data that has meaning and is understood by a human being.
<b>Local storage</b>	A hard drive, or solid-state drive, directly attached to the device being referenced.
<b>Messaging</b>	Transferring content or information (text, images, voice) from one person or device to another, by using any medium of digital communication.

Term	Definition
<b>Online communication</b>	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.



## Section 4: support

### Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- teaching and learning resources
- qualification factsheet
- sample assessments
- initial and diagnostic assessments (skills assessment)

All centres will receive a free onboarding session plus consultation sessions from our digital subject specialist to support the tutors in their delivery of Digital Functional Skills. There will also be regular continuing professional development (CPD) sessions available covering teaching strategies and best practice. Full information is available on the NCFE website.

### Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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