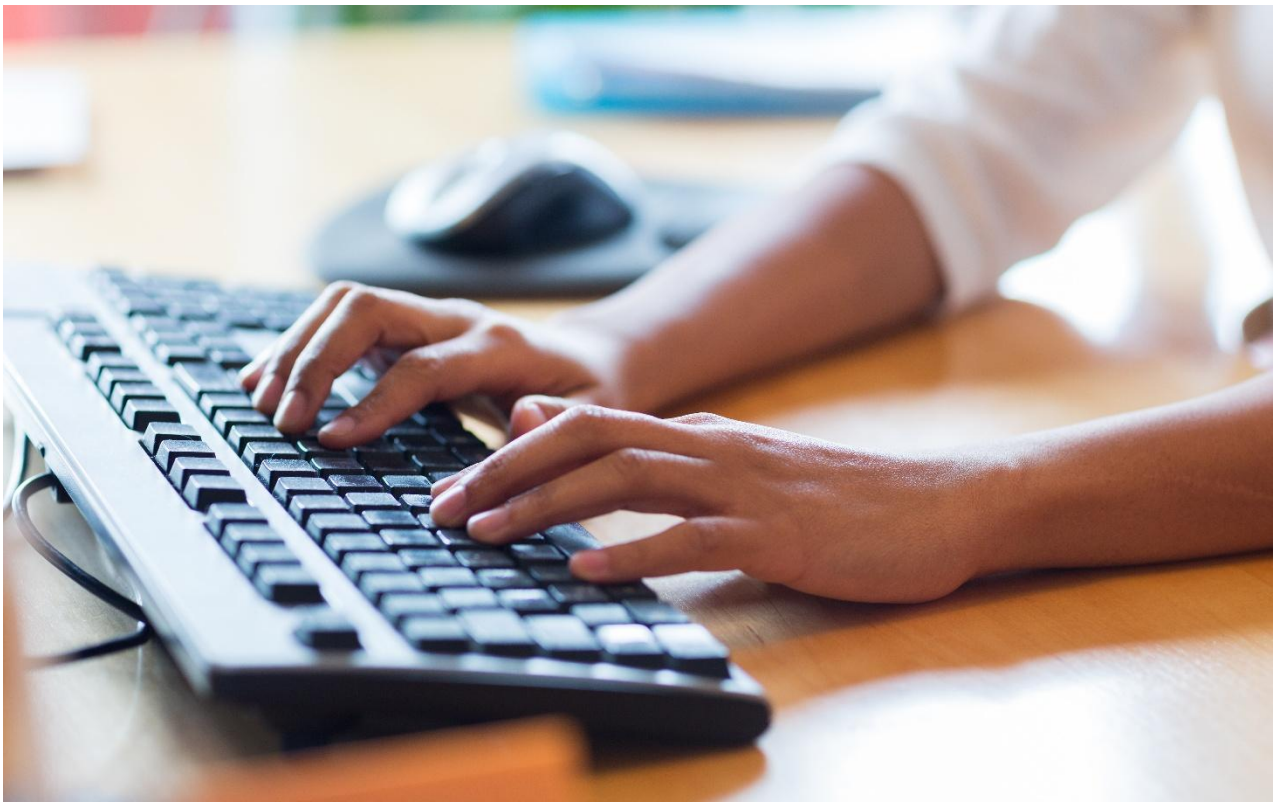
NCFE Level 1 Essential Digital Skills
QN: 610/7904/2



Qualification Specification

Qualification summary

Qualification title	**NCFE Level 1 Essential Digital Skills**
Ofqual qualification number (QN)	610/7904/2
Guided learning hours (GLH)	48
Total qualification time (TQT)	48
Minimum age	14
Grading	Pass/fail
Assessment method	Externally set and externally marked: • Section A (knowledge): externally set, externally marked multiple-choice questions (MCQ) completed under externally assessed conditions • Section B (skills): externally set, externally assessed task-based assessment, completed under externally assessed conditions.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/7904/2.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

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Section 1: introduction

This Qualification Specification contains details of all the content and assessments required to complete this qualification.

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

Aims and objectives

This qualification aims to:

- focus on the study of digital skills
- offer breadth and depth of study, incorporating a key core of knowledge and skills
- provide opportunities to acquire a number of essential digital skills.

The objectives of this qualification are to:

- build digital skills for everyday life
- build digital skills for work.

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

This qualification is designed for learners aged 14 and above.

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

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.

Achieving this qualification

To be awarded this qualification, learners are required to successfully pass the assessment requirements. This qualification has a compensatory structure of assessment.

Please refer to the list of content sections that follow or the content and amplification summaries in Section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification.

Content sections

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each section of content.

Section number	Section title	Level	GLH
01	Being safe and responsible online and on digital devices	1	9
02	Using digital devices and handling information	1	10
03	Creating and editing	1	16
04	Digital communication	1	4
05	Transacting digitally	1	6

Progression

Learners who achieve this qualification could progress to suitable level 2 qualifications.

Resource requirements

There are no mandatory resource requirements for this qualification/these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

Digital foundation skills

This framework is intended to be used by everyone in the UK involved in supporting people to improve their essential digital skills. It would be beneficial for all learners to have an understanding of the following foundation skills which underpin all essential digital skills:

Digital foundation skills
I can: • turn on a device • use the available controls on my device • make use of accessibility tools on my device to make it easier to use • interact with the home screen on my device • understand that the internet allows me to access information and content and that I can connect to it through Wi-Fi • connect my device to a safe and secure Wi-Fi network • connect to the internet and open a browser to find and use websites.

Further examples of the digital foundation skills can be found at the gov.uk website.

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.

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

There is one assessment consisting of two sections, representing 100% of the essential digital skills (EDS) result – an externally set and externally marked assessment lasting 2 hours 25 minutes which comprises:

- Section A (knowledge): 25 minutes – externally set, externally marked multiple-choice questions (MCQ) completed under externally assessed conditions
- Section B (skills): 2 hours – externally set, externally assessed task-based assessment, completed under externally assessed conditions.

Section A: AO1 (knowledge) – 18 marks:

Section title	% weighting of section (approx.)	Marks
Being safe and responsible online and on digital devices	27.8% to 33.3%	5 to 6
Using digital devices and handling information	22.2% to 27.8%	4 to 5
Creating and editing	0%	0
Digital communication	16.7% to 22.2%	3 to 4
Transacting digitally	22.2% to 27.8%	4 to 5

Section B: AO2 (skills) – 42 marks:

Section title	% weighting of section (approx.)	Marks
Being safe and responsible online and on digital devices	2.4% to 7.1%	1 to 3
Using digital devices and handling information	16.7% to 21.4%	7 to 9
Creating and editing	52.4% to 57.1%	22 to 24
Digital communication	4.8% to 9.5%	2 to 4
Transacting digitally	11.9% to 16.7%	5 to 7

Learners will be entitled to unlimited resits; however, they will not be permitted to resit the same assessment. If a learner has attempted all live papers, they will not be able to resit until a new version is available. Resitting learners will be required to sit both sections of the assessment. If a learner does not achieve their assessment, they should have a period of teaching and learning before resitting. Charges may apply to resits.

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' knowledge, understanding and skills based on the unit content 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 2 hours 25 minutes.

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

For instructions on conducting online external assessments, please refer to the Regulations for the Conduct of Digital Skills Assessments and Qualification Specific Instructions for Delivery (QSID) documents, available on the NCFE website.

Enquiries about results

All enquiries relating to learners' results must be submitted in line with our Enquiries 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.

The assessment for the qualification is available through our online assessment platform.

Learners will be issued with one of the following results:

- pass
- fail.

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.

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

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. Online Assessment Surpass Technical Requirements can be found at Online assessment | NCFE

External assessment conditions

For instructions on conducting external assessments, please refer to our Regulations for the Conduct of Digital Skills Assessments and Qualification Specific Instructions for Delivery (QSID) documents, available on the NCFE website.

Section 2: content and assessment guidance

This section provides details of the content and amplification of this qualification, including level, and guided learning hours (GLH).

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

The content contains information which must be covered by the tutor and is open to assessment.

The amplification is an extract from National Standards for Essential Digital Skills (reference: DfE-00082-2019).

For further information or guidance about this qualification, please contact our Customer Support team.

01 Being safe and responsible online and on digital devices

Section summary	In this section, learners will understand being safe and responsible online and on digital devices. Learners will gain knowledge and skills in using multiple authentications, understanding a range of data threats and being physically and psychologically safe when using digital devices.
Guided learning hours	9
Level	Level 1

Learning outcomes
LO1: Protecting data
LO2: Being responsible online
LO3: Digital wellbeing

Information in this section must be covered by the tutor during the delivery of the content.

LO1: Protecting data

1.1 Protect devices, data and personal information from online risks and threats

Learners will understand methods to protect devices, data and personal information from online risks, including:

- multi-factor authentication
- encrypting hard drives
- using a virtual private network (VPN)
- password manager application
- managing cache login details
- managing access and privacy settings:
  - blocking or unsubscribing from unwanted communication
  - browsing settings
  - location settings
  - social network settings
  - access privileges
- managing online identity:
  - use of multiple email addresses (personal/work)
  - social media accounts and posts
  - digital footprint.

1.2 Multi-factor authentication

Learners will be able to configure and use components of multi-factor authentication to access and use online services, including:

- biometrics
- passwords
- secret question
- personal identification number (PIN).

1.3 Backing up data

Learners will understand the advantages of backing up data via different methods, including:

- locally
- to the cloud.

Learners will be able to back up data locally and to the cloud.

1.4 Data threats

Learners will understand the terminology and implications of digital security threats to the work environment, including:

- worms
- trojans
- ransomware
- identity theft.

LO2: Being responsible online

2.1 Acting responsible online

Learners will understand online responsibility and be able to act responsible online, including:

- use of appropriate language
- applying blocking/filtering methods
- recognising cyberbullying on digital platforms:
  - social media
  - forums
  - instant messages
  - emails
- reporting inappropriate content
- respecting copyright/intellectual property rights:
  - piracy
  - permissions and license
- following company policies
- following data protection legislation.

Learners will understand the implications of irresponsible behaviour online, including:

- criminal offences/record
- removal from platforms
- sanctions
- breach of company policies.

LO3: Digital wellbeing

3.1 Physical health risks

Learners will understand physical health risks when using devices, including:

- bad posture
- eye strain
- headaches
- repetitive strain injury (RSI).

3.2 Psychological health risks

Learners will understand psychological health risks when using devices, including:

- stress
- depression
- fatigue
- affected sleep patterns
- addiction.

3.3 Methods to reduce physical and psychological health risks

Learners will understand and be able to apply methods of reducing health risks when using digital devices, including:

- reporting content:
  - cyberbullying
  - illegal/inappropriate
- ergonomic equipment:
  - desk
  - chair
  - footrest
  - back support
  - wrist rest
  - screen filters
- display screen equipment (DSE) assessment:
  - position of hardware
  - correct hardware
- screen breaks:
  - limiting screen time
  - avoidance prior to rest/sleep.

Amplification

Extract from National Standards for Essential Digital Skills (reference: DfE-00082-2019):

Protecting data	**Methods of protecting devices and data** include: • using multi-factor authentication • encrypting hard drives using a VPN where appropriate (to access a work network, for example) • using a password manager application • understanding that browsers can cache login details and the dangers of this on public computers Know and understand the advantages of backing up the data locally and to the cloud. Be aware of the nature of and threats posed by: • worms • trojans • ransomware • identity theft. Be aware of commercial aspects and risk in a work environment.
Protecting privacy	**Methods of protecting personal information and privacy** may include: • using multiple email addresses (to separate life and work or to hide identity if required) • considering the access privileges for apps carefully during installation • using private browsing • using the appropriate settings to keep your social network activity private • using the appropriate settings on a mobile device to restrict or grant GPS location information • blocking unwanted communications from selected users. Know and understand key rights available under data protection law: the right to see what personal data organisations hold about you, to withdraw consent and demand that personal data can be rectified or deleted. It should be understood that options are available to control the use of personal data (for example, cookie settings). It is not necessary to understand issues of data protection compliance relating to organisations.

Managing traceable online activities	**Managing online identity** includes: • using an appropriate online name and email address • understanding that online activities leave traces, and taking action such as being careful about the information shared and choosing appropriate location settings • searching for yourself online in order to understand what data you are sharing publicly • using a secondary email account to sign up to sites • unsubscribing from mailing lists • deleting unwanted social media accounts and old posts. Know and understand how an individual's digital footprint can be managed. This may include the use of privacy settings, managing the number of accounts in use, using secondary email accounts, avoiding oversharing information, using private browsing, and using digital security and privacy tools.
Being responsible online	**Use appropriate language and behaviour online** includes: • respecting others online and not using inappropriate language, trolling or online harassment • recognising that threatening, abusive or grossly offensive online communications could be a criminal offence • blocking, filtering or reporting inappropriate content • respecting copyright and other intellectual property rights such as trademarks and software licenses that may restrict access or reuse of online content. Know and understand that sending communications regarded as threatening, abusive or grossly offensive to another person using an online method, including email, instant messaging or social media, could be committing a criminal offence such as harassment or malicious communication. Understand that company policies may prohibit activities and carry serious sanctions for employees. Know personal obligations with respect to copyright and other intellectual property rights and why you should not access such content without permission/license, and the risks and consequences of music/TV/film piracy. Know how to block or filter inappropriate content or behaviour.

Digital wellbeing	**Physical health risks** refer to the risk of health problems developing as a consequence of physical stresses. **Psychological health risks** include addiction to online activity, or stress caused by factors including overuse of devices, cyberbullying, fatigue and poor sleep patterns. **Methods to avoid physical and psychological health risks while using devices** include taking regular breaks, using a wrist rest when using a mouse, limiting screen time, avoiding screen time close to bedtime and reporting cyberbullying, for example. Know and understand the potential physical and psychological health risks arising from stresses of being online/using devices, and know how to avoid or minimise these, including: • knowing not to respond to cyberbullying and knowing how to report it • knowing that setting time limits on device use reduces the risk of overuse and associated fatigue.

02 Using digital devices and handling information

Section summary	In this section, learners will understand using devices and handling data. Learners will gain knowledge and skills in searching, managing and storing information using digital devices.
Guided learning hours	10
Level	Level 1

Learning outcomes
LO1: Find and evaluate information
LO2: Manage and store information
LO3: Identifying and solving technical problems
LO4: Developing digital skills

Information in this section must be covered by the tutor during the delivery of the content.

LO1: Find and evaluate information

1.1 Searching and refining searches on devices and online

Learners will understand the process of searching on devices and be able to carry out and refine searches, including:

- file names
- partial file names
- file content
- voice control.

Learners will understand the process of searching online and be able to carry out and refine searches, including:

- exact phrase/term:
  - use of quotation marks
- time/origin filters
- specific website search functions
- social media platform search functions
- image database searches
- virtual assistant:
  - voice command.

1.2 Reliability of searches

Learners will understand and be able to identify indicators of relevance and reliability of search results, including:

- valid hypertext transfer protocol secure (HTTPS)
- valid website certificate
- poor quality website (visual/functions)
- current/recent updates to website/social media
- multiple source checks
- validity of source
- sponsored listings.

LO2: Manage and store information

2.1 Data storage and transfer

Learners will understand the terminology and process to store and transfer information across digital devices, including:

- cloud storage
- organising:
  - folder structures
  - hierarchy
- file information:
  - metadata
  - tagging
- sizing:
  - bytes, kilobyte (KB), megabyte (MB), gigabyte (GB), terabyte (TB)
  - file compression
- file size limitations:
  - attachments
  - uploads
- megabits per second (Mbps).

Learners will be able to store, transfer, organise and manage information on a device and across devices.

LO3: Identifying and solving technical problems

3.1 Technical problems

Learners will understand and be able to apply solutions to common technical problems, including:

- resetting login credentials
- changing Wi-Fi settings:
  - accessing different Wi-Fi networks
  - switching between mobile and Wi-Fi networks
- using online tutorials to change software/app settings
- uninstalling/reinstalling software
- updating software and applications.

Learners will understand and be able to use help facilities to solve technical problems, including:

- tutorials
- employer IT support
- frequently asked questions (FAQs)
- advice forums.

LO4: Developing digital skills

4.1 Online learning

Learners will understand and be able to develop their digital skills with online learning resources/support, including:

- FAQs
- guides
- videos
- tutorials
- advice forums.

Amplification

Extract from National Standards for Essential Digital Skills (reference: DfE-00082-2019):

Finding and evaluating information	**Searching** refers to searching online for information or content and on a device for files or applications. Searching **online** may include: • using quotation marks to look for specific terms • using an image database or image search service if searching for images • applying filters relating to time or origin • searching within a specific website or social media platform for information, images, music or video. It may also include adopting an iterative approach of refining search terms to narrow or broaden searches as required. Searching online may be using a 'traditional' search engine (text-based) or using a digital assistant (for example, through voice control). **Searching on a device** may include searching on: • file names • partial file names • file content. **Use appropriate techniques** includes adopting an appropriate approach to searching based on the type of information sought. Methods of identifying the **relevance** and **reliability** of sources when searching **online** include: • checking that a website uses HTTPS and has a valid certificate • being wary of poor-quality websites (low quality design/graphics, broken links, poor English) • checking the date of the information provided • checking more than one source when searching for information or consuming news online • considering the source of the information and whether they might have a reason to provide biased or false information. Have an awareness that the top online search results may include paid for or sponsored listings.

Managing and storing information	**Across devices** refers to storing files on cloud storage using one device and accessing the files using another device. Know and understand folder structures, file information (including metadata and tagging), and accessing data across devices. Know and understand limitations on file sizes when using some services (for example, email attachments, file size upload limits) and the benefits of using file compression to make effective use of storage capacity and to reduce data transfer times. Understand and be able to use terminology describing data storage requirements: bytes, kilobyte (KB), megabyte (MB), gigabyte (GB), terabyte (TB). Understand and be able to use terminology describing data transfer speeds: megabits per second (Mbps).
Identifying and solving technical problems	**Common technical problems** refers to solving commonly encountered issues with a straightforward solution, such as: • resetting login credentials • changing Wi-Fi settings • following the instructions in an online tutorial to change a software or app setting • disabling an app, or uninstalling and reinstalling software. Know and understand how to use help facilities, online forums and tutorials.
Developing digital skills	**Online learning resources** include FAQs, guides, videos, tutorials and advice forums.

03 Creating and editing

Section summary	In this section, learners will understand creating, editing and enhancing digital media. Learners will gain knowledge and skills in using digital devices to edit and enhance a range of digital media.
Guided learning hours	16
Level	Level 1

Learning outcomes
LO1: Creating and editing documents
LO2: Editing and enhancing digital media
LO3: Processing numerical data

Information in this section must be covered by the tutor during the delivery of the content.

LO1: Creating and editing documents

1.1 Layout conventions and styles

Learners will understand and be able to apply layout and format features for text, tables, images and charts for a specific audience or purpose, including:

- positioning
- sizing
- captioning
- flow of text
- borders.

LO2: Editing and enhancing digital media

2.1 Edit and enhance

Learners will understand and be able to apply the terminology used in editing and enhancing digital media, including:

- contrast
- colour balance
- captions
- cropping
- resizing
- brightness
- filters.

LO3: Processing numerical data

3.1 Entering and editing data

Learners will understand and be able to apply the terms used for entering and editing data, including:

- row/column size adjustments
- merging/splitting cells
- cell alignment
- filters
- sort
- formulae
- cell references
- cell borders
- cell formatting:
  - text
  - number
  - currency
  - time
  - date
  - percentage.

3.2 Creating and formatting charts

Learners will understand and be able to create and format charts from data, including:

- bar/column graphs
- pie charts
- line graphs
- titles
- axis labels
- data labels
- legends.

3.3 Processing numerical data

Learners will understand and be able to process numerical data using an application's functionality, including:

- AutoSum
- filtering
- sorting
- simple formula:
  - add
  - subtract
  - divide
  - multiply
  - maximum/minimum
  - average
- replicating formulae across cells.

Amplification

Extract from National Standards for Essential Digital Skills (reference: DfE-00082-2019):

Creating and editing documents	**Format tables/graphics/charts** includes positioning, sizing, captioning, borders and flow of text. **Layout** includes adopting appropriate common conventions for specific purposes and audiences (for example, a formal report for managers, an advertisement for consumers, a presentation for colleagues). Know and understand layout conventions and styles for different document purposes and audiences and be familiar with a range of formatting and layout features for different information, including text, tables, images and charts.
Creating and editing digital media	**Edit and enhance** includes altering the appearance of an image by adjusting the contrast or colour balance, adding a text caption to an image, cropping an image to keep only the section required, and resizing, for example. The application used may be a desktop application, or it may be an application on a touchscreen device. Know and understand terminology and concepts relating to image editing and enhancing.
Processing numerical data	**Format** includes cell alignment, number formatting (for example, number, currency, date, percentage) and merging/splitting cells. **Process and chart** includes using an application's functionality to carry out simple calculations (such as totalling), filtering, using simple formulae and creating simple charts (for example, with a single data series, no trend lines or data labels). Know and understand terminology and concepts relating to entering and editing information in a worksheet, formatting using row and column size adjustment, cell borders and data types (including formatting currency, percentages, and number of decimal places for numeric data). Know how to sort data on one criterion, use simple filters, complete calculations using relative cell references and formulae with up to two mathematical operators, and replicate values and formulae. Know how to create and format charts from data, including bar/column charts, pie charts and line graphs with suitable titles, axis category labels, data labels and legends.

04 Digital communication

Section summary	In this section, learners will understand digital communication. Learners will gain the knowledge and skills in a range of digital communication modes.
Guided learning hours	4
Level	Level 1

Learning outcomes
LO1: Communicating and sharing

Information in this section must be covered by the tutor during the delivery of the content.

LO1: Communicating and sharing

1.1 Context of online communication

Learners will understand different contexts and how this influences the use of online communication, including:

- audience
- work
- social
- general public:
  - social media platforms
  - vlogs/blogs
  - forums.

1.2 Modes of online communication

Learners will understand and be able to use modes of online communication, including:

- email
- instant messaging
- text messaging
- social media
- vlogs/blogs
- collaboration tools
- forums.

Amplification

Extract from National Standards for Essential Digital Skills (reference: DfE-00082-2019):

Communicating and sharing	**Modes of online communication** include email, instant message, text message, social media, blog, collaboration tools and services. **Contexts** refers to the range of circumstances in which an online communication could be made, for example, at work, socially, in general public. **Audiences** refers to different individuals or groups of people, for example, a colleague, friend, group of friends, users of a social media platform.

05 Transacting digitally

Section summary	In this section, learners will understand using online transactional services. Learners will gain knowledge and skills of comparing and purchasing safely online.
Guided learning hours	6
Level	Level 1

Learning outcomes
LO1: Using online transactional services
LO2: Buying securely online

Information in this section must be covered by the tutor during the delivery of the content.

LO1: Using online transactional services

1.1 Types of online transactional services

Learners will understand the different types of online transactional services, including:

- shopping
- finance
- utilities
- government services
- entertainment.

1.2 Interacting with online services

Learners will understand and be able to use online transactional service functions, including:

- uploading and downloading files
- file size
- mandatory fields
- optional fields
- verification
- submission.

1.3 Manage account settings

Learners will understand and be able to manage account settings, including:

- signing in:
  - set/change password
  - sign in methods
- account holder details
- location
- notifications
- user history
- payment options
- app preferences (colour/layout)
- privacy
- cookies.

LO2: Buying securely online

2.1 Online comparison options

Learners will understand and be able to compare online buying options using a range of methods, including:

- in-app comparisons
- comparison websites
- multiple searches using search engines.

2.2 Comparison criteria

Learners will be able to identify the best option using comparisons, including:

- products
- prices
- delivery:
  - price
  - time
- providers/retailers
- fitness for purpose.

2.3 Buying safely online

Learners will understand and be able to prevent online buying risks, including:

- identifying padlock symbol
- checking for correct domain names/addresses
- website/company validation:
  - scam sites
  - registered company address
  - phone number
  - returns policy
- checking reviews:
  - fake reviews.

Amplification

Extract from National Standards for Essential Digital Skills (reference: DfE-00082-2019):

Using online services	**Online transactional services** include online shopping, finance (for example, online banking), utilities (for example, gas, electricity, water), government services (for example, paying council tax online, booking a doctor's appointment, applying for benefits) and media (for example, streaming services). **Interact** will include uploading/downloading of documents and images as required. **Manage** includes setting account preferences. Understand that file sizes, for example, for images, can involve large amounts of data and the file size may need to be reduced before sending.
Buying securely online	**Compare online buying options for an item/service** includes comparing different product options, prices and delivery options and so on, across multiple providers or retailers and selecting the best option in terms of fitness for purpose, price and delivery. It also includes being aware of possible scam sites. Know how to establish and compare price and delivery options for products and services. Know how to identify scam sites. Methods for identifying scam sites could include: • checking for the padlock next to the website's URL • being aware that scammers sometimes register domain names similar to those of reputable organisations • checking if the website looks professional and is written in good English, and does not make unsubstantiated claims • checking site reviews on consumer review/comparison sites, being aware of the possibility of fake reviews • checking that a company offering goods and services lists a place of business, that it is possible to contact them and that they have a returns policy.

Section 3: explanation of terms

This table explains how the terms used at **level 1** in the unit content are applied to this qualification (not all verbs are used in this qualification).

Define	Give the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject.
Describe	Provide details about the subject or item.
Explain	Provide details about the subject with reasons showing how or why.
Give (examples of…)	Provide relevant examples to support the subject.
Identify	List or name the main points.
Indicate	Point out or show using words, illustrations or diagrams.
Locate	Find or identify.
List	Make a list of words, sentences or comments.
Outline	Identify or describe the main points.
Plan	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
Show	Give information that includes clear knowledge about the subject.
State	Give the main points in brief, clear sentences.
Use	Take an item, resource or piece of information and link to the question or task.

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:

- diagnostic assessment tools
- learning resources
- Qualification Factsheet.

Useful websites

Centres may find the following websites helpful for information to assist with the delivery of this qualification:

- Essential digital skills framework - GOV.UK
- National standards for essential digital skills

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.

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.

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