

# QUALIFICATION GUIDE

BCS Level 1

Essential Digital Skills for Work



February 2023 v1.2



This qualification is regulated by one or more of the following: Ofqual, Qualifications Wales, CCEA Regulation or SQA.

QAN: 603/6958/9

A smiling man with glasses and a woman with a bun looking at a laptop screen. The background is a blurred office setting with yellow and white elements.

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# INTRODUCTION

Technology has transformed the way we live, but in England, over 11 million people have been left behind during this digital revolution. This means that one in five adults do not possess the basic digital skills needed to work in today's world.

With over 75% of job openings currently calling for digital skills, and a predicted increase to over 90% in coming years, there is an urgent need for adults to develop their confidence and ability with digital technology.

The BCS Level 1 Essential Digital Skills for Work qualification has been created to overcome this skills crisis, and to equip adults with the confidence and ability to use digital skills in the workplace.

## **BCS, The Chartered Institute for IT**

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

# QUALIFICATION SUITABILITY AND OVERVIEW

The BCS Level 1 Essential Digital Skills for Work qualification is suitable for all adults aged 16+ who have limited experience in using digital devices or the internet. Candidates include job seekers, career changers, ex-forces personnel or any adult with a need to develop their digital skills in the workplace.

Successfully completing the qualification will equip the learner with the skills and knowledge 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 BCS Level 1 Essential Digital Skills for Work qualification is composed of five skill areas:

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

## INITIAL ASSESSMENT

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

BCS LEVEL 1 ESSENTIAL DIGITAL SKILLS FOR WORK	
<b>QAN</b>	603/6958/9
<b>Entry Requirements</b>	N/A
<b>Guided Learning Hours (GLH)</b>	50
<b>Total Qualification Time (TQT)</b>	64
<b>Assessment Method</b>	Online Knowledge Test and Online Skills Test
<b>Outcome</b>	Pass/Fail

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

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

**Although there are no formal entry requirements, learners enrolling onto the BCS Level 1 Essential Digital Skills for Work 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 knowledge, confidence, and experience in using digital skills to obtain work or advance their existing careers.



# STANDARDS

## SKILLS AREA: USING DEVICES

### 2.1 Using Devices

#### 2.1.1 Keep operating system and applications up to date.

Operating systems (OS) include those typically used for computers (desktop/laptop) and mobile devices.

Applications include applications for computers, (desktop/laptop) and mobile devices.

Know how to check for OS and application updates, and to choose how and when an operating system or application is updated.

### 2.2 Finding and Evaluating Information

#### 2.2.1 Use appropriate techniques to carry out and refine searches, taking into account currency, relevance, and reliability, and be aware that results are ranked by search engines.

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 etc.), 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.

<b>2.3 Managing and Storing Information</b>	
<b>2.3.1 Organise and store information using files, folders, hierarchy and tagging to enable efficient information retrieval on a device and across devices.</b>	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 (e.g. 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).
<b>2.4 Identifying and Solving Technical Problems</b>	
<b>2.4.1 Identify and apply solutions to common technical problems, using online tutorials, FAQs and help facilities.</b>	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.
<b>2.5 Developing Digital Skills</b>	
<b>2.5.1 Identify and use appropriate online learning resources to maintain and improve digital skills.</b>	Online learning resources include FAQs, guides, videos, tutorials and advice forums.

## SKILL AREA: CREATING AND EDITING

### 2.6 Creating and Editing Documents

**2.6.1 Use applications to enter, edit, format, layout information (including text, tables, graphics, charts) for a range of purposes and audiences.**

Format tables/graphics/charts includes positioning, sizing, captioning, borders, flow of text.

Layout includes adopting appropriate common conventions for specific purposes and audiences e.g. a formal report for managers, an advertisement for consumers, a presentation for colleagues, etc.

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.

### 2.7 Creating and Editing Digital Media

**2.7.1 Edit and enhance an image.**

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, resizing etc. The application used may be a desktop application, or it may be an application on a touch-screen device.

Know and understand terminology and concepts relating to image editing and enhancing.

### 2.8 Processing Numerical Data

**2.8.1 Enter, edit, sort, process, format, and chart numeric data.**

Format includes cell alignment, number formatting (e.g. number, currency, date, percentage), merging/splitting cells, etc.

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 (e.g. with a single data series, no trend lines or data labels etc.).

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.



<b>2.8.1 Enter, edit, sort, process, format, and chart numeric data.</b>	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.
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**SKILL AREA: COMMUNICATING**

**2.9 Communicating and Sharing**

<b>2.9.1 Identify and use appropriate modes of online communication for a range of contexts and audiences.</b>	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 e.g. at work, socially, in general public.
	Audiences refers to different individuals or groups of people e.g. a colleague, a friend, a group of friends, users of a social media platform etc.

**2.10 Managing Traceable Online Activities**

<b>2.10.1 Take steps to manage online identity.</b>	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, instigating right to be forgotten under data protection law.
	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.

## SKILL AREA: TRANSACTING

### 2.11 Using Online Services

#### 2.11.1 Interact with online transactional services and manage account settings.

Online transactional services include online shopping, finance (e.g. online banking), utilities (e.g. gas, electricity, water), government services (paying council tax online, booking a doctor's appointment, applying for benefits) media (e.g. streaming services) etc.

Interact will include uploading/downloading of documents and images as required.

Manage includes setting account preferences.

Understand that file sizes, e.g. for images can involve large amounts of data and the file size may need to be reduced before sending.

### 2.12 Buying Securely Online

#### 2.12.1 Compare online buying options for an item/service and identify best option.

Compare online buying options for an item/service includes comparing different product options, prices, delivery options etc. 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.

## SKILL AREA: BEING SAFE AND RESPONSIBLE ONLINE

### 2.13 Protecting Privacy

#### 2.13.1 Protect personal information and privacy, understanding personal rights and options for controlling the use of personal data.

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, block unwanted communications from selected users etc.

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, e.g. cookie settings. It is not necessary to understand issues of data protection compliance relating to organisations.

### 2.14 Protecting Data

#### 2.14.1 Protect devices and data from online risks and threats.

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.

### 2.15 Protecting Data 2

#### 2.15.1 Configure and use multifactor authentication to access and use online services.

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.

### 2.16 Protecting Data 3

#### 2.16.1 Backup data locally and using a cloud provider.

Know and understand the advantages of backing up the data locally and to the cloud.

### 2.17 Being Responsible Online

#### 2.17.1 Not Level 1

None required

## 2.18 Being Responsible Online 2

### 2.18.1 Use appropriate language and behaviour 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.

## 2.19 Digital Wellbeing

### 2.19.1 Apply simple methods to avoid physical and psychological health risks while using devices.

Physical health risks refers 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, poor sleep patterns, etc.

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, reporting cyberbullying, etc.

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.

# RESOURCES

BCS has created a range of supporting tools to inspire and enhance the delivery of the BCS Level 1 Essential Digital Skills qualification. All resources can be accessed via our exclusive provider SharePoint space.

## AVAILABLE RESOURCES

### Provider Toolkit

A suggested delivery flow to structure and sequence the learner journey. This will include suggested logical subject pairings, ideas for teaching and learning activities with suggested guided learning hours (GLH), as well as links to useful publications and external resources.

The toolkit has been designed to act as a guide to support teachers and trainers to design their own programme that best suits the needs of their learners, rather than to prescribe how the learning should be undertaken.

### 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](#)

### 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.

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. This will help them to familiarise themselves with the Skillsbox platform and the types of questions they will be required to answer.

# ASSESSMENT

The assessment consists of two 45 minute online, on-demand tests which will assess the learner's competence across all five skill areas. There are a total of 100 marks available, with test scores being aggregated to produce the total marks achieved.

**The pass mark for this qualification is 68%.**

If the total of the Learner's best Knowledge test mark and the Learner's best Skills test mark is higher than the pass mark, then an award is made. The two tests have equal weighting.

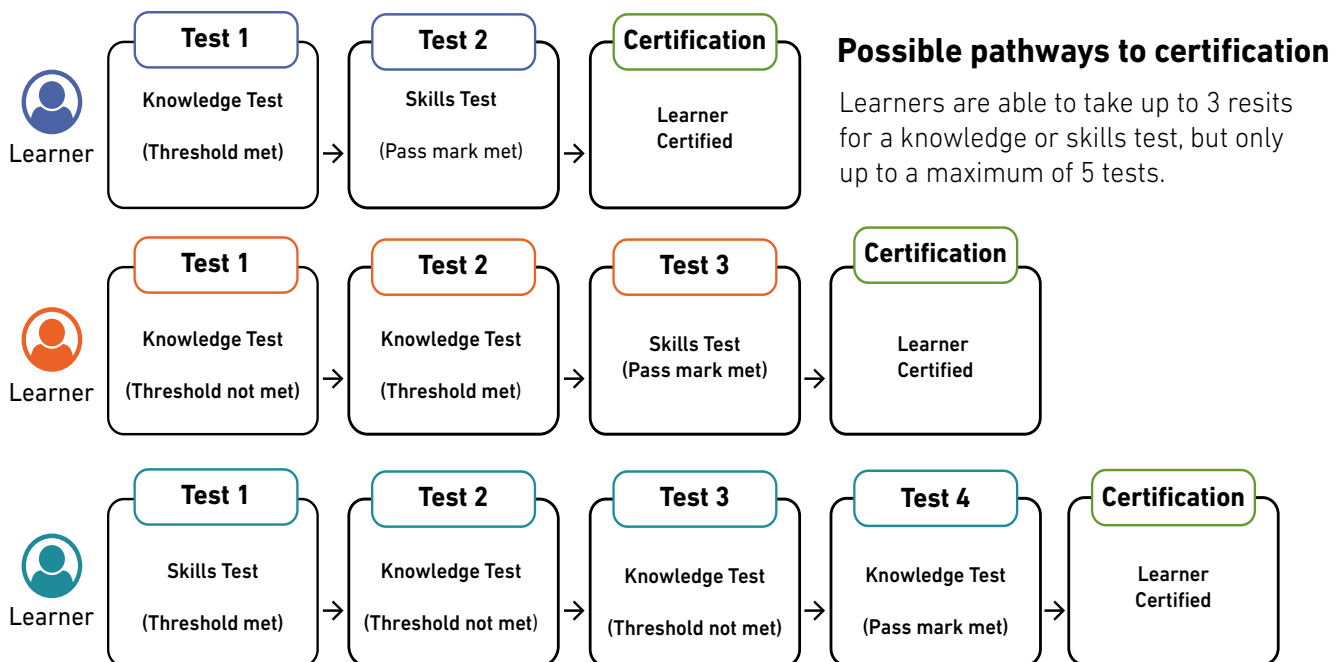
Please note: Whilst BCS would not normally want to make changes to either grade thresholds or grading algorithms there is potential for them to change in order to maintain standards.

## KNOWLEDGE TEST

Learners will complete a 30-question test comprised of a blend of 1, 2 and 3 mark questions, with a possible 50 mark total. Question types will include multiple choice, hotspot, drag and drop, matching and ordering. There will be a total of 45 minutes allowed for the test.

## SKILLS TEST

Learners will complete a range of on-screen, in-application (using Microsoft Office Applications) and simulated tasks across 4 different scenarios. Each scenario will be worth approximately 12 or 13 marks with a possible 50 marks total. There will be a total of 45 minutes allowed for the test.



Please allow a minimum of 24 hours between resits.

## 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. Centre staff will review the results and the overall profile of the learner. If the total of the learner's best Test-K mark and the learner's best Test-S mark is higher than the pass mark, then an award is made.



# SKILLSBOX – ASSESSMENT PLATFORM

Both online tests will be completed via the Skillsbox online platform on an on-demand basis. Centres will have access to add and manage users and tests.

You can access Skillsbox by logging in [here](#).



## SYSTEM REQUIREMENTS

SYSTEM CHECK	REQUIREMENTS	ADDITIONAL INFORMATION
<b>Operating System</b>	Windows 7/8/10	Only Microsoft Windows is supported for in-application testing
<b>Browser</b>	Internet Explorer 11 Firefox Google Chrome	A plugin is required for in-application testing
<b>Plugin Installation</b>	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
<b>.NET Framework</b>	.NET 3.X Framework is required	.NET 3.X framework is required for applications to run**
<b>Microsoft Office</b>	Microsoft Office applications must be installed.	In-application testing will not work with browser versions of Office365
<b>Access to Work Files (Z:/)</b>	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.
<b>Registry Access</b>	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.



# APPEALS

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

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

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

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

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



# FREQUENTLY ASKED QUESTIONS

## **Q) How long does the BCS Level 1 Essential Digital Skills for Work qualification take to complete?**

**A)** All essential digital skills qualifications have 50 guided learning hours, and a total qualification time of 64 hours.

## **Q) What learning materials and courseware are available?**

**A)** A toolkit with supporting activities, including e-learning modules is available to providers from BCS.

## **Q) Can the BCS Level 1 Essential Digital Skills for Work qualification be delivered remotely?**

**A)** As EDSQ (particularly at Entry 3) is 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, the BCS tests, diagnostic assessments and SharePoint 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.

An initial assessment is also available so learners can undertake a mock assessment to familiarise themselves with the types of questions that 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

<b>Application</b>	A program designed for a specific purpose, such as word processing or graphic design.
<b>Attachment</b>	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.
<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 World Wide Web.
<b>Cloud</b>	The cloud refers to software and services that run on the Internet, instead of locally on your computer.
<b>Cloud provider</b>	A cloud provider is a company that delivers cloud computing- based services and solutions to businesses and/or individuals.
<b>Cloud-based services</b>	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.
<b>Collaboration</b>	Functionality in applications designed to help people involved in a common task achieve their goals e.g. shared editing of a document.
<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 includes 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>Currency</b>	The fact or quality of being generally accepted or in use.
<b>Data</b>	A structured set of numbers, representing digitised text, images, sound, video or other information which can be processed or transmitted by a device.
<b>Device</b>	A piece of hardware or equipment that contains a microprocessor. Examples include PCs, laptops, smartphones, tablets and smartwatches.
<b>Digital collaboration</b>	Digital collaboration is an interaction between two or more people, mediated by a computer.
<b>Digital content</b>	Any media created, edited or viewed on a device, such as text, images, sound, video, and combinations of these (i.e. multimedia).
<b>Digital environment</b>	Digital devices, applications and infrastructure that people use in life and work.

<b>Digital footprint</b>	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.
<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>Directory</b>	See folder.
<b>Document</b>	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.
<b>External storage</b>	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.
<b>File</b>	A store for data (e.g. a document, image, spreadsheet, database, etc.) which is typically stored on a hard drive or solid-state drive.
<b>File naming conventions</b>	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.
<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>GPS</b>	Global Positioning System (GPS) is a satellite navigation system used to determine the ground position of an object.
<b>Graphic</b>	Visual representation of information in the form of diagrams, graphs and pictures.
<b>Hierarchy</b>	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.
<b>HTTP</b>	HyperText Transfer Protocol. HTTP is the underlying protocol used by the World Wide Web to transmit messages between browsers and web servers.
<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>Layout</b>	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.
<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.

<b>Metadata</b>	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.
<b>Multifactor authentication</b>	Multi-factor authentication (MFA) is a security mechanism in which individuals are authenticated through more than one required security and validation procedure.
<b>Numerical data</b>	Data that is measurable, such as time, height, weight, amount, etc.
<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.
<b>Online content</b>	A broad term for digital information on the internet, typically includes text, images and other rich media.
<b>Online information service</b>	An online source of information provided by the relevant authority or organisation. Examples include government and local authority websites, school websites, weather services, etc.
<b>Operating system</b>	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.
<b>Patch</b>	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".
<b>Personal data</b>	Personal data is information that relates to an identified or identifiable individual.
<b>Personal information</b>	See personal data.
<b>Phishing</b>	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.
<b>Preferences</b>	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.
<b>Private communication</b>	A structured set of numbers, representing digitised text, images, sound, video or other information which can be processed or transmitted by a device.
<b>Public communication</b>	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.
<b>Reliable</b>	That which can be trusted.
<b>Remote storage</b>	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.
<b>Rich media</b>	Typically, images, audio, videos etc. are considered rich media.



# CONTACT

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