



Qualification Specification

BCS Level 1/2 Certificate in Digital Literacy

QAN 603/1132/0

Version 2.2

Published: September 2017

For registrations from 1 September 2017

Summary of changes made from version 2.1

Learning outcome coverage by examination updated.	5.1 Assessment summary
Learning outcomes covered by examination 1 updated.	5.3 Controlled online examination summaries

Summary of changes made from version 2.0

Change	Section
Qualification name change.	Throughout
Removal of “draft specification”.	Throughout
Removal of references to Technical Awards.	Throughout
Section removed.	3.2 Technical Awards
Small typographical errors addressed.	Throughout
Assessment task types table updated.	5.2 Assessment methods

Summary of changes made from version 1.6

Change	Section
Small typographical errors addressed	Throughout
Qualification not available in Wales	3.1 Qualification summary
Removal of internal marking requirement. Timescale for resits.	5.1 Assessment summary
Assessment task type table updated.	5.2 Assessment methods
Section removed. All marking is external.	5.5 Internal marking
Process for awarding the final grade.	5.6 Grading
Minor changes to improve clarity of assessment criteria.	Appendix A: Assessment Criteria

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1. About BCS

BCS, The Chartered Institute for IT, is committed to making IT good for society. We promote wider social and economic progress through the advancement of information technology science and practice.

We are committed to using the power of our network to bring about positive, tangible change. We do this by bringing together industry, academics, practitioners, and government to share knowledge, promote new thinking, influence and shape public policy and inform society as a whole.

2. Equal Opportunities

BCS wishes to ensure good practice in the area of Equal Opportunity. Equality of opportunity extends to all aspects of the provision of BCS qualifications. Further information about our equal opportunities policy can be found on the Approved Centre Forum, a secure website for approved centres.

3. Introduction to the qualification

3.1 Qualification summary

Qualification Number	603/1132/0
Qualification Title	BCS Level 1/2 Certificate in Digital Literacy
Qualification Level	Level 1/2
Sector Skills Area	6.2 ICT for users
Operational Start Date	01/09/2017
Total Qualification Time	180 hours
Guided Learning Hours	127 hours
Total Assessment Time	2 hours 30 minutes
Offered in England	Yes
Offered in Wales	No
Offered in Northern Ireland	No
Overall Grading Type	Graded
Assessment Methods	E-assessment, Task-based Controlled Assessment
Grading Scale	Level 2: Pass/ Merit/ Distinction/ Distinction* Level 1: Pass/ Merit

All BCS qualifications are subject to our quality assurance and validation process. This ensures that new and revised qualifications are fit for purpose. Qualifications are reviewed to ensure the alignment of the qualification with agreed design principles, regulatory requirements and to ensure accuracy and consistency across units and qualifications. Through our quality assurance and validation process, we ensure the qualification, its units and examinations, are fit for purpose and can be delivered efficiently and reasonably by centres.

3.2 Purpose of the qualification

3.2.1 Rationale

The government's Industrial Strategy (January 2017) includes digital skills in its definition of the basic skills everyone needs in a modern economy.

Research shows that digital skills gaps exist across most sectors and that employers repeatedly cite digital competencies as weaknesses and that competency in using IT software is increasingly becoming a key area of skills needs for businesses:

- Within the next two decades, 90 per cent of jobs will require some digital proficiency, yet 23 per cent of adults lack basic digital skills.¹
- Growth opportunities for the UK economy are often constrained by a lack of relevant digital skills within the labour force.²
- The shortage in digital skills in the UK represents a key bottleneck for industry and is linked to one in five of all vacancies.³
- In 2015, 72% of large companies and 49% of SMEs reported technical skills gaps.⁴
- 38% of small businesses do not possess basic digital skills within their workforce.⁵
- IT skills are the fourth most highly valued entry level skill for employers (56%), ahead of teamwork skills (53%).⁶
- Approximately two thirds (61%) of businesses reported that their employees had weaknesses in IT skills competencies.⁷
- Almost three quarters (72%) of construction firms report that their employees lacked IT skills.⁸
- 62% of manufacturing businesses report weaknesses in the IT skills of their employees.⁹
- Skills shortages amongst many retail employees hinder their transition from conventional place-based retail activity to e-commerce and blended retail.¹⁰

This qualification is distinct from GCSEs, and is designed to complement and supplement the academic offer. It is ideal for learners who prefer to learn by applying their skills, knowledge and understanding through a practical, work-related context.

Whilst this qualification has primarily been designed for learners aged 14-16, it is also available for post-16 learners.

¹ House of Commons Science and Technology Committee (2016), 'Digital Skills Crisis', House of Commons, <http://www.publications.parliament.uk/pa/cm201617/cmselect/cmsctech/270/270.pdf>

² ECORYS UK 2016, Digital Skills for the UK Economy, Department for Business Innovation & Skills/ Department for Culture, Media and Sport https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/492889/DCMSDigitalSkillsReportJan2016.pdf

³ *ibid*

⁴ *ibid*

⁵ Lloyds, 2015. UK Business Digital Index 2015. Lloyds Bank plc. <http://resources.lloydsbank.com/insight/uk-business-digital-index>

⁶ BCC. Business and Education Survey 2015. British Chambers of Commerce <http://www.bccbusinesseducation.com/policy-research/>

⁷ CBI & PEARSON 2015. Gateway to Growth: CBI / Pearson education and skills survey. Confederation of British Industry.

http://www.cbi.org.uk/media/2809181/embargo_00.01_4_july_cbi_pearson_education_and_skills_survey_2014.pdf

⁸ *ibid*

⁹ *ibid*

¹⁰ VOKES, C. & LIMMER, H. 2015. Sector insights: skills and performance challenges in the retail sector. UK Commission for Employment and Skills. <https://www.gov.uk/government/publications/sector-insights-skills-and-performance-challenges-in-the-retail-sector>

3.2.2 Purpose

This qualification has been designed to provide learners with the level of digital literacy outlined in the Key Stage 4 computing programme of study which requires learners:

“To use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.”¹¹

The Certificate in Digital Literacy provides learners with the ability to use technology creatively, efficiently and safely to live, learn and work in a digital society.

The draft content of the qualification was designed to meet the main components of a number of definitions of digital literacy, including:

- Common Sense Media
- Digital Competence Framework (Wales)
- ECDL Foundation
- Essential Digital Literacy (Wales)
- GO ON UK/ Lloyds/ Ipsos Mori
- JISC
- Microsoft - Standard
- Microsoft - Advanced
- Open University
- South West Grid for Learning
- Tech Partnership ITQ NOS 2015

The common threads running through each of these definitions have been used as the unit titles for this qualification. Therefore, all content in the qualification directly relates to the development and application of digital literacy.

The qualification, including proposed teaching content and assessment methods, was refined following feedback from more than 250 schools and subject matter experts.

It is designed primarily for 14 to 16 year old learners needing to develop applied knowledge and practical digital literacy skills required for job roles in a wide range of sectors and occupational areas.

It has been designed specifically for young people who are looking to gain broad knowledge and skills to use technology efficiently, safely, and creatively to progress their learning in IT, or any subject where digital literacy skills are required.

This qualification aims to:

- focus on an applied study of digital skills needed for the workplace
- offer breadth and depth of study, incorporating a significant core of knowledge and theoretical content with broad-ranging applicability
- provide opportunities to acquire a number of practical and technical skills

¹¹ <https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

- give young people the knowledge, understanding and skills they need to support future learning
- increase young people’s awareness of their rights and responsibilities in the digital world
- equip young people with the skills to develop independent learning skills
- give young people an understanding of digital literacy skills required in a wide range of occupations.

Overall this qualification enables learners to use technology confidently and effectively, and encourages problem-solving, creativity and communication.

Whilst it contributes to the Key Stage 4 computing curriculum, it is not designed to cover the whole programme of study.

3.3 Structure of the qualification

The BCS Level 1/2 Certificate in Digital Literacy consists of four mandatory units:

Unit Name	Unit Code	Guided Learning Hours	Self-Directed Learning
IT Productivity Skills	T/615/5240	36	14
Online Collaboration and Communication	A/615/5241	28	10
Digital Safety	F/615/5242	32	14
Digital Information	J/615/5243	31	12
Total		127	50

3.4 Size

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT includes the following elements:

- the Guided Learning Hours (GLH) for the qualification
- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

The BCS Level 1/2 Certificate in Digital Literacy has a TQT of 180 hours, which includes 127 GLH, 50 hours of self-directed learning and 2.5 hours of assessment time.

3.5 Level

Qualifications in England, Wales and Northern Ireland are grouped into levels, from entry level (lowest level) to level 8 (highest). Qualifications at the same level are a similar level of difficulty, but the size and content of the qualifications can vary.

This qualification sits across Levels 1 and 2 on the Ofqual Regulated Qualifications Framework (RQF)¹². Achievement of the Certificate is indicated by one of two levels: Level 1 or Level 2.

Learners' achievements on this qualification meet Ofqual's level descriptors at Level 1 and/or Level 2 as shown below:

	Knowledge descriptor (the holder...)	Skills descriptor (the holder can...)
Level 1	<ul style="list-style-type: none"> • Has basic factual knowledge of a subject and/or knowledge of facts, procedures and ideas to complete well-defined routine tasks and address simple problems. • Is aware of aspects of information relevant to the area of study or work. 	<ul style="list-style-type: none"> • Use basic cognitive and practical skills to complete well-defined routine tasks and procedures. • Select and use relevant information. • Identify whether actions have been effective.
Level 2	<ul style="list-style-type: none"> • Has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straightforward problems. • Can interpret relevant information and ideas. • Is aware of a range of information that is relevant to the area of study or work. 	<ul style="list-style-type: none"> • Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems. • Identify, gather and use relevant information to inform actions. • Identify how effective actions have been.

3.6 Prior learning

There are no specific required prior learning requirements for the BCS Level 1/2 Certificate in Digital Literacy. Learners taking this qualification will normally have completed, or be about to complete, Key Stage 3 of the National Curriculum. It is important that a learner has a basic understanding of IT productivity applications and familiarity with the Internet.

BCS approved centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners.

The BCS Level 1/2 Certificate in Digital Literacy has been designed as a progression route from the Key Stage 3 computing programme of study. Whilst it contributes to the Key Stage 4 computing curriculum, it is not designed to cover the whole programme of study.

¹² <https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels>

3.7 Complementary subjects

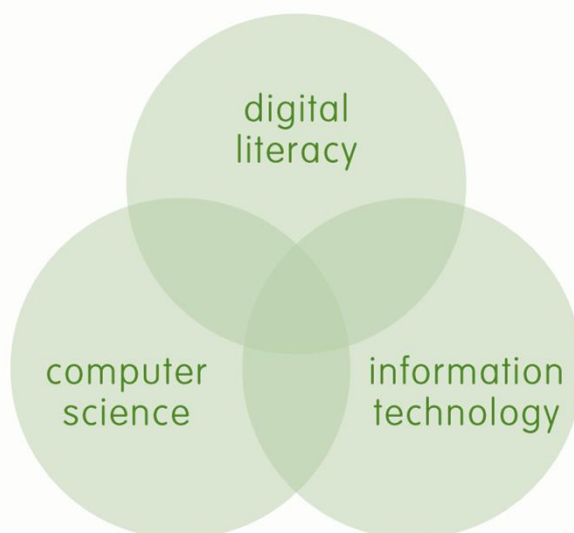
All schools maintained by a local authority have a statutory duty to teach the computing national curriculum programme of study at key stage 4. Computing is designated as a compulsory ‘foundation’ subject alongside Physical Education and Citizenship¹³.

The computing programme of study for key stage 4¹⁴ states:

“All pupils should be taught to:

- *develop their capability, creativity and knowledge in computer science, digital media and information technology*
- *develop and apply their analytic, problem-solving, design, and computational thinking skills*
- *understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns”.*

The purpose of study clearly identifies three interconnected areas of computer science, information technology and digital literacy as portrayed below:



(Source: Computing at School/ NAACE Computing in the national curriculum A guide for secondary teachers (2014)¹⁵)

The Education Foundation and UKIE state in their Computing Guide for Senior Leaders that at Key Stage 4:

“Students should have the opportunity to study aspects of computer science, information technology and digital literacy at sufficient depth to allow them to progress to higher levels of study or a professional career. It is important to be aware that not following a GCSE Computing qualification may mean that some aspects of the programmes of study cannot be completely met.”

(Source: www.computingguide.org)

¹³ <https://www.gov.uk/national-curriculum/key-stage-3-and-4>

¹⁴ <https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study/national-curriculum-in-england-computing-programmes-of-study#key-stage-4>

¹⁵ http://www.computingatschool.org.uk/data/uploads/cas_secondary.pdf

In order to offer the Key Stage 4 computing programme of study to all pupils, schools should consider offering a range of qualifications that provide appropriate routes to further study and/or employment in the digital sector.

In order to develop the necessary skills, knowledge and understanding to be digitally literate, learners must be equipped to use information technology effectively. This qualification develops learners' knowledge of hardware and software, communication and networks in the context of online collaboration and digital safety. An element of computational thinking is addressed in the approach to problem solving in digital contexts associated with IT user applications.

This qualification complements a range of GCSEs including Maths, Computer Science, English and Business.

The qualification can be taken independently from, or alongside, GCSE Computer Science. GCSE Computer Science focuses on knowledge and skills specific to algorithms and programming, whilst this Certificate allows learners to apply digital literacy knowledge and skills to a broad range of occupational areas.

It can also be delivered alongside other qualifications such as those in Business; Travel and Tourism; Media and Communication; Administration, Accounting and Personal Finance.

3.8 Progression

Learners will achieve a qualification that provides them with applied knowledge and practical digital literacy skills needed for job roles in a wide range of sectors and occupational areas, preparing them for progression to further study and equipping them with relevant employment skills.

Occupational progression routes from BCS Level 1/2 Certificate in Digital Literacy are numerous due to the broad application of digital technology in today's workplace and learning environments. Employers want people to have the skills to be productive straight away in a new role. Within the next two decades, 90 per cent of jobs will require some digital proficiency, yet 23 per cent of adults lack basic digital skills⁵.

BCS, the Chartered Institute for IT has an interest in supporting learners to enter careers in IT. With this in mind, example employment routes could include:

- cyber security - communication skills, relationship management, and customer facing presentation skills
- mobile technologies - sales, marketing and account management
- green IT - data collection and analytics
- cloud computing - security, networking, virtualisation skills and big data analytics.

Further study routes learners could progress onto could include:

- BCS Level 3 ECDL Award in IT User Skills
- WJEC Level 3 Essential Digital Literacy Skills
- NCFE Level 3 Diploma in Skills for Business: IT
- Pearson BTEC Level 3 National Certificate in Information Technology
- AQA Level 3 Foundation Technical Level IT: Cyber Security
- City & Guilds Level 3 Advanced Technical Certificate in Digital Technologies
- ProQual Level 3 Certificate in Internet Research and Investigation

- Cambridge International Level 3 Pre-U Certificate in Global Perspectives and Independent Research
- Laser Level 3 Award in Research Skills for Academic Study

The qualification will also give learners the digital literacy competence to support effective research and information management needed for a wide range of A Level subjects including English, History and Business Studies. It will prepare learners for the digital skills requirements of a range of technical education routes.

The skills learned on this qualification will also help with progression to one of the numerous Apprenticeship standards. Subject areas include Business Administration, Digital Technician, Engineering and Manufacturing, Health and Science, Legal, Financial and Accountancy.

4. Units

4.1 Overview

The BCS Level 1/2 Certificate in Digital Literacy qualification is comprised of four mandatory units:

Unit Name	Unit Code	Guided Learning Hours	Self-Directed Learning
IT Productivity Skills	T/615/5240	36	14
Online Collaboration and Communication	A/615/5241	28	10
Digital Safety	F/615/5242	32	14
Digital Information	J/615/5243	31	12
Total		127	50

The size of these units has been defined in conjunction with representatives from a range of schools and subject matter experts. Adjustments to the content, and the comparative size of each unit, have been made through the qualification development process to address their feedback.

Whilst there is no specified order for completion of the units, it is recommended that the IT Productivity Skills unit be taught first as the skills, knowledge and understanding developed through this unit will help learners to achieve in the other three units.

The qualification has been designed with the principle that all units are inter-related. For example, in order to collaborate with others online, learners must understand the need to keep safe and be able to apply this to ensure their own digital safety. Likewise, to record findings from digital information searches, learners must also know how to select and use common IT productivity applications effectively.

Learning will take place through a combination of practical tasks, case studies and a study of theoretical concepts, enabling learners to develop their digital literacy skills. BCS recommends that this qualification is delivered through the adoption of practical, work-related tasks and scenarios which integrate learning outcomes from multiple units, where appropriate. Approved Centres should allow learners to create, develop and demonstrate their ability to use technology creatively, efficiently and safely.

BCS will make learner materials and teaching resources available to Approved Centres which will provide ideas for contextualising content as well as providing examples of tasks and scenarios which integrate multiple learning outcomes from across the qualification.

4.2 Unit content

4.2.1 IT Productivity Skills

The IT Productivity Skills unit provides learners with the skills needed to use common IT productivity applications (such as word processing, spreadsheets and presentations) effectively. It focuses on the transferability of skills that are common to many applications, yet also includes some application-specific skills needed in the workplace.

It aims to provide learners with the ability to use different file types, create and edit file content including text, data, pictures and charts. The unit also covers mail merge processes, and common formulae and functions used in spreadsheet applications. Learners will be taught how to prepare files for printing and presenting, and will learn to become more effective through the use of IT productivity applications.

Unit 1 IT Productivity Skills	
LEARNING OUTCOME 1: Learners will be able to use common IT productivity applications effectively	
Learners must be taught:	
How to work with IT productivity applications	How to understand the benefits and limitations of common IT productivity applications i.e. word processing software, spreadsheets software, presentation software
	How to set basic options/preferences in the application. <ul style="list-style-type: none"> • User name • Default folder to open • Save files
	How to change the display <ul style="list-style-type: none"> • Zoom tools • View modes <ul style="list-style-type: none"> ○ Print mode ○ Draft mode ○ Presentation mode • Show/hide non-printing formatting marks <ul style="list-style-type: none"> ○ Spaces ○ Paragraph marks ○ Manual line breaks
	How to freeze panes (spreadsheets only)
	How to display, hide built-in toolbars. Restore, minimise the ribbon
	Good practice in using IT productivity applications <ul style="list-style-type: none"> • File naming • Save locations • Use available help resources • Print preview • Sort • Autofill tools (spreadsheets only) • Creating slide content (presentations only) • Use in-built software tools to check spelling and grammar • Ensure fitness for purpose

Unit 1 IT Productivity Skills

LEARNING OUTCOME 2:

Learners will be able to use files effectively

Learners must be taught:

How to work with files	How to create new files using templates
	How to open and close specified files
	How to navigate within and between files <ul style="list-style-type: none">• Use shortcuts• Use go to tool• Switch between open files
	How to save files to specified locations <ul style="list-style-type: none">• Local drive• Online drive
	How to save a file <ul style="list-style-type: none">• Using a different name• As a different file type
How to prepare a file for output (printing, presentation)	How to modify page set up <ul style="list-style-type: none">• Margin sizes• Page orientation• Headers and footers• Titles• Page breaks• Page numbering
	How to prepare a slideshow (presentation software only) <ul style="list-style-type: none">• Transition effects between slides• Pre-set animation effects• Presenter notes• Hide/show slides• Apply automatic slide numbering
	How to navigate within a slide show (presentation software only) <ul style="list-style-type: none">• Previous/next/specified slide• Start from first slide/current slide• End slide show
	How to show and hide gridlines, row and column headings (spreadsheets only)

	<p>How to set print output options</p> <ul style="list-style-type: none"> • Entire document • Specific page(s) • Selected text • Number of copies • Paper size • Colour/monochrome • Presenter notes (presentation software only)
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Unit 1 IT Productivity Skills
LEARNING OUTCOME 3:
Learners will be able to manage file contents

Learners must be taught:

How to enter and edit text and data	How to enter text/data, including symbols and special characters (©, ®, ™.)
	<p>How to edit text/data</p> <ul style="list-style-type: none"> • Select • Edit • Find and replace • Copy • Move • Delete • Undo • Redo
How to set numeric data types	<p>How to set numerical data types in spreadsheet software</p> <ul style="list-style-type: none"> • Dates • Integer • Currency • Percentages • Number of decimal places
How to format text and data	<p>How to apply text formatting</p> <ul style="list-style-type: none"> • Font size • Font type • Bold, italic, underline • Subscript, superscript • Font colour • Change case • Automatic hyphenation • Copy format
	How to insert, edit and remove hyperlinks

How to use formulae and functions in spreadsheet applications	How to create formulae using <ul style="list-style-type: none"> • Absolute cell references • Relative cell references • Arithmetic operators (+, -, /, *)
	How to use common spreadsheet functions <ul style="list-style-type: none"> • Sum • Average • Minimum • Maximum • Count • Counta • Round • If
	How to identify and understand common error values associated with formulae <ul style="list-style-type: none"> • #DIV/0 • #N/A • #NAME? • #NULL! • #NUM! • #REF! • #VALUE!
How to format file appearance	How to format paragraphs <ul style="list-style-type: none"> • Text alignment • Indentation • Tabs • Spacing • Bullets and numbers • Apply styles
	How to format cells (spreadsheet software only) <ul style="list-style-type: none"> • Text wrapping • Align cell contents • Merge and unmerge cells
The benefits and limitations of mail merges	The benefits of mail merges <ul style="list-style-type: none"> • Time saving • Allows for one standard letter to be sent to many people • Can be personalised
	The limitations of mail merges <ul style="list-style-type: none"> • Letters can lack the personal touch • Relies on data for the mail merge being accurate
How to perform mail merges	Perform mail merge to create documents <ul style="list-style-type: none"> • Personalised letters • Emails • Labels and envelopes

Unit 1 IT Productivity Skills

LEARNING OUTCOME 4:

Learners will be able to create and format objects

Learners must be taught:

How to manage tables	How to manage tables <ul style="list-style-type: none">• Create table• Insert and edit data• Insert and delete cell/row/column• Modify cell/row/column size• Modify table appearance
How to manage pictures and drawings	Insert pictures to a specified location
	Move and resize pictures maintaining and not maintaining aspect ratio
	Rotate and flip pictures
	Add different types of drawn objects to a file <ul style="list-style-type: none">• Line• Arrow• Block arrow• Rectangle• Square• Oval• Circle• Text box
	Enter text into drawn objects
	Edit and format drawn objects <ul style="list-style-type: none">• Change colours• Change line styles• Apply shadows
	Arrange objects in a slide (presentation software only) <ul style="list-style-type: none">• Group/ungroup drawn objects• Bring drawn objects forward/backwards
How to manage charts	Understand the uses of different types of chart <ul style="list-style-type: none">• Column• Bar• Line• Pie
	Create charts from data sources

	<p>How to edit charts</p> <ul style="list-style-type: none"> • Change chart type • Add chart components • Format chart components <ul style="list-style-type: none"> ○ Font size ○ Colour ○ Alignment • Amend organisational charts
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Unit 1 IT Productivity Skills
LEARNING OUTCOME 5:
Learners will be able to review files

Learners must be taught:

How to review the appearance of a file	<p>Review how well file appearance meets requirements</p> <ul style="list-style-type: none"> • Text/data formatting • Layout • Object formatting • Grammar and spelling • Audience needs
	<p>Describe ways to make improvements to file appearance</p>
	<p>Review appropriateness of IT productivity applications for a specific task and purpose</p>
How to manage tracked changes in a file	<p>Track changes</p> <ul style="list-style-type: none"> • Turn on track changes • Show changes in file <ul style="list-style-type: none"> ○ Simple/all mark up ○ Comments ○ Ink ○ Insertions and Deletions ○ Formatting ○ Balloons ○ Specific people • Turn off track changes • Accept/delete tracked changes • View/delete comments
How to compare and combine two versions of a file	<p>Compare two versions of a file</p>
	<p>Combine/merge two versions of a file</p>

4.2.2 Online Collaboration and Communication

Many employers adopt online collaboration and communication tools to allow team members to share work in simple and efficient ways without the need to be co-located.

The Online Collaboration and Communication unit enables learners to understand the essential concepts, systems and skills needed to collaborate and communicate with others through online tools and applications.

Learners will understand the features, benefits and risks associated with online collaboration and cloud computing. They will be taught how to prepare their IT systems and devices for online collaboration; how to use online storage and productivity applications; online shared calendars and meeting applications. Learners will also be taught how to use written online communication tools effectively.

Unit 2 Online Collaboration and Communication	
LEARNING OUTCOME 1: Learners will understand online collaboration concepts	
Learners must be taught:	
Key concepts of online collaboration	How to identify online collaboration tools <ul style="list-style-type: none"> • Common productivity applications • Social media • Online calendars • Online meetings • Online learning environments
	Key characteristics of online collaborative tools <ul style="list-style-type: none"> • Multiple users • Real time • Global reach • Concurrent access
	The benefits of using online collaborative tools <ul style="list-style-type: none"> • Shared files • Shared calendars • Reduced travel expense • Ease of communication • Enhanced teamwork • Global access
	The risks associated with using online collaborative tools <ul style="list-style-type: none"> • Unauthorised access to shared files • Insufficient management of version control • Malware threats • Identity/data theft • Service interruptions

	<p>Understand the features and functions available within an online learning environment</p> <ul style="list-style-type: none"> • Calendar • Noticeboard • Chat • Assessment records
	<p>The importance of intellectual property rights and the appropriate use of content when using online collaborative tools</p>
<p>The features, benefits and risks of cloud computing</p>	<p>The benefits of cloud computing for users</p> <ul style="list-style-type: none"> • Storage of shared documents and files • Access to a range of online applications and tools • Reduced costs • Enhanced mobility • Scalability • Automatic updates
	<p>The risks of cloud computing</p> <ul style="list-style-type: none"> • Dependence on provider • Data protection and control • Potential loss of privacy

Unit 2 Online Collaboration and Communication
LEARNING OUTCOME 2: Learners will know how to prepare for online collaboration

Learners must be taught:

<p>How to prepare for online collaboration</p>	<p>Software and equipment needed to support online collaboration</p> <ul style="list-style-type: none"> • Webcam • Microphone • Speakers • Additional applications • Plugins
	<p>The implications of firewall restrictions for users of a collaborative tool</p>
	<p>How to download software to support online collaborative tools</p> <ul style="list-style-type: none"> • VOIP • Instant Messaging • Document sharing
	<p>How to create a user account for a collaborative tool</p>
	<p>How to add contacts to a user account for a collaborative tool</p>

Unit 2 Online Collaboration and Communication

LEARNING OUTCOME 3: Learners will know how to use online collaboration tools

Learners must be taught:

How to use online storage and productivity applications	Common examples of online storage solutions
	Benefits of online storage
	Limitations of online storage <ul style="list-style-type: none">• Size limit• Time limit• Sharing restrictions
	How to upload, download and delete online files and folders
	Features of web-based productivity applications <ul style="list-style-type: none">• Allows files to be updated by multiple users in real-time• Allows files to be shared
	How to create, edit and save files online
	The need for version control, levels of access and file permissions <ul style="list-style-type: none">• Read only• Read/write• Full control
	How to share files and folders
	How to view and restore previous versions of a file.
How to use online shared calendars	How to open an online shared calendar
	How to share a calendar <ul style="list-style-type: none">• Grant permissions• Edit permissions• Show/hide a shared calendar
	Use a shared calendar to set up and manage events <ul style="list-style-type: none">• Create single event• Create recurring events• Invite people and resources to an event• Set reminders• Edit events• Cancel events
How to use online meeting applications	Create meetings in an online meeting application <ul style="list-style-type: none">• Invite• Uninvite• Access rights• Start/end meeting

	Collaborative features in an online meeting <ul style="list-style-type: none"> • Screen share • File share • Chat • Video and audio features
How to synchronise content	The purpose of synchronising content
	How to set up synchronisation settings
	How to synchronise mobile devices <ul style="list-style-type: none"> • With mail • With calendar • With other devices

Unit 2 Online Collaboration and Communication
LEARNING OUTCOME 4: Learners will be able to use written online communication tools

Learners must be taught:

Methods of written online communication	Common methods of written online communication <ul style="list-style-type: none"> • Email • Social networking • Instant messaging • Online discussion forum
Effective use of online communication	How to use online written communication tools and techniques <ul style="list-style-type: none"> • Attaching files • Sending to groups • Tracking sent items • Categories • Importance • Follow ups • Reducing message size
	How to use an address book to organise contact information
	How to organise, store and archive messages effectively

4.2.3 Digital Safety

This unit sets out the essential concepts of digital safety and provides learners with the skills needed to stay safe whilst using digital tools and applications. It aims to provide learners with the ability to understand common threats to digital safety and to understand how to protect IT systems and devices, data and themselves online.

Unit 3 Digital Safety	
LEARNING OUTCOME 1: Learners will know the characteristics of IT systems and networks	
Learners must be taught:	
Main components of IT systems	Main components of IT systems <ul style="list-style-type: none"> • External hardware • Internal hardware • System software • Application software • Storage • Peripherals
Features and characteristics of common network types	The characteristics of common network types <ul style="list-style-type: none"> • Local area network (LAN) • Wireless local area network (WLAN) • Wide area network (WAN) • Virtual private network (VPN)
	The benefits and limitations of wireless security <ul style="list-style-type: none"> • Wired Equivalent Privacy (WEP) • Wi-Fi Protected Access (WPA) • Wi-Fi Protected Access 2 (WPA2) • Media Access Control (MAC) filtering • Service Set Identifier (SSID) hiding
	Implications of using an unprotected wireless network <ul style="list-style-type: none"> • Eavesdroppers • Network hijacking • Man-in-the-middle attacks

Unit 3 Digital Safety	
LEARNING OUTCOME 2: Learners will understand digital safety concepts	
Learners must be taught:	
The importance of digital safety	Basic characteristics of information security <ul style="list-style-type: none"> • Confidentiality • Integrity • Availability

	Implications of not securing digital systems and data
	Common data/privacy protection, retention and control principles <ul style="list-style-type: none"> • Transparency • Legitimate purposes • Proportionality • IT guidelines and policies
	The implications of social engineering <ul style="list-style-type: none"> • Unauthorised computer and device access • Unauthorised information gathering • Fraud
	The implications of identity theft <ul style="list-style-type: none"> • Personal implications • Financial implications • Business implications • Legal implications

Unit 3 Digital Safety

LEARNING OUTCOME 3: Learners will understand common threats to digital safety

Learners must be taught:

How to recognise data threats	The difference between data and information
	Types of threats to data <ul style="list-style-type: none"> • Malicious • Accidental • From extraordinary circumstances • From use of cloud computing
Common threats to digital safety	Methods of social engineering <ul style="list-style-type: none"> • Phone calls • Phishing • Shoulder surfing
	Methods of identity theft <ul style="list-style-type: none"> • Information diving • Skimming • Pretexting

	<p>Types of malware</p> <ul style="list-style-type: none"> • Trojans • Rootkits • Backdoors • Viruses • Worms • Adware • Ransomware • Spyware • Botnets • Keystroke logging • Diallers
	<p>Dangers of using social networking sites</p> <ul style="list-style-type: none"> • Cyber bullying • Grooming • Malicious disclosure of personal content • False identities • Fraudulent or malicious links • Content • Messages •
	<p>Security vulnerabilities of instant messaging (IM) and Voice over IP (VoIP)</p> <ul style="list-style-type: none"> • Malware • Backdoor access • Access to files • Eavesdropping

Unit 3 Digital Safety	
LEARNING OUTCOME 4: Learners will understand how to protect IT systems and devices	
Learners must be taught:	
How to protect IT systems and devices from malware	The benefits and limitations of anti-virus software
	Schedule scans using anti-virus software
	<p>The importance of regularly updating software</p> <ul style="list-style-type: none"> • Anti-virus • Web browser • Plug-ins • Applications • Operating system
The purpose of firewalls	The benefits and limitations of a firewall

	<p>Manage a personal firewall</p> <ul style="list-style-type: none"> • Allow • Block an application • Service and feature access through a personal firewall
How to resolve and remove malware	Understand the term quarantine and the effect of quarantining infected/suspicious files
	Quarantine, delete infected/suspicious files
	<p>Diagnosing and resolving malware attacks using online resources</p> <ul style="list-style-type: none"> • Websites of operating system • Anti-virus • Web browser software providers • Websites of relevant authorities
How to keep mobile devices safe	<p>Understand the possible implications of using applications from unofficial application stores</p> <ul style="list-style-type: none"> • Mobile malware • Unnecessary resource utilisation • Access to personal data • Poor quality • Hidden costs
	<p>Application permissions and access to private information</p> <ul style="list-style-type: none"> • Contact details • Location history • Images
	<p>Emergency and precautionary measures if a device is lost</p> <ul style="list-style-type: none"> • Remote disable • Remote wipe • Locate device

Unit 3 Digital Safety	
LEARNING OUTCOME 5: Learners will know how to protect data	
Learners must be taught:	
Methods of controlling access to data	<p>Measures for preventing unauthorised access to data</p> <ul style="list-style-type: none"> • User name • Password • Pin • Encryption • Multifactor authentication

	<p>Biometric security techniques</p> <ul style="list-style-type: none"> • Fingerprint • Eye scanning • Face recognition • Hand geometry
How to manage passwords	<p>Secure password policies</p> <ul style="list-style-type: none"> • Adequate password length • Adequate mix of letters, numbers and special characters • Not sharing passwords • Changing passwords regularly • Different passwords for different services
	<p>Understand the functions and limitations of password manager software</p>
The need to secure and back up data	<p>Physical security of computers and devices</p> <ul style="list-style-type: none"> • Do not leave unattended • Log equipment location and details • Cable locks • Access control
	<p>The need to encrypt</p> <ul style="list-style-type: none"> • Files • Folders • Drives
	<p>Backup procedures</p> <ul style="list-style-type: none"> • Regularity/frequency • Schedule • Storage location • Data compression • Location of backup
	<p>Back up data to a specified location</p> <ul style="list-style-type: none"> • Local drive • External drive/media • Cloud service
	<p>Restore data from a backup location</p> <ul style="list-style-type: none"> • Local drive • External drive/media • Cloud service
	<p>Distinguish between deleting and permanently deleting data</p>

How to securely delete and destroy data	Content deletion from online services <ul style="list-style-type: none"> • Social network sites • Blogs • Internet fora • Cloud services •
	Common methods of permanently deleting data. <ul style="list-style-type: none"> • Shredding • Drive/media destruction • Degaussing • Using data destruction utilities

Unit 3 Digital Safety

LEARNING OUTCOME 6: Learners will know how to protect self online

Learners must be taught:

How to manage digital footprints	What a digital footprint is <ul style="list-style-type: none"> • Definition • Content
	How a digital footprint is created <ul style="list-style-type: none"> • Cookies • Social media registrations • Online forums • Emails • Attachments • Uploaded videos, images
	How digital footprints can be used <ul style="list-style-type: none"> • By future employers • By HE admissions • By public organisations • By data aggregators
	The benefits and implications of leaving a digital footprint
	Delete private data from a browser <ul style="list-style-type: none"> • Browsing history • Download history • Cached Internet files • Passwords • Cookies • Autocomplete data
	Content-control software <ul style="list-style-type: none"> • Internet filtering software • Parental control software

Secure web browsing	The need for secure web pages and secure network connections for sensitive information such as purchasing and banking
	Signing up to a website securely <ul style="list-style-type: none"> • Select appropriate settings when completing a form • Autocomplete • Autosave
	Website authenticity <ul style="list-style-type: none"> • Content quality • Currency • Valid URL • Company or owner information • Contact information • Security certificate • Validating domain owner
Safe use of social networks	The purpose of social networking sites
	Terms and conditions of social networking sites <ul style="list-style-type: none"> • Purpose • Content • Implications
	Apply and review social networking account settings <ul style="list-style-type: none"> • Sign up processes • Account privacy • Data sharing • Location • Closing an account
	Implications of disclosing confidential or personal identifiable information on social networking sites
	Recognising inappropriate social network use or behaviour <ul style="list-style-type: none"> • Bullying • Sexting • Harassment
	Reporting inappropriate social network use or behaviour
Safe online communication	Understand the security vulnerabilities of instant messaging (IM) and Voice over IP (VoIP) <ul style="list-style-type: none"> • Malware • Backdoor access • Access to files • Eavesdropping

	Methods of ensuring confidentiality while using IM and VoIP <ul style="list-style-type: none"> • Encryption • Non-disclosure of important information • Restricting file sharing
	Encrypting and decrypting messages
	Understand the term digital signature

4.2.4 Digital Information

The Digital Information unit focuses on the ability to understand how to collect digital information from a range of sources, evaluate and interpret, manage, and present digital information.

It aims to provide learners with the ability to plan, review and amend digital information searches to meet specific requirements. Learners will learn how to collate, manage and interpret digital information from multiple sources in order to present information, ideas and data clearly.

Unit 4 Digital Information	
LEARNING OUTCOME 1: Learners will be able to understand digital information collection techniques	
Learners must be taught:	
How to plan digital information searches	Understand specific information requirements <ul style="list-style-type: none"> • Scope • Timescale • Exclusions • Limitations • Current/aged information • Validity of information
	Plan an approach to collect and manage digital information to meet specific requirements
	Identify appropriate potential digital information sources <ul style="list-style-type: none"> • Search engines • Local networks • Specialist discussion forums • Databases • Image and video libraries

How to collect digital information effectively	Perform effective searches using a web browser <ul style="list-style-type: none"> • Keywords • Explicit phrases • Exclude words • This OR that • Related searches • Synonyms • Wildcard searches • Image/video search • Refining results
	Amend search strategies using a web browser to improve the accuracy and relevance of results
	Perform effective searches using sources of digital information other than a web browser <ul style="list-style-type: none"> • Within a specific website • Social networking sites • Scholarly databases and catalogues with search facilities • Open repositories and data archives with search facilities • Wiki post or other digital medium • Image/video libraries
	How to evaluate the quality, credibility, and validity of digital information <ul style="list-style-type: none"> • Judging the legitimacy of online sources • Identifying misinformation • Recognising fake news • Recognising advertising • Cross-referencing sources

Unit 4 Digital Information	
LEARNING OUTCOME 2: Learners will know how to manage digital information	
Learners must be taught:	
How to manage digital information	Manage digital information responsibly and in line with legislation and organisational standards
	The need to organise, store and label information for efficient retrieval
	Understand how sensitive information can be protected <ul style="list-style-type: none"> • Passwords • Encryption

	The implications of copyright and data protection regulations for information use
	The importance of referencing information sources <ul style="list-style-type: none"> • Harvard referencing • Hyperlinks • Date accessed

Unit 4 Digital Information
LEARNING OUTCOME 3: Learners will be able to interpret digital information

Learners must be taught:

How to organise digital information from multiple sources	Categorise and label information
	Storing digital information
	Referencing of sources
How to interpret digital information from multiple sources	Identify key themes
	Identify patterns, associations and causal relationships
	Interpret visual representations of digital information <ul style="list-style-type: none"> • Tables • Charts • Word clouds • Infographics • Mind maps • Pictures • Videos •
	Review findings against specific requirements <ul style="list-style-type: none"> • How well findings meet specific requirements • Identify information gaps • Limitations of the search methods • Identify ways to improve digital information search methods

Unit 4 Digital Information

LEARNING OUTCOME 4: Learners will be able to present digital information

Learners must be taught:

How to present digital information	Choose appropriate IT productivity application to present findings
	Combine and summarise information, ideas and data to meet specific requirements
	Identify ethical considerations involved in drafting new information <ul style="list-style-type: none">• Avoiding falsification• Plagiarism
	Produce visually appealing output that meets the requirements of a specific audience <ul style="list-style-type: none">• Text/data formatting• Layout• Object formatting• Grammar and spelling

5. Assessment

5.1 Assessment summary

This qualification is assessed through three controlled online examinations which assess knowledge and theory alongside the application of practical and technical skills. Each paper is set and marked by BCS. There is no centre marking involved in this qualification making it 100% externally marked. Each examination is equally weighted.

Controlled Online Examination	Duration	Total marks	Pass mark		Contribution to final grade
			Level 1	Level 2	
1	50 mins	50	40%	60%	33 $\frac{1}{3}$ %
2	50 mins	50	40%	60%	33 $\frac{1}{3}$ %
3	50 mins	50	40%	60%	33 $\frac{1}{3}$ %
	2 hrs 30 mins	150			100.00%

BCS ensures that each controlled online examination for this qualification incorporates Learning Outcomes from more than one unit. Each controlled online examination focuses on real life situations that learners may face when they are in employment, and learners are expected to make connections from across the qualification in formulating their responses. Further information on this approach can be found in section 5.4 below.

Learners completing each examination will be allocated a mark based on a pre-defined mark scheme for that examination. Their marks from each of the three examinations are converted into an overall grade at Level 1 or Level 2. Therefore, centres do not need to enter learners predicted to achieve at Level 1 to a different examination from learners predicted to achieve at Level 2.

This approach has been designed to motivate learners to maximise their level of achievement. It allows learners predicted to achieve at Level 1 to perform at Level 2 in the examination.

Each examination is carefully designed by BCS and subject matter experts to a set of defining principles:

- Each examination contains 50 marks
- 40% of the marks for each examination reflects level 1 descriptors
- 60% of the marks for each examination relates to level 2 descriptors, including some opportunity for learners to evidence their ability at higher levels
- Each examination must provide sufficient opportunity for stretch and challenge through extended response and complex in-application performance questions
- Each examination must cover learning outcomes allocated to that examination
- Each examination must include a variety of assessment task types
- Individual questions are designed to use an assessment task type that appropriately meets specific Assessment Criteria.

The multiple inter-relationships between the teaching content of the four units is summarised in Appendix B. The following table shows how the Learning Outcomes from each of the four units has been allocated to each examination. This is presented as a guide for information and it should be noted that not all elements of the Learning

Outcomes listed will be covered within an examination. Approved Centres should refer to BCS teaching resources and sample assessment materials for further clarification.

Controlled Online Examination	Unit 1	Unit 2	Unit 3	Unit 4
	IT Productivity skills	Online Collaboration and Communication	Digital Safety	Digital Information
1	LO1, LO2, LO3, LO4, LO5	LO1, LO2, LO3, LO4	LO2, LO4, LO6	LO1, LO3, LO4
2	LO1, LO3, LO4, LO5	LO1, LO2, LO3, LO4	LO1, LO3, LO4, LO5, LO6	LO2
3	LO2, LO4	LO3, LO4	LO1, LO2, LO3, LO5, LO6	LO1, LO2, LO3, LO4

All examinations must be taken under exam conditions within an environment that meets BCS requirements. Each examination must be completed during a single sitting.

In order to be awarded a qualification, learners must achieve a minimum Level 1 Pass in each of the three controlled online examinations.

A learner who fails an examination at the first sitting will have one opportunity to re-sit. There must be a minimum of one full calendar day between attempts.

Examinations are available on demand. Once BCS Approved Centres deem their learners to be ready to sit an examination, they can decide when to schedule the examination.

Learners are assessed under controlled examination conditions designed to ensure that assessment can only take place within an environment that meets the standard requirements – see Section 6.

5.2 Assessment methods

Learner achievement is assessed through three externally assessed, controlled online examinations which are specified by BCS and taken under specified conditions at an approved centre. This qualification is not subject to any internally set assessments.

Each controlled online examination is equally weighted and includes a mixture of performance and knowledge-based questions to address learning outcomes from across the qualification. They are synoptic in nature and focus on real life situations that learners may face in employment and/or further learning.

BCS adopts Automated Assessment Systems (also known as e-testing) which provide online examinations and administration. Where practicable, the system automatically marks learners' responses to questions against predetermined mark schemes.

The type of assessment task is determined by the Assessment Criteria to be met through each question and will include:

Assessment task type	Description	Typical marks per question
Performance In-Application	Learners demonstrate their ability to apply skills by completing set tasks within a live IT application.	1 – 3
Complex Performance In-Application	Learners demonstrate their ability to apply skills by completing set tasks within a live IT application. Questions require learners to complete complex or multiple tasks.	4 – 9
Performance Simulation/ Complex Performance Simulation	Learners complete tasks using a simulation of an application. This method is ideal where system restrictions/firewalls in centres may not allow use of specific tasks within live IT applications.	1 – 9
Multiple Choice	Learners select an answer from a number of options. Can be configured for multiple responses whereby, for example, options A and C must be selected for the learner to get the question correct.	1
Multiple Response	Learners select two or more answers from a range options. For example, learners may need to select both option A and option C to get the question correct.	1 – 2
Hotspot	Learners click a specific location on the screen to indicate their response to a question. A graphics editor is used to simplify specifying the choice areas.	1
Fill in the blank	Learners type single word responses into blank spaces in statements.	1 – 2
Matching	Learners match answers to statements.	1 – 2
Drag and Drop	Learners click and drag images/words into position.	1 – 2
Short Answer	Learners type short responses to questions.	3 – 4
Extended Response	Learners type extended written responses, usually including some personal opinion and critical or reflective thinking.	6 – 9

5.3 Controlled online examination summaries

5.3.1 Controlled online examination 1

- Written exam: 50 minutes
- 50 marks
- 33⅓% of qualification

Marks per question	Contribution to total marks
1 – 2	40 – 50%
3 – 5	30 – 40%
6 – 9	20 – 30%

Controlled online examination 1 assesses learners against teaching content within the following Learning Outcomes:

IT Productivity Skills

- LO1: Learners will be able to use common IT productivity applications effectively
- LO2: Learners will be able to use files effectively
- LO3: Learners will be able to manage file contents
- LO4: Learners will be able to create and format objects
- LO5: Learners will be able to review files

Online Collaboration and Communication

- LO1: Learners will understand online collaboration concepts
- LO2: Learners will know how to prepare for online collaboration
- LO3: Learners will know how to use online collaboration tools
- LO4: Learners will be able to use written online communication tools

Digital Safety

- LO2: Learners will understand digital safety concepts
- LO4: Learners will understand how to protect IT systems and devices
- LO6: Learners will know how to protect self online

Digital Information

- LO1: Learners will be able to understand digital information collection techniques
- LO3: Learners will be able to interpret digital information
- LO4: Learners will be able to present digital information

5.3.2 Controlled Online Examination 2

- Written exam: 50 minutes
- 50 marks
- 33⅓% of qualification

Marks per question	Contribution to total marks
1 – 2	20 – 30%
3 – 5	20 – 30%
6 – 9	40 – 50%

Controlled online examination 2 assesses learners against teaching content within the following Learning Outcomes:

IT Productivity Skills

- LO1: Learners will be able to use common IT productivity applications effectively
- LO3: Learners will be able to manage file contents
- LO4: Learners will be able to create and format objects
- LO5: Learners will be able to review files

Online Collaboration and Communication

- LO1: Learners will understand online collaboration concepts
- LO2: Learners will know how to prepare for online collaboration
- LO3: Learners will know how to use online collaboration tools
- LO4: Learners will be able to use written online communication tools

Digital Safety

- LO1: Learners will know the characteristics of IT systems and networks
- LO3: Learners will understand common threats to digital safety
- LO4: Learners will understand how to protect IT systems and devices
- LO5: Learners will know how to protect data
- LO6: Learners will know how to protect self online

Digital Information

- LO2: Learners will know how to manage digital information

5.3.3 Controlled Online Examination 3

- Written exam: 50 minutes
- 50 marks
- 33⅓% of qualification

Marks per question	Contribution to total marks
1 – 2	30 – 40%
3 – 5	30 – 40%
6 – 9	30 – 40%

Controlled online examination 3 assesses learners against teaching content within the following Learning Outcomes:

IT Productivity Skills

LO2: Learners will be able to use files effectively

LO4: Learners will be able to create and format objects

Online Collaboration and Communication

LO3: Learners will know how to use online collaboration tools

LO4: Learners will be able to use written online communication tools

Digital Safety

LO1: Learners will know the characteristics of IT systems and networks

LO2: Learners will understand digital safety concepts

LO3: Learners will understand common threats to digital safety

LO5: Learners will know how to protect data

LO6: Learners will know how to protect self online

Digital Information

LO1: Learners will be able to understand digital information collection techniques

LO2: Learners will know how to manage digital information

LO3: Learners will be able to interpret digital information

LO4: Learners will be able to present digital information

5.4 Synoptic assessment

Synoptic assessment is defined as a form of assessment which requires a learner to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole vocational area, which are relevant to a key task.

Learners are encouraged to appreciate and understand the connections between the different elements of this qualification through contextualised learning.

Learners' grades for this qualification are derived solely from synoptic assessment.

BCS ensures that each examination incorporates Learning Outcomes from more than one unit.

Each controlled online examination focuses on real life situations that learners may face when they are in employment or further study, learners are expected to make connections from across the qualification in formulating their responses.

The following table shows how the Learning Outcomes from each of the four units has been allocated to each examination. This is presented as a guide for information and it should be noted that not all elements of the Learning Outcomes listed will be covered within a specific examination.

Controlled Online Examination	Unit 1	Unit 2	Unit 3	Unit 4
	IT Productivity skills	Online Collaboration and Communication	Digital Safety	Digital Information
1	LO1, LO2, LO3, LO5	LO1, LO2, LO3	LO2, LO4, LO6	LO1, LO3, LO4
2	LO1, LO3, LO4, LO5	LO1, LO2, LO3, LO4	LO1, LO3, LO4, LO5, LO6	LO2
3	LO2, LO4	LO3, LO4	LO1, LO2, LO3, LO5, LO6	LO1, LO2, LO3, LO4

To prepare learners for the synoptic nature of this qualification's examinations, and to maximise the benefit to learners, Approved Centres are encouraged to deliver this qualification in a synoptic manner rather than delivering each unit independently.

BCS will provide themed teaching resources that provide significant opportunities for Approved Centres to combine units in a holistic manner. These teaching resources will be supported by online courseware for the learner to complete.

Approved Centres need to be aware of the way in which units are linked in order to plan logical schemes of work. By delivering this qualification in this way, learners will develop the skills needed to apply their learning and be able to demonstrate their ability to make connections across the qualification when completing the controlled online examinations.

Approved Centres should refer to BCS teaching resources and sample assessment materials for further information about synoptic links.

The links between the four units of the qualification are summarised at Appendix B.

5.5 Re-sits

A learner who fails or underperforms in an examination paper will have the opportunity to re-sit the paper **once**.

Learners will take a different controlled online examination to the one they have already completed.

If the learner does not pass an examination after two attempts, they will be deemed to have failed the qualification.

It is an Approved Centre's responsibility to ensure that learners are well prepared ahead of sitting an examination. Sample papers available on the BCS website can be used to help prepare learners. Learner knowledge checks are also available within learner courseware.

5.6 Grading

This qualification is graded in order to award learners with a suitable grade to reflect their achievement.

A learner's overall qualification grade will be calculated by adding together their marks from the three controlled online examinations.

Learners who fail to reach the minimum standard for Level 1 in one or more of the controlled online examinations will be deemed to have failed and will not receive a qualification certificate.

This grading structure has been developed to ensure consistency across our range of qualifications and to differentiate this qualification (as a vocational qualification) from GCSE qualifications. The grading structure for the BCS Level 1/2 Certificate in Digital Literacy is as follows:

Level	Grade
Level 2	Distinction*
Level 2	Distinction
Level 2	Merit
Level 2	Pass
Level 1	Merit
Level 1	Pass
n/a	Fail

5.6.1 Awarding the final grade

The qualification has three controlled online examinations which are synoptic and equally weighted. The final qualification grade represents an aggregation of a learner's performance in each of these three examinations. As the qualification grade is an aggregate of the total performance, there is an element of compensation whereby higher performance in some areas may offset lower levels of performance in others. No internal assessment contributes to the learner's final grade.

To achieve the qualification, learners must achieve at least a minimum Level 1 Pass grade in all three examinations outlined in Section 5.3. Learners not achieving at least a Level 1 Pass grade in one or more of the examinations will be deemed to have failed the qualification.

The grade boundaries for Level 1 Pass, Level 2 Pass and Level 2 Distinction for each examination will be set through a process of professional judgement by technical experts. Grade boundaries for each examination are set in line with the qualification grade descriptors (see Section 5.7).

Merit will usually be set at the midpoint between pass and distinction. A Level 2 Distinction* will usually be set at five marks higher than Level 2 Distinction. BCS calculates total marks for each examination once it has been marked and grade boundaries have been set. Grade boundaries can change across different examinations based on the indicative marks awarded to ensure that final grades are fair and consistent and that standards are maintained over time. This ensures that all learners have the same opportunity to achieve, regardless of which version of an examination they sit.

The points available for each controlled online examination is as follows:

	Controlled Online Examinations		
	1	2	3
Total marks	50	50	50
Level 2 Distinction*	42 – 47	42 – 47	42 – 47
Level 2 Distinction	38 – 42	38 – 42	38 – 42
Level 2 Merit	33 – 37	33 – 37	33 – 37
Level 2 Pass	28 – 32	28 – 32	28 – 32
Level 1 Merit	23 – 27	23 – 27	23 – 27
Level 1 Pass	18 – 22	18 – 22	18 – 22

The grade boundaries for the qualification are shown below:

	Marks threshold (150 maximum)	% of total marks
Level 2 Distinction*	135	90%
Level 2 Distinction	120	80%
Level 2 Merit	105	70%
Level 2 Pass	90	60%
Level 1 Merit	75	50%
Level 1 Pass	60	40%
Fail	0 – 59	Less than 40%

5.6.2 Grading examples

The following examples show how the final grade would be calculated for learners achieving specific marks in the examinations.

	1	2	3	Total	Final grade
Learner A	20	20	20	60	Level 1 Pass
Learner B	40	20	40	100	Level 2 Pass
Learner C	45	45	45	135	Level 2 Distinction*
Learner D	45	18	45	108	Fail (learner did not pass examination 2)
Learner E	50	20	20	90	Level 2 Pass
Learner F	35	25	45	105	Level 2 Merit
Learner G	40	48	40	128	Level 2 Distinction
Learner H	30	30	25	85	Level 1 Merit
Maximum	50	50	50	150	

It should be noted that although learner D performed well in examinations 1 and 3, they did not achieve a minimum of 20 marks in examination 2 so they have not achieved the qualification.

Learner E achieved maximum marks in examination 1 but was unable to achieve a grade higher than a Level 2 Pass overall due to poorer performance in examinations 2 and 3.

Learner H performed at a borderline Level 2 pass in examinations 1 and 2 but only achieved Level 1 in examination 3. As a result, their total marks equate to a Level 1 Merit.

5.7 Grade descriptors

Grade descriptors are outlined in the following table:

Grade	Description Learners can:
Level 2 Distinction	<ul style="list-style-type: none"> • Demonstrate a comprehensive knowledge and understanding related to the use of digital technology. • Demonstrate a thorough application of technical and relevant knowledge and understanding to solve problems which are sometimes non-routine and specific. • Apply knowledge, understanding and skills to logically identify and select a range of digital applications and tools efficiently to produce sometimes complex solutions to substantial problems. • Illustrate a confident understanding of concepts and themes from across the qualification and technical content. • Clearly use technical terminology commonly used in relation to digital technology accurately and with confidence. • Apply sustained knowledge, understanding and skills in a safe digital environment. • Apply their skills, knowledge and understanding to sometimes complex contexts in defined vocational scenarios. • Demonstrate a high level of independence in using digital technology. • Interpret digital information and transfer knowledge and understanding from familiar to unfamiliar contexts. • Select appropriate digital technology to use efficiently to adopt safe, secure and responsible practices. • Use techniques efficiently to search for, select and store appropriate information effectively, in a wide variety of contexts. • Analyse the consequences of effective and ineffective uses of digital technologies and make logical recommendations for improvement. • Use relevant digital technology to collaborate and communicate effectively, demonstrating a clear sense of purpose to the appropriate audience. • Make evaluative judgements based on analysis of given information and data.
Level 2 Pass	<ul style="list-style-type: none"> • Identify, gather and use relevant digital information in familiar contexts. • Select and use appropriate digital technology to adopt safe, secure and responsible practices. • Relate their skills, knowledge and understanding to defined vocational contexts. • Analyse and interpret given information and data. • Accurately use technical terminology commonly used in relation to digital technology. • Recognise effective and ineffective uses of digital technologies and make recommendations for improvement.

Grade	Description Learners can:
	<ul style="list-style-type: none"> • Use digital technology to collaborate and communicate with others, taking account of purpose and audience. • Use techniques to search for select and store appropriate information in a variety of contexts. • Demonstrate the broad knowledge and understanding related to the use of digital technology. • Demonstrate the application of relevant knowledge and understanding to solve straightforward problems. • Show a sound understanding of the main fundamental concepts and themes from across the qualification content. • Apply knowledge, understanding and skills by identifying, selecting and using a range of digital applications and tools to produce appropriate solutions. • Demonstrate a level of independence in using digital technology, subject to overall direction or guidance.
Level 1 Pass	<ul style="list-style-type: none"> • Identify, gather and use digital information. • Show basic understanding of some concepts and themes from across the qualification content. • Relate limited application of skills, knowledge and understanding to defined vocational and technical contexts. • Recognise fundamental technical terminology commonly used in relation to digital technology. • Recognise effective and ineffective uses of digital technologies. • Apply basic knowledge and understanding of how to identify, select and use a range of digital applications and tools to produce solutions. • Use digital technology to collaborate and communicate with others in a limited way. • Use techniques to search for select and store appropriate information in familiar contexts. • Demonstrate basic knowledge and understanding related to the use of digital technology in a limited range of contexts. • Demonstrate the application of a limited range of knowledge and understanding to solve well-defined and straightforward problems. • Demonstrate some evidence of independence in using digital technology. • Adopt safe, secure and responsible practices in using defined digital technology. • Demonstrate basic analytical and interpretational skills.
Fail	The learner is not able to demonstrate that all learning outcomes have been met.

6. Centre administration

6.1 Centre requirements

To offer this qualification, centres need to become a BCS Approved Centre and comply with our Key Operating Principles.

A BCS Approved Centre:

- Must maintain an auditable record of centre activity.
- Must ensure staff are trained and competent to perform their role.
- Must keep BCS up to date with testing locations and staff details.
- Must ensure learners are registered for their qualification with BCS before they take their first live test.
- Must ensure tests are taken under the required test conditions.
- Must ensure resits of the same unit are not taken within one full calendar day.
- Must maintain the security and the confidentiality of the assessment materials.
- Must issue certificates promptly and securely.
- Must review activities to quality assure your delivery.
- Must adhere to BCS policies and have associated centre-level policies including appeals and complaints, access to assessment, quality assurance and equal opportunities.

Further information about BCS Approved Centre requirements, roles and responsibilities can be found in the BCS Approved Centre Operational Requirements Manual.

6.2 Assessment requirements

Learners undertaking this qualification must complete three controlled online examinations. All examinations must be taken under exam conditions.

Examination sessions can only take place within an environment that meets the standard requirements. Consideration must be made to the following items:

- The safety of the testing environment
- Disability access
- Spacing of the computers
- The noise level and other possible distractions
- Technical stability of the testing computers

All users, Invigilators and Learners of the automated examination system must have individual logins with passwords only known to them.

Examination sessions must be fully monitored by an Invigilator registered with BCS to ensure they are performed in the required manner. The Invigilator must be present in the environment at all times from preparation through to completion. At the start of each examination, learners must be made aware of examination regulations relating to the qualification.

At the start of each examination, Learners should be made aware of the following regulations:

- Learners are allowed to use in-built help facilities
- Books or other help cannot be used during the assessment

- All Learners must switch off mobile phones
- Learners must not observe each other's work
- Learners must not talk to each other or ask the Invigilator about assessment questions
- Learners may only address the Invigilator in cases of hardware or software failure
- No Learner should leave the room used for assessment, unaccompanied during the assessment.
- The use of a calculator or other electronic devices (e.g. MP3 player, personal laptop) is not permitted
- In case of any infringement of the regulations the assessment must be terminated and invalidated.

6.3 Access to Assessment

BCS seeks to provide equal access to assessment for all learners, ensuring that there are no unnecessary barriers to assessment and that any reasonable adjustments for learners preserve the validity, reliability and integrity of the qualification.

We will consider requests from BCS approved centres for reasonable adjustments and special considerations to be approved for a learner. The decision will be based on the individual needs of the learner as assessed by suitably qualified professionals. In promoting this policy, BCS aims to ensure that a learner is not disadvantaged in relation to other learners and their certificate accurately reflects their attainment.

Further information about our access to assessment policy can be found on the Approved Centre Forum.

7. Support for centres

BCS works with subject matter experts, including experienced teacher and industry professionals to develop a range of resources to help Approved Centres to confidently plan and deliver this qualification.

7.1 Specimen assessment materials

Specimen examination papers and mark schemes will be made available to Approved Centres.

7.2 Support materials

BCS will provide the following resources specifically for this qualification:

- Teaching resources
- Schemes of work and lesson plans
- Learner courseware.

8. Contact Points

BCS Qualifications Client Services is committed to providing you with professional service and support at all times through a single, dedicated point of contact. With a flexible and proactive approach, our team will work together with you to ensure we deliver quality solutions that are right for you.

BCS, The Chartered Institute for IT
First Floor, Block D, North Star House, North Star Avenue
Swindon SN2 1FA

T: +44 (0) 1793 417530

E: centresupport@bcs.uk

W: <http://www.bcs.org/category/5677>

If you require this document in accessible format, please call +44 (0) 1793 417 530.

Appendix A: Assessment Criteria

Please note: text in [square brackets] indicates variables within assessment criteria. For examinations using these criteria, BCS will choose one variable to be assessed. For example, [common IT productivity application] may be replaced with 'spreadsheet' or 'word processing' in controlled online examinations. Approved Centre staff should refer to unit content in Section 4 of this specification for detail of the possible variables for each assessment criterion.

Unit 1: IT Productivity Applications

Unit 1: IT Productivity Applications		
Learning Outcome 1: Learners will be able to use common IT productivity applications effectively		
Teaching content	Level 1 Assessment Criteria <i>The learner can...</i>	Level 2 Assessment Criteria <i>The learner can...</i>
How to work with IT productivity applications	Identify two [benefits/ limitations] of common IT productivity applications. Change the display of [IT productivity application]. Demonstrate how to freeze panes to improve spreadsheet display. [Show/hide] [toolbar/ribbon]. Identify [good practice example] when using IT productivity applications.	Set [basic options/preferences] in the application. Explain two benefits of [good practice example] when using IT productivity applications.

Unit 1: IT Productivity Applications

Learning Outcome 2 Learners will be able to use files effectively

Teaching content	Level 1 Assessment Criteria <i>The learner can...</i>	Level 2 Assessment Criteria <i>The learner can...</i>
How to work with files	Create a new file using a template. [Open, close] a specified file. Identify why it can be necessary to "save as". Save a file as [different name/type].	[Navigate] [within/between] files. Save a file to a specified location. Save a file as [different type]. Describe two reasons why it can be necessary to "save as".
How to prepare a file for output (printing, presentation)	Demonstrate how to [amend page set up]. [Navigate] within a slideshow. Demonstrate how to [show/hide gridlines OR row/column heading]. Set [print output options].	[Prepare] a slideshow.

Unit 1: IT Productivity Applications

Learning Outcome 3: Learners will be able to manage file contents

Teaching content	Level 1 Assessment Criteria <i>The learner can...</i>	Level 2 Assessment Criteria <i>The learner can...</i>
How to enter and edit text and data	Enter text/data. Enter [symbol/ special character]. [Edit text/data] using built-in features.	n/a
How to set numeric data types	Set [numerical data type].	n/a
How to format text and data	[Insert/ edit/ remove] hyperlinks.	Apply [text formatting].
How to use formulae and functions in spreadsheet applications	Identify two standard error values. Create [specified formula] using arithmetic operators.	Explain two standard error values. Use [common functions] in a spreadsheet. Create [specified formula] using cell references.
How to format file appearance	Demonstrate how to [format paragraphs]. Demonstrate how to [format cells] in a spreadsheet.	Apply [paragraph style].
The benefits and limitations of mail merges	State one benefit and one limitation of mail merges.	Describe two benefits and two limitations of mail merges.
How to perform mail merges	Insert data fields in a mail merge main document.	Merge a mailing list with [document type].

Unit 1: IT Productivity Applications

Learning Outcome 4 Learners will be able to create and format objects

Teaching content	Level 1 Assessment Criteria <i>The learner can...</i>	Level 2 Assessment Criteria <i>The learner can...</i>
How to manage tables	[Insert/Edit] data in a table.	[Modify] the [structure/ appearance] of a table. Demonstrate two ways to [manage a table].
How to manage pictures and drawings	Insert a picture to a specified location. [Move/resize] pictures not maintaining aspect ratio. Demonstrate how to [rotate/flip] pictures. Add drawn object to a file. Enter text into drawn object.	[Move/resize] pictures not maintaining aspect ratio. [Edit/format] drawn object. [Group/ungroup] objects in a presentation slide. Move object [forwards/ backwards] in a presentation slide.
How to manage charts	Identify the most appropriate type of chart to meet specific output needs. Change chart type.	Explain how well [chart type] meets specific output needs. Create [chart] from a data source [Edit chart] . Add [component] to a chart. [Format] chart component.

Unit 1: IT Productivity Applications

Learning Outcome 5: Learners will be able to review files

Teaching content	Level 1 Assessment Criteria <i>The learner can...</i>	Level 2 Assessment Criteria <i>The learner can...</i>
How to review the appearance of a file	Identify three visual elements of a file that could be reviewed to assess how well the appearance of a file meets the needs of the audience.	Identify the effectiveness of file formatting. Review the appropriateness of [IT productivity application] for a specific [task/purpose].
How to manage tracked changes in a file	[Accept/ delete] tracked changes in a file. [Accept/ delete] comments in a file.	[Turn on/off] tracked changes. Show tracked changes that meet [specific criteria/conditions]. [Accept/ delete] tracked changes in a file that meet [specific criteria/conditions]. [Accept/ delete] comments in a file that meet [specific criteria/conditions].
How to compare and combine two versions of a file	Demonstrate how to find [compare/combine] function on a toolbar.	Demonstrate how to apply [specific settings] when [comparing/combining] two versions of a file.

Unit 2: Online Collaboration and Communication

Unit 2: Online Collaboration and Communication		
Learning Outcome 1: Learners will understand online collaboration concepts		
Teaching content	Level 1 Assessment Criteria <i>The learner can...</i>	Level 2 Assessment Criteria <i>The learner can...</i>
Key concepts of online collaboration	<p>Identify [online collaboration tool(s)]</p> <p>Identify key characteristics of online collaboration tools.</p> <p>Identify benefits of using online collaborative tools.</p> <p>Identify risks associated with using online collaborative tools.</p> <p>Identify features/functions of an online learning environment.</p>	<p>Describe key characteristics of online collaboration tools.</p> <p>Describe benefits of using online collaborative tools.</p> <p>Describe risks associated with using online collaborative tools.</p> <p>Describe features/functions of an online learning environment.</p>
The features, benefits and risks of cloud computing	<p>Identify three benefits of cloud computing for users.</p> <p>Identify three risks of cloud computing for users.</p>	<p>Explain three benefits of cloud computing for users.</p> <p>Explain three risks of cloud computing for users.</p> <p>Explain how intellectual property rights can be affected when using online collaboration tools.</p>

Unit 2: Online Collaboration and Communication

Learning Outcome 2: Learners will know how to prepare for online collaboration

Teaching content	Level 1 Assessment Criteria <i>The learner can...</i>	Level 2 Assessment Criteria <i>The learner can...</i>
How to prepare for online collaboration	<p>Identify three pieces of equipment and/or software needed to support online collaboration.</p> <p>Identify how to create a user account for a collaborative tool.</p> <p>Identify how to download software to support online collaborative tools.</p> <p>Identify how to add contacts to a user account for a collaborative tool.</p>	<p>Describe how firewall restrictions can impact on users of a collaborative tool.</p> <p>Determine the steps needed to create a user account for a collaborative tool.</p>

Unit 2: Online Collaboration and Communication

Learning Outcome 3: Learners will know how to use online collaboration tools

Teaching content	Level 1 Assessment Criteria <i>The learner can...</i>	Level 2 Assessment Criteria <i>The learner can...</i>
How to use online storage and productivity applications	<p>Give two examples of online storage solutions.</p> <p>[Upload, download, delete] an online [file/folder].</p> <p>Demonstrate how to use a web-based productivity application to collaborate on a file.</p> <p>[Create, edit, save] a file online.</p> <p>Demonstrate how to share a [file, folder] online.</p> <p>Identify the need for version control of online files.</p> <p>Identify three different levels of access to files.</p>	<p>State two benefits of online storage.</p> <p>State two limitations of online storage.</p> <p>Indicate two key features of web-based productivity applications.</p> <p>Explain the differences between three different levels of access to files.</p> <p>Describe the need for version control for files available for online collaboration.</p> <p>[View, restore] previous versions of a file.</p>

Unit 2: Online Collaboration and Communication		
Learning Outcome 3: Learners will know how to use online collaboration tools		
How to use online shared calendars	<p>Share a calendar.</p> <p>Use a shared calendar to [set up, manage] an event.</p>	[Edit permissions] in a shared calendar.
How to use online meeting applications	<p>Open an online meeting application. Identify features available in online meeting applications.</p>	<p>Create a meeting in an online meeting application.</p> <p>Demonstrate how to [screen share, file share, chat, use video and audio features] in an online meeting.</p>
How to synchronise content	<p>Identify the purpose of synchronising content.</p>	<p>Explain the purpose of synchronising content.</p> <p>Demonstrate how to [set up/amend] synchronisation settings.</p> <p>Explain why you might synchronise mobile devices with [mail, calendar, other devices].</p>

Unit 2: Online Collaboration and Communication		
Learning Outcome 4: Learners will know how to use written online communication tools		
Teaching content	Level 1 Assessment Criteria <i>The learner can...</i>	Level 2 Assessment Criteria <i>The learner can...</i>
Methods of written online communication	<p>Identify common methods of written online communication.</p>	<p>Compare two forms of [common methods of written online communication].</p>
Effective use of online communication	<p>Demonstrate how to use an address book to organise contact information.</p>	<p>Demonstrate how to [attach files, send to groups, track sent items, categorise, set importance, set follow ups, reduce message size] in online communication.</p> <p>Demonstrate how to [organise/ store/ archive] messages effectively.</p>

Unit 3: Digital Safety

Unit 3: Digital Safety		
Learning Outcome 1: Learners will know the characteristics of IT systems and networks		
Teaching content	Level 1 Assessment Criteria <i>The learner can...</i>	Level 2 Assessment Criteria <i>The learner can...</i>
Main components of IT systems	[Identify/label] main components of an IT system.	n/a
Features and characteristics of common network types	<p>Identify common network types.</p> <p>State two characteristics of [common network type].</p> <p>State one benefit and one problem of [wireless security type].</p> <p>State one implication of using an unprotected wireless network.</p>	<p>Describe the differences between common network types.</p> <p>State three characteristics of [common network type].</p> <p>State two benefits and two problems of [wireless security type].</p> <p>Describe one implication of using an unprotected wireless network.</p>

Unit 3: Digital Safety

Learning Outcome 2: Learners will understand digital safety concepts

Teaching content	Level 1 Assessment Criteria <i>The learner can...</i>	Level 2 Assessment Criteria <i>The learner can...</i>
The importance of digital safety	<p>Identify two basic characteristics of information security.</p> <p>Identify one implication of not securing data.</p> <p>Identify three common [data/privacy protection, retention and control principles].</p> <p>Identify two implications of social engineering.</p> <p>Identify two implications of identity theft.</p>	<p>Describe two basic characteristics of information security.</p> <p>Describe two implications of not securing data.</p> <p>Describe three common [data/privacy protection, retention and control principles].</p> <p>Explain two implications of social engineering.</p> <p>Explain two implications of identity theft.</p> <p>Describe why organisations have IT guidelines and policies.</p>

Unit 3: Digital Safety

Learning Outcome 3: Learners will understand common threats to digital safety

Teaching content	Level 1 Assessment Criteria <i>The learner can...</i>	Level 2 Assessment Criteria <i>The learner can...</i>
How to recognise data threats	Identify the difference between data and information. Identify one data threat from use of cloud computing. Identify one accidental threat to data.	Explain the difference between data and information. Identify two data threats from use of cloud computing. Identify two accidental threats to data.
Common threats to digital safety	Identify three types of malware. Identify one method of social engineering. Identify one method of identity theft. List three dangers of using social networking sites. Identify two security vulnerabilities of [Instant Messaging/VOIP] communication.	Describe what is meant by [type of malware]. Describe [one method of social engineering]. Describe [one method of identity theft]. Explain three dangers of using social networking sites. Describe two ways of ensuring confidentiality while using [Instant Messaging/VoIP]. Explain two security vulnerabilities of [instant messaging/ VOIP] communication.

Unit 3: Digital Safety

Learning Outcome 4: Learners will understand how to protect IT systems and devices

Teaching content	Level 1 Assessment Criteria <i>The learner can...</i>	Level 2 Assessment Criteria <i>The learner can...</i>
How to protect IT systems and devices from malware	<p>Identify two ways to protect IT systems and devices from malware.</p> <p>Identify one benefit and one limitation of anti-virus software.</p> <p>Identify two reasons why regularly updating software helps keep systems and devices safe.</p>	<p>Explain one benefit and one limitation of anti-virus software.</p> <p>Explain two reasons why regularly updating software helps keep systems and devices safe.</p> <p>Demonstrate how to schedule scans using anti-virus software.</p>
The purpose of firewalls	<p>Identify the purpose of a firewall.</p> <p>Identify one benefit and one limitation of a firewall.</p>	<p>Describe the [benefits/limitations] of a firewall.</p> <p>Explain one benefit and one limitation of a firewall.</p> <p>[Use] a personal firewall to [allow/ block] an application.</p>
How to resolve and remove malware	<p>Identify the definition of quarantine.</p> <p>Identify two ways of diagnosing and resolving malware attacks using online resources.</p>	<p>Describe two ways of diagnosing and resolving malware attacks using online resources.</p> <p>Demonstrate how to [quarantine, delete] [infected/suspicious] files.</p> <p>Explain the effect of [cleaning/ deleting/ quarantining] an [infected/ suspicious] file.</p>
How to keep mobile devices safe	<p>Select two implications of using applications from unofficial application stores.</p> <p>Identify two emergency and precautionary measures if a device is lost.</p> <p>Identify types of private information that could be accessed by applications.</p>	<p>Identify two implications of using applications from unofficial application stores.</p> <p>Describe how emergency and precautionary measures can be used if a device is lost.</p> <p>Change [application permissions].</p>

Unit 3: Digital Safety

Learning Outcome 5: Learners will know how to protect data

Teaching content	Level 1 Assessment Criteria <i>The learner can...</i>	Level 2 Assessment Criteria <i>The learner can...</i>
Methods of controlling access to data	Identify two ways to prevent unauthorised access to data. Identify one biometric security technique.	Describe two ways to prevent unauthorised access to data. Explain the purpose of one [biometric security technique].
How to manage passwords	Select a secure password. Outline the [function/limitations] of password manager software.	Sort four passwords in order of most secure to least secure. Describe the [function/ limitations] of password manager software.
The need to secure and back up data	Identify two ways of physically securing computers and devices. Identify good practice back up procedures. Indicate how to restore data from a backup location.	Identify three ways of physically securing computers and devices. Demonstrate how to restore data from a backup location. Describe the reason to encrypt [file/folder/drive]. Demonstrate how to backup data from a specified location.
How to securely delete and destroy data	Identify one difference between deleting and permanently deleting data. Identify two methods of permanently deleting data.	Identify two differences between deleting and permanently deleting data. Describe two methods of permanently deleting data. Demonstrate how to delete content from [online services].

Unit 3: Digital Safety

Learning Outcome 6: Learners will know how to protect self online

Teaching content	Level 1 Assessment Criteria <i>The learner can...</i>	Level 2 Assessment Criteria <i>The learner can...</i>
How to manage digital footprints	<p>Identify what is meant by 'digital footprint'.</p> <p>Identify two ways that information can be added to a digital footprint.</p> <p>State how your digital footprint could be used by [universities/ future employers/ data aggregators].</p> <p>Identify two benefits and two implications of leaving a digital footprint.</p> <p>Identify three ways that private data can be saved in a browser.</p> <p>Identify one type of content-control software.</p> <p>Identify what data might be included in a 'digital footprint'.</p>	<p>Describe two ways that information can be added to a digital footprint.</p> <p>Review how your digital footprint could be used by [universities/employers/ data aggregators].</p> <p>Describe two benefits and two implications of leaving a digital footprint.</p> <p>Demonstrate how to delete private data from a browser.</p> <p>Explain the purpose of [internet filtering software/ parental control software].</p>
Secure web browsing	<p>Identify two ways of authenticating a website.</p> <p>Give an example of online activity that needs to be done [on secure webpage/through secure network connection].</p>	<p>Identify three ways of authenticating a website.</p> <p>Describe how to sign up to a website securely.</p>
Safe use of social networks	<p>Identify three implications of disclosing confidential or personal identifiable information on social networking sites.</p> <p>Identify how terms and conditions of social networking site affect the user.</p> <p>Identify two reasons people use a social networking site.</p> <p>Recognise inappropriate social network [use/behaviour].</p>	<p>Describe three implications of disclosing confidential or personal identifiable information on social networking sites.</p> <p>Demonstrate how to [set/amend] social networking account settings.</p> <p>Report inappropriate social network [use or behaviour].</p> <p>Discuss how terms and conditions of social networking site affect the user.</p>

Safe online communication	<p>Identify the correct definition of the term "digital signature".</p> <p>Identify one security vulnerability of using [Instant Messaging/ VOIP].</p> <p>Identify two ways of staying safe while using [IM/VoIP].</p>	<p>Demonstrate how to [encrypt/decrypt] a message.</p> <p>Describe two ways of staying safe while using [IM/VoIP].</p>
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Unit 4: Digital Information

Unit 4: Digital Information		
Learning Outcome 1: Learners will be able to plan digital information searches		
Teaching content	Level 1 Assessment Criteria <i>The learner can...</i>	Level 2 Assessment Criteria <i>The learner can...</i>
How to plan digital information searches	<p>Identify three ways in which specific information requirements can affect search findings.</p> <p>Determine the key stages in planning to collect digital information to meet specific requirements.</p> <p>Identify two potential digital information sources to meet specific requirements.</p> <p>Identify specific information requirements.</p> <p>Identify effective search terms to use in a web browser.</p>	<p>Explain three ways in which specific information requirements can affect search findings.</p> <p>Plan how to collect digital information to meet specific requirements.</p> <p>Identify three potential digital information sources to meet specific requirements.</p>
How to collect digital information effectively	<p>State sources of digital information other than internet search engines.</p> <p>Identify three reasons to review the [quality, credibility OR validity] of digital information.</p>	<p>Identify how to amend search terms to improve accuracy and relevance of results.</p> <p>Demonstrate how to [include/exclude] specific information from web search results.</p> <p>Produce improved search results by amending search strategy.</p> <p>Explain three reasons for reviewing the [quality, credibility OR validity] of digital information.</p>

Unit 4: Digital Information

Learning Outcome 2: Learners will know how to manage digital information

Teaching content	Level 1 Assessment Criteria <i>The learner can...</i>	Level 2 Assessment Criteria <i>The learner can...</i>
How to manage digital information	<p>Identify three ways to manage digital information responsibly.</p> <p>Demonstrate how to [organise, store and label] digital information.</p> <p>Demonstrate how to retrieve digital information.</p> <p>Identify two ways of protecting sensitive information.</p> <p>Identify two implications of copyright and data protection regulations for information use.</p> <p>State two reasons for referencing information sources.</p>	<p>Explain three ways to manage digital information responsibly.</p> <p>Describe how organising, storing and labelling digital information aids efficient retrieval.</p> <p>Describe ways that sensitive information can be protected.</p> <p>Describe three implications of copyright and data protection regulations for information use.</p> <p>Explain the importance of referencing information sources.</p> <p>Explain how [legislation/ organisational standards] affect digital information usage.</p>

Unit 4: Digital Information

Learning Outcome 3: Learners will be able to interpret digital information

Teaching content	Level 1 Assessment Criteria <i>The learner can...</i>	Level 2 Assessment Criteria <i>The learner can...</i>
How to organise digital information from multiple sources	<p>Identify a method of organising digital information.</p> <p>Store digital information using categories.</p>	<p>Categorise digital information.</p> <p>Use an appropriate referencing system to acknowledge information sources.</p>
How to interpret digital information from multiple sources	<p>Identify a key theme across digital information from multiple sources.</p> <p>Identify data from a visual representation of digital information.</p> <p>Identify information gaps.</p>	<p>Identify [patterns, associations, causal relationships] across digital information from multiple sources.</p> <p>Interpret a visual representation of digital information.</p> <p>Assess whether research findings meet specific requirements.</p> <p>Assess the limitations of specific digital information search methods.</p> <p>Identify ways to improve a digital information search method.</p>

Unit 4: Digital Information

Learning Outcome 4: Learners will know how to present digital information

Teaching content	Level 1 Assessment Criteria <i>The learner can...</i>	Level 2 Assessment Criteria <i>The learner can...</i>
How to present digital information	Choose appropriate IT productivity application to present findings. Produce information which partially describes findings in relation to specific requirements. Identify ethical considerations when using the internet for research purposes.	Produce information which describes findings in relation to specific requirements. Describe ethical considerations when using the internet for research purposes.

Appendix B: Synoptic links across the Certificate

Unit 1: IT Productivity Skills

Unit 1 Teaching content	Synoptic links to other units		
	Unit 2	Unit 3	Unit 4
How to work with IT productivity applications.	Key concepts of online collaboration. The features, benefits and risks of cloud computing for users.	Main components of IT systems. The need to secure and back up data.	How to manage digital information.
How to work with files.	Key concepts of online collaboration. The features, benefits and risks of cloud computing for users. How to use online storage and productivity applications. How to synchronise content.	The need to secure and backup data. How to securely delete and destroy data.	How to manage digital information. How to organise digital information from multiple sources. How to present digital information.
How to prepare a file for output.	How to use online storage and productivity applications.		How to present digital information.
How to enter and edit text and data.	How to use online storage and productivity applications.		How to present digital information.
How to set numeric data types.	How to use online storage and productivity applications.		How to present digital information
How to format text and data.	How to use online storage and productivity applications.		How to present digital information.
How to use formulae and functions in spreadsheet applications	How to use online storage and productivity applications.		How to present digital information.

Unit 1 Teaching content	Synoptic links to other units		
	Unit 2	Unit 3	Unit 4
How to perform mail merges.	How to use online storage and productivity applications.		
How to manage tables			How to present digital information.
How to manage pictures and drawings			How to present digital information.
How to manage charts			How to present digital information.
How to review the appearance of a file.			How to present digital information.
How to manage tracked changes in a file.	How to use online storage and productivity applications.		
How to compare and combine two versions of a document.	How to use online storage and productivity applications.		

Unit 2: Online Collaboration and Communication

Unit 2 teaching content	Synoptic links to other units		
	Unit 1	Unit 3	Unit 4
Key concepts of online collaboration.	How to work with IT applications. How to work with files.	The importance of digital safety. How to recognise data threats. Common threats to digital safety. How to protect IT systems and devices from malware. The purpose of firewalls. How to keep mobile devices safe. Methods of controlling access to data. How to manage passwords. How to securely delete and destroy data. How to manage digital footprints. Safe use of social networks.	How to manage digital information.
The features, benefits and risks of cloud computing for users.	How to work with IT applications. How to work with files.	The importance of digital safety. How to manage digital footprints.	How to manage digital information.
How to prepare for online collaboration.		Main components of IT systems. Features and characteristics of common network types.	How to manage digital information. How to present digital information.

Unit 2 teaching content	Synoptic links to other units		
	Unit 1	Unit 3	Unit 4
		<p>How to protect IT systems and devices from malware.</p> <p>The purpose of firewalls.</p> <p>How to keep mobile devices safe.</p> <p>Methods of controlling access to data.</p> <p>How to manage passwords.</p> <p>How to manage digital footprints.</p> <p>Safe use of social networks.</p>	<p>How to interpret digital information from multiple sources.</p>
<p>How to use online storage and productivity applications.</p>	<p>How to work with files.</p> <p>How to prepare a file for output.</p> <p>How to enter and edit text and data.</p> <p>How to set numeric data types.</p> <p>How to format text and data.</p> <p>How to use formulae and functions in spreadsheet applications.</p> <p>How to perform mail merges.</p> <p>How to manage tracked changes in a file.</p> <p>How to compare and combine two versions of a document.</p>	<p>The need to secure and back up data.</p> <p>The importance of digital safety.</p> <p>How to securely delete and destroy data.</p>	<p>How to manage digital information.</p>
<p>How to use online shared calendars.</p>		<p>How to manage passwords.</p>	<p>How to manage digital information.</p>

Unit 2 teaching content	Synoptic links to other units		
	Unit 1	Unit 3	Unit 4
How to use online meeting applications.		How to manage passwords.	How to manage digital information.
How to synchronise content.	How to work with files.	Methods of controlling access to data. The need to secure and back up data.	How to manage digital information.
Methods of written online communication	How to format text and data.		How to collect digital information effectively. How to interpret digital information from multiple sources.
Effective use of online communication.		Safe online communication.	How to present digital information.

Unit 3: Digital Safety

Unit 3 teaching content	Synoptic links to other units		
	Unit 1	Unit 2	Unit 4
Main components of IT systems	Key concepts of online collaboration. The features, benefits and risks of cloud computing for users.	Main components of IT systems. The need to secure and back up data.	
Features and characteristics of common network types	How to work with IT applications.	How to prepare for online collaboration.	
The importance of digital safety		Key concepts of online collaboration. How to prepare for online collaboration.	How to collect digital information effectively.
How to recognise data threats		Key concepts of online collaboration. The features, benefits and risks of cloud computing for users.	
Common threats to digital safety		Key concepts of online collaboration. The features, benefits and risks of cloud computing for users. How to use online meeting applications.	
How to protect IT systems and devices from malware		Key concepts of online collaboration.	

Unit 3 teaching content	Synoptic links to other units		
	Unit 1	Unit 2	Unit 4
		How to prepare for online collaboration.	
The purpose of firewalls		Key concepts of online collaboration. How to prepare for online collaboration.	
How to resolve and remove malware		Key concepts of online collaboration.	
How to keep mobile devices safe		Key concepts of online collaboration. How to prepare for online collaboration.	
Methods of controlling access to data		Key concepts of online collaboration. How to prepare for online collaboration. How to use online storage and productivity applications. How to synchronise content. Effective use of online communication.	How to present digital information.
How to manage passwords		Key concepts of online collaboration. How to prepare for online collaboration. How to use online shared calendars. How to use online meeting applications.	How to manage digital information.

Unit 3 teaching content	Synoptic links to other units		
	Unit 1	Unit 2	Unit 4
The need to secure and back up data	How to work with IT productivity applications.	How to use online storage and productivity applications. How to synchronise content.	How to manage digital information.
How to securely delete and destroy data		Key concepts of online collaboration. How to use online storage and productivity applications.	
How to manage digital footprints		Key concepts of online collaboration. How to prepare for online collaboration.	How to collect digital information effectively.
Secure web browsing			How to collect digital information effectively.
Safe use of social networks		Key concepts of online collaboration. How to prepare for online collaboration. Effective use of online communication. Methods of written online communication.	How to collect digital information effectively.
Safe online communication		Effective use of online communication. Methods of written online communication.	

Unit 4: Digital Information

Unit 4 teaching content	Synoptic links to other units		
	Unit 1	Unit 2	Unit 3
How to plan digital information searches	How to work with IT productivity applications.		
How to collect digital information effectively			<p>Features and characteristics of common network types.</p> <p>The importance of digital safety.</p> <p>How to recognise data threats.</p> <p>Common threats to digital safety.</p> <p>How to protect IT systems and devices from malware.</p> <p>The purpose of firewalls.</p> <p>How to resolve and remove malware.</p> <p>How to keep mobile devices safe.</p> <p>How to manage digital footprints.</p> <p>Secure web browsing.</p>
How to manage digital information	<p>How to work with IT productivity applications.</p> <p>How to work with files.</p>	<p>Key concepts of online collaboration.</p> <p>How to use online Methods of controlling access to data.</p> <p>storage and productivity applications.</p>	<p>The need to secure and back up data.</p> <p>How to securely delete and destroy data.</p>

Unit 4 teaching content	Synoptic links to other units		
	Unit 1	Unit 2	Unit 3
How to organise digital information from multiple sources	How to work with IT productivity applications. How to work with files.	Key concepts of online collaboration. How to use online storage and productivity applications. How to synchronise content.	The importance of digital safety. The need to secure and back up data.
How to interpret digital information from multiple sources	How to manage tracked changes in a file. How to compare and combine two versions of a file. How to use formulae and functions in spreadsheet applications. How to manage tables. How to manage pictures and drawings. How to manage charts.		Secure web browsing.
How to present digital information	How to work with files. How to prepare files for output. How to enter and edit text and data. How to set numeric data types. How to format text and data. How to use formulae and functions in spreadsheet applications. How to perform mail merges. How to manage tables	How to use online storage and productivity applications.	Key concepts of online collaboration.

Unit 4 teaching content	Synoptic links to other units		
	Unit 1	Unit 2	Unit 3
	How to manage pictures and drawings. How to manage charts. How to review the appearance of a file.		

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