

Qualification specification

**NCFE Level 1 Certificate in Digital Skills
QN: 603/3129/X**

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Summary of changes

This section summarises the changes to this qualification specification since the last version (version 2.0 April 2019).

Version	Publication Date	Summary of amendments
v1.0	May 2018	First publication
v2.0	April 2019	p.24, amendment in AC 1.5 of the word 'identify' to identity'
v2.1	June 2022	<p>Further information added to the achieving this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support for centres section about how to access support handbooks.</p>

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 1 Certificate in Digital Skills.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 1 Certificate in Digital Skills.

Things you need to know

Qualification number (QN)	603/3129/X
Aim reference	6033129X
Total Qualification Time (TQT)	150
Guided Learning Hours (GLH)	120
Level	1
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

Total Qualification Time (TQT)

Total Qualification Time 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.

Total Qualification Time comprises:

- the Guided Learning Hours 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 not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 603/3129/X.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Qualification purpose

The purpose of this qualification is to allow learners to demonstrate understanding of, and competency in, digital literacy skills. It will help learners progress to a work role where digital literacy skills are required.

This qualification will:

- provide opportunities to acquire a number of practical skills.

Qualification objectives

The objectives of this qualification are to enable learners to:

- apply digital skills in personal and business situations
 - understand how to maintain safety and security when using data and devices
 - find and use information
 - use digital resources to facilitate own learning and career progression
 - communicate socially and professionally using technology
 - use word processing software to create straightforward text and documents.
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Achieving this qualification

To be awarded the NCFE Level 1 Certificate in Digital Skills, learners are required to successfully complete 4 mandatory units, and one of the two optional units, 5 and 6.

Mandatory units

Unit No	Unit title
Unit 01	Find and use information
Unit 02	Safety and security when using data and digital devices
Unit 03	Communicating and collaborating online
Unit 04	Using word processing software

Optional units

Unit No	Unit title
Unit 05	Using a computer
Unit 06	Digital career development

The learning outcomes for each unit are provided in Section 2.

The units above may be available as stand-alone unit programmes. Please visit www.ncfe.org.uk/units for further information.

To achieve the NCFE Level 1 Certificate in Digital Skills, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

A partial certificate can be requested for learners who didn't achieve their full qualification but have achieved at least one whole unit.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

Work placement/experience requirements

There is no requirement for a learner to undertake any work experience or placement to meet the requirements of this qualification. Those who are in employment can provide evidence from real-life situations. For those learners not in employment, centres should support learners in understanding the work-based application of digital skills as noted in relevant units.

Entry guidance

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved an Entry Level qualification in ICT.

This qualification is suitable for learners aged pre-16 and above.

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

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

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

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 2 Award/Certificate in Digital Promotion for Business
 - Level 2 Certificate in IT User Skills (ITQ)
 - Level 2 Certificate in Digital Skills for Work.
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Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

Resource requirements

To achieve the learning outcomes in this qualification, learners will need to have access to the following:

- a personal computer, laptop, tablet or other digital device (units 01, 02, 03, 04 and 06)
- a personal computer or laptop (unit 05)
- access to a file storage medium prescribed by the organisation where in work, or access to a storage medium where a simulated activity is undertaken
- access to an email account, instant messaging account, online feedback sites, video messaging, forums and social networks
- web browser software
- online meeting software
- online meeting equipment such as webcams and microphones
- online collaboration software/applications
- blogging software/applications
- word processing software/applications
- printer
- internet connectivity.

There is no requirement to use any specific software/applications. Centres are able to use any free or paid-for software/applications or functionality within their own Learner Management System as long as it allows learners to meet the assessment criteria.

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

Support for centres

There are a number of documents available on the NCFE website that centres might find useful.

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

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

Customer Support team

Our award-winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can find contact details for your Customer Support Assistant by calling 0191 239 8000 or emailing customersupport@ncfe.org.uk.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current fees and pricing guide is available on the NCFE website.

Useful websites

Centres may find the following website helpful for information, materials and resources to assist with the delivery of this qualification:

- 2. Digital skills and inclusion - giving everyone access to the digital skills they need

Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

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

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

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

The unit overview includes:

- unit title and number
- unit summary
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- learning outcomes
- delivery and assessment information (including types of evidence for internal assessment)

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about this qualification please contact our Product Development team on 0191 239 8000.

Unit 01 Find and use information (J/616/9580)

Unit summary	This unit covers how to search for and select appropriate information to meet personal and organisational needs. Learners will understand how to evaluate the information they find, understand copyright, and be able to store information in line with organisational procedures.
Guided learning hours	20
Level	1
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 Be able to identify and select information and resources to meet personal and organisational needs

The learner can:

- 1.1 Describe how search engines work
- 1.2 Use a search engine to find information
- 1.3 Use a range of criteria to filter search results
- 1.4 Use web browser bookmark functions to store links to web pages
- 1.5 Use web browser tabs to view and switch between different sources of information

Delivery and assessment

No delivery and assessment guidance for this outcome.

Types of evidence

Evidence for this unit will take the form of observation of tasks, annotated screenshots and accurately referenced information in assignments or work products.

The searches should include those for personal use, including development of the learner's own knowledge and skills, and should also be in the context of a business environment. Where possible, the evidence should be generated through the learner's main programme of study, their work experience, part-time or full-time work, and through cross referencing other units in the qualification.

Unit 01 Find and use information (J/616/9580) (cont'd)**Learning outcome 2**

The learner will:

- 2 Be able to evaluate and use researched information

The learner can:

- 2.1 Outline ways to identify that the source of the information gathered is reliable and credible
- 2.2 Evaluate the quality of information found in relation to its intended purpose
- 2.3 Outline regulations surrounding copyright of information
- 2.4 Outline what is meant by plagiarism
- 2.5 Identify ways to state the source of information
- 2.6 Explain why it is important to produce good quality information

Delivery and assessment

No delivery and assessment guidance for this outcome.

Types of evidence

The information gathered should be presented in a professional manner in line with organisational procedures and expectations. Therefore, the evidence from this unit is likely to come from assignments and work products which demonstrate that the learner has evaluated a range of information to make decisions and to solve problems.

Unit 01 Find and use information (J/616/9580) (cont'd)**Learning outcome 3**

The learner will:

- 3 Be able to store information in line with an organisation's agreed procedures

The learner can:

- 3.1 Describe why an organisation might have standards and procedures in place for storing information
 3.2 Outline why routine file housekeeping is important for the efficient handling and retrieval of information
 3.3 Store information following agreed procedures

Delivery and assessment

The learner should show a basic understanding of how to store information in line with an organisation's standards and procedures, and **why** it is important to do so. The learner will understand the **importance of routine file housekeeping** and how this helps with handling and retrieval of information.

The learner will be able to **store information following agreed procedures**. This will include creating files and folders in line with these agreed procedures.

Types of evidence

Evidence for this unit will take the form of observation of tasks, annotated screenshots, case studies, and questioning.

Unit 02 Safety and security when using data and digital devices (L/616/9581)

Unit summary	In this unit learners will understand the importance of protecting personal and business data and devices, They will also learn how to use equipment in line with health and safety legislation.
Guided learning hours	30
Level	1
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 Understand how to protect data and devices

The learner can:

- 1.1 List potential types of threat to personal data
 - 1.2 Outline the types of personal data that might be targeted by others
 - 1.3 Outline the potential impact of not keeping personal data secure
 - 1.4 Outline ways to protect own personal information and data
 - 1.5 List a range of software and tools available to help protect data and devices
 - 1.6 Outline what is meant by secure and insecure websites
 - 1.7 Outline the risks of accessing insecure websites
-

Unit 02 Safety and security when using data and digital devices (L/616/9581) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment**

This outcome is about ensuring learners understand the potential security risks related to loss or theft of personal and confidential data, as well as a range of devices this data could be stored on or accessed from. They'll gain a basic understanding of the importance of keeping devices, data and financial transactions secure.

Threats could include vishing, smishing, phishing, crashing, data corruption, viruses, spyware, Trojans, hacking, malware, location tracking, open Wi-Fi, and shoulder surfing. Learners should also consider the implications of not keeping their electronic devices safe.

Personal data includes passwords, forms of authentication, personal info, identity theft, payments etc.

Ways to protect data includes the use of general protection, eg strong passwords, Virtual Private Networks (VPN), malware/ransomware/spyware/anti-virus programs, how to spot a 'secure' site, being aware of 'suspect' links etc.

Potential impact of not keeping data secure could include reputational impact, theft of property, identity theft, and personal safety.

Personal information and data also includes financial data and transactions. Browser settings, Do Not Track, private browsing, paper shredding, privacy settings, insecure Wi-Fi hotspots, https, password securing computers, steps to protect laptops and hand-held devices. Learners should also consider the security of their personal information when applying for jobs online.

Learners should be able to demonstrate that they understand the **risks of accessing insecure websites**, including downloading data from potentially insecure sources.

Types of evidence

This learning outcome is relevant and important to all other units in this qualification and evidence may be cross referenced.

Unit 02 Safety and security when using data and digital devices (L/616/9581) (cont'd)**Learning outcome 2**

The learner will:

- 2 Understand how organisational data and information is protected

The learner can:

- 2.1 Identify legislation related to how an organisation must protect personal and financial data
- 2.2 Outline the key points of data protection legislation
- 2.3 Identify steps organisations might take to protect data
- 2.4 Outline the potential impacts to an organisation of not protecting their data and information
- 2.5 Identify ways to report breaches of security or suspicious online behaviour

Delivery and assessment
No specific guidance for this outcome.
Types of evidence
Learners could demonstrate their knowledge through case studies, observations and questioning.

Unit 02 Safety and security when using data and digital devices (L/616/9581) (cont'd)**Learning outcome 3**

The learner will:

- 3 Understand how to use digital equipment safely

The learner can:

- 3.1 Outline relevant health and safety legislation concerning working with digital equipment
3.2 List possible health and safety risks when working with digital equipment
3.3 Explain the risks to personal safety and possessions when using digital devices in public spaces
3.4 Outline how to reduce the risks to personal safety and possessions when using digital devices in public spaces

Delivery and assessment

Legislation should be current and relevant to home nation.

Types of evidence

Learners could demonstrate their knowledge through case studies, observations and questioning.

Unit 03 Communicating and collaborating online (R/616/9582)

Unit summary	In this unit, learners will learn how to communicate and collaborate online using a range of technology.
Guided learning hours	40
Level	1
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 Be able to communicate socially and professionally using technology

The learner can:

- 1.1 List a range of methods used to communicate online
 - 1.2 Use an appropriate method for communicating online
 - 1.3 Use appropriate style, tone and language when communicating with others
 - 1.4 Demonstrate respect for privacy and reputation of others when communicating online
 - 1.5 Demonstrate how to protect own digital reputation and identity when communicating online
 - 1.6 Explain what cyberbullying is
 - 1.7 Outline steps to protect against cyberbullying
-

Unit 03 Communicating and collaborating online (R/616/9582) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment**

This outcome is about ensuring that learners know about a variety of methods available to communicate online. This can include email, instant messaging, web chats, online feedback sites, video messaging, and forums.

Others can include friends, family, individuals, or organisations communicated with as an individual rather than as an employee in a workplace setting.

Learners should demonstrate that they can use a range of methods to communicate with others in both social and professional environments. They should be able to demonstrate that they understand the difference between communicating informally with their social network and formally with external contacts, such as when applying for jobs, communicating with retailers, official agencies or businesses.

When demonstrating their use of digital communication/networking tools within their social circles learners should demonstrate they clearly understand the impact of their online communication, its reach and interpretation.

Not only should learners understand the most appropriate tool to use, they should also understand the reach of the types of communication tools and how this impacts on their **digital reputation and online identity**, and importantly their employment prospects and career options.

Learners should demonstrate through observation or questioning that they understand how to protect themselves from, and how to avoid, **cyberbullying**. It is important that learners discuss trolling and how to recognise it. The majority of cyberbullying stems from people wanting to cause a reaction and disruption for the sake of it, so it's a good skill to recognise it, and know how to respond to it.

Types of evidence

Evidence should take the form of screen shots, printouts and observations of learners using technology to communicate with others. They should demonstrate they can use traditional (eg email) and other technology to communicate with a range of people. Learners could demonstrate their knowledge through case studies, observations and questioning.

Unit 03 Communicating and collaborating online (R/616/9582) (cont'd)**Learning outcome 2**

The learner will:

- 2 Know how to communicate effectively via email in a personal or business context

The learner can:

- 2.1 List the benefits and disadvantages of using email
 2.2 Use email to compose, send, receive and respond to others
 2.3 Demonstrate use of attachments when sending emails
 2.4 Use appropriate style, tone and language when communicating by email
 2.5 State how to identify fraudulent links in emails

Delivery and assessment

The focus of the outcome is on use of email. Many people may be fluent in using social media such as Instagram, Facebook, Twitter, WhatsApp, etc, but may have never encountered the more traditional forms of online communication.

Learners should demonstrate that they can compose, send, receive and respond to emails appropriately.

This outcome focuses on communication and learners should not only understand the **benefits and disadvantages of using email** as well as when it is appropriate to use it, but also the importance of **appropriate style, tone and behaviour** and how these impact on customer perception.

Types of evidence

Evidence should be generated through observation, notes, screenshots or printouts of emails. The evidence should include emails composed and sent, emails received and responded to appropriately, with examples of both internal and external communication in a business context and emails in a personal context.

Evidence of business emails should come from employment or work experience where possible. This can be through simulated activities where the learner is not in work.

Considerations should be made for data protection when handling and sharing emails.

Unit 03 Communicating and collaborating online (R/616/9582) (cont'd)**Learning outcome 3**

The learner will:

- 3 Be able to communicate and collaborate using online collaboration tools

The learner can:

- 3.1 List a range of online collaboration tools
 3.2 Identify a range of equipment needed for online collaboration
 3.3 List the advantages and disadvantages of using online collaboration technology
 3.4 Use online collaboration technology

Delivery and assessment

No delivery and assessment guidance for this outcome.

Types of evidence

Learners should use technology to set up and participate in an informal or formal collaborative piece of work online. This could be a meeting/discussion; shared document; planning tool; online whiteboard, or other content. Evidence may be generated in the workplace, in an educational setting, or through simulation. Learners could also set up an online meeting with their assessor to demonstrate their competence in using the technology. Competence and knowledge will be assessed through observation or recordings of meetings.

Case studies, professional discussion, or questioning could be used to demonstrate learners' understanding of the types of meeting software/applications available and the benefits and disadvantages of using online technology.

Assignments and simulations should be used to assess learners' knowledge of the procedures and documents associated with informal and formal meetings and, where possible, this should be assessed through their vocational study, work experience, employment or volunteering.

It may be that the learning platform used by some centres has built-in collaborative technology and, where appropriate, the learner's use of this can be presented as evidence in this unit.

Unit 03 Communicating and collaborating online (R/616/9582) (cont'd)**Learning outcome 4**

The learner will:

- 4 Be able to communicate and collaborate using digital networks

The learner can:

- 4.1 Outline a range of social networking tools
 4.2 Outline why a business would use online social networks
 4.3 Outline relevant safety issues and precautions when using online social networks from both a personal and business perspective
 4.4 Participate in an online social network to engage with others
 4.5 Give examples of why different online profiles are created for informal and formal use

Delivery and assessment

Learners should demonstrate that they **can use online social networks to engage with others**. They will know why a business would use online social networks.

It is important that learners understand **a range of social networking tools**, for example, TikTok, YouTube, Facebook, Twitter, Instagram, Yammer, LinkedIn, etc, and be able to describe the target audience and whether the network is public or private.

Learners should also demonstrate that they understand the need for confidentiality and privacy **when using online social networking tools**.

Types of evidence

Case studies, assignments, questions and professional discussions should be used to provide evidence that the learner understands how businesses should use digital networking and social media and the benefits and disadvantages of using these.

Evidence collected for this outcome should also demonstrate that the learner is aware of the online safety issues, reputational issues and security issues associated with using such networks.

Evidence should be collected through employment, work experience, volunteering or as part of a simulated exercise. Evidence should include screenshots from relevant social digital networks which show how the learner has communicated with others, including potential/existing customers, colleagues and competitors. Evidence should show use of at least two different digital networking sites, one public and one private. Learners should show through professional discussion that they are aware of the range of digital and social network tools currently available and their appropriateness to the business objective.

Unit 03 Communicating and collaborating online (R/616/9582) (cont'd)**Learning outcome 5**

The learner will:

- 5 Be able to use blogging to engage with others and keep them informed

The learner can:

- 5.1 Outline what a blog is
 5.2 Identify the benefits of blogging to a business
 5.3 Create a blog post
 5.4 Demonstrate how to share the blog via social media and appropriate websites
 5.5 Respond to or share a blog posted in a business context

Delivery and assessment

Learners should **be able to outline what a blog is**.

They should **identify the benefits of blogging to a business**, including how and why businesses use blogging to drive traffic to their websites and how blogs can be used to build a personal as well as business brand.

Learners will **be able to create a basic blog post and share it via social media**.

Learners should demonstrate that they can find and **respond to or share blogs** in the context of a business setting.

Types of evidence

Evidence should show use of at least two different blogging sites to communicate or collaborate.

Evidence should be collected through employment, work experience, volunteering or as part of a simulated exercise. Case studies, assignments, questions and professional discussion should be used to provide evidence that the learner understands how businesses should use blogging, its links to social media and the business's website.

Evidence should include screenshots from relevant blogging sites, accompanied by an explanation of why the blog is appropriate to the particular business environment.

It may be that the learning platform used by some centres has built-in blogging functionality and, where appropriate, the learner's use of this can be presented as evidence in this unit.

Unit 04 Using word processing software (Y/616/9583)

Unit summary	In this unit, learners will learn how to use word processing software.
Guided learning hours	20
Level	1
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 Be able to enter, edit and combine text and other information accurately within word processing documents

The learner can:

- 1.1 Identify what templates are and when to use them
- 1.2 Use a keyboard or other input device to enter or insert text, numbers and images into a:
 - blank document
 - document template
- 1.3 Combine information of different types or from different sources into a document
- 1.4 Enter information into existing forms

Delivery and assessment

No specific guidance for this outcome.

Types of evidence

Evidence for this unit will take the form of word processed documents, observation of tasks and annotated screenshots.

Learners could use information found as part of their searches undertaken in unit 01 in this qualification.

Unit 04 Using word processing software (Y/616/9583) (cont'd)**Learning outcome 2**

The learner will:

- 2 Be able to edit and structure information within word processing documents

The learner can:

- 2.1 Use basic editing tools to amend document content
2.2 Select and apply basic heading styles to text
2.3 Create and modify basic tables to organise information

Delivery and assessment

No specific guidance for this outcome.

Types of evidence

Evidence for this unit will take the form of word processed documents, observation of tasks and annotated screenshots.

Learners could use information found as part of their searches undertaken in unit 01 in this unit.

Unit 04 Using word processing software (Y/616/9583) (cont'd)**Learning outcome 3**

The learner will:

- 3 Be able to use word processing software tools to format and present documents

The learner can:

- 3.1 Use basic formatting tools to enhance presentation of a document
- 3.2 Select and use basic techniques to format characters and paragraphs
- 3.3 Select and use basic page layout to present and print documents
- 3.4 Use basic tools to edit images in a document
- 3.5 Demonstrate how to print a document

Delivery and assessment

Learners could be given a Tutor-devised brief to develop a document. They will then **use basic formatting tools to enhance the presentation of their document**, including formatting **text** and **layout**.

They will also need to use **basic image editing tools in their document**.

Types of evidence

Evidence for this unit will take the form of word processed documents, observation of tasks and annotated screenshots.

Learners could use information found as part of their searches undertaken in unit 01 in this qualification.

Unit 05 Using a computer (H/616/9585)

Unit summary	In this unit, learners will learn the basics of how to use a personal computer or laptop.
Guided learning hours	10
Level	Entry Level 3
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Be able to operate a personal computer or laptop

The learner can:

- 1.1 Outline the difference between an input device and an output device
- 1.2 Identify standard desktop icons on an operating system
- 1.3 Demonstrate correct use of a computer mouse, touchpad or suitable alternative to navigate an operating system
- 1.4 Outline the use of the following keyboard keys:
 - Tab
 - Caps lock
 - Shift
 - Ctrl
 - Del
 - Enter
- 1.5 Identify the keyboard shortcuts for the following:
 - Select all
 - Copy
 - Paste
 - Undo
 - Find
- 1.6 Demonstrate correct use of a keyboard or suitable alternative to input text
- 1.7 Demonstrate the correct procedures for starting and shutting down a personal computer or laptop
- 1.8 Outline issues that may occur if a personal computer or laptop is incorrectly shut down

Delivery and assessment

No specific guidance for this outcome.

Types of evidence

Evidence for this unit will take the form of observation of tasks, annotated screenshots, case studies, and questioning.

Unit 05 Using a computer (H/616/9585) (cont'd)**Learning outcome 2**

The learner will:

- 2 Be able to create and manage folders and files

The learner can:

- 2.1 Demonstrate how to find and open files and folders
2.2 Demonstrate how to create and manage files and folders
2.3 Outline different ways data can be stored, including:
- hard drives
 - cloud storage
 - removable media

Delivery and assessment

No specific guidance for this outcome.

Types of evidence

Evidence for this unit will take the form of observation of tasks, annotated screenshots and accurately referenced information in assignments or work.

Unit 05 Using a computer (H/616/9585) (cont'd)**Learning outcome 3**

The learner will:

- 3 Understand how to connect to the internet

The learner can:

- 3.1 Outline what the internet is
3.2 Give examples of ways to connect to the internet
3.3 Use a web browser to open and navigate web pages

Delivery and assessment

No specific guidance for this outcome.

Types of evidence

Evidence for this unit will take the form of observation of tasks, annotated screenshots and accurately referenced information in assignments or work.

Unit 05 Using a computer (H/616/9585) (cont'd)**Learning outcome 4**

The learner will:

- 4 Be able to create an online account

The learner can:

- 4.1 Identify types of online accounts that can be created
4.2 Create an online account
4.3 Demonstrate how to complete an online form

Delivery and assessment

No specific guidance for this outcome.

Types of evidence

Evidence for this unit will take the form of observation of tasks, annotated screenshots and accurately referenced information in assignments or work.

Unit 06 Digital career development (K/616/9586)

Unit summary	This unit teaches learners how to manage and promote their digital reputation and online identity. They'll be able to use social media and the internet to search and prepare applications for voluntary and paid employment and use technology to facilitate personal and professional learning and career progression.
Guided learning hours	20
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Be able to create and manage own digital reputation and online identity

The learner can:

- 1.1 Outline the impact social media can have on future employment prospects of self and others
- 1.2 List key characteristics that make up a professional online identity
- 1.3 Outline the difference between real and online identities
- 1.4 Create a professional social media profile using social media tools
- 1.5 List the benefits of using online professional networks

Delivery and assessment

This outcome will assess the learner's ability to **understand how social media and digital technology can have an impact on their own career management and development.**

Learners should be able to demonstrate competence in this outcome by **creating professional profiles** using a range of social media and web-based tools to promote themselves to a provider/employer. These could include using business and employment-oriented social networking services, blogging software, digital and video portfolios, or alternative business network tools appropriately.

The learner should also be able to explain the need to have **separate identities for their personal life and their work/professional life**, explain the impact of mixing the two identities/personas, and give examples to demonstrate their understanding.

Types of evidence

Observations, screenshots, research documents.

Unit 06 Digital career development (K/616/9586) (cont'd)**Learning outcome 2**

The learner will:

- 2 Be able to use social media and the internet to search employment opportunities and prepare applications for employment

The learner can:

- 2.1 Outline the differences between a traditional CV and an online CV
 2.2 Identify a range of opportunities using a range of social media and internet searches
 2.3 Produce applications for opportunities using digital media
 2.4 Research and plan for an interview using appropriate digital technology tools and social media

Delivery and assessment

Learners should be able to use popular forms of social media such as Twitter, Facebook, LinkedIn, etc, and the internet, to search for appropriate employment opportunities relevant to their aspirations and capabilities.

Learners **should produce applications for at least two opportunities** using methods most appropriate to the sector of employment. The applications/CVs should be formatted in an appropriate style for the sector that they wish to work in.

Learners should understand the importance of **planning for an interview** and therefore should use social media and the internet to prepare for at least two interviews. Learners' research skills and preparation are key here and there is no need to evidence them being interviewed.

Types of evidence

Learners should use real or simulated evidence to demonstrate competence in this learning objective, which should include results of searches for an opportunity such as employment, work experience, or voluntary work (screenshots, photos, videos, links).

The style, tone and language used in this unit is important and should reflect a professional persona.

Unit 06 Digital career development (K/616/9586) (cont'd)**Learning outcome 3**

The learner will:

- 3 Be able to use technology to facilitate learning and career progression

The learner can:

- 3.1 Use suitable online resources to research own learning and career aim(s)
- 3.2 List progression routes from current position
- 3.3 Identify own digital skills
- 3.4 Identify new digital skills that would be needed to achieve own learning and career progression
- 3.5 Identify free online learning sites relevant to chosen learning and career aims

Delivery and assessment

Learners should research their own learning and career aim(s) using a range of suitable digital tools.

They'll identify progression routes from their current position (which could be unemployment), which will help them achieve their career aim(s). Learners should identify their own skills and knowledge and compare them with the skills required to progress.

Learners should be able to identify a range of free online learning sites to support them to maintain and improve their own knowledge.

Types of evidence

Learners could create a basic career map for their chosen career. Learners should include an analysis of the digital skills they have now, and will need in the future, if they are to achieve their career aim(s). Learners could create a personal development plan as a form of evidence for this learning outcome. They could also produce a basic career map.

Section 3

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

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

The NCFE Level 1 Certificate in Digital Skills is internally assessed and externally quality assured.

All the evidence generated by the learner will be assessed against the standards expected of a Level 1 learner.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the qualification specification.

The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
 - permit and encourage authentic activities where the learner's own work can be clearly judged.
-

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example, if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good-quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

Test High School

Recorded evidence: starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

Venue: School hall

Audience: Assessors, parents and friends

Band 1:

Lead singer – Joe Bloggs (brown hair, front of stage)

Drummer – Tom Smith

Guitar 1 – Dan Brown (blonde hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left hand side)

Performance of XXX:

Lead male – John Smith

Lead female – Ann Jones

Choir:

Kay Bell (brown hair, back row 3rd from left)

Jane Pattison (blonde hair, back row 5th from left)

Michael Davies (brown hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

Quality Assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on our website www.ncfe.org.uk.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Section 4

Explanation of terms

Explanation of terms

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

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

Section 5

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

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