



Department
for Education

Essential digital skills standards

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Introduction

Who the standards are for

The standards are for organisations that design, deliver or support essential digital skills provision, including:

- education and training providers
- commissioners of essential digital skills provision, including strategic authorities and employers
- awarding organisations
- digital inclusion charities and other organisations supporting people to develop essential digital skills

How the standards have changed

The Essential Digital Skills Standards set out the digital skills that adults need in everyday life and work.

The standards have been revised and expanded in response to technological change, including artificial intelligence (AI), to ensure they remain relevant to the digital skills adults need today.

The revised standards have been developed following engagement with a wide range of stakeholders, including education and training providers, awarding organisations, employers, representative bodies and digital inclusion organisations. We are grateful for their support and involvement throughout this process.

The standards are aligned with the Essential Digital Skills Framework.

They retain the [five skill areas](#) – Using Devices and Handling Information; Creating and Editing; Communicating and Collaborating; Transacting; and Being Safe and Legal Online – and now include:

- a focus on safe, confident device use from the earliest levels;
- the introduction of critical evaluation skills, including recognising unreliable or AI generated online content;
- stronger emphasis on managing personal data, privacy and digital identity;
- more explicit coverage of collaboration, communication, and media integration; and
- integration of AI supported tools and automated features across levels.

The standards now cover Entry Level 1, Entry Level 2, Entry level 3, Level 1 and Level 2:

- Foundation skills, such as turning on a device, and connecting safely to the internet, are now included at Entry Level 1 and Entry Level 2.
- Level 2 has been added to support the independent, critical and responsible use of digital skills in work, learning and everyday life.

Qualifications

Essential Digital Skills qualifications (EDSQs) and Digital Functional Skills qualifications (DFSQs) remain in place.

Further information on how the revised essential digital skills standards should be used with existing EDSQs and DFSQs and on how we intend to update our approach to qualifications will be provided in due course.

Using the standards

Overview

The standards set out the essential digital skills needed for work and life across five levels:

- **Entry 1** - For adults with very limited or no prior experience of using digital devices or the internet.
- **Entry 2** - For adults with some initial exposure to digital devices but who lack confidence and consistency in performing simple tasks.
- **Entry 3** - For adults with some experience of using digital devices and the internet but who lack secure, confident basic digital skills.
- **Level 1** - For adults who are regular users of digital devices and online services, but who need to strengthen their ability to apply digital skills independently, safely, and effectively in a wider range of contexts.
- **Level 2** - For adults who are confident and competent everyday digital users and who need to apply problem-solving digital skills independently in work, study, or real-world environments.

The standards are set out in two sections: the **skill statements**, which define the skill to be achieved, and the **amplification**, set out by level, which supports interpretation of those statements.

The **amplification** provides illustrative examples to support understanding of how individual skill statements are interpreted, clarifying what is and is not in scope at a given level. These examples are intended to explain how the skill may be applied in practice, while allowing the skills statements to remain concise and accessible. The amplification is illustrative rather than exhaustive and should not be viewed as defining either a minimum or complete set of requirements. Instead, it helps reinforce the underlying concepts which learners should understand in order to apply and develop their use of technology with confidence.

The **glossary** is provided to support consistent interpretation of common terms across the standards. It includes a small number of additional terms that do not appear explicitly within the standards themselves but are likely to be encountered in teaching and learning contexts. These are provided to support consistent understanding and delivery, rather than to introduce additional required content.

Skills statements

1. Using devices and handling information

Skills statement	Entry level 1	Entry level 2	Entry level 3	Level 1	Level 2
Using devices	Identify digital devices and access their controls to start using them.	Use apps on a device by signing in when needed, update basic account details safely, and open apps using icons or menus.	Use familiar digital devices independently, adjusting settings and using tools to complete everyday activities or tasks safely and effectively.	Keep operating systems and applications up to date, navigate between apps and windows to complete everyday tasks, and use system settings and accessibility tools to personalise the device interface.	Maintain devices by reviewing and adjusting system settings, installing operating system and application updates, and using cloud-based tools and apps to complete tasks across different devices.

Skills statement	Entry level 1	Entry level 2	Entry level 3	Level 1	Level 2
Identifying and solving technical problems	Follow steps to get help when a device or app is not working as expected.	Follow steps to fix common technical problems and use basic checks to restore normal function on a device or app.	Identify common technical problems and take independent steps to resolve them or seek appropriate help, using clear information and basic support tools.	Access and navigate structured help tools to identify and attempt appropriate solutions to common technical issues.	Troubleshoot technical problems that have more than one possible cause or solution by accessing support resources, evaluating guidance, and applying appropriate actions across different devices, systems and applications.
Managing and storing information	Find where information is stored on a device and save a document or photo in an appropriate location like a folder.	Find, open, organise, and delete files or photos, and recover items when possible.	Organise files into folders and rename them clearly.	Organise and manage files using suitable naming, storage, and backup methods; and use file information to make appropriate decisions about storing and sharing content.	Back up and protect important digital files and apply secure practices to maintain safe access to information across devices and storage platforms.

Skills statement	Entry level 1	Entry level 2	Entry level 3	Level 1	Level 2
Finding and evaluating information	Follow steps to use an internet browser to access information online.	Connect a device to the internet safely, use a browser to access websites, and adjust basic settings to improve usability.	Compare sources, including AI-generated content, and spot obvious signs of unreliable information.	Use appropriate techniques to carry out and refine online searches, taking into account currency, relevance, and reliability, and understand that search engines rank results.	Search for specific online information by using defined queries, refining results and applying basic critical judgement to interpret information from different sources and draw valid conclusions.
Digital literacy	Use online information to help complete digital tasks.	Use digital skills to complete everyday tasks and choose ways to improve digital confidence and independence.	Identify risks and benefits of using digital tools, including those supported by AI.	Identify online learning resources to maintain and improve digital skills; select and use resources to support everyday digital tasks, making informed choices based on need and context.	Develop and update digital skills independently by using online learning resources, including AI-supported tools, and applying basic ethical awareness when choosing and using selected resources.

2. Creating and editing

Skills statement	Entry level 1	Entry level 2	Entry level 3	Level 1	Level 2
Creating and editing content	Use a familiar application to enter words or sentences.	Edit and format a paragraph of text using a suitable application and save changes so the document can be reopened later.	Create short documents with headings or lists using basic formatting tools.	Create and edit digital content using basic formatting and layout tools, applying styles and conventions appropriate to purpose and audience.	Create and edit digital documents using appropriate formatting and layout conventions and make purposeful use of AI and other digital tools to improve clarity, accuracy and presentation while retaining responsibility for the final content.

Skills statement	Entry level 1	Entry level 2	Entry level 3	Level 1	Level 2
Multimedia integration	Add a picture or emoji to a message or document using an application.	Capture and add images, audio, or video to a familiar application and make edits using built-in tools.	Combine text and media in a document or presentation to support meaning.	Insert and format images, audio, or video using built-in tools, placing them appropriately to support the meaning of digital content.	Insert and format multimedia content in digital documents or presentations to support clarity and engagement, making purposeful use of enhancement tools - including AI-supported features where helpful while retaining responsibility for the final content.
Information structuring	Use a familiar application to separate sentences or word groups with line breaks or spacing.	Use headings or bullet points to organise text clearly in a document.	Apply templates or styles to structure information clearly.	Use headings, bullet points, and layout tools to organise information clearly for different audiences.	Structure information clearly for different audiences by selecting and adapting templates to create clear, well-organised layouts, making purposeful use of AI and other digital tools to suggest edits and improvements while retaining responsibility for the final content.

Skills statement	Entry level 1	Entry level 2	Entry level 3	Level 1	Level 2
Data handling and visualisation	Use a digital tool such as a calculator to enter numbers and carry out single-step operations.	Use numbers from a prepared digital table to check single-step calculations using a calculator tool and confirm that the result matches the value shown.	Use a prepared table in a spreadsheet tool, enter numbers, use built in spreadsheet tools (e.g. AutoSum, Quick Analysis, Insert Chart) to perform basic calculations, and create charts.	Create a spreadsheet, enter and edit numbers, use spreadsheet tools and formulas to carry out calculations, and create charts with appropriate detail.	Organise, present and interpret spreadsheet based data to identify patterns and trends.
Creative problem solving	Use a familiar device to complete a, single-step task which solves a problem (e.g. set a reminder or alarm).	Use familiar apps together to solve an everyday problem that involves more than one step.	Use a digital tool to solve a problem.	Use digital tools to solve everyday multi-step problems by finding information, recording key details, and completing tasks in a logical order.	Use AI and other digital tools responsibly to explore solutions to everyday problems, analyse suggested approaches and evaluate their reliability and relevance while retaining responsibility for the final outcome.

3. Communicating and collaborating

Skills statement	Entry level 1	Entry level 2	Entry level 3	Level 1	Level 2
Communicating	Use a familiar device and a messaging app to create and send a message to a known contact.	Reply to a message using a familiar messaging tool, adding short, clear information and using basic features appropriately.	Use contacts and familiar tools to send online messages with clear wording, basic formatting, and a suitable tone.	Select appropriate online communication tools such as email, messaging, voicemail, and video calls to send clear, structured messages for different audiences.	Communicate using digital media with different audiences using plain English, alt text, and layout tools. Adapt style for professional and cross-cultural contexts.
Collaborating	Take part in a shared activity on a device with another person (e.g. looking at photos or adding items to a list together).	Share digital content with another person using a familiar tool and ask for confirmation, opinions, or additions to support a shared activity.	Use basic digital collaboration tools to work with others.	Use shared online platforms to contribute to joint tasks by accessing shared workspaces, editing content, and adding comments.	Collaborate with others using digital tools, contributing to and coordinating shared work, and evaluating the personal role within the team.

4. Transacting

Skills statement	Entry level 1	Entry level 2	Entry level 3	Level 1	Level 2
Buying securely online	Look at an item in an online shop, find its price, and identify the next step towards buying it.	Select an item to buy online and begin the checkout process using a familiar tool, knowing basic signs of a secure website.	Complete an online purchase using a secure payment method.	Compare online buying options and make a secure purchase using a trusted platform.	Set up a regular online payment for a purchase or subscription using a secure digital platform.
Financial management	Recognise when online information involves money, including prices, bills, payments, or account balances.	Check a bank balance or total onscreen, identify recent activity and recognise what the information means for basic budgeting.	Use apps, including those with AI features, to track spending and set reminders for bills.	Use online transactional services to view information, manage account settings, complete tasks, and identify features that support security.	Use digital tools to create and manage a budget that tracks incoming and outgoing money.

Skills statement	Entry level 1	Entry level 2	Entry level 3	Level 1	Level 2
Practical data privacy	Use an app or website to view requests for personal information as part of buying, paying, or managing money online.	Enter personal details into common fields on an online form following screen prompts if required.	Share personal information accurately and appropriately when completing secure online forms.	Use appropriate tools and methods to simplify digital privacy notices and identify key information about how personal data is used, stored, and shared.	Understand the purpose of privacy expectations, identify key features of responsible data handling, and know how to avoid common risks that could compromise personal information.
Digital agreements	Find a checkbox or button for agreeing to terms and conditions when buying products or services online.	Locate and agree to terms and conditions when signing up for a service or buying something online.	Accept online agreements independently and recognise their basic purpose when using digital services.	Use AI tools to simplify the terms and conditions in digital contracts and identify key information before agreeing to them.	Use AI tools to interpret digital agreements and identify key information presented in simplified summaries.
Transaction records	Recognise what a confirmation message or receipt screen looks like when a product or service has been bought online.	Capture a sales record on a familiar device and find out where it is stored.	Keep digital transaction records in a safe place and recognise key information shown on receipts.	Know how to organise and manage digital receipts for future reference.	Use digital receipts to inform budgeting, track spending, and manage expenses.

5. Being safe and legal online

Skills statement	Entry level 1	Entry level 2	Entry level 3	Level 1	Level 2
Cybersecurity awareness	Recognise when something online looks or feels not right.	Take protective action using application tools when online content looks unsafe or altered.	Identify common online risks and take steps to avoid unsafe or misleading content.	Know the common cybersecurity threats and take steps to protect devices and accounts using secure settings and tools.	Evaluate the risks posed by cybersecurity threats and apply protective strategies to safeguard devices, data, and online activity.
Privacy management	Recognise that some personal information should not be shared online.	Take steps to avoid sharing personal information online.	Identify ways to avoid sharing personal information online and recognise the consequences of sharing it.	Manage privacy settings and permissions across digital platforms to control who can access personal or shared information.	Compare privacy settings and permissions across digital platforms and make informed choices about how personal information is shared.
Digital footprint management	Recognise that things shared online can be seen by others.	Take steps to protect or avoid information shared online being copied or seen by others.	Identify ways to keep a positive digital footprint and recognise that online content can last a long time.	Know that all online activity adds up to create a lasting digital footprint which may be difficult to control or remove and take steps to protect reputation and limit harm.	Use research methods to assess a personal digital footprint and take steps to manage visibility and reduce unwanted exposure.

Skills statement	Entry level 1	Entry level 2	Entry level 3	Level 1	Level 2
Ethical use of technology	Recognise when someone is being kind or unkind online.	Take steps to behave respectfully online and use other people's content with permission.	Know how to behave respectfully online and use other people's content fairly, recognising the basic consequences of disrespectful or inappropriate behaviour.	Know that some online behaviours are protected or restricted by law and apply respectful and lawful behaviour when using or sharing content.	Evaluate the ethical and legal implications of online behaviour and make informed choices to use and share digital content responsibly and within the law.
Digital wellbeing	Recognise when using a device makes you feel uncomfortable, tired or unable to concentrate.	Take steps to keep healthy and reduce stress or negative feelings when using digital devices.	Know how to manage screen use and digital habits in ways that support personal wellbeing and physical health.	Understand that time spent looking at digital device screens as part of daily activities can affect physical health and wellbeing, and know how to follow a healthy, balanced routine.	Evaluate how digital habits affect personal wellbeing and apply informed strategies and digital tools to manage screen use, reduce stress, and maintain healthy digital routines.

Skills statement	Entry level 1	Entry level 2	Entry level 3	Level 1	Level 2
Reporting and recovery	Recognise that wrong or harmful words and pictures can be seen online.	Take steps to avoid or respond to harmful and upsetting online behaviour.	Know how to report harmful or upsetting online behaviour and protect personal safety when something goes wrong.	Understand that harmful or suspicious activity can occur online and know how to take steps to report concerns and protect personal safety.	Follow recognised procedures to report harmful, criminal or suspicious activity, protect personal information, and support recovery when something goes wrong online.

Skills statements and amplification by level

1. Entry Level 1

Skill area	Skill statement	Entry level 1 descriptor	Amplification
Using devices and handling information	Using devices	Identify digital devices and access their controls to start using them.	• Identify and name various devices (tablet, laptop, smart phone, smart speaker) and basic components (screen, keyboard, mouse). • Switch on a device by pressing a power button, tapping a touchscreen, clicking with a mouse or trackpad, or typing with a keyboard. • Recognise that some devices have built-in AI features such as voice assistants that can answer questions. • Interact with features on the home screen, such as swiping a smartphone, unlocking a device using a PIN or biometric recognition, recognising icons for common apps, or speaking to a voice assistant.

Skill area	Skill statement	Entry level 1 descriptor	Amplification
	Identifying and solving technical problems	Follow steps to get help when a device or app is not working as expected.	- Follow steps to check if a device or app is not responding as expected, including frozen screens, no sound, or error messages. - Name simple user errors that can cause problems, such as incorrect passwords, incorrectly connected hardware, trying to open files with the wrong app, or trying to save a file using characters the device does not allow. - Give a short description of a problem with a device to a tutor or peer, such as 'my screen is stuck' or 'I cannot hear anything'. - Use help and support when devices or apps are not working (e.g. help icon, settings menu, voice assistant). - Recognise that different apps or devices may show different error messages.
	Managing and storing information	Find where information is stored on a device and save a document or photo in an appropriate location like a folder.	- Select a location where documents and photos can be saved on a device such as 'desktop', 'downloads', 'documents' or 'photos'. - Recognise that folders are used to group related documents or photos in one place to make them easier to find (e.g. job applications, holiday pictures). - Save a document or photo in an appropriate location or folder, using a name that helps identify it later (e.g. 'holiday photo' or 'shopping list').

Skill area	Skill statement	Entry level 1 descriptor	Amplification
	Finding and evaluating information	Follow steps to use an internet browser to access information online.	• Recognise that the internet connects devices all over the world. • Follow steps to connect to the internet using Wi-Fi (e.g. selecting a network from a list). • Open an internet browser by clicking on an icon. • Use basic browser features (e.g. tabs, navigation buttons) to access information (like a local weather forecast or news). • Recognise the main uses of the internet, such as accessing information and services including browsing, messaging and simple online transactions. • Recognise that AI tools accessed from internet browsers can provide information in response to questions.
	Digital literacy	Use online information to help complete digital tasks.	• Use online information to help complete digital tasks including short videos and step-by-step help pages. • Recognise signs that online information is helpful, such as clear steps, good organisation, pictures or storyboards. • Recognise that some online information is created by computers using artificial intelligence (AI), not by a person, and that it may not always be true or accurate. • Use help or support from a trusted person to complete digital tasks.
Creating and editing	Creating and editing content	Use a familiar application to enter words or sentences.	• Open a familiar application that can be used to enter words or sentences. • Follow steps to add short, familiar words or sentences using a touchscreen, touchpad, mouse, keyboard or assistive technology. • Move the cursor or insertion point to the correct place before entering words or sentences. • Recognise that some applications can suggest words or sentences using AI (e.g. predictive text).

Skill area	Skill statement	Entry level 1 descriptor	Amplification
	Multimedia integration	Add a picture or emoji to a message or document using an application.	• Open a familiar application that can be used to add a picture or emoji into a message or document. • Follow steps to add a picture or emoji to a message or document using a touchscreen, touchpad, mouse, keyboard or assistive technology. • Move the cursor or insertion point to the correct place before entering the picture or emoji. • Recognise that pictures and emojis can support both meaning and feelings. • Recognise that some apps can suggest emojis using AI (e.g. suggesting a smiley when typing the word happy).
	Information structuring	Use a familiar application to separate sentences or word groups with line breaks or spacing.	• Use line breaks or spacing to separate short text into single ideas or sections. • Use basic tools such as Enter/Return, the space bar, or touchscreen input to create visual separation. • Apply spacing in familiar apps such as messaging tools, note-taking apps, email drafts, or word processors. • Recognise that grouping related words or sentences together can make text easier to read.

Skill area	Skill statement	Entry level 1 descriptor	Amplification
	Data handling and visualisation	Use a digital tool such as a calculator to enter numbers and carry out single-step operations.	• Open a basic calculator app and enter a whole number using a touchscreen, mouse, keyboard, or assistive technology. • Use the clear or delete key to remove a number before entering a different whole number in the calculator app. • Use common calculator symbols (+, −, ×, ÷, =) when carrying out a single-step calculation. • Carry out single step calculations (add, subtract, multiply, divide) using whole numbers that give whole number results (e.g. $6 + 2$, $8 - 3$, 4×2, $6 \div 2$). • Use the = key to find the result of a single step calculation.
	Creative problem solving	Use a familiar device to complete a, single-step task which solves a problem (e.g. set a reminder or alarm).	• Identify everyday problems that can be solved in a single step using a familiar device (e.g. phone, tablet, laptop, smart speaker). • Select a built-in tool or app to complete single-step tasks (e.g. setting an alarm, checking the time or weather, viewing the calendar). • Recognise that digital devices can help with everyday problem solving by completing tasks quickly and easily. • Recognise that some devices can use AI to help find information or complete tasks faster (e.g. asking a voice assistant for the best route or today's weather). • Solve single-step problems such as: ○ Set an alarm to get up on time for work in the morning. ○ Ask a smart speaker for the time. ○ Check a weather app to dress appropriately before going out. ○ Use a calculator to add up costs to avoid overspending on a shopping trip.

Skill area	Skill statement	Entry level 1 descriptor	Amplification
Communicating and collaborating	Communicating	Use a familiar device and a messaging app to create and send a message to a known contact.	• Locate and open a messaging app on a familiar device (e.g. messages, social media). • Find the contacts list or a place where contacts appear. • Identify a known contact to send a message to (e.g. selecting a name or picture). • Open a new message thread with that contact. • Place the cursor in the message box (e.g. tapping the box or clicking into it) • Add short, familiar words or phrases using the keyboard (e.g. 'I will be there soon', 'meet me at lunchtime', 'call me') • Use a touchscreen, or assistive technology to create the message. • Send the message using the app's basic controls (e.g. tapping the send icon). • Recognise when sending a message is helpful, such as confirming plans or answering a question. • Recognise that some apps can suggest words using AI to help create messages.

Skill area	Skill statement	Entry level 1 descriptor	Amplification
	Collaborating	Take part in a shared activity on a device with another person (e.g. looking at photos or adding items to a list together).	• Look at the same screen on the same device alongside another person. • Follow instructions to open an app or screen to be used in an activity carried out by two people on one device. • Add a short item or make a choice during a shared activity (e.g. adding something to a list, choosing photos with similar content from a set). • Show or point to something on the screen to share information with the other person. • Listen to and follow simple instructions from another person when using the device together. • Take turns touching or tapping the screen during the shared activity. • Use help and support when unsure what to do next. • Recognise that working together on a device can make a task easier or quicker. • Follow basic requests from another person (e.g. 'scroll down', 'tap here') during a shared activity.
Transacting	Buying securely online	Look at an item in an online shop, find its price, and identify the next step towards buying it.	• View a product page from a familiar online shop. • Identify a single item that is for sale. • Locate the price of the item using their preferred method (e.g. reading, listening with a screen reader, magnifying the screen). • Identify a button or link that moves users towards buying an item (e.g. 'add to basket', 'buy now', 'add to cart'). • Recognise that different online shops may use different words or buttons for the next step. • Recognise that moving to the next step does not mean users have bought an item yet.

Skill area	Skill statement	Entry level 1 descriptor	Amplification
	Financial management	Recognise when online information involves money, including prices, bills, payments, or account balances.	- Recognise online information that involves money (e.g. buying, selling, paying a bill, checking a bank account). - Name the ways money amounts are shown online (e.g. price, cost, total, £). - Select where it shows the amount to be paid on an online bill or charge. - Find information on a bank account statement screen, such as money coming in, money going out, or the account balance.
	Practical data privacy	Use an app or website to view requests for personal information as part of buying, paying, or managing money online.	- View a page on an app or website asking for personal information when buying, paying or managing money. - Identify the places where personal information is being asked for on an online form or checkout screen. - Name examples of personal information that should only be provided for payment or account access, such as card or PIN numbers, bank details, or passwords. - Recognise that requests for personal information can appear in different ways (e.g. forms, pop-ups, permission screens).
	Digital agreements	Find a checkbox or button for agreeing to terms and conditions when buying products or services online.	- Recognise that agreeing to terms and conditions is required when buying something online. - Find a checkbox or button labelled 'I agree', 'Accept terms', or similar when buying something online. - Recognise that buttons or boxes are usually placed near the payment amounts. - Recognise that buying a product or service online can be done without reading the terms and conditions.

Skill area	Skill statement	Entry level 1 descriptor	Amplification
	Transaction records	Recognise what a confirmation message or receipt screen looks like when a product or service has been bought online.	- Identify a message that confirms a product or service has been bought online. - Identify phrases that show a purchase has been confirmed (e.g. 'thank you for your order', 'purchase confirmed', 'your order has been placed'). - Recognise that confirmation messages may also be sent by email. - Indicate the kinds of information that may appear in a confirmation email or message (e.g. order number, what was bought, delivery details).
Being safe and legal online	Cybersecurity awareness	Recognise when something online looks or feels not right.	- Recognise when online content seems unusual, upsetting or confusing, including messages from unknown people or strange images, faces or voices. - Recognise that some online messages, pictures or videos are created by computers using artificial intelligence (AI), not by a person, and that they may not always be real even if they look or sound realistic. - Choose a trusted person who can be asked for help when something online looks or feels not right.
	Privacy management	Recognise that some personal information should not be shared online.	- Recognise personal information that should not be shared online in text messages, emails, public forums or chat rooms (e.g. passwords, bank details, PINs, national insurance number). - Recognise if a website, app, or message is asking for personal information that must be provided to complete a step. - Choose a trusted person who can be asked for help about sharing personal information.

Skill area	Skill statement	Entry level 1 descriptor	Amplification
	Digital footprint management	Recognise that things shared online can be seen by others.	- Recognise that messages, pictures, or comments shared online can be seen by other people. - Recognise that once something is posted online, it may be difficult to remove. - Recognise that apps, websites, or games may allow other users to view, copy, or share what is posted.
	Ethical use of technology	Recognise when someone is being kind or unkind online.	- Give an example of unkind behaviour online that might upset others. - Give an example of kind behaviour online that would not upset others. - Identify words that can be used to show kindness to others when online. - Name one way that can help stop unkind behaviour online. (Ways to stop unkind behaviour online include not replying to unkind messages, leaving the app, blocking or muting the person).
	Digital wellbeing	Recognise when using a device makes you feel uncomfortable, tired or unable to concentrate.	- Name one part of the body that can become sore or painful when using a device for a long time in the same position (e.g. neck, back, wrists, eyes). - Give one way to stay comfortable when using devices (e.g. sitting with back support, keeping a comfortable distance from the screen). - Give one feeling people might have after spending a long time at screens (e.g. feeling more tired, stressed or unable to concentrate). - Recognise that using devices close to bedtime can affect sleep.
	Reporting and recovery	Recognise that wrong or harmful words and pictures can be seen online.	- Give an example of wrong or harmful words that might be seen online. - Give an example of wrong or harmful pictures that might be seen online. - Recognise how people might feel if wrong or harmful content is seen online. - Name a trusted person to talk to about feelings created by wrong or harmful content.

2. Entry level 2

Skill area	Skill statement	Entry level 2 descriptor	Amplification
Using devices and handling information	Using devices	Use apps on a device by signing in when needed, update basic account details safely, and open apps using icons or menus.	- Identify when an app or device requires sign in. - Enter login details safely (e.g. username, password, PIN). - Update basic account information (e.g. address, changing a password). - Open apps using icons or menus. - Recognise when an app is requesting personal information or permissions before it can be used (e.g. email address, phone number, location, contacts).
	Identifying and solving technical problems	Follow steps to fix common technical problems and use basic checks to restore normal function on a device or app.	- Follow steps to restart a device or app when it freezes or crashes. - Know how to check settings (e.g. volume, brightness, Wi-Fi connection). - Know how to check physical connections (e.g. charger, headphones, cables). - Follow prompts from AI-supported help tools when fixing a problem. - Select an appropriate fix from options provided (e.g. reconnecting Wi-Fi or plugging in a charger).
	Managing and storing information	Find, open, organise, and delete files or photos, and recover items when possible.	- Locate files or photos in folders. - Open files using appropriate apps (e.g. gallery, PDF reader). - Rename files to make them easier to find. - Delete files intentionally and check where they go (e.g. Recycle Bin, Trash). - Recover recently deleted items when available. - Use search tools, including AI-supported tools, to find files or photos.

Skill area	Skill statement	Entry level 2 descriptor	Amplification
	Finding and evaluating information	Connect a device to the internet safely, use a browser to access websites, and adjust basic settings to improve usability.	• Connect to Wi-Fi and know signs that a connection is secure (e.g. familiar network name, password-protected network). • Open a browser and enter a website address. • Navigate links and buttons on a webpage. • Adjust basic browser settings (e.g. zoom, text size, dark mode). • Know signs that a website is trustworthy (e.g. familiar organisation name, correct spelling in the address). • Use AI-supported tools (e.g. voice search, suggested results) to find information.
	Digital literacy	Use digital skills to complete everyday tasks and choose ways to improve digital confidence and independence.	• Use digital tools for everyday tasks (e.g. messaging, travel info, online shopping). • Access learning resources to improve digital skills (e.g. tutorials, help centres). • Select learning materials from reliable sources to improve digital confidence (e.g. official websites, trusted apps). • Follow AI-supported guidance (e.g. 'try this tutorial', 'here's how to change your settings').
Creating and editing	Creating and editing content	Edit and format a paragraph of text using a suitable application and save changes so the document can be reopened later.	• Select and edit text in a paragraph using actions such as delete, copy, cut, paste. • Correct spelling using built-in tools (e.g. spellcheck, suggestions). • Apply basic formatting to text (e.g. bold, underline, font size, colour). • Save changes and reopen documents using familiar menu options. • Identify common text-based documents (e.g. letters, lists, instructions). • Use basic terminology (e.g. font, formatting, alignment). • Use AI-supported suggestions (e.g. spelling or grammar prompts).

Skill area	Skill statement	Entry level 2 descriptor	Amplification
	Multimedia integration	Capture and add images, audio, or video to a familiar application and make edits using built-in tools.	• Access and use familiar tools such as a phone camera, voice recorder, or a document app. • Capture images, audio, or video using a device camera or microphone. • Add media using menu options provided in a familiar app (such as an insert button or add-image tool). • Make edits (e.g. crop, resize, rotate, adjust position). • Use basic terminology (e.g. image, audio, insert, crop, resize). • Use application or AI-supported tools (e.g. auto-enhance, suggested crops).
	Information structuring	Use headings or bullet points to organise text clearly in a document.	• Format a paragraph of text in a word processing app by applying bullet points or a heading. • Use headings to introduce topics and bullet points to list key items. • Use basic formatting tools on the toolbar, such as the bullet list button or heading style controls. • Recognise that formatting documents helps readers scan information quickly.

Skill area	Skill statement	Entry level 2 descriptor	Amplification
	Data handling and visualisation	Use numbers from a prepared digital table to check single-step calculations using a calculator tool and confirm that the result matches the value shown.	- Identify examples of single-step calculations involving two whole numbers in everyday tasks (e.g. adding prices, splitting a bill, doubling a quantity). - Read row-organised single-step calculations in a prepared digital table that uses whole numbers of different lengths (e.g. 1-digit, 2-digit, 3-digit) identifying the numbers used in the calculation and the total shown. - Use the symbols on a calculator app (+, −, ×, ÷, =) to enter the numbers to check each total shown in the digital table. - Correct number-entry errors in the calculator app before completing the calculation. - Use a calculator app to check a result that has been estimated in an everyday task (e.g. adding the price of two items — “I think it will be about £10” — then checking with the calculator).
	Creative problem solving	Use familiar apps together to solve an everyday problem that involves more than one step.	- Identify examples of everyday tasks that need more than one step to solve (e.g. finding out when to arrive and how to get there). - Use two or more familiar apps or tools to solve the problem (e.g. maps, calendar, reminders, notes, calculator, browser). - Sequence actions correctly (e.g. check directions → set reminder → save address). - Use application or AI-supported tools (e.g. suggested routes, smart reminders).

Skill area	Skill statement	Entry level 2 descriptor	Amplification
Communicating and collaborating	Communicating	Reply to a message using a familiar messaging tool, adding short, clear information and using basic features appropriately.	• Use a familiar messaging tool to reply to a known contact (e.g. SMS, messaging app, or email application). • Locate a message that needs a reply by opening a recent conversation or message thread. • Begin a reply using the app's basic controls (e.g. reply button, message field). • Enter and edit a short reply that includes basic information such as time, place, or one-line instructions. • Use app features such as adding an emoji or attaching a photo when appropriate. • Use simple, appropriate language when replying (e.g. 'please', 'thank you'). • Check that the reply has been sent (e.g. seeing it appear in the thread or sent folder). • Recognise that different messaging tools may look or behave differently but support similar actions. • Use suggested replies or emojis provided by messaging tools, including those supported by AI.

Skill area	Skill statement	Entry level 2 descriptor	Amplification
	Collaborating	Share digital content with another person using a familiar tool and ask for confirmation, opinions, or additions to support a shared activity.	• Use a familiar tool or app to share digital content (e.g. a photo, short video, link, or list). • Share digital content with another person to support a shared activity. • Ask the other person for a confirmation, an opinion, or additions (e.g. 'is this the right one?', 'What do you think?', 'Anything to add?'). • Respond to feedback from the other person (e.g. selecting a different item, adding a suggestion, correcting information). • View shared content received from another person and note what needs attention (e.g. checking a list, looking at a photo, reading a short message). • Make joint decisions based on the shared content (e.g. choosing which photo to keep, agreeing a time or place, selecting an item from a list). • Use app or AI-supported suggestions where available (e.g. suggested photos, links, or replies).
Transacting	Buying securely online	Select an item to buy online and begin the checkout process using a familiar tool, knowing basic signs of a secure website.	• Search for or select an item to buy online using a familiar app or website. • Add an item to a basket or cart using appropriate controls (e.g. 'add to basket', 'buy now'). • Follow the steps leading up to buying, including entering delivery details, choosing a payment method, or reviewing the order. • Check basic signs of a secure connection (e.g. padlock symbol, 'https'), while knowing this does not guarantee the website is genuine. • Recognise that some platforms use AI to detect suspicious websites when shopping, including displaying a safety alert or marking a link as risky. • Identify a source of help or a trusted person to ask if unsure about a payment or seller. • Recognise that different shopping tools may look or behave differently but follow similar steps for buying items.

Skill area	Skill statement	Entry level 2 descriptor	Amplification
	Financial management	Check a bank balance or total onscreen, identify recent activity and recognise what the information means for basic budgeting.	• View an account total on an onscreen bank statement or cash point ATM. • Find recent activity in a bank statement such as a payment made, a top-up received, or a purchase listed. • Recognise that a balance or total can change over time. • Understand that bank account details, including personal statements, should only be shared when absolutely necessary. • Know that checking balances and activity regularly helps with basic budgeting and decisions about spending.
	Practical data privacy	Enter personal details into common fields on an online form following screen prompts if required.	• Identify common fields in an online form that request personal details (e.g. first name, last name, date of birth, address, postcode, phone number, email address). • Enter information into the correct fields using field labels, placeholder text, or format prompts (e.g. DD/MM/YYYY). • Follow cues that show required fields (e.g. asterisks (*), 'required' labels) and correct error messages that appear when required fields are left blank. • Use different input types such as text boxes, drop-down menus, radio buttons, or tick boxes. • Navigate through a form using on-screen prompts, 'Next' buttons, or keyboard controls such as tab or arrow keys. • Recognise that some forms include accessibility features such as screen reader compatibility, visual contrast options, or adjustable font sizes.

Skill area	Skill statement	Entry level 2 descriptor	Amplification
	Digital agreements	Locate and agree to terms and conditions when signing up for a service or buying something online.	- Find where links to terms and conditions appear during sign-up or checkout (e.g. tick boxes, 'Accept', 'Agree'). - Recognise that terms and conditions are rules set by the organisation providing the service or product. - Select or tick a box to agree to terms and conditions when required to continue with buying. - Identify basic information in terms and conditions such as: - how the service can be used - what happens if an account is misused - how personal data may be used - the organisation's rights to change or stop the service - Recognise that not agreeing to terms and conditions means the sign-up or purchase cannot be completed.
	Transaction records	Capture a sales record on a familiar device and find out where it is stored.	- Capture a sales record by taking a screenshot of a confirmation page, order summary, or example receipt. - Find the saved screenshot in the device's photos, gallery, or screenshots area. - Recognise that screenshots are usually saved automatically in a specific location on the device. - Reopen a saved screenshot from the device's photos, gallery, or screenshots area. - Know that keeping a copy of a transaction record can help with returns, refunds, or checking past purchases.

Skill area	Skill statement	Entry level 2 descriptor	Amplification
Being safe and legal online	Cybersecurity awareness	Take protective action using application tools when online content looks unsafe or altered.	• Identify online content that looks unsafe or altered (e.g. spelling mistakes, pressure to act quickly, unfamiliar senders, or images/videos that look or sound unusual). • Recognise that online content can be changed by computers using artificial intelligence (AI), and by humans, and may not always be real or trustworthy. • Know that some unsafe or altered content may look very convincing, and it can be difficult to decide whether it is real. • Give examples of unsafe suggestions or advice (e.g. being encouraged to do something illegal, risky, or harmful). • Recognise that misleading or altered content may try to make people share personal details, click unknown links, or trust false information. • Report suspicious or misleading content using application tools (e.g. 'Report', 'Block', or telling a trusted person) as part of responsible online behaviour.
	Privacy management	Take steps to avoid sharing personal information online.	• Identify online places where sharing personal information may be unsafe. • Give reasons why sharing personal information online may be unsafe. • Recognise that some people online may pretend to be someone else to gain access to personal information. • Recognise the signs that personal information might have been shared (e.g. spam messages, fake friend requests, unexpected contact). • Choose not to share personal information when prompted by an app, website, or message. • Use safer alternatives instead of entering personal information (e.g. selecting 'skip', 'not now', or closing the request).

Skill area	Skill statement	Entry level 2 descriptor	Amplification
	Digital footprint management	Take steps to protect or avoid information shared online being copied or seen by others.	• Recognise that anything shared online can be copied, saved, forwarded, or screenshotted and seen by people it was not meant for. • Recognise that sharing more information, or sharing it across multiple platforms, increases how widely it can spread and what others can learn about a person. • Recognise that some online tools, including AI-supported ones, may share information more widely than intended. • Decide what personal information should be shared online to help reduce how widely it can spread. • Decide whether information should be shared across multiple platforms based on how widely it may spread. • Use ways to avoid sharing information that can be copied or seen by others (e.g. using a nickname, avoiding personal details). • Identify a trusted person to help if unsure about sharing information online.
	Ethical use of technology	Take steps to behave respectfully online and use other people's content with permission.	• Give examples of respectful behaviour online (e.g. polite language, giving credit, asking before posting someone's photo). • Recognise that trolling, bullying, or sharing harmful content is disrespectful behaviour. • Recognise that images, videos, music, or text found online usually belong to someone and should not be reused without permission. • Recognise that using someone else's content without permission can lead to consequences such as complaints or account restrictions.

Skill area	Skill statement	Entry level 2 descriptor	Amplification
	Digital wellbeing	Take steps to keep healthy and reduce stress or negative feelings when using digital devices.	• Recognise signs of digital fatigue (e.g. feeling tired, stressed or unable to concentrate). • Take steps to reduce tiredness or stress (e.g. taking breaks, limiting screen time, changing activity). • Take steps to avoid physical discomfort when using devices, such as keeping good posture. • Recognise that negative online interactions can affect wellbeing. • Recognise that device use close to bedtime can affect sleep. • Use simple wellbeing tools on devices or apps (e.g. screen-time reminders, quiet modes, blue-light filters).
	Reporting and recovery	Take steps to avoid or respond to harmful and upsetting online behaviour.	• Give examples of harmful or upsetting online behaviour (e.g. bullying, unkind messages, inappropriate sharing). • Use ways to avoid harmful or upsetting content (e.g. closing the app, turning off the device, putting the device aside). • Recognise that harmful or upsetting content can be reported or blocked, even if this cannot be done independently. • Recognise that if harmful behaviour continues, a safe action can be taken such as leaving the space or switching off the device. • Identify a trusted person who can help with harmful or upsetting online behaviour.

3. Entry Level 3

Skill area	Skill statement	Entry level 3 descriptor	Amplification
Using devices and handling information	Using devices	Use familiar digital devices independently, adjusting settings and using tools to complete everyday activities or tasks safely and effectively.	• Identify a suitable device or app to achieve the desired outcome of an activity or task. • Navigate between apps, screens, or menus to complete everyday activities or tasks. • Interpret system prompts (e.g. low battery, allow access, update available) and respond appropriately. • Adjust basic display and sound settings (e.g. brightness, dark mode, volume) to support task completion. • Choose accessibility preferences that support their needs (e.g. larger text, higher contrast), including recognising when AI supported suggestions may help. • Manage notifications by opening or dismissing them. • Identify when an app or feature is not working as expected and take steps to restore functionality such as closing and reopening it. • Check battery level and take action when needed (e.g. plug in, reduce brightness). • Identify when storage is nearly full and take steps to address the problem such as deleting unneeded files or photos. • Identify when a device is connected to Wi-Fi using saved networks. • Open, switch between, and close apps to complete familiar activities or tasks. • Use built-in tools such as search bars, share buttons, or camera controls. • Understand how a chosen setting, tool, or feature helps complete an activity or task.

Skill area	Skill statement	Entry level 3 descriptor	Amplification
	Identifying and solving technical problems	Identify common technical problems and take independent steps to resolve them or seek appropriate help, using clear information and basic support tools.	• Use built-in help features (e.g. FAQs, help buttons, short tutorials) to find solutions or guidance. • Follow step-by-step guidance from help resources to try a basic solution to a problem. • Decide whether a problem fix has worked and try an alternative if it has not. • Respond appropriately to system prompts that suggest a fix (e.g. 'Reconnect', 'Try again', 'Close app?'). • Recognise when a problem cannot be solved independently and seek appropriate help, giving clear information. • Provide relevant details when asking for help (e.g. what they clicked, what they expected, what happened, any messages shown). • Understand that different apps or devices may offer different types of help (e.g. help centres, chat support, guided prompts), including AI-supported help chats that offer basic troubleshooting steps.
	Managing and storing information	Organise files into folders and rename them clearly.	• Create folders to organise files using clear and purposeful names (e.g. Job Applications, Photos 2025, College Work). • Rename files to reflect their content or purpose, avoiding vague or default names (e.g. Document1, IMG_0001). • Move files into appropriate folders using platform tools (e.g. drag and drop, Move to, Save As). • Understand when platforms auto-suggest folder names or file types using AI and evaluate whether these suggestions are helpful or need adjusting. • Use file-organisation strategies to support retrieval and sharing (e.g. grouping by date, topic, or audience), keeping this distinct from document layout or formatting.

Skill area	Skill statement	Entry level 3 descriptor	Amplification
	Finding and evaluating information	Compare sources, including AI-generated content, and spot obvious signs of unreliable information.	• Compare content from different sources to assess reliability (e.g. websites, apps, AI-generated summaries). • Recognise obvious signs of unreliable content, such as exaggerated claims, poor spelling, lack of sources, or pressure to act quickly. • Recognise that AI-generated responses or search engine summaries often have similar features including repeated patterns, icons, lots of bullet points, or sentences that are short and a similar length and recognise these when comparing sources. • Use strategies to check credibility, such as looking for author names, publication dates, or cross-checking with other sources. • Understand that digital information sources can be unreliable and this can affect everyday decisions (e.g. choosing a product, restaurant, or service based on reviews or ratings).

Skill area	Skill statement	Entry level 3 descriptor	Amplification
	Digital literacy	Identify risks and benefits of using digital tools, including those supported by AI.	- Identify common risks and benefits of using digital tools, including those supported by AI (e.g. convenience vs privacy concerns, speed vs accuracy). - Know that some digital tools are AI-supported (e.g. predictive text, auto-suggestions, smart replies) and understand how this affects decision-making. - Compare digital tools based on features and risks, focusing on responsible use rather than task completion (e.g. navigation apps, messaging platforms). - Understand how choices made using digital tools can affect outcomes (e.g. choosing a product based only using a browser search, using autofill for personal details). - Identify risks or benefits in how tools are set up (e.g. sharing options, visibility of content) and know when to ask for help when unsure.
Creating and editing	Creating and editing content	Create short documents with headings or lists using basic formatting tools.	- Create short documents with clear structure (e.g. a shopping list, checklist, or set of questions). - Format documents to improve clarity and presentation. - Insert headings to show the document's purpose or topic (e.g. 'Shopping List', 'Meeting Notes'). - Use built-in spelling and grammar suggestions, including AI-supported corrections or formatting aids, and decide whether to accept or adjust them. - Save and name documents appropriately to support retrieval and sharing.

Skill area	Skill statement	Entry level 3 descriptor	Amplification
	Multimedia integration	Combine text and media in a document or presentation to support meaning.	- Combine text and media in a document or presentation and understand how this supports meaning and clarity for different audiences. - Choose appropriate media to the context of text or task (e.g. photo to illustrate a place description, audio to explain a process description, icon to reinforce a text message). - Use platform tools (e.g. Insert, Add media, Upload) to position and format media alongside text. - Recognise that some platforms (e.g. Microsoft PowerPoint, Google Slides) may auto-suggest images, layouts, or design ideas using AI. - Understand how media choices can affect understanding, accessibility, and audience engagement.
	Information structuring	Apply templates or styles to structure information clearly.	- Know how to use templates or built-in styles (e.g. Heading 1, Title, Normal) to structure documents clearly and consistently. - Use layout tools (e.g. margins, spacing, alignment) to improve readability and visual flow. - Choose templates for different purposes (e.g. letter, CV, flyer) and use them to structure information clearly. - Recognise that some platforms (e.g. Microsoft Word, Google Docs) may offer AI-generated templates or layout suggestions. - Understand how structured layouts support accessibility and clarity.

Skill area	Skill statement	Entry level 3 descriptor	Amplification
	Data handling and visualisation	Use a prepared table in a spreadsheet tool, enter numbers, use built in spreadsheet tools (e.g. AutoSum, Quick Analysis, Insert Chart) to perform basic calculations, and create charts.	• Know the names of basic spreadsheet features such as cells, rows, columns, toolbars, and tabs when working with a prepared table. • Enter given whole numbers (up to three digits) from a workplace or everyday situation into a prepared spreadsheet table with clearly titled rows and columns. • Use the AutoSum tool to add values in a row or column. • Use the Sort tool to arrange data (e.g. A–Z, highest to lowest). • Recognise that spreadsheet tools may offer AI-supported suggestions (e.g. Quick Analysis, Suggested Totals). • Create simple charts from data using built-in spreadsheet tools such as Insert Chart or Quick Analysis.
	Creative problem solving	Use a digital tool to solve a problem.	• Identify problems that can be solved using digital tools (e.g. working out a total, average, order of preference, booking a restaurant table). • Choose a digital tool to solve a problem (e.g. budgeting, planning a route, booking). • Use basic functions within the chosen tool to complete the task (e.g. enter data, set reminders, create a plan). • Know that different digital tools can be used to solve the same problem (e.g. spreadsheet vs calculator, calendar vs checklist). • Recognise that AI-supported suggestions (e.g. routes, totals, recommendations) may not always be the best option. • Understand how digital tools support everyday and workplace problem-solving, decision-making, and planning.

Skill area	Skill statement	Entry level 3 descriptor	Amplification
Communicating and collaborating	Communicating	Use contacts and familiar tools to send online messages with clear wording, basic formatting, and a suitable tone.	• Create, edit, and use contacts to support sending and receiving online communications. • Send messages to individuals or groups using familiar tools (e.g. messaging apps, email, group chats). • Add digital content when appropriate (e.g. photos, links, documents) and understand how this supports the message. • Use plain English and basic formatting (e.g. paragraphs, bold, bullet points) to make messages clear. • Use an appropriate tone for work, formal, and informal settings, and understand why tone matters. • Understand that some platforms offer AI-supported suggestions (e.g. smart replies, tone suggestions) and decide whether to accept or adjust them.
	Collaborating	Use basic digital collaboration tools to work with others.	• Collaborate with others to contribute to a shared document or space. (e.g. group planning, writing together, sharing feedback). • Access a shared document or space using a familiar platform. (e.g. Google Docs, shared notes, Padlet). • Add or edit content in a shared space using basic tools (e.g. typing, inserting images, ticking boxes). • Contribute ideas or information clearly and respectfully in shared spaces. • Respond to others' contributions appropriately (e.g. updating sections, adding comments, resolving suggestions). • Know how to save or share updates so others can see or continue the work. • Understand why listening, taking turns, and acknowledging others' input are important when working with others.

Skill area	Skill statement	Entry level 3 descriptor	Amplification
Transacting	Buying securely online	Complete an online purchase using a secure payment method.	• Use an online shopping website or app to select an item to purchase. • Add the item to a basket, follow the checkout steps and choose secure payment method (e.g. debit card, credit card, PayPal, mobile wallet). • Understand why personal and payment information should not be visible to others during the transaction. • Recognise that some platforms use extra security features such as multi-factor authentication (MFA) or biometrics (e.g. fingerprint, face ID) to keep accounts safe. • Know that AI tools can be used to help detect fraud during online transactions, but this is separate from budgeting or personal data sharing.
	Financial management	Use apps, including those with AI features, to track spending and set reminders for bills.	• Identify apps that track spending or set reminders for bills (e.g. calendar app, budgeting tool, notes app). • Understand that AI can be used for financial planning and setting overspending alerts. • Understand the value of planning ahead and keeping track of money to avoid missed payments or overspending. • Add a reminder to a calendar or app for a recurring bill (e.g. rent, phone, travel). • View or update a spending log or list using a digital tool. • Understand that privacy and security settings within apps may affect how financial data is stored or shared.

Skill area	Skill statement	Entry level 3 descriptor	Amplification
	Practical data privacy	Share personal information accurately and appropriately when completing secure online forms.	• Identify different types of online forms that request personal information (e.g. sign-ups, bookings, registrations). • Understand the importance of entering personal information accurately and honestly into a basic secure online form. • Understand the need to check that the information entered into an online form is correct and appropriate before submitting. • Identify what personal information must be entered on the form and that which is optional. • Understand that the signs of a secure form or website (e.g. padlock icon, “https”, trusted organisation) do not guarantee the form or website is genuine. • Understand that online forms may look different across services but they often ask for similar information. • Recognise confirmation messages when a form has been submitted.

Skill area	Skill statement	Entry level 3 descriptor	Amplification
	Digital agreements	Accept online agreements independently and recognise their basic purpose when using digital services.	• Locate and accept an online agreement (e.g. terms of service, privacy notice) independently when required to continue. • Understand that accepting an agreement means agreeing to basic rules set by the organisation. • Identify common elements of online agreements (e.g. rules for use, privacy information, behaviour expectations) without needing to read or interpret full details. • Know that some platforms may offer brief summaries or explanations of agreements, including AI-supported summaries. • Recognise that not accepting the agreement will stop access to the service or prevent progress. • Know that accepting terms may be a personal choice made before using a digital service.
	Transaction records	Keep digital transaction records in a safe place and recognise key information shown on receipts.	• Save a digital receipt or confirmation message in a safe, easy-to-find place on a familiar device (e.g. screenshots folder, bookmarks, email inbox, saved messages). • Re-find a saved receipt independently when needed. • Identify key information on a digital receipt such as what was bought, the date, the amount paid, and any reference numbers. • Understand that receipts may look different across services but usually include similar information. • Understand why keeping transaction records matters (e.g. checking past purchases, returns, refunds, delivery issues). • Know that receipts may be stored in different places depending on the service (e.g. email, app order history, downloads, screenshots).

Skill area	Skill statement	Entry level 3 descriptor	Amplification
Being safe and legal online	Cybersecurity awareness	Identify common online risks and take steps to avoid unsafe or misleading content.	• Identify common online risks such as scams, phishing attempts, fake profiles, suspicious messages, or unusual requests. • Understand the importance of using only online content that is safe. • Understand that misleading, unsafe, or synthetic content (e.g. deepfakes, AI-altered images or audio) may be designed to influence people or trick them into taking harmful actions. • Know that harmful content can be found in emails, messages, websites, or social media, and that not everything online is trustworthy. • Recognise that some online content may have been created or changed by computers using artificial intelligence (AI) and often looks believable or real. • Recognise that some platforms use AI to detect phishing, fake profiles, or unsafe links as part of platform protection. • Know how to avoid unsafe or misleading content (e.g. closing the page, deleting the message, blocking, reporting, or not clicking on links).

Skill area	Skill statement	Entry level 3 descriptor	Amplification
	Privacy management	Identify ways to avoid sharing personal information online and recognise the consequences of sharing it.	• Understand that sharing wider personal information is unsafe or unnecessary (e.g. online chat rooms, social media posts, optional fields on forms, unfamiliar websites, photos not intended for wider audiences that show where you live or places you visit regularly). • Know that sharing personal information can result in things like unwanted contact, scams, fake messages or access to bank accounts. • Recognise that device settings can allow personal information to be collected automatically (e.g. location, photos, browsing activity). • Use strategies to protect personal information (e.g. closing a form, deleting a message, choosing not to post details, avoiding unfamiliar websites). • Select strategies to protect privacy, such as avoiding posting details about routines, travel plans, location, or family information. • Understand the importance of seeking help straight away if signs appear that personal information may have been misused (e.g. unexpected messages, unfamiliar logins, requests for bank details).

Skill area	Skill statement	Entry level 3 descriptor	Amplification
	Digital footprint management	Identify ways to keep a positive digital footprint and recognise that online content can last a long time.	• Recognise that online posts, photos, and comments can stay online, even if deleted. • Understand when something is shared online it could affect how others see them in the future (e.g. employers, colleges, community groups). • Identify posts, photos, or comments which might create a negative impression or reveal more than intended. • Apply strategies which keep a digital footprint positive (e.g. choosing not to post something, removing a recent post, avoiding arguments or unkind comments online). • Understand that sharing personal opinions, jokes, or images could result in them being saved or shared by others and reappearing years later. • Recognise that people may read things into posts, comments, or images that change the meaning from what was intended.

Skill area	Skill statement	Entry level 3 descriptor	Amplification
	Ethical use of technology	Behave respectfully online and use other people's content fairly, recognising the basic consequences of disrespectful or inappropriate behaviour.	• Understand that unkind, disrespectful, or hurtful behaviour online can damage relationships or make others feel unsafe. • Identify actions which can be taken to behave respectfully online (e.g. choosing not to post something unkind, stepping away from arguments, using positive language). • Know when using someone else's content (e.g. images, music, text) without permission is unfair or may cause problems. • Recognise the consequences of using content inappropriately (e.g. upsetting the creator, complaints, posts being removed). • Select ways to use other people's content (e.g. seeking permission, giving credit, or using content marked as free to use). • Understand that online content may be removed or hidden if it breaks rules, and that respectful behaviour helps keep online spaces safe. • Use strategies which show respect for others online (e.g. giving credit when sharing, asking before using someone's photo, avoiding sharing rumours or harmful content).

Skill area	Skill statement	Entry level 3 descriptor	Amplification
	Digital wellbeing	Manage screen use and digital habits in ways that support personal wellbeing and physical health.	• Understand that overuse of digital devices or too much screen time can affect personal wellbeing and physical health. • Apply strategies which support physical health when using screens (e.g. adjusting position, taking short movement breaks). • Apply strategies which support personal wellbeing (e.g. limiting screen time, switching off devices before bedtime, mixing screen and non-screen activities). • Understand that using devices and viewing online content can become a habit. • Identify ways to limit daily screen time (e.g. pausing activity, putting the device aside, choosing a different non-digital activity).
	Reporting and recovery	Report harmful or upsetting online behaviour and protect personal safety when something goes wrong.	• Use methods to report harmful or upsetting content using platform tools (e.g. 'Report', 'Block', 'Mute'). • Take safe action to leave harmful or upsetting online spaces (e.g. close the app, log out, turn off the device). • Respond to harmful behaviour by taking protective steps, such as changing a password or logging out of shared devices. • Identify a trusted person or support service who can be contacted when harmful behaviour continues or cannot be resolved independently. • Understand that reporting harmful behaviour helps keep online spaces safer for everyone.

4. Level 1

Skill area	Skill statement	Level 1 descriptor	Amplification
Using devices and handling information	Using devices	Keep operating systems and applications up to date, navigate between apps and windows to complete everyday tasks, and use system settings and accessibility tools to personalise the device interface.	• Know when operating systems and applications require updates and check for available updates, including selecting automatic update options where appropriate. • Navigate between open applications, browser tabs, or windows to complete everyday tasks. • Use navigation tools such as the taskbar, app switcher, gestures, or keyboard shortcuts to move between screens and manage multiple open items. • Locate and adjust system settings (e.g. display, sound, notifications, connectivity) to support comfort and usability. • Use accessibility features (e.g. larger text, colour filters, captions, screen readers, voice control) to personalise the device interface. • Know that different devices may present navigation and system features differently. • Select preferences that support ease of use, such as notification settings, automatic updates, or display options, understanding that settings may vary across devices.

Skill area	Skill statement	Level 1 descriptor	Amplification
	Identifying and solving technical problems	Access and navigate structured help tools to identify and attempt appropriate solutions to common technical issues.	• Access structured help tools such as online FAQs, in-app help menus, searchable support centres, or AI-supported assistance. • Navigate help features to locate step-by-step guidance, suggested actions, or troubleshooting instructions. • Identify possible solutions to common issues (e.g. app crashes, login problems, connection errors) using these tools. • Know how to apply straightforward fixes such as resetting login credentials, checking connectivity settings, closing an app, or reinstalling software. • Know that help tools may look different across platforms and adjust actions accordingly.
	Managing and storing information	Organise and manage files using suitable naming, storage, and backup methods; and use file information to make appropriate decisions about storing and sharing content.	• Organise and manage information using tools commonly found in everyday and workplace contexts (e.g. shared calendars, messaging apps, simple spreadsheets). • Create and use a folder structure, including sub-folders, to organise files into meaningful groups for easy retrieval and management. • Store files using local or cloud-based storage options and retrieve content across devices where appropriate. • Apply basic backup methods to protect important information (e.g. copying key files to an external drive or cloud folder). • Check file size and manage limitations by compressing large files or adjusting formats when uploading, emailing, or sharing content. • Use file information and metadata (e.g. file type, size, date created/modified, tags) to support organisation, retrieval, and sharing. • Select storage options (local, cloud, external) based on file type, size, and purpose. • Understand how data transfer speeds (e.g. Mbps) affect uploading, downloading, and sharing files.

Skill area	Skill statement	Level 1 descriptor	Amplification
	Finding and evaluating information	Use appropriate techniques to carry out and refine online searches, taking into account currency, relevance, and reliability, and understand that search engines rank results.	• Use appropriate search techniques such as quotation marks, filters, image search tools, or searching within a specific website or platform to locate information. • Refine search terms to narrow or broaden results using text-based search engines or digital assistants. • Search for files on a device using file names, partial names, or file content. • Understand that AI tools can provide information that may be inaccurate or incomplete, and know that key facts should be checked using a trusted source. • Check the currency, relevance, and reliability of online information by reviewing publication dates, comparing multiple sources, and assessing the credibility of the provider. • Know the signs of a secure connection (e.g. 'https', padlock symbol) while understanding that these do not guarantee the website is genuine or safe. • Know when search results include paid-for or sponsored listings. • Identify information that appears unclear, misleading, or untrustworthy.
	Digital literacy	Identify online learning resources to maintain and improve digital skills; select and use resources to support everyday digital tasks, making informed choices based on need and context.	• Identify suitable online learning resources (e.g. FAQs, help centres, tutorials, AI-supported assistants) to support everyday digital skills. • Understand when online search tools use AI-supported features (e.g. auto-suggested queries, AI-generated summaries) and know that these features may use personal data to make suggestions. • Select and use different types of support materials such as guides, videos, advice forums, or step-by-step tutorials to complete everyday digital tasks. • Choose learning resources that match the task and provide an appropriate level of support, such as visual, written, or interactive formats. • Apply guidance from chosen resources to complete everyday digital tasks safely and effectively.

Skill area	Skill statement	Level 1 descriptor	Amplification
Creating and editing	Creating and editing content	Create and edit digital content using basic formatting and layout tools, applying styles and conventions appropriate to purpose and audience.	• Create and edit documents using basic formatting tools such as font styles, spacing, alignment, and lists. • Apply layout conventions appropriate to purpose and audience, such as using headings and spacing to highlight key information. • Use an appropriate style to support clarity and readability. • Insert and format non-text content (e.g. images, tables, charts) to support meaning and clarity. • Choose suitable applications (e.g. word processors, presentation tools) based on the type of content being created. • Know that digital content may include text, images, tables, charts, audio, or video. • Know how to use accessibility features such as alt text for images, captions for video, or clear labelling of charts. • Apply appropriate styles and conventions for common document types (e.g. reports, letters, posters).

Skill area	Skill statement	Level 1 descriptor	Amplification
	Multimedia integration	Insert and format images, audio, or video using built-in tools, placing them appropriately to support the meaning of digital content.	• Insert multimedia elements using built-in tools such as the insert menu or drag-and-drop. • Position images, audio, or video within digital content to support meaning and clarity. • Resize images or media to fit the layout without distortion. • Apply basic formatting such as borders, captions, or labels to support clarity. • Adjust how text flows around images using basic wrapping options. • Crop images to keep only the required part. • Know how to use image editing tools such as brightness, contrast, or colour adjustment. • Understand common terminology such as crop, resize, caption, brightness, and contrast when editing images.
	Information structuring	Use headings, bullet points, and layout tools to organise information clearly for different audiences.	• Use formatting tools such as headings, bullet points, spacing, and alignment to organise information clearly. • Apply headings to introduce sections and bullet points to list key points. • Use alignment tools (e.g. left, centre, justified) and spacing options to present content clearly. • Organise information so it is easy to read for different audiences. • Use layout tools such as paragraph settings or line spacing to support visual appearance and readability. • Know how to choose suitable applications (e.g. word processors or note-taking tools) for creating structured documents.

Skill area	Skill statement	Level 1 descriptor	Amplification
	Data handling and visualisation	Create a spreadsheet, enter and edit numbers, use spreadsheet tools and formulas to carry out calculations, and create charts with appropriate detail.	• Open a spreadsheet application and create a new sheet. • Add row and column titles to define the spreadsheet area and make the data clear. • Enter and edit numbers and short text entries into appropriate cells. • Use built-in spreadsheet tools and formulas (e.g. AutoSum, basic arithmetic formulas) to perform calculations on the data. • Adjust column widths, row heights, or cell formats (e.g. number, currency) to support readability. • Create charts from the data and edit chart elements such as titles, axis labels, or data labels to support clarity and meaning. • Know how to select chart types that match the data (e.g. bar, column, pie). • Know how to sort data to support clarity in charts or tables.

Skill area	Skill statement	Level 1 descriptor	Amplification
	Creative problem solving	Use digital tools to solve everyday multi-step problems by finding information, recording key details, and completing tasks in a logical order.	• Identify the key parts of an everyday multi-step problem from short digital information such as text, images, or audio. • Find relevant information online using appropriate sources (e.g. websites, apps, maps) to support solving the problem. • Record key details using a suitable application such as a notes app, spreadsheet, or word processor. • Use digital tools (e.g. browsers, maps, calendars, comparison sites, calculators) to complete different parts of the problem. • Combine tools and features in a logical order to complete all steps of the problem. • Present the outcome in a clear format such as a short written summary, checklist, or table. • Know how to describe the tools used and how they supported completion of the problem. • Understand common terminology such as task, step, tool, source, and solution.

Skill area	Skill statement	Level 1 descriptor	Amplification
Communicating and collaborating	Communicating	Select appropriate online communication tools such as email, messaging, voicemail, and video calls to send clear, structured messages for different audiences.	• Select a communication tool (e.g. email, messaging, voicemail, video call) appropriate to the purpose and audience. • Create clear, structured messages using a subject line, greeting, main point, and closing. • Use plain written or spoken English, correct punctuation, and simple formatting (e.g. line breaks) to support clarity in text, audio, or video messages. • Send short, clear voicemail, voice notes, or video messages using a polite and respectful tone. • Know how to join or start video calls and use basic features such as mute, camera on/off, and chat. • Know that some calls may be recorded or transcribed and that consent may be required before sharing recordings. • Communicate in a way that is respectful and inclusive of different backgrounds and accessibility needs. • Apply principles of clarity and respect when using new or emerging communication tools. • Use suggested replies, emojis, or phrasing prompts in communication tools to support clear and timely responses. • Use built-in translation or accessibility tools (e.g. captions, text-to-speech, language translation) to support understanding when reading or viewing online content.

Skill area	Skill statement	Level 1 descriptor	Amplification
	Collaborating	Use shared online platforms to contribute to joint tasks by accessing shared workspaces, editing content, and adding comments.	• Send and receive invitations or links to access a shared document or workspace on a familiar platform. • Use commenting or suggestion features to give feedback or ask questions. • Work on shared content at the same time as others using a familiar platform. • Know how to join or participate in video calls to coordinate shared tasks. • Communicate clearly and respectfully when contributing to shared work. • Know how to check others' contributions and save changes to keep shared content up to date. • Use written and spoken language that is respectful and inclusive of different backgrounds. • Know how to use autocomplete or suggested wording in shared documents to support writing or editing more efficiently.
Transacting	Buying securely online	Compare online buying options and make a secure purchase using a trusted platform.	• Compare product or service options across multiple online providers or retailers. • Evaluate differences such as price, delivery options, and fitness for purpose (e.g. size, features, compatibility). • Select an option that meets individual needs and represents suitable value. • Know how to check the reliability of a seller or platform, including reading customer reviews, looking at satisfaction ratings, and identifying secure site indicators (e.g. padlock icon, HTTPS). • Know common online scam tactics such as misleading domain names, unrealistic offers, lack of contact details, or suspicious reviews. • Know how to confirm the total cost before authorising payment, including any additional charges such as postage or VAT. • Know how to keep a record of the transaction (e.g. confirmation page, receipt, order number) in a safe place on the device being used.

Skill area	Skill statement	Level 1 descriptor	Amplification
	Financial management	Use online transactional services to view information, manage account settings, complete tasks, and identify features that support security.	• Identify common online transactional services such as shopping, finance, utilities, government services, and media. • View account information such as balances, recent transactions, bills, or subscriptions. • Know how to upload or download documents when required to complete a transaction (e.g. proof of identity, bills, statements, passport application forms). • Know how to update account settings such as passwords, contact details, notification preferences, and payment methods. • Know how to set up, amend, or cancel automated payments such as standing orders or direct debits. • Know how to view confirmation messages or receipts after completing a transaction. • Know why a file may not upload to a website (e.g. size limits) and how to choose an alternative version if available. • Identify AI-supported features in online banking such as spending summaries, fraud alerts, personalised recommendations, or automated reminders. • Know that data may be shared securely between trusted services to support transactions (e.g. identity checks or payment verification). • Understand secure behaviours when accessing accounts, such as checking for a secure connection, using MFA or biometrics, and preventing others from viewing sensitive information.

Skill area	Skill statement	Level 1 descriptor	Amplification
	Practical data privacy	Use appropriate tools and methods to simplify digital privacy notices and identify key information about how personal data is used, stored, and shared.	• Know that personal data belongs to an individual. • Know that individuals can ask online service providers to correct or delete personal information. • Use digital tools, including AI, to simplify complex or multi-layered privacy notices in personal or workplace contexts, understanding that automated summaries may omit important details. • Present simplified information from a privacy notice in an accessible format for a general audience. • Identify key information in privacy notices such as how personal data will be stored or secured, whether data will be shared with third parties or marketing organisations, and how long data will be kept. • Identify sections in a privacy notice that include permissions which may result in data being shared more widely than expected. • Know that organisations must explain how personal data is used and that individuals have rights to see this information clearly.

Skill area	Skill statement	Level 1 descriptor	Amplification
	Digital agreements	Use AI tools to simplify the terms and conditions in digital contracts and identify key information before agreeing to them.	• Open and view the terms and conditions of a digital contract in apps or online services (e.g. PDF, Word, portals, email attachments). • Use built-in AI-supported features to view an automatically simplified version of the contract's key terms and conditions. • Identify when a digital agreement mentions how personal data may be used by AI-supported tools and identify simple choices available (e.g. accept, decline, adjust settings). • Know ways to save and present simplified terms and conditions in an accessible format for a general audience. • Locate important sections that AI has highlighted in simplified summaries, such as payment terms, renewal dates, or cancellation rules. • Identify customer rights and responsibilities shown in AI summaries (e.g. customer duties, tenant obligations, employee entitlements). • Know that AI summaries are supportive only and that unclear or complex terms should be checked with a trusted person before agreeing to a contract.
	Transaction records	Know how to organise and manage digital receipts for future reference.	• Use a folder system to organise digital receipts (e.g. 'Receipts', 'Warranties', 'Online Orders'). • Know ways to move or rename saved receipts so they are easy to find later. • Know how to retrieve receipts when needed to check details or confirm a purchase. • Know how to check that saved receipts match the original purchase (e.g. item, price, date). • Understand that well-organised receipts support product returns, warranty claims, and budgeting.

Skill area	Skill statement	Level 1 descriptor	Amplification
Being safe and legal online	Cybersecurity awareness	Know the common cybersecurity threats and take steps to protect devices and accounts using secure settings and tools.	• Identify context-based cybersecurity risks such as fake bank card readers at cashpoints, fake login pages, account or phone-number takeover attempts, malicious QR codes in public places, or unexpected requests for PIN or verification codes. • Know common types of device related malware (e.g. viruses, worms, trojans, ransomware). • Understand that downloading some online content or clicking unfamiliar or attractive links (clickbait) may be unsafe and may harm devices or compromise personal data. • Know how to apply the following protective behaviours: ○ Creating strong passwords, ○ using multi-factor authentication (MFA) or biometrics when available, ○ avoiding public or shared devices for sensitive logins, ○ being cautious when saving passwords in browsers. • Know how to use password management tools to store login details securely. • Know how to back up important data using digital tools to protect against loss. • Know when a device or app needs a security update and follow the steps to install it. • Understand that AI-supported features can be used to warn about unsafe links, suspicious activity, or unusual logins.

Skill area	Skill statement	Level 1 descriptor	Amplification
	Privacy management	Manage privacy settings and permissions across digital platforms to control who can access personal or shared information.	• Understand that privacy settings and permissions control who can view, edit, or share information on digital platforms. • Adjust basic privacy settings such as private browsing, GPS/location permissions, or using a secondary email address to reduce how much personal information is shared. • Adjust privacy or sharing settings on familiar tools (e.g. shared drives, collaboration spaces, communication apps) to limit who can view or edit personal or shared information. • Know how to use sharing options when sending or storing information (e.g. 'view only', 'edit', 'share with specific people'). • Identify information that should only be shared with authorised individuals (e.g. personal details, work-related files, contact information). • Know how to check that a platform or tool is secure before sharing information (e.g. password protection, secure login, trusted organisation). • Understand that misusing access rights (e.g. forwarding or altering information without permission) can lead to problems for individuals or organisations. • Understand that once information is shared widely, it may be difficult to control or remove. • Know that some platforms use AI-supported features to highlight unusual sharing activity or suggest safer sharing options.

Skill area	Skill statement	Level 1 descriptor	Amplification
	Digital footprint management	Know that all online activity adds up to create a lasting digital footprint which may be difficult to control or remove and take steps to protect reputation and limit harm.	• Understand why online content can be seen or used without consent, even if deleted (e.g. because others can save, copy, or share multiple times without asking for permission to reuse). • Identify examples of older content that may still appear on search engines, social media platforms, or AI tools after deletion. • Know steps that can be taken to protect reputation and limit harm, such as: ○ Updating privacy settings to limit who can view posts or share information, ○ turning off location sharing or adjusting location permissions when appropriate, ○ using tools such as cookie controls, private browsing, or tracking settings to reduce how much information is collected about online activity, ○ removing or archiving old posts, comments, or accounts to limit what others can see, ○ reporting harmful or unwanted content using built-in tools, ○ avoiding oversharing personal details such as location, contact information, or financial data. • Know that secure account behaviours such as creating strong passwords and using multi-factor authentication (MFA) help prevent impersonation or misuse. • Know that maintaining a positive digital footprint can support future opportunities and reduce reputational risk. • Understand how past online behaviour may influence how others perceive them (e.g. employers, colleges, community groups).

Skill area	Skill statement	Level 1 descriptor	Amplification
	Ethical use of technology	Know that some online behaviours are protected or restricted by law and apply respectful and lawful behaviour when using or sharing content.	• Identify content or behaviour that could cause harm, upset, or embarrassment if shared. • Know that private messages, images, or information should not normally be shared without permission, and understand that sharing someone else's personal information without permission may be unlawful. • Use platform tools to report harmful, illegal, or inappropriate content. • Identify content that is clearly marked as free to use and content that is protected. • Identify content that is clearly labelled as free to use or licensed for reuse before creating or sharing posts. • Know that copying or re-using content without permission may break copyright rules. • Understand why copying or sharing content without permission or giving the author credit is wrong. • Explain why respectful and lawful behaviour online protects both themselves and others. • Understand that some online images, videos, or messages may be computer-generated or photoshopped, edited, or manipulated, and that sharing altered content can mislead others or cause harm.

Skill area	Skill statement	Level 1 descriptor	Amplification
	Digital wellbeing	Understand that time spent looking at digital device screens as part of daily activities can affect physical health and wellbeing, and know how to follow a healthy, balanced routine.	• Identify digital devices and activities that involve spending time looking at a screen. • Understand that personal screen use can affect wellbeing (e.g. mood, concentration) • Understand that extended screen use can affect physical health (e.g. reduced activity, weight or fitness changes). • Know how to use digital tools or device features to monitor screen time. • Identify strategies to reduce or break up screen use (e.g. pausing activity, choosing a non-screen task). • Understand when limiting screen use at certain times may support a healthy balanced routine (e.g. before bedtime, during meals, having a conversation). • Understand the benefits of balancing screen-based and non-screen activities to create a more balanced and healthy daily routine.

Skill area	Skill statement	Level 1 descriptor	Amplification
	Reporting and recovery	Understand that harmful or suspicious activity can occur online and know how to take steps to report concerns and protect personal safety.	• Identify signs of unusual or unexpected digital activity (e.g. unfamiliar posts, unexpected messages, strange pop-ups). • Understand which types of harmful or suspicious activity should be reported (e.g. abusive messages, fake friend requests, unusual account behaviour). • Use platform tools to report or block harmful or suspicious content (e.g. 'Report', 'Block', 'Mute'). • Know ways to leave unsafe spaces, such as closing the app, logging out, or turning off the device. • Know the protective actions to take when harmful or suspicious activity is encountered (e.g. logging out of shared devices, avoiding further interaction). • Identify appropriate next steps when initial actions do not resolve harmful or suspicious activity. • Understand that platforms may use automated or AI-supported tools to flag harmful or suspicious activity and that prompts can help users review or report concerns.

5. Level 2

Skill area	Skill statement	Level 2 descriptor	Amplification
Using devices and handling information	Using devices	Maintain devices by reviewing and adjusting system settings, installing operating system and application updates, and using cloud-based tools and apps to complete tasks across different devices.	• Check for, download, and install operating system and application updates to maintain device security and performance. • Review and adjust system settings, including storage, battery, display and connectivity options, to improve usability and performance. • Manage basic device maintenance tasks by removing unused applications, clearing temporary files, and freeing storage space to support reliable performance. • Use cloud-based tools and services to access files and applications across different devices, including documents, images and shared folders. • Sync apps and data across devices, including email, calendars and contacts, to keep information consistent and up to date.

Skill area	Skill statement	Level 2 descriptor	Amplification
	Identifying and solving technical problems	Troubleshoot technical problems that have more than one possible cause or solution by accessing support resources, evaluating guidance, and applying appropriate actions across different devices, systems and applications.	• Access support resources such as online manuals, AI assistance, chat support and IT helpdesks to troubleshoot technical problems that may have more than one possible cause or solution. • Evaluate guidance by checking relevance, clarity and source credibility to ensure it matches the problem and can be applied safely. • Apply suggested solutions to resolve common technical problems across devices, systems and applications, including issues with connectivity, login and access, software performance, updates and peripheral devices. • Know that different platforms and applications provide different types of support and follow the appropriate troubleshooting steps for each. • Identify when a problem cannot be resolved independently and escalate it to appropriate support services, including workplace IT teams, community digital support services or high-street repair providers.

Skill area	Skill statement	Level 2 descriptor	Amplification
	Managing and storing information	Back up and protect important digital files and apply secure practices to maintain safe access to information across devices and storage platforms.	• Back up important files to secure locations across devices and storage platforms, or shared storage spaces used in everyday or workplace contexts (e.g. shared folders or cloud-based team spaces). • Protect access to files and folders by creating strong passwords and enabling multi-factor authentication for devices, apps and cloud accounts. • Use biometric authentication, including fingerprint or facial recognition, where available to provide secure access to devices and stored information. • Apply basic file protection methods, such as creating password-protected archives and using built-in tools to restrict access to files and folders. • Understand the role of end-to-end encryption in cloud services and how it protects information during storage and transfer. • Identify and use common file types for storing and sharing information, including .pdf, .docx, .jpeg and .zip, and understand how file type affects compatibility and security. • Understand key terminology relating to secure file management, including encryption, decryption, authentication, backup integrity, redundancy, and the differences between local and cloud storage. • Identify risks to files and folders, including accidental deletion, device loss or theft, unauthorised access and online threats, and apply protective measures to reduce these risks. • Manage secure file practices across devices by updating passwords, checking backup integrity after system changes, and ensuring encrypted files remain accessible across platforms. • Use compression and encryption together to reduce file size and improve security when transferring information between devices or storage locations.

Skill area	Skill statement	Level 2 descriptor	Amplification
	Finding and evaluating information	Search for specific online information by using defined queries, refining results and applying basic critical judgement to interpret information from different sources and draw valid conclusions.	• Formulate defined search queries by selecting appropriate keywords and using the Boolean operators AND, OR and NOT. • Understand that AI-generated answers may include errors, outdated information or confident-sounding inaccuracies, and take simple steps to check important information using reliable sources. • Refine search results by adjusting keywords, applying filters and using available search settings to improve relevance and accuracy. • Use different tools, including search engines and optional summarising features, to locate and understand information, checking suggestions against trusted sources. • Apply basic critical judgement to assess the credibility, relevance and purpose of online information from different sources. • Identify when information encountered during online searches may be misleading or manipulated (e.g. clickbait, deepfakes, AI-generated voice clones) and use verification checks to confirm accuracy. • Interpret information presented in formats such as tables, charts, infographics and spreadsheets to identify trends, patterns and outliers. • Draw valid conclusions from information and use these conclusions to inform decisions or next steps.

Skill area	Skill statement	Level 2 descriptor	Amplification
	Digital literacy	Develop and update digital skills independently by using online learning resources, including AI-supported tools, and applying basic ethical awareness when choosing and using selected resources.	• Access and use online learning resources using a mix of more than one format (e.g. tutorials, help centres, comparison guides or optional digital assistants) to develop digital skills independently. • Apply basic ethical awareness when choosing learning resources, including considering how tools use data and whether guidance appears balanced, current and reliable. • Check the reliability, clarity and relevance of learning resources by looking for clear explanations, recent information and trusted sources before using them. • Identify when a tool is AI-supported and consider how this affects accuracy, privacy and decision-making when completing tasks. • Use trusted sources regularly to update and adapt digital skills in response to changing technologies and contexts. • Apply newly learned skills to complete everyday and work-related tasks confidently and responsibly.

Skill area	Skill statement	Level 2 descriptor	Amplification
Creating and editing	Creating and editing content	Create and edit digital documents using appropriate formatting and layout conventions and make purposeful use of AI and other digital tools to improve clarity, accuracy and presentation while retaining responsibility for the final content.	• Create and edit digital documents using application tools, including AI-supported assistants, to improve clarity, accuracy and presentation. • Apply layout conventions appropriate to purpose and audience, including the use of headings, sections and clear visual structure. • Use consistent styles to support clarity, readability and accessibility. • Insert and format non-text content such as images, tables, charts or screenshots to support meaning and presentation. • Understand that AI tools have limitations, including possible inaccuracies or inappropriate suggestions, and that using AI-generated text without checking or adapting it may be treated as copying someone else's work. • Ensure that non-text content is used appropriately for the audience and purpose, including adding alt text, captions or clear labels where needed. • Select suitable applications or tools for creating different types of digital content. • Use available editing and review tools such as spelling, grammar, rephrasing or layout suggestions to improve clarity and presentation, selecting only those changes that support the purpose and audience. • Review any automated suggestions critically and make final decisions to ensure the content remains accurate, appropriate and aligned with audience needs. • Understand that AI tools provide support only and that the creator remains responsible for the meaning, tone and suitability of the final content.

Skill area	Skill statement	Level 2 descriptor	Amplification
	Multimedia integration	Insert and format multimedia content in digital documents or presentations to support clarity and engagement, making purposeful use of enhancement tools - including AI-supported features where helpful while retaining responsibility for the final content.	• Insert and position multimedia content such as images, audio, video or screenshots into documents to support clarity and engagement. • Format multimedia content by adjusting size, placement, alignment and spacing to ensure readability and a clear visual structure. • Add captions, labels or brief explanations to help the audience understand the purpose or meaning of multimedia elements. • Choose multimedia that is appropriate for the audience, purpose and context of the document or presentation. • Apply accessibility considerations specific to multimedia, such as adding alt text, captions or transcripts where required. • Select suitable applications or tools for creating documents or presentations that include multimedia content. • Use available enhancement tools including quality adjustments, layout suggestions or automated captioning to support document clarity and accessibility, reviewing outputs for accuracy and suitability. • Adjust AI-generated suggestions to ensure appropriateness and respect for audience needs.

Skill area	Skill statement	Level 2 descriptor	Amplification
	Information structuring	Structure information clearly for different audiences by selecting and adapting templates to create clear, well-organised layouts, making purposeful use of AI and other digital tools to suggest edits and improvements while retaining responsibility for the final content.	• Identify types of information including instructions, summaries, comparisons, timelines, checklists or short reports that can be organised using a template. • Select document templates that match the information, purpose and audience. • Insert and organise information within the chosen layout to create a clear structure. • Apply accessibility considerations when structuring information, including clear sectioning, readable formatting and meaningful headings. • Use available review tools to check structure, clarity and readability, selecting or adapting suggestions that genuinely improve how information is organised for the intended audience. • Understand that AI tools are supportive only and that the document creator remains responsible for the meaning, tone and suitability of the final content.

Skill area	Skill statement	Level 2 descriptor	Amplification
	Data handling and visualisation	Organise, present and interpret spreadsheet based data to identify patterns and trends.	• Select relevant data from an everyday situation or workplace context and organise it so it can be entered clearly into a spreadsheet table. • Create a spreadsheet table that presents data into meaningful categories or groups • Use sorting, filtering or conditional formatting to highlight specific values, categories or ranges. • Use formulas with more than one mathematical operator (e.g. $=A1+B1*C1$, $=(A1-B1)/C1$) to interpret data to calculate totals, averages or comparisons • Select chart types that provide clear visual representations of the data (e.g. bar, pie, line). • Adjust chart elements such as titles, labels or scales to make patterns or trends easier to see. • Identify patterns or trends shown by charts or data, such as increasing or decreasing values, repeated results or changes over time. • Interpret charts to identify key points such as highest and lowest values, changes over time or simple category comparisons.

Skill area	Skill statement	Level 2 descriptor	Amplification
	Creative problem solving	Use AI and other digital tools responsibly to explore solutions to everyday problems, analyse suggested approaches and evaluate their reliability and relevance while retaining responsibility for the final outcome.	• Use digital tools to explore possible solutions to everyday problems, including optional suggestion tools that can generate ideas to compare and evaluate. • Generate multiple options using AI and compare differences. • Analyse AI-suggested solutions, identifying strengths, weaknesses and trade-offs. • Check key claims or recommendations using reliable, independent sources. • Identify when AI-generated content may be inaccurate, biased, incomplete or misleading. • Select the most appropriate solution based on context, constraints and available evidence. • Present the chosen solution clearly using a format appropriate to the audience and purpose. • Review the problem-solving process, including how AI contributed and where human judgement was required.

Skill area	Skill statement	Level 2 descriptor	Amplification
Communicating and collaborating	Communicating	Communicate using digital media with different audiences using plain English, alt text, and layout tools. Adapt style for professional and cross-cultural contexts.	• Identify different audiences and understand how expectations for tone, formality and style vary across contexts (e.g. communicating with a colleague, customer, landlord, tutor, friend or public service). • Adjust tone, structure and content to suit the audience and purpose, such as formal requests, professional updates or friendly messages. • Use plain English to ensure clarity, avoiding jargon, slang or unnecessarily complex phrasing. • Apply layout tools such as headings, bullet points and spacing to organise information and make messages easier to read. • Add alt text to images and use captions or labels to support accessibility and understanding. • Communicate respectfully across cultures, showing awareness of different norms, expectations and digital etiquette. • Adapt communication style to suit the context, using appropriate greetings, closings and formatting for formal or cross-cultural settings. • Adapt suggested replies, emojis or phrasing prompts to suit the audience and purpose before sending a message. • Understand how accessibility or translation tools are used (e.g. text to speech, captions, language translation) to support understanding when reading or viewing online content.

Skill area	Skill statement	Level 2 descriptor	Amplification
	Collaborating	Collaborate with others using digital tools, contributing to and coordinating shared work, and evaluating the personal role within the team.	• Contribute to shared digital workspaces by adding, editing or responding to content in a timely and appropriate way. • Coordinate tasks or shared activities by using features such as comments, tagging, shared notes or task lists. • Use suitable collaborative tools including shared documents, messaging spaces and shared boards to work with others toward a common goal. • Adapt communication within collaborative tools to support teamwork, including clarity, tone and timing. • Review and refine autocomplete or suggested wording in shared documents to ensure it fits the task and maintains a clear, consistent style. • Understand how personal actions affect others in a shared digital environment, such as version control, overlapping edits or delayed responses. • Support effective teamwork by following agreed approaches, sharing responsibility and respecting others' contributions. • Evaluate the personal role played within the team, identifying what went well and what could be improved in future collaborative tasks.

Skill area	Skill statement	Level 2 descriptor	Amplification
Transacting	Buying securely online	Set up a regular online payment for a purchase or subscription using a secure digital platform.	• Identify the information required to set up a regular online payment, such as payment amount, frequency and the details of the service or subscription. • Enter payment details accurately into a secure digital platform, checking that the site or service is legitimate and uses secure connection indicators. • Review key information before authorising the payment. • Identify common risks when setting up recurring payments, such as unclear terms, unexpected charges or fake payment pages. • Confirm that the payment has been set up correctly by checking confirmation messages, notifications or account activity. • Store confirmation details securely for future reference, such as receipts, emails or screenshots. • Review the process, identifying what went well and what could be done differently next time to ensure accuracy and safety.

Skill area	Skill statement	Level 2 descriptor	Amplification
	Financial management	Use digital tools to create and manage a budget that tracks incoming and outgoing money.	• Identify typical categories of income and outgoings that might appear in a basic budget, including regular payments, occasional costs and savings. • Use digital tools or apps to record example income and expenses, entering information accurately without needing to share personal financial details. • Categorise spending into broad groups to help understand patterns and support clearer budgeting. • Track changes in income and outgoings over time using basic budgeting features such as lists, tables or visual summaries. • Compare total incoming and outgoing amounts to recognise when spending may exceed available funds. • Understand how budgeting supports cash-flow awareness, helping to plan ahead and avoid shortfalls. • Identify advantages of using digital budgeting tools, such as reminders, alerts or informative visual breakdowns. • Assess the risks of overspending or inaccurate budgeting, such as missed payments or reduced ability to meet commitments.

Skill area	Skill statement	Level 2 descriptor	Amplification
	Practical data privacy	Understand the purpose of privacy expectations, identify key features of responsible data handling, and know how to avoid common risks that could compromise personal information.	• Identify personal and sensitive information that requires privacy protection in everyday digital activities. • Understand key features of privacy expectations, such as secure storage, restricted access and data minimisation. • Understand why clear procedures exist for collecting, storing, accessing and sharing personal or sensitive information, and how they help maintain privacy and security. • Use secure methods when handling data, such as password-protected files, approved storage locations or encrypted platforms. • Check that information is shared only with trusted individuals or through secure channels. • Identify common risks to maintaining privacy, such as sharing passwords, sending information to the wrong person or storing data insecurely. • Understand that personal data is protected by law through the UK General Data Protection Regulation (GDPR) and that privacy expectations apply across digital activities. • Explain how particular actions can protect data, such as locking screens, using strong passwords or limiting access, or put it at risk, such as using unsecured devices or public Wi-Fi. • Report concerns, mistakes or potential breaches to a trusted contact or support channel. • Review handling of personal and sensitive information to identify areas of risk and how privacy expectations are met.

Skill area	Skill statement	Level 2 descriptor	Amplification
	Digital agreements	Use AI tools to interpret digital agreements and identify key information presented in simplified summaries.	• Understand that digital agreements are legally binding under contract law once accepted. • Identify everyday situations where digital agreements apply, including phone contracts, online services, credit purchases or borrowing arrangements. • Use AI tools to summarise digital agreements by providing clear instructions such as simplifying language, highlighting key information or removing jargon. • Understand that digital agreements may give permission for personal data to be used by AI-supported tools or services. • Understand the need to keep a record of the AI-generated summary for future reference. • Identify key information in AI-generated summaries, such as monthly costs, renewal dates, cancellation rules or warranties. • Understand that AI summaries cannot replace the full wording of the digital agreement. • Evaluate how effectively an AI-generated summary explains the key terms of a digital agreement.

Skill area	Skill statement	Level 2 descriptor	Amplification
	Transaction records	Use digital receipts to inform budgeting, track spending, and manage expenses.	• Access saved digital receipts and use them to check how much has been spent over time. • Group receipts into broad categories such as food, travel or subscriptions to support budgeting. • Distinguish receipts for different types of spending, such as everyday purchases, household costs or activity-related expenses. • Log or record receipt information in digital budgeting tools to track spending and keep organised records. • Use receipts when preparing expense claims, reviewing subscriptions or comparing monthly costs. • Understand how digital receipts support money management by making spending easier to review and organise.

Skill area	Skill statement	Level 2 descriptor	Amplification
Being safe and legal online	Cybersecurity awareness	Evaluate the risks posed by cybersecurity threats and apply protective strategies to safeguard devices, data, and online activity.	• Evaluate the risks posed by cybersecurity threats including phishing, ransomware, identity theft and malicious software, and the impacts of these threats on devices, data and personal security. • Apply protective strategies to reduce risk, including: ○ Configuring secure settings (e.g. activate screen lock, ask before downloading, choose sharing options, switch on 'find my device'). ○ Using antivirus software and keeping systems updated. ○ Changing passwords regularly and storing them securely. • Assess the safety of websites, apps and platforms before entering personal or financial information. • Use browser settings that reduce risk, including avoiding saved passwords and cached logins when using shared or public devices. • Back up important data securely to reduce the impact of cybersecurity incidents. • Explain how poor cybersecurity practices can lead to data loss, financial harm or reputational damage in work and shared environments. • Identify the features which make computer-generated messages, links or requests look real and know that it is necessary to check whether they are genuine before responding.

Skill area	Skill statement	Level 2 descriptor	Amplification
	Privacy management	Compare privacy settings and permissions across digital platforms and make informed choices about how personal information is shared.	• Know where to find the privacy settings and permissions on different types of platforms, including communication tools, online accounts and social media. • Compare how platforms vary in visibility options, such as public, private, friends-only or custom audiences. • Know what personal information different platforms collect and how it may be shared. • Review default settings that may expose more information than intended, especially on platforms designed for sharing. • Adjust platform privacy and sharing settings to control who can view or interact with personal information. • Identify permissions that are unnecessary for the intended use of an app or service. • Understand how privacy settings differ across platforms using help centres or trusted comparison resources. • Identify platforms or tools that offer stronger privacy settings. • Evaluate how privacy settings influence what others can see across different platforms. • Interpret automated or AI-supported privacy alerts, such as unusual sharing or broad-audience warnings, and adjust settings when needed.

Skill area	Skill statement	Level 2 descriptor	Amplification
	Digital footprint management	Use research methods to assess a personal digital footprint and take steps to manage visibility and reduce unwanted exposure.	• Identify online actions that contribute to a digital footprint, including posts, comments, likes, tags and shared content. • Understand that a digital footprint includes content created or shared by others as well as personal activity. • Understand that visibility is influenced by platform algorithms, search engine indexing and AI-driven content promotion. • Understand that AI-driven search tools may surface older or unexpected content, and take steps to manage what others can see. • Use research methods, such as searching a name or reviewing activity histories, to see what information is publicly visible. • Understand that older or outdated content may still appear in searches or on platforms, and may no longer be accurate or representative of current circumstances. • Evaluate whether online presence exposes more information than intended. • Adjust visibility settings to manage what is publicly discoverable and reduce unwanted exposure. • Remove, hide or report unwanted content where platform tools allow. • Reduce future exposure by choosing more private sharing options or limiting tagging.

Skill area	Skill statement	Level 2 descriptor	Amplification
	Ethical use of technology	Evaluate the ethical and legal implications of online behaviour and make informed choices to use and share digital content responsibly and within the law.	• Identify situations where online behaviour may have ethical or legal implications, including sharing personal information, re-using content or participating in group interactions. • Evaluate whether content should be shared by considering potential harm, privacy, consent and audience. • Understand when online behaviour may breach legal expectations, including rules around copyright, intellectual property, privacy or harassment. • Know whether text, images, audio or music are permitted to use or share by looking for clear usage information or trusted free-to-use sources. • Understand that using generative AI to produce work and presenting it as personal work may breach workplace, academic or legal expectations. • Know when it is appropriate to use generative tools and when original work, attribution or permission is required. • Add references when appropriate, seek permission from creators and respect ownership to support lawful and ethical online participation. • Understand when online behaviour should be reported and explain why responsible reporting supports a safer online environment.

Skill area	Skill statement	Level 2 descriptor	Amplification
	Digital wellbeing	Evaluate how digital habits affect personal wellbeing and apply informed strategies and digital tools to manage screen use, reduce stress, and maintain healthy digital routines.	• Evaluate how personal digital habits influence physical and emotional wellbeing, including patterns of use, multitasking and constant connectivity. • Identify early signs that digital habits may be negatively affecting sleep, concentration, mood or physical comfort, such as eye strain, headaches or posture-related discomfort. • Compare different strategies for managing screen time and choose those that suit personal needs. • Use device- or app-based tools to monitor screen time, limit interruptions or support healthier routines. • Adjust personal device settings, such as notifications or focus modes, to reduce digital overload and support healthier routines. • Apply ergonomic and environmental adjustments to support comfortable and sustainable device use, including posture, lighting, seating and break frequency. • Adapt personal routines by planning screen-free periods, balancing online and offline activities or managing digital overload. • Understand how physical activity, movement breaks and varied tasks support healthier digital habits and reduce physical strain.

Skill area	Skill statement	Level 2 descriptor	Amplification
	Reporting and recovery	Follow recognised procedures to report harmful, criminal or suspicious activity, protect personal information, and support recovery when something goes wrong online.	• Identify online activity that requires reporting, including fraud attempts, financial loss, account compromise, device theft or unauthorised access. • Follow recognised procedures to report harmful, criminal or suspicious activity using platform tools, workplace policies, service-provider contacts or trusted authorities. • Take protective steps immediately to secure personal information after harmful, criminal or suspicious activity, such as updating passwords, checking recent activity or enabling additional security features. • Gather and record relevant information about an incident, including screenshots, dates or message details, to support reporting and recovery. • Use recovery actions such as securing accounts, suspending compromised services or restoring data from trusted backups. • Explain how timely reporting and recovery reduce further risk and support effective resolution. • Understand that threats and recovery practices change over time and that procedures should be reviewed and updated regularly.

Glossary

Word	Definition
Accessibility	The degree to which using digital tools and settings makes access to devices and content easier for people with different needs, such as magnifiers, screen readers, captions, colour filters, voice control, and adjustable text size.
AI (Artificial Intelligence)	Systems or tools that can analyse information, recognise patterns, or generate content, and that can operate with some degree of autonomy; tasks can be performed without constant user guidance and performance can be improved by learning from data.
AI assistant	A digital tool that uses artificial intelligence to understand requests, provide information, and perform tasks interactively.
Algorithm	A set of rules or instructions used by computers to process information, make decisions, or deliver personalised results.
Algorithmic bias	Unfair or skewed outcomes produced by an algorithm because of biased data, flawed design, or unequal representation in the information it uses.
Application (app)	A program designed for a specific purpose, such as messaging, word processing, image editing, or navigation. Applications may be installed on a device or accessed online through a browser. The shortened form 'app' is widely used, especially on mobile devices.
Attachment	A file added to an email or message so it can be opened, downloaded, or stored by the recipient.
Authentication	The process of confirming a user's identity to access a device, app, or service. Includes passwords, PINs, passkeys, biometrics, and multifactor authentication.
Automatic updates	A feature that allows a device or app to download and install the latest software fixes, security improvements, and new features automatically, without the user needing to start the update themselves.
Backup	A copy of important data stored in another location (e.g. cloud storage or an external drive) so it can be recovered if the original is lost or damaged.
Basket (or cart)	A temporary online space where selected items are stored before completing a purchase.

Word	Definition
Biometric authentication	Using physical characteristics such as fingerprints, facial recognition, or voice recognition to unlock a device or access an account.
Bluetooth	Shortrange wireless technology for pairing devices to share data or audio.
Break reminder	A digital prompt that encourages users to pause activity, rest their eyes, or move to reduce strain.
Browser	Software used to access websites and online content (e.g. Chrome, Edge, Safari). Includes features such as tabs, bookmarks, history, and private browsing.
Budget	A planned outline of expected income and spending used to manage money effectively.
Cell	The smallest unit in a worksheet, where a single piece of data, text, or a formula is entered.
Chart	A visual representation of data, such as a bar, line, or pie display, used to highlight patterns or comparisons.
Chatbot	A computer program that simulates conversation by responding to user messages automatically.
Checkout	The final stage of an online or instore purchase where payment details are confirmed and the order is completed.
Clickbait	Online content with sensational or misleading headlines designed to attract clicks rather than provide genuine value.
Cloud storage	Online storage provided by cloud services that allows files to be saved, accessed, and shared across devices.
Cloud provider	A company that delivers cloud-based services such as storage, infrastructure, and computing power, allowing users and organisations to run applications, store data, and access online tools without managing their own physical hardware.
Collaboration tools	Applications or features that allow people to work together on shared tasks or documents, often in real time.
Consent	Clear permission given by a user to allow their personal data to be collected, used, or shared, usually through a privacy notice or settings choice.
Contacts	Stored information about people or organisations used for communication (e.g. names, phone numbers, email addresses).
Content	Digital information such as text, images, audio, video, or interactive media.

Word	Definition
Cookies	Small data files stored on a device by websites to remember preferences, track activity, or personalise content and advertising.
Credentials	Information used to access a device or account, such as usernames, passwords, PINs, passkeys, or biometric data.
Currency	How up to date digital information is, including when it was published, last updated, or refreshed, and whether it remains relevant and reliable in fast-changing online environments.
Cyberbullying	Repeated behaviour on digital platforms that causes intimidation, humiliation, or harassment, whether the harm is intended or not.
Data	Information represented digitally that can be stored, processed, or transmitted.
Data table	A structured arrangement of data in rows and columns with consistent headings.
Deepfake	Digitally altered or AI generated media—such as videos, images, or audio—that convincingly imitates real people or events. Learners should understand how deepfakes can mislead and how to check authenticity.
Device	Any digital equipment used to access information or services, including computers, tablets, smartphones, smart devices, and wearables.
Digital footprint	The record of online activity created when using websites, apps, or services, including search history, posts, messages, and shared data.
Digital literacy	The ability to use digital technologies confidently, safely, effectively and responsibly to find, understand, create, communicate and manage information, solve problems, and participate in everyday life, learning and work. Digital literacy includes making informed choices about digital tools and content, understanding risks and benefits, using technology ethically, and adapting skills as technologies evolve, including technologies supported by artificial intelligence (AI).
Digital media	Digitally created or stored content, including images, audio, video, documents, and interactive media.
Digital purchase receipt	An electronic record confirming that a payment has been made and a purchase is complete.

Word	Definition
Digital wallet	A secure app or service that stores payment methods and allows electronic transactions without using physical cards.
Digital/media piracy	The unauthorised copying, sharing, or downloading of digital content such as films, music, software, or games.
Direct debit	An authorised payment method where a company automatically withdraws variable amounts from a customer's bank account.
Directory	A structured list of digital information, such as files, folders, contacts, or online resources, organised to help users find and access what they need quickly.
Disinformation	False information that is deliberately created or shared to mislead or manipulate people.
Emoji	A small digital icon used to express emotions, ideas, or objects in messages and online communication.
Encryption	A method of protecting data by transforming it into unreadable code using a mathematical process, so it can only be returned to its original form with the correct decryption key.
Ergonomics	The design of workspaces, equipment, and digital setups to support comfort, safety, and efficiency.
Expense	A cost incurred when paying for goods or services.
External storage	A data storage area outside the main device, such as cloud storage, network drives, or portable storage devices.
Factchecking	The process of verifying claims, statements, or content to confirm whether they are accurate, false, or misleading.
File	A digital item containing information such as text, images, audio, or video. Identified by a file name and file type (e.g. .docx, .pdf, .jpeg).
Filter	A spreadsheet tool that temporarily hides data that does not meet selected criteria, allowing focused viewing of specific information.
File naming conventions	Agreed ways of naming files so their content and version are clear.
Focus mode	A device setting that limits notifications and distractions to help users concentrate on a task.
Folder	A digital location used to organise and group files and other folders within a device or storage system.

Word	Definition
Formatting	The process of adjusting how text, images, and other elements appear in a document, including choices such as font, size, colour, spacing, alignment, and overall visual structure.
Formula	A mathematical expression typed into a cell that performs a calculation or operation using numbers, cells, or functions.
Fraud	The deliberate use of digital deception, including stolen identities, fake accounts, or manipulated online transactions, to gain money, assets, or advantage unlawfully.
Function	A predefined formula that performs a specific calculation, such as summing values or finding an average.
GIF	A short, looping animated image file used to convey reactions, humour, or visual information.
Global Positioning System (GPS)	A satellite-based navigation technology that uses signals from Earth orbiting satellites to determine the precise location, movement, and time data of a digital device in real-world space.
Graph	A plotted visual display generated from structured data (such as values in a spreadsheet or table) that shows relationships or trends between data points, usually using axes.
Graphic	A digital visual element, such as an image, icon, diagram, or chart, used to communicate information or enhance the appearance of content on screens and online platforms.
Group chat (or groupchat)	A shared messaging space where multiple people can send and receive messages within the same conversation.
Home screen	The primary interface of a device that displays app icons, widgets, and shortcuts, acting as the main starting point for navigation.
HTTP/HTTPS	Hypertext Transfer Protocol (HTTP) / Hypertext Transfer Protocol Secure (HTTPS) is the communication protocols used to transfer pages and data between a browser and a website. HTTPS adds encryption and security to protect the information being sent, while HTTP does not.
Infographic	A visual display that combines text, data, and graphics to communicate information quickly and clearly.
Information	Data that has been organised or presented so that it has meaning.
Layout	The arrangement of digital text, images, and other elements on a page or screen.

Word	Definition
Local storage	Digital storage space that is physically part of the device being used, where data is saved to the device's own allocated memory rather than to an online or cloud-based service.
Lockscreen	The protective entry screen that appears when a device is locked, showing basic information while preventing access until authenticated.
Malware	Malicious software created to damage, disrupt, or gain unauthorised access to digital devices or data.
Media literacy	Media literacy is the ability to understand online content and interact with it in ways that protect personal information and support a safe, respectful and responsible online environment.
Meme	A humorous or culturally recognisable image, phrase, or video that spreads widely online and evolves through user adaptation.
Metadata	The descriptive information about a digital file or resource, such as its size, type, creation and modification dates, author details, or tags, used by systems to organise, identify, and manage the file.
Misinformation	False or inaccurate information that is shared without the intent to deceive.
Multifactor authentication (MFA)	A method used to securely access a digital device, app, or online account by requiring two or more independent forms of verification, such as a password (something you know), a code sent to a phone or authenticator app (something you have), or a biometric check (something you are).
Mute	A setting that silences notifications or audio from a call, chat, or device.
Notification	A system generated alert that appears on a device to inform you of new messages, updates, reminders, or app activity.
Numerical data	Data that can be measured or counted.
Online communication	The exchange of information using internet-based tools and services, such as email, messaging apps, video calls, or social media platforms, enabling people to communicate in real time or asynchronously across different devices and locations.
Online content	Digital information accessed via the internet, including text, images, videos, audio, or interactive media published on websites, apps, or online platforms.

Word	Definition
Online/user tracking	The collection of data by websites, apps, or online services to understand behaviour or personalise experiences.
Online transaction	An activity carried out on a website or app where a user provides information to complete a task, such as applying for services, booking appointments, or buying goods. Online transactions often involve entering personal details, payment information, or verification steps to finish the process securely.
Operating system (OS)	The core software that controls a device's hardware and manages how applications run, providing the essential functions that allow the device to operate, store data, connect to networks, and interact with the user (e.g. Windows, macOS, Android, iOS, ChromeOS).
Parental controls	Tools on devices and digital services — such as phones, tablets, computers, games consoles, and smart TVs — that allow parents or guardians to manage a child's access to apps, content, screentime, and online interactions.
Passkey	A secure, passwordless login method that uses cryptographic keys stored on a device to verify identity. The device handles the authentication automatically, often using biometrics (such as a fingerprint or face scan) to confirm the user.
Personal data	Information that relates to an identifiable person, either directly or indirectly, such as their name, address, date of birth, contact details, or online identifiers (like usernames, device IDs, or IP addresses).
Phishing	A type of online scam where attackers pretend to be a trusted person or organisation to trick people into revealing sensitive information such as passwords or financial details, or into clicking links or opening attachments that can install malware.
Plagiarism	Presenting someone else's words, ideas, or digital content as your own without proper acknowledgement.
Platform	A website, app, or online service where people can post, share, or interact with content (e.g. social media sites, messaging apps, video-sharing services).
Posture	The position of the body while sitting, standing, or using digital devices, affecting comfort and physical health.
Preferences	Settings that allow a user to customise how an application or device behaves or appears, such as adjusting notifications, display options, accessibility features, or default choices.

Word	Definition
Presentation	A structured sequence of slides used to communicate information visually to an audience.
Private communication	Communication intended to be shared with a limited audience.
Public communication	Communication intended to be shared with a wider or unrestricted audience.
Quiet hours	A user-defined period when notifications are silenced to reduce interruptions, either through a schedule or manual settings.
Ransomware	A type of malware that locks or encrypts data and demands payment to restore access.
Reaction	A quick response to a message using an icon or emoji to show emotion or acknowledgement without typing a reply.
Reliable	A term applied to data and information that is accurate, up to date, and from a credible provider.
Remote storage	Storage that is accessed over the internet, typically through cloud-based services, allowing files to be saved, synced, and retrieved from any compatible device.
Scam	A deceptive attempt carried out through digital channels such as emails, messages, websites, or social media attempts to trick someone into giving away money, personal information, or account access.
Screen recording	A video that captures the actions, movements, and audio occurring on a device's screen in real time.
Screenshot	A captured image showing exactly what is displayed on a device's screen at a specific moment.
Screentime	The amount of time spent using digital devices such as phones, tablets, computers, or TVs.
Search engine	A digital tool that uses algorithms and artificial intelligence to help people find information online. Search engines analyse queries, context, and user intent to generate results, summaries, and AI-produced answers.
Search engine ranking	The position in which results including AI-generated responses, links, and content snippets are presented. Ranking is influenced by relevance, quality, user intent, and AI-driven evaluation, but can also be affected by optimisation tactics or manipulative practices used by some organisations.

Word	Definition
Shared desktop	Digital technology that allows a person's desktop screen to be viewed or controlled from one or more other devices. Shared desktop tools let multiple participants see the same screen, collaborate in real time, and request or grant control, with permissions set by the person sharing their screen.
Sharing	Making files or other digital content accessible to others by choosing who can view, edit, or use the content, and setting appropriate permissions or access controls.
Slide	A single page within a presentation that contains text, images, or other media arranged for display.
Smart TV	A television with built-in internet access that streams apps and online content.
Smartphone	A handheld device combining mobile calling, internet access, and app-based computing.
Smartwatch	A wearable watch that delivers notifications, apps, and health tracking by linking to a phone.
Spreadsheet	A digital tool that organises, calculates, and analyses data using a grid of rows and columns.
Standing order	A bank instruction that sends a fixed amount of money to another account at regular intervals.
Streaming	The real time delivery of audio or video over the internet, allowing content to play instantly without storing the full file.
Style	A set of formatting rules that control the appearance of text or objects, such as font, colour, and spacing.
Subscription	A recurring payment arrangement that provides continued access to a digital service, platform, or content.
Surveillance	The monitoring of people's activities, movements, or communications through digital tools, cameras, or data tracking systems.
Synchronisation (sync)	Automatically keeping files or data up to date across two or more devices. Synchronisation tools copy changes between devices so the latest version is available everywhere, and the device user can choose what is synced, when it happens, and which apps or accounts are included.

Word	Definition
System settings	Controls that manage how a device operates, including options for connectivity, security, accessibility, updates, and personalisation. System settings allow the device user to adjust how the device behaves, what features are enabled, and how data and permissions are handled. This area is commonly represented by a cog or gear icon, used across many devices to indicate settings.
Tablet	A portable, flat touchscreen computer designed for browsing, media, and apps.
Tagging	Adding descriptive labels to digital items to help organise, group, or find them more easily. Tagging allows the device user to choose meaningful keywords or categories so content can be searched, filtered, or linked across apps and devices.
Template	A predesigned layout or structure that provides a consistent starting point for creating documents, slides, or other digital content.
Thread	A sequence of related messages grouped together to keep a conversation organised.
Touchscreen	A digital device display that detects and responds to direct finger or stylus input.
Trojan	Malicious software disguised as a legitimate file or program to trick users into installing it.
Trolling	Deliberately posting provocative, disruptive, or inflammatory messages on digital platforms to trigger emotional reactions, derail conversations, or create conflict, regardless of whether the target is a specific individual or a wider community.
Trusted source	A website, organisation, or online account that is recognised as reliable and credible, where information can be verified and the site uses secure, up-to-date methods (such as HTTPS, official domains, or verified status) to protect users and their data.
Unmute	The action of restoring sound or notifications after they have been muted.
URL (Uniform Resource Locator)	The unique address used to identify and access a specific web page or online resource. A URL tells a browser where to find content on the internet and may include the protocol, domain name, and path. Example: https://www.gov.uk/apply-renew-passport

Word	Definition
Verification check	A step used to confirm a user's identity when creating, accessing, or changing a digital account. Verification checks often require the user to enter information sent to them such as a code delivered by email, SMS, or an authentication app and may include additional security steps chosen or approved by the user.
Video call	A live conversation using video and audio between two or more people on connected digital devices. Video calls allow participants to see and hear each other in real time, and the user can control features such as muting, turning the camera on or off, or adding additional participants.
Video conference	A live online meeting involving three or more participants using video and audio, typically used for work, training, or other organised group activities. Video conferencing tools allow participants to see and hear each other in real time, share screens or content, and use features such as chat, muting, and participant management to support structured collaboration.
Voicemail	A recorded audio message left when a phone call is not answered.
Voicenote	A short-spoken message sent through a messaging app instead of typing text.
Wearable	A compact digital device designed to be worn on the body for continuous use.
WiFi	Wireless technology that connects devices to a local network and the internet.
Worksheet	A single tab or page within a spreadsheet file that contains its own grid of data.
Worm	Malware that spreads automatically across networks without needing user action, often exploiting weaknesses such as unsecured WiFi networks, outdated software, or devices connected to the same network. It can move between computers by taking advantage of system vulnerabilities, shared drives, or poorly protected network services.



Department
for Education

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