



Department
for Education

Annex 1: Draft national basic digital skills standards

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Using the national standards

The draft standards set out the digital skills needed for work and life across two skills levels:

- **‘beginner’** – designed for adults with no or little prior experience of using digital devices or the internet, and equates to entry levels (entry level 1, entry level 2 and entry level 3) in the Regulated Qualifications Framework (RQF).
- **‘essential’** – designed for adults with some experience of using digital devices and the internet but lacking secure basic digital skills. The ‘essential’ level equates to level 1 in the RQF.

The skill statements which make up the draft standards are intended, as far as possible, to represent a distinct, independent skill and aim to be coherent both across the two levels (progression within a skill) and down the columns (skills statements within each level align across the skill areas). Each skill area, in addition to the skill statements, includes amplification notes, knowledge and understanding and a glossary.

The amplification provides more detail on how individual skill statements should be interpreted – clarifying what is and is not in scope for the specified skill at that level. Providing amplification means that the skill statements themselves can remain concise and easily comprehended, and any detail required on the range or depth of coverage intended by the skill statement can reside in the amplification. Amplification is only provided where it is required to support interpretation of the skill statements. Where the skill statements themselves are deemed self-explanatory, no amplification is provided.

Brief information is also provided on the **knowledge and understanding** required to support the skill statements. The knowledge and understanding notes provided for each skill are not intended to be exhaustive, but rather to reinforce the intention that learners should understand the basic concepts which underpin the skills to be subsequently able to develop their own use of technology.

The **glossary** is provided to support consistent interpretation of common terms across the standards.

While the amplification, knowledge and understanding, and glossary are intended to clarify the standards for all stakeholders, they are primarily intended for use by awarding organisations in developing qualifications based on the standards.

Draft national standards

1. Handling Information

1.1 Skills statements

		Beginner (entry level)	Essential (level 1)
Finding and evaluating information	1	Navigate online content using hyperlinks, menus and other navigation elements to locate required information; carry out searches to find information and content, including searching on attributes.	Use appropriate techniques to carry out and refine searches, taking into account currency, relevance, and reliability, and be aware how results are selected and ranked by search engines.
Managing and storing information	2	Open, read and save information from/to a file using appropriate naming conventions; work with files and folders to store, organise and retrieve information using local and remote storage.	Organise information using folders, hierarchy and tagging to enable efficient information retrieval on a device and across devices.
Identifying and solving technical problems	3	Recognise when a technical problem has been encountered, solve simple technical problems, and seek assistance when unable to solve a technical problem.	Identify and apply solutions to common technical problems, using online tutorials, FAQs and help facilities.

1.2 Amplification, and knowledge and understanding

Skill Statement	Beginner (entry level)	Essential (level 1)	Glossary terms
<p>Finding and evaluating information</p>	<p>Amplification</p> <p>Navigation elements may include menus, hyperlinks, hot-spots, browser navigation controls (back and forward buttons, bookmarks).</p> <p>Searching refers to searching for a specific and clearly defined piece of information or content.</p> <p>Knowledge and understanding</p> <p>Know and understand terminology and concepts relating to web pages, websites, hyperlink navigation, URLs, search engines, keywords, web browsers, types of information and attributes, documents and media.</p>	<p>Amplification</p> <p>Use appropriate techniques includes adopting an appropriate approach to searching based on the type of information sought. For example, this may include using quotation marks to look for specific terms, using an image database or image search service if searching for images, applying filters relating to time or origin, or searching within a specific website for information. It may also include adopting an iterative approach of refining search terms to narrow or broaden searches as required. Searching may be using a “traditional” search engine (text-based) or using a digital assistant (for example, through voice control).</p> <p>Methods of identifying reliable sources include: checking that a website uses HTTPS and has a valid certificate; being wary of poor quality websites (low quality design/graphics, broken links, poor English etc.); checking the date of the information provided; checking more than one source when searching for information or consuming news online; considering the source of the information and whether they might have an agenda.</p>	<p><i>search engine, content, attribute, search engine ranking, URL, reliable, currency, HTTPS</i></p>

Skill Statement	Beginner (entry level)	Essential (level 1)	Glossary terms
		<p>Knowledge and understanding</p> <p>[In addition to knowledge and understanding at beginner level] Know and understand techniques to further refine searches using multiple keywords and know how to evaluate the currency, relevance and reliability of information. Have an awareness that ranking of online search results may be affected by commercial interests, with content providers competing to appear high in the search results list and on the first page of results.</p>	
<p>Managing and storing information</p>	<p>Amplification</p> <p>None provided</p> <p>Knowledge and understanding</p> <p>Know and understand terminology and concepts relating to files, file types and other attributes, applications typically associated with file types, folders, digital storage (memory, hard drives), local and remote storage and use cases for each.</p>	<p>Amplification</p> <p>None provided</p> <p>Knowledge and understanding</p> <p>[In addition to knowledge and understanding at beginner level] Know and understand folder structures, file metadata and tagging, and accessing data across devices.</p>	<p><i>information, file, remote storage, file naming convention, folder, hierarchy, tagging, device</i></p>
<p>Identifying and solving technical problems</p>	<p>Amplification</p> <p>Recognise when a technical problem has been encountered includes recognising when there is a problem with a device or software and knowing that some problems are down to user</p>	<p>Amplification</p> <p>Common technical problems refers to solving commonly encountered issues with a straightforward solution such as: resetting login credentials, troubleshooting wifi settings, following the instructions in an online tutorial to change a software or app setting,</p>	

Skill Statement	Beginner (entry level)	Essential (level 1)	Glossary terms
	<p>errors. User errors may include using incorrect credentials, incorrectly connecting hardware, attempting to open a file with an unsuitable application, attempting to save a file using a filename with inappropriate characters.</p> <p>Solving simple problems refers to solving issues (such as system or application freeze, or internet connection issues) with a simple solution: application re-start, device re-boot or network re-connection.</p> <p>Knowledge and understanding</p> <p>Be aware of typical technical problems, e.g. on-screen error messages arising from application or peripheral hardware malfunctions, or online connectivity and communication issues.</p>	<p>downloading or updating a device driver, disabling an app, or uninstalling and reinstalling software, etc.</p> <p>Knowledge and understanding</p> <p>[In addition to knowledge and understanding at beginner level] Know and understand how to use help facilities, online forums and tutorials.</p>	

2. Creating and editing digital content

2.1 Skills statements

		Beginner (entry level)	Essential (level 1)
Creating and editing documents	4	Use a suitable application to enter, edit and format information (including text, numbers and graphics).	Use a range of applications to enter, edit, format, layout and save information (including text, tables, graphics, charts or other digital content).
Creating and editing digital media	5	Capture and save images, sound and video.	Edit and enhance an image using appropriate tools.
Processing numerical data	6		Enter, edit, sort, process, format, and chart numeric data.

2.2 Amplification, and knowledge and understanding

Skill Statement	Beginner (entry level)	Essential (level 1)	Glossary terms
<p>Creating and editing documents</p>	<p>Amplification</p> <p>Editing text includes typing (or assisted entry e.g. voice) to enter or amend, selecting, copying, cutting and pasting text.</p> <p>Formatting text includes bold, underline, italics, font sizes and colours, text alignment, bulleted and numbered lists, etc.</p> <p>Formatting graphics includes positioning, sizing, borders.</p> <p>Knowledge and understanding</p> <p>Know and understand terminology and concepts relating to documents (including types (e.g. word processed, presentations, etc.) and associated applications), with understanding of the purpose of different applications and typical uses of various documents.</p>	<p>Amplification</p> <p>Format tables/graphics/charts includes positioning, sizing, captioning, borders, flow of text.</p> <p>Layout includes adopting appropriate common conventions for specific purposes and audiences e.g. a formal report for managers, an advertisement for consumers, a presentation for colleagues, etc.</p> <p>Knowledge and understanding</p> <p>[In addition to knowledge and understanding at beginner level] Know and understand layout conventions and styles for different document purposes and audiences and be familiar with a range of formatting and layout features for different information including text, tables, images and charts.</p>	<p><i>document, application, information, digital content</i></p>

Skill Statement	Beginner (entry level)	Essential (level 1)	Glossary terms
<p>Creating and editing digital media</p>	<p>Amplification</p> <p>None provided</p> <p>Knowledge and understanding</p> <p>Know and understand terminology relating to digital devices and digital media, including common file types such as JPEG, MPEG and WAV.</p>	<p>Amplification</p> <p><i>Edit and enhance</i> includes altering the look of an image by adjusting the contrast or colour balance, adding a text caption to an image, cropping an image to keep only the section required, resizing etc. The application used may be a desktop application, or it may be an application on a touch-screen device.</p> <p>Knowledge and understanding</p> <p>[In addition to knowledge and understanding at beginner level] Know and understand common media editing/enhancing operations.</p>	<p><i>digital media</i></p>
<p>Processing numerical data</p>	<p>None required</p>	<p>Amplification</p> <p><i>Format</i> includes cell alignment, number formatting (e.g. number, currency, date, percentage), merging/splitting cells, etc.</p> <p><i>Process and chart</i> includes using an application's functionality to carry out simple calculations (such as totalling) using simple formulae and creating simple charts (e.g. with a single data series, no trend lines or data labels etc.).</p> <p><i>Numeric data</i> refers to single series numeric data, at least 25 rows of data, 4-6 columns.</p> <p>Knowledge and understanding</p> <p>Know and understand terminology and concepts relating to entering and editing information in a worksheet, formatting using</p>	

Skill Statement	Beginner (entry level)	Essential (level 1)	Glossary terms
		<p>row and column size adjustment, cell borders and data types (including formatting currency, percentages, and number of decimal places for numeric data). Know how to sort data on one criterion, use simple filters, complete calculations using relative cell references and formulae with up to two mathematical operators, and replicate values and formulae. Know how to create and format charts from data, including bar/column charts, pie charts and line graphs with suitable titles, axis category labels, data labels and legends.</p>	

3. Communicating

3.1 Skills statements

		Beginner (entry level)	Essential (level 1)
Communicating, collaborating and sharing	7	Manage and use contacts when sending and receiving online communications comprising text and other digital content to individual or multiple recipients; initiate and participate in a video call.	Use appropriate modes of online communication and conventions for different audiences.
Managing traceable online activities	8	Identify the types of digital activities that leave a 'digital footprint' and understand the implications.	Take steps to manage online identity.

3.2 Amplification, and knowledge and understanding

Skill Statement	Beginner (entry level)	Essential (level 1)	Glossary terms
<p>Communicating, collaborating and sharing</p>	<p>Amplification</p> <p>Sending... digital content includes sharing access to online content.</p> <p>Video call refers to a simple one-to-one communication via live video. It does not include a video conference involving groups of people, nor does it require scheduling meetings or inviting participants.</p> <p>Knowledge and understanding</p> <p>Know and understand terminology and concepts relating to emailing, texting and using other messaging apps, contacts and groups, and video calls.</p>	<p>Amplification</p> <p>Appropriate ... conventions refers to adopting an appropriate style of communication for the communication channel and audience.</p> <p>Knowledge and understanding</p> <p>[In addition to knowledge and understanding at beginner level] Know and understand personal responsibility online and how to communicate appropriately with others.</p>	<p><i>contacts, online communication</i></p>
<p>Managing traceable online activities</p>	<p>Amplification</p> <p>None provided</p> <p>Knowledge and understanding</p> <p>Know and understand terminology and concepts relating to private and public communications (including the characteristics and benefits of each) and the actions which contribute to an individual's digital footprint. Know that a</p>	<p>Amplification</p> <p>Managing online identity includes understanding that online activities leave traces and taking action, such as being careful about the information shared, searching for yourself online in order to understand what data you are sharing publicly, using a secondary email account to sign up to sites, using digital tools to manage your footprint, unsubscribing from</p>	<p><i>digital footprint, GDPR</i></p>

Skill Statement	Beginner (entry level)	Essential (level 1)	Glossary terms
	<p>digital footprint is data left by online activity, including search history and websites visited, emails, uploaded photos and information sent to online services, blogs and social media activity.</p>	<p>mailing lists and deleting old posts, instigating GDPR right to be forgotten, etc.</p> <p>Knowledge and understanding</p> <p>[In addition to knowledge and understanding at beginner level] Know and understand how an individual's digital footprint can be managed. This could include the use of privacy settings, managing the number of accounts in use, using secondary email accounts, avoiding oversharing information, using private browsing, and using digital security and privacy tools (often available in personal internet security products).</p>	

4. Transacting

4.1 Skills statements

		Beginner (entry level)	Essential (level 1)
Engaging with online transactional services securely	9	Complete and submit an online form, including understanding and complying with verification checks.	Register, manage and interact with a range of transactional online services.
Buying securely online	10	Demonstrate how to buy an item/service online using a chosen method of online payment.	Compare online buying options for an item/service and identify best option.

4.2 Amplification, and knowledge and understanding

Skill Statement	Beginner (entry level)	Essential (level 1)	Glossary terms
Engaging with online services securely	<p>Amplification</p> <p>Online form typically comprises a simple single page form, such as used to enter name and/or contact details, or to request a service e.g. collection of household rubbish, or make an appointment, etc.</p> <p>Knowledge and understanding</p> <p>Know and understand terminology and concepts relating to online forms and data validation, verification checks, entering data (including numerical data, for example in an online form or calculator), downloading of documents or other content, and uploading of documents and images.</p>	<p>Amplification</p> <p>Manage includes including setting account preferences.</p> <p>Knowledge and understanding</p> <p>[In addition to knowledge and understanding at beginner level] Know how to interact with online services including authentication, uploading/downloading of documents and images, sessions and session timeouts, and account settings (including privacy).</p>	<p><i>verification check, transactional online service, authentication</i></p>
Buying securely online	<p>Amplification</p> <p>Online payment methods include: credit/debit cards; third party online and/or mobile payment services; third party online and/or mobile digital wallet services; etc.</p>	<p>Amplification</p> <p>Compare online buying options for an item/service includes comparing different product options, prices, delivery options etc. across multiple providers or retailers and selecting the best option in terms of fitness for purpose, price and delivery. It also includes being aware of possible scam sites. Consider whether you are</p>	

Skill Statement	Beginner (entry level)	Essential (level 1)	Glossary terms
	<p>Knowledge and understanding</p> <p>Know and understand terminology relating to buying items securely online, and online payment methods.</p>	<p>only being shown items which are similar to items you have liked.</p> <p>Knowledge and understanding</p> <p>[In addition to knowledge and understanding at beginner level] Know how to establish and compare price and delivery options for products and services. Know how to detect scam sites, for example:</p> <ol style="list-style-type: none"> 1. Look for the padlock next to the website's URL. 2. Check that the domain name looks legitimate, being aware that scammers sometimes register domain names similar to those of reputable organisations. 3. Consider if the offer is too good to be true or makes unrealistic claims. 4. Check site reviews on consumer review / comparison sites, while being aware of the possibility of fake reviews. 5. Check if the website looks professional and is written in good English. 6. Any company offering goods or services should list a place of business, as well as a phone number or email address through which to contact them. 7. Be wary of retailers with a no returns policy. 	

5. Being safe and responsible online

5.1 Skills statements

		Beginner (entry level)	Essential (level 1)
Protecting privacy	11	Identify situations where personal information may be stored by devices and online activity; identify and demonstrate simple methods to protect personal information and privacy.	Protect personal information and privacy, understanding personal rights and options for controlling the use of personal data.
Protecting data	12	Be aware of online risks and threats; identify and demonstrate use of simple methods to protect a device and data from online risks and threats.	Protect a range of devices and data from online risks and threats.
	13	Configure and use secure ways, to access devices and online services.	Configure and use multifactor authentication to access and use online services.
	14		Backup data or information using a cloud provider or an external storage device or media.
Being responsible online	15	Know how to report concerns with online content.	Use appropriate language and behaviour online.
Digital wellbeing	16	Recognise and minimise the effects of physical stresses of being online.	Explain and routinely apply simple methods to avoid physical and psychological health risks while using devices.

5.2 Amplification, and knowledge and understanding

Skill Statement	Beginner (entry level)	Essential (level 1)	Glossary terms
<p>Protecting privacy</p>	<p>Amplification</p> <p><i>Personal information ... stored by devices and online activity</i> refers to the collection and use of personal information and data by organisations (often used to personalise online experiences and target advertisements).</p> <p><i>Methods of protecting personal information and privacy</i> include: guarding your date of birth and telephone number online; using a pseudonym on social media sites; looking for HTTPS when entering login credentials or other personal data; being aware that the security of your digital devices can be compromised, hacked and/or hijacked; etc.</p> <p>Knowledge and understanding</p> <p>Know and understand terminology relating to personal information and privacy and when personal information may be stored by devices.</p>	<p>Amplification</p> <p>[In addition to amplification at beginner level] <i>Methods of protecting personal information and privacy</i> include: using multiple email addresses (to separate life and work or to hide identity if required); considering the access privileges for apps carefully during installation; using private browsing; using the appropriate settings to keep your social network activity private; using the appropriate settings on a mobile device to keep GPS data private; etc.</p> <p>Knowledge and understanding</p> <p>[In addition to knowledge and understanding at beginner level] Know and understand key rights available under data protection laws (e.g. GDPR): the right to see what personal data organisations hold on you, to withdraw consent and demand that personal data can be rectified or deleted. It should be understood that options are available to control the use of personal data, e.g. cookie settings. It is not necessary for learners to understand issues of GDPR compliance relating to organisations.</p>	<p><i>personal information, device, personal data, GPS, GDPR</i></p>

Skill Statement	Beginner (entry level)	Essential (level 1)	Glossary terms
Protecting data	<p>Amplification</p> <p>Secure ways to access a device include strong passwords, fingerprint, facial, voice recognition, or similar.</p> <p>Methods of protecting devices and data include using anti-virus and firewalls; securing mobile devices (using screenlock, etc.); using secure passwords; keeping devices up to date and fully patched; being mindful of the security risks of using public wifi networks; being mindful of phishing emails.</p> <p>Knowledge and understanding</p> <p>Know and understand terminology and concepts relating to online risks and threats, how personal data may be compromised or stolen, how data and a device can be protected. Know that the security of digital devices can be compromised, hacked and/or hijacked, and be aware of the nature of and threats posed by viruses and phishing.</p>	<p>Amplification</p> <p>[In addition to amplification at beginner level] Methods of protecting devices and data include using multi-factor authentication; encrypting hard drives; using a VPN where appropriate (to access a work network, for example).</p> <p>Knowledge and understanding</p> <p>[In addition to knowledge and understanding at beginner level] Know and understand options for securely accessing devices, backing up locally and to the cloud and the advantages of each. Be aware of the nature of and threats posed by worms; trojans; ransomware; identity theft; blackmail/extortion; defamation of character.</p>	<p><i>device, patch, multifactor authentication, external storage, cloud provider</i></p>

Skill Statement	Beginner (entry level)	Essential (level 1)	Glossary terms
Being responsible online	<p>Amplification</p> <p>None provided</p> <p>Knowledge and understanding</p> <p>Know and understand terminology and concepts relating to reporting inappropriate content or behaviour.</p>	<p>Amplification</p> <p>Use appropriate language and behaviour online includes respecting others online and not using inappropriate language; behaving lawfully (including respecting copyright and other intellectual property rights such as trademarks and software licenses that may restrict access or reuse of online content), and blocking, filtering or reporting inappropriate content.</p> <p>Knowledge and understanding</p> <p>[In addition to knowledge and understanding at beginner level] Know and understand personal obligations with respect to copyright and other intellectual property rights and why you should not access such content without permission/license, the risks and consequences of music / TV / film piracy, and how to block or filter inappropriate content or behaviour. Know that sending communications regarded as threatening, abusive or grossly offensive to another person using an online method including email, instant messaging or social media could be committing an offence such as harassment or malicious communication.</p>	<p><i>online content</i></p>

Skill Statement	Beginner (entry level)	Essential (level 1)	Glossary terms
<p>Digital wellbeing</p>	<p>Amplification</p> <p>Physical stresses include pain from poorly positioned equipment and/or bad posture, repetitive strain injury caused by repeated movements over a long period of time, eyestrain, headaches, etc.</p> <p>Knowledge and understanding</p> <p>Know and understand the terminology and concepts relating to potential physical stresses of using devices. Minimise the effects by using an adjustable chair which supports good posture, and not being too close or too far away from the screen/device.</p>	<p>Amplification</p> <p>[In addition to amplification at beginner level] Physical health risks refers to the risk of health problems developing as a consequence of physical stresses.</p> <p>Psychological health risks include addiction to online activity, or stress caused by factors including overuse of devices, cyber-bulling, fatigue, poor sleep patterns, etc.</p> <p>Methods to avoid physical and psychological health risks while using devices include taking regular breaks, using a wrist rest when using a mouse, limiting screen time, avoiding screen time close to bedtime, reporting cyberbullying, etc.</p> <p>Knowledge and understanding</p> <p>[In addition to knowledge and understanding at beginner level] Know and understand the potential physical and psychological health risks arising from stresses of being online / using devices, and know how to avoid or minimise these, including knowing not to respond to cyberbullying, knowing how to report it, and knowing that setting time limits on device use reduces the risk of overuse and associated fatigue.</p>	

Glossary

Word	Definition
Application	A program designed for a specific purpose, such as word processing or graphic design.
Attachment	A file (or files) attached to an email or other form of electronic communication by the sender, and which can be read by the recipient.
Attribute	A property of an object (such as an image, or a file). Usually consists of a name and a value e.g. <i>attribute name: file type, attribute value: GIF</i> .
Authentication	In the context of computer systems, authentication is a process that ensures and confirms a user's identity.
Cloud	The cloud refers to software and services that run on the Internet, instead of locally on your computer.
Cloud provider	A cloud provider is a company that delivers cloud computing-based services and solutions to businesses and/or individuals.
Cloud-base services	A cloud-based service is any service made available to users on demand via the Internet from a cloud computing provider's server, as opposed to being provided from a company's own on-premises servers.
Contacts	Information on an individual (usually including an email address, telephone number, or similar) stored within a software application so that that person can be contacted.
Collaboration tools	Functionality in applications designed to help people involved in a common task achieve their goals e.g. shared editing of a document.
Content	A broad term for digital information, typically includes text, images and other rich media.
Currency	The fact or quality of being generally accepted or in use.
Data	A structured set of numbers, representing digitised text, images, sound, video or other information which can be processed or transmitted by a device.

Word	Definition
Device	A piece of hardware or equipment that contains a microprocessor. Examples include PCs, laptops, smartphones, tablets and smartwatches.
Digital collaboration	Digital collaboration is an interaction between two or more people, mediated by a computer.
Digital content	Any media created, edited or viewed on a device, such as text, images, sound, video, and combinations of these (i.e. multimedia).
Digital environment	Digital devices, applications and infrastructure that people use in life and work.
Digital footprint	The (distributed) information about a person that exists on the Internet as a result of their online activity, and which can be used to identify a person. It includes the websites you visit, your search history, messages you send, and information you submit to online services.
Digital media	Digitised content that can be stored and processed in a device and transmitted over the internet or computer networks. This can include text, audio, video, and graphics.
Directory	See folder.
Document	A collection of digital content which can be created and edited on a device and stored in a file, and is often (although not always) intended for subsequent printing.
External storage	A device that store information outside a computer. Such devices may be permanently attached to the computer or may be removable, or may be accessible over a network.
File	A store for data (e.g. a document, image, spreadsheet, database, etc.) which is typically stored on a hard drive or solid-state drive.
File naming conventions	A file naming convention is a way of naming files that describes or indicates the content of the file or the use it is put to, and optionally includes date and/or time information.
Folder	A folder (also called a directory) is a way to organise computer files. Files can be placed into a folder to group them

Word	Definition
	together. Typically, folders can contain other folders to create hierarchical storage system.
GDPR	The General Data Protection Regulation (GDPR) is a legal framework that sets guidelines for the collection and processing of personal information of individuals within the European Union.
GPS	Global Positioning System (GPS) is a satellite navigation system used to determine the ground position of an object.
Hierarchy	A hierarchy is an arrangement of items in which the items are represented as being "above", "below", or "at the same level as" one another.
HTTP	HyperText Transfer Protocol. HTTP is the underlying protocol used by the World Wide Web to transmit messages between browsers and web servers.
HTTPS	HTTPS stands for Hypertext Transfer Protocol Secure. It is the protocol where encrypted HTTP data is transferred over a secure connection.
Information	Information is data that has meaning and is understood by a human being.
Layout	The organisation of certain elements within a page. The 'elements' are usually images, text and perhaps even active components such as video or animations. Layouts are usually for a purpose and audience – for example, a technical report for managers demands a different layout to a flyer for customers.
Local storage	A hard drive or solid-state drive directly attached to the device being referenced.
Messaging	Transferring content or information (text, images, voice) from one person or device to another, by using any medium of digital communication.
Metadata	Metadata is data about data. It often provides information about the content of a digital item. For example, a file may

Word	Definition
	have metadata indicating the size of the file, the format of the file, the creation date of the file, etc.
Multifactor authentication	Multi-factor authentication (MFA) is a security mechanism in which individuals are authenticated through more than one required security and validation procedure.
Numerical data	Data that is measurable, such as time, height, weight, amount, and so on.
Online communication	A form of communication, using the various channels available on the Internet to communicate and interact online to relay a message to a targeted audience.
Online content	A broad term for digital information on the internet, typically includes text, images and other rich media.
Online information service	An online source of information provided by the relevant authority or organisation. Examples include government and local authority websites, school websites, weather services, etc.
Patch	A patch is a set of changes to a computer program designed to update, fix, or improve it. This includes fixing security vulnerabilities and other bugs. Keeping a software system up to date with the latest patches is known as keeping it “patched”.
Personal data	Personal data is information that relates to an identified or identifiable individual.
Personal information	See personal data.
Private communication	An online communication to a private audience (specific individuals), e.g. a text message, direct message or email.
Preferences	Preference settings allow a user to select basic settings for an application, website or programme. It is a way of customising the application, website or programme to suite the user.
Public communication	An online communication to a public audience, e.g. a social media message or posting to an online forum. A public

Word	Definition
	message is visible to anyone using a given communication channel.
Reliable	That which can be trusted.
Remote storage	A hard drive or solid-state drive which is not directly attached to a device but is accessible from that device via a network or the Internet, for instance via the Cloud.
Rich media	Typically, images, audio, videos etc. are considered rich media.
Search engine	A search engine is an online service which enables users to search for content on the web. A user enters keywords or phrases into the search engine and receives a list of results in the form of links to web pages, images, videos etc.
Search engine ranking	The position at which a particular site appears in the results of a search engine query.
Sharing	Making information accessible, by using digital technology, to specific individuals or more widely.
Shared desktop	Desktop sharing is a common name for technologies and products that allow remote access and remote collaboration of a person's computer desktop.
Synchronisation	Process of making two or more data storage devices or software applications or devices have the same information at a given time.
Tagging	Tagging is attaching some kind of information or label to a piece of digital content.
Transactional online service	Transactional services are online services which require the user to supply information in multiple steps, following the provided instructions at each step. Examples include central government services (e.g. applying for a passport, benefit calculators, accessing your income tax information, etc.), local government services (e.g. paying council tax online, requesting a refuse uplift (i.e. collection of household rubbish), etc.), applying for jobs, organising finances, etc.
URL	The address of a World Wide Web page.

Word	Definition
Verification check	A check carried out (typically when creating a new online account) to ensure that the user has entered their details. Usually this will entail responding to an email sent to the email address they have entered when setting up the account.
Video call	A call between two people at remote locations, using digital devices to provide a video and audio link between the two.
Video conference	A meeting between a group of people at remote locations, enabled by using computers or other digital devices to provide a video and audio link between all group members. Video conferences also often allow individuals to present information to the group, with all attendees seeing the same information at the same time.



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