T Level Foundation Programmes



T Level Foundation Course in Digital

Version V1

Contents

Summary of changes **4**
Welcome to VQA **5**
Our commitment to you 5
What you need before you can deliver a T Level Foundation Course 5
About this specification 5
Using the VQA name and logo 6
Advertising rules 6
Accessibility 6
T Level Foundation Year **8**
Overview 8
How will a T Level Foundation Course benefit your students? 8
Diagnostic assessment 9
The Foundation Year 9
Entry requirements 10
Key areas of learning 11
Course structure 11
English, maths, and digital skills in the T Level Foundation Course 12
Assessment **14**
Assessment approach 14
Establishing consistency in assessment writing 15
Achievement and progression 15
Health and safety considerations 15
Course Delivery **17**
Monitoring student progress 17
Adapted learning 17
Resources 17
Personal development opportunities 18
Student pastoral support 18
Work preparation 18
Student registration 19
Progression after this course 19
Staffing and Quality Assurance **21**
Tutor Requirements 21
Assessors 21
Quality Assurance 21
Useful Websites **23**
Teaching Content **24**
Course structure 24
Outcome 1 (O1): Analyse data to meet the requirements of client briefs 24
Outcome 2 (O2): Plan for cyber security resilience 34
Outcome 3 (O3): Apply coding skills to produce a digital project output 41
Appendix 1 ..... **50**
Level 2 Command Verbs 50

Summary of changes

The following table provides a summary of the changes that have been made to the course specification since the publication of the previous version.

Version number	Summary of changes

Welcome to VQA

Our commitment to you

At VQA, we believe learning should be meaningful, flexible, and of an exceptional quality, whether it's a regulated qualification or part of our non-regulated course provision.

VQA is a recognised Awarding Organisation regulated by Ofqual in England and CCEA Regulation in Northern Ireland. We apply the same high-quality standards to our non-regulated courses, ensuring they are well-designed, purposeful, and aligned with the skills, behaviours, and knowledge to support students on their learning journey.

This endorsed, unregulated **T Level Foundation Course in Digital** is part of that commitment. It provides a supportive, structured route for students who would benefit from a preparatory year before progressing to a full T Level qualification.

What you need before you can deliver a T Level Foundation Course

To deliver a T Level Foundation course, your organisation must be recognised by VQA.

Our **endorsed course requirements** check that your policies, systems, and staffing are in place to deliver high-quality learning. Centres must show they have:

- appropriate resources
- qualified and occupationally competent staff
- clear systems in place to deliver and assess the course.

Approval must be confirmed by VQA before any teaching takes place.

Full guidance on centre recognition and approval is available in the VQA Endorsed Course Customer Requirements accessible from the VQA website.

About this specification

This course specification sets out everything centres need to plan, deliver, and assess the T Level Foundation Course in Digital. Inside you will find:

- a clear statement of the course purpose
- the three outcomes with the underpinning knowledge and skills
- practical guidance for delivery.

Reproduction of this document:

Centres may reproduce this specification for internal use only. The content must not be altered, edited, or adapted in any way.

Using the VQA name and logo

We're proud of the VQA brand — and we know our centres are too. That's why we allow recognised centres to use the VQA logo and name to promote approved courses, with a few simple rules:

- logos must not be altered in colour, shape, size, or design

- use only on approved materials: e.g., course brochures, web pages, or promotional flyers relating to VQA courses
- centres must monitor how the logo is used — both by themselves and any third parties they work with.

If your centre is no longer recognised, or if your marketing relationships change, you must inform VQA and remove any use of the logo or name.

More details about logo use and brand guidelines can be found in our full brand policy on the VQA website.

Advertising rules

As an Awarding Organisation, VQA and its registered centres are subject to the Conditions of Recognition defined by the regulator, Ofqual. Two of these conditions (B5.1 and B5.2) stipulate that VQA and its centres must take steps to ensure that non-regulated products are not advertised or promoted to students as regulated qualifications.

To guarantee these conditions are met, we have provided the following requirements that all centres must follow when marketing this course:

- marketing materials should not mislead a student into believing they will gain a regulated qualification
- all marketing materials must not describe this course as “regulated” or “nationally recognised”
- all marketing materials must not describe this course as equivalent to a regulated qualification
- all marketing must not state that this course meets industry standards for employment.

Accessibility

As an Awarding Organisation, VQA is committed to ensuring that all our products are accessible, inclusive, and non-discriminatory. We ensure that no aspect of this course disadvantages any group of students who share a protected characteristic or introduces unjustifiable barriers to entry, other than those essential to the course’s intended purpose. Where such features are necessary, they will be clearly stated and justified.

VQA monitors and reviews the nine protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) throughout qualification development to maintain accessibility and inclusivity. This approach promotes positive attitudes and fosters good relations among all students.

More information can be found in our Equality and Diversity Policy.

T Level Foundation Year

Overview

A T Level Foundation Year is a preparatory study programme designed to support students who have the potential to progress to a T Level.

The programme comprises 5 key components:

- industry-relevant technical knowledge and skills
- skills for successful study
- English, maths, and digital skills
- knowledge and skills for the workplace
- positive attitudes and behaviours.

The primary purpose of this T Level Foundation Course in Digital is to provide the foundational technical knowledge and skills relevant to the student's preferred T Level route.

The course is designed for students who would benefit from additional preparation and study time before starting a T Level. It supports progression to their chosen subject route by developing the knowledge, skills, and behaviours needed for level 3 study.

A Foundation Year should support students in making informed decisions about their next steps. This may include progressing to a T Level or pursuing an alternative pathway, with guidance provided to ensure each student chooses the route that is right for them.

It is designed to meet the requirements outlined by the Department for Education (DfE) in its T Level Foundation Year: framework for delivery guidance.

The VQA T Level Foundation Course in Digital is a non-regulated, accredited course.

How will a T Level Foundation Course benefit your students?

This T Level Foundation Course provides a tailored year of learning to help students prepare for the demands of level 3 study. It focuses on developing the core knowledge, skills, and behaviours needed to succeed on a T Level, providing a clear and supportive transition into level 3 study. It helps students build confidence and independence while gaining a clear understanding of what is expected within their chosen T Level route.

Students will have opportunities to engage with employers and make meaningful links between their learning and the world of work.

The course also supports personal development by encouraging students to take ownership of their progress, with time built in to meet individual learning needs and provide appropriate pastoral support.

By the end of the course, students should have a clear understanding of what is required to succeed on their chosen T Level, or feel confident in making an informed decision about an alternative progression route or career path.

The course is intended for students identified through diagnostic assessment as not yet ready to meet the demands of a T Level. It provides targeted preparation and structured study to support progression to level 3 study.

Diagnostic assessment

Centres must ensure that all students complete an initial diagnostic assessment before the start of a foundation year. This may take different forms depending on centre practice, but should be used to identify each student's learning, development, and pastoral support needs.

The findings should inform how a foundation year is tailored, including any support for students with SEND. It will also assist in determining whether a T Level Foundation Course or direct entry to a T Level is the most appropriate route for each student. Diagnostic activities may include taster sessions, one-to-one discussions, self-assessments, assignments or reflective tasks, and may be supported by knowledge, skills and behaviour matrices.

This stage should help students make informed decisions about their next steps. Students who have identified a preferred T Level route should be supported to confirm that it is the most suitable option for them, while those who are undecided should be given opportunities to explore alternative options.

The Foundation Year

A T Level Foundation Year is designed to support students in building a strong basis for further study. It is structured around 5 areas that provide students with the essential academic, practical, and personal skills needed to successfully progress to a T Level qualification. The 5 areas that make up a foundation year are listed below:

Technical knowledge	Skills for successful study	English, maths, and digital skills development	Knowledge and skills for the workplace	Positive attitude and behaviours
Students are introduced to key concepts and practical skills relevant to their intended T Level. This builds early technical understanding and prepares them for level 3 learning.	This area focuses on essential study skills development to include time management and independent learning. Students will also develop techniques in formal writing, research, referencing, and critical thinking.	Students who have not yet attained a GCSE grade 4 in English and/or maths (or equivalent qualification) are required to continue working towards this achievement through GCSE resits, or by completing a Functional Skills qualification.	This component introduces students to professional workplace behaviours and the expectations of a T Level industry placement. It covers key areas such as professionalism, communication, teamwork, understanding organisational policies, and effective travel planning.	This component helps students build confidence, manage stress, and cultivate a positive mindset. It focuses on goal-setting, self-reflection, and using feedback to support their personal growth and enhance their wellbeing.

Entry requirements

There are no specific entry requirements for this VQA T Level Foundation Course.

The course is primarily aimed at students aged 16-19 years, but may be suitable for students up to the age of 24 who have an Education, Health, and Care (EHC) plan.

NOTE: The T Level Foundation Year is designed to support students who may not yet have achieved a GCSE grade 4 or equivalent qualification in English and maths by providing targeted teaching and additional time to build their confidence and ability. Students who have not achieved the minimum requirement in English and maths will be expected to work towards achieving a GCSE grade 4 or a level 2 Functional Skills qualification during the course to meet the entry requirements for their chosen T Level route.

Key areas of learning

This T Level Foundation Course offers a balanced programme that helps students develop the essential technical knowledge, skills, and behaviours needed to progress onto a T Level in Digital.

This includes an introduction to the core principles and industry-relevant practices drawn from the National Technical Outcome (NTO) for the T Level route.

Students will explore areas such as:

- information and data
- investigation and validation
- threats, vulnerabilities, risks, and protection methods
- programming languages and code
- project management
- problem solving.

These topics are designed to give students a strong foundation for the more advanced technical learning they will encounter on the T Level and will support their understanding of how technical knowledge is applied in real workplace settings.

English, maths, and digital skills, relevant to this course, and transferable skills such as communication, problem-solving, and teamwork will also be developed during the course.

There are opportunities for employer engagement, personal development, and work experience linked to the digital sector, helping students build confidence, gain industry insight, and prepare for the expectations of the workplace.

Course structure

Students must complete the 3 Outcomes to achieve this T Level Foundation Course.

We have devised a simple, clear structure to showcase the knowledge and skills that students must be able to evidence to ensure they can successfully demonstrate each of the 3 outcomes.

The layout comprises:

- technical knowledge and skills
- blended delivery (through a combination of theoretical and engaging, practical learning)
- supplementary delivery information for student stretch and challenge
- positive behaviours that may be demonstrated (such as professionalism, resilience).

The course provides the knowledge students must develop and the skills they are expected to demonstrate to fulfil the expectations of each outcome.

Each topic includes the essential knowledge, and the skills section details what students must be able to do in practice, ensuring that learning is applied and demonstrable within relevant contexts.

To support effective teaching and learning, each topic includes some suggestions on how the content can be taught.

Supplementary information is also provided to extend learning and encourage stretch and challenge for those who are ready to progress beyond the core requirements.

Outcome title	Guided learning hours (GLH)
01: Analyse data to meet the requirements of client briefs	50
02: Plan for cyber security resilience	50
03: Apply coding skills to produce a digital project output	50
Total (GLH) **Contact time, guidance, and supervision of a student for this course**	150*

*** The Guided Learning Hours (GLH)** for this course are set at 150 hours to ensure appropriate provision for students with varying needs and to accommodate opportunities for stretch and challenge in each of the three outcomes.

English, maths, and digital skills in the T Level Foundation Course

English (communication), maths (numeracy), and digital skills are essential components of the T Level Foundation Course. Details of where these skills are embedded and developed are set out in the National Technical Outcome (NTO), linked in the website section of this specification, which outline the specific opportunities for teaching and application. Some skills will be explicitly taught, while others will be embedded through the delivery of the wider course content.

- **English (Communication)**: Communication skills will be developed through tasks that require students to articulate their ideas and present information clearly. These skills will be embedded within the context of the course, ensuring they are relevant to industry and student learning.
- **Maths (Numeracy)**: Numeracy skills are integrated into the qualification, particularly when students need to apply mathematical principles in real-world contexts. This includes tasks involving measurement, calculations, and data interpretation.
- **Digital Skills**: Digital skills will be embedded through the use of relevant software and tools. These skills will be developed and applied in context, ensuring students understand their practical applications.

Assessment

Assessment approach

All students must be assessed in English.

Centres are expected to create their own assessments that reflect the aims of this T Level Foundation Course, ensuring alignment with the National Technical Outcome (NTO) for the subject area. When designing them, tutors must consider the depth and breadth of knowledge allowed by each task.

The assessments may be carried out on an individual outcome basis or designed holistically for the whole course across all 3 outcomes. Whichever approach is used, assessments should also reflect and align with the embedded English, maths, and digital skills.

Assessment might include a mix of:

- examinations
- assignments
- case studies
- projects
- observations
- practical demonstrations.

Assessment activities should enable students to demonstrate the knowledge, skills, and behaviours outlined across all outcomes, showing how these can be applied in realistic, work-related contexts to support progression to T Level study or employment.

The specification does not prescribe a fixed approach, as this allows centres the flexibility to adapt delivery to their own context and to respond to the individual needs of students. Tutors should use their professional judgement to select methods that provide students with meaningful opportunities to apply and develop the required skills, whether in classroom, simulated, or workplace settings.

All assessments should be supported by appropriate internal quality assurance activities to make sure they are consistent, purposeful and support each student's progression, particularly when holistic assessment is used.

All assessments must be designed to ensure that students are appropriately prepared for the demands of the T Level route and reflect real-world applications.

Establishing consistency in assessment writing

Centres must implement appropriate and consistent assessment approaches to ensure student work is marked fairly and in line with VQA expectations.

All delivery staff must be familiar with the mandatory teaching content and assessment expectations and apply the same interpretation of knowledge and skill topics when designing and marking their assessments.

Assessments should follow a standardised format to ensure consistency in language, structure, and level of demand.

Tutors must use clear marking criteria and participate in regular standardisation activities to agree on the pass standard. Processes must be in place to confirm the authenticity of student work, and centres should ensure a transparent, accessible procedure is available for students to appeal a fail decision.

Achievement and progression

This is an unregulated course, and assessment will take place throughout the academic year. The assessment model is based on a pass/fail outcome, with no grading.

To pass the course, tutors must be satisfied that the students have met the 3 outcomes.

It is essential that tutors actively monitor student progress and provide timely and constructive feedback, highlighting areas for improvement and reinforcing their achievements. This ongoing feedback will ensure that students are given every opportunity to address any challenges and stay on track to successfully demonstrate the outcomes by the end of the course.

Achievement of the course will result in certification. Centres should ensure that the Student Certification Form, available in the T Level Foundation Course resources section on the website, is completed when claiming learner certificates. Certificates will not be issued without the submission of the completed form. Centres are required to submit the form via email to operations@vqa.org.

The course is designed to provide targeted preparation and structured study to support progression. Completion of this course alone does not constitute achievement of the full T Level Foundation Year, which will be determined by the centre.

Health and safety considerations

Centres must ensure that all activities and tasks undertaken as part of this T Level Foundation Course are carried out with due regard to health and safety.

Students should only engage in activities within a supervised environment, or where appropriate, in a suitably controlled simulated setting. Centres are responsible for ensuring that all delivery and assessment activities comply with relevant health and safety requirements and safeguarding considerations.

Course Delivery

Monitoring student progress

Centres are expected to monitor students' progress throughout the course through regular tutor and student review points. Ongoing reviews should be used to identify each student's strengths and development needs, track progress in English, maths and digital skills, and monitor competency in employability skills and behaviours.

A range of methods should be used to review their progress, including regular feedback, formative assessments, and observations, with all activities documented to inform decisions about any additional support or interventions.

Students should be supported to take ownership of their learning and development by having a clear understanding of their goals and working with their tutors to agree on an individual development plan that sets out key objectives and milestones.

VQA has devised a number of templates to support the administration and delivery of this course. They can be accessed on the VQA website.

Adapted learning

Centres should take reasonable steps to ensure that all students are given fair access to learning and assessment opportunities. This includes anticipating potential barriers, adapting delivery methods where appropriate, and offering flexible arrangements that enable participation. Centres are encouraged to adopt a student-centred approach that reflects best practice in supporting diverse needs.

For more information, please refer to VQA's Reasonable Adjustments and Special Considerations Policy on our website.

Resources

All teaching materials and additional resources used to support the delivery of this foundation course must be age-appropriate. Centres should carefully consider student safeguarding and wellbeing when developing or sourcing materials in line with the centre's policies and procedures.

VQA has produced a Centre Resources Pack that includes a range of useful templates to support the assessment, ongoing monitoring, and pastoral support of your students.

This is a free, optional resource to support the administration of the T Level Foundation Course and may be accessed via the VQA website.

Personal development opportunities

Centres should include meaningful personal development and enrichment opportunities that help students to build the study skills, behaviours, and transferable skills needed for success on a T Level and in the workplace.

Additional enrichment opportunities, ideally aligned with students' intended T Level route or career goals, might include trips or volunteering activities, or participation in programmes such as The King's Trust.

Student pastoral support

Pastoral support is a vital part of any T Level Foundation Year and plays a key role in preparing students for progression to the demands of a T Level. Many students who register on a foundation year need encouragement, structure, and clear guidance to help them move forward.

A T Level Foundation Year should offer students tailored support to help them build confidence, resilience, and independence as they make the transition from GCSEs to level 3 study. This includes helping students to develop personal skills and support their wellbeing.

Centres should provide regular mentoring sessions as part of the pastoral support offer. These meetings will allow students to reflect on their progress, set goals, and address any issues at an early stage. Pastoral support should also monitor engagement, attendance, and personal development.

Safeguarding and mental health support are essential. Centres must have clear procedures in place to identify and respond to wellbeing concerns, and students should have access to mental health services or signposting where needed. This is particularly important for students who are unsure of their next steps.

Support for students with special educational needs or disabilities (SEND) must be personalised, with appropriate adjustments made both in the classroom and during work experience activities. Centres should work closely with employers to ensure that any specific needs are understood and met. Overall, pastoral support should help ensure that every student feels supported, understood, and ready to progress confidently to their T Level.

Work preparation

Work experience is a key element of a T Level Foundation Year, supporting students to prepare for their T Level industry placement. Wherever possible, placements should align with the student's intended T Level route; however, alternative opportunities may be offered where employer availability is limited. All students should participate in meaningful, work-related activities and tailored workplace preparation, informed by an assessment of their individual work readiness.

Where a formal work placement is not possible, centres are encouraged to provide alternative forms of industry engagement to ensure students gain relevant and practical exposure to the workplace.

Preparation activities should cover core workplace knowledge and skills and may include:

- employer-led talks
- presenting projects to employers
- industry visits
- pre-placement site visits

- site visits
- mock interviews
- industry mentoring
- travel planning.

Centres must work closely with employers to ensure support and accessibility, safeguarding and health and safety considerations, including reasonable adjustments under the Equality Act 2010.

Student registration

Once approved to offer this T Level Foundation Course, centres must follow VQA's procedures for registering students. Student registration is at the centre's discretion, in line with equality legislation and health and safety requirements.

Centres must register students before any assessment can take place.

Progression after this course

This T Level Foundation Course aims to prepare students to progress onto a T Level. Successful students can progress to:

- T Level Technical Qualification in Digital Data Analytics
- T Level Technical Qualification in Digital Software Development
- T Level Technical Qualification in Digital Support and Security.

Students will need to apply for entry to the T Level via a centre's standard enrolment processes.

Where progression to a T Level is not appropriate for a student, centres will need to provide support to determine next steps that may include:

- a level 2 or level 3 study programme
- an apprenticeship
- employment.

Centres must provide appropriate careers guidance to help students plan their next steps and ensure the completion of any qualifications, including English and maths.

Staffing and Quality Assurance

All members of staff involved with the delivery of this T Level Foundation Course (tutors or internal quality assurance staff) will need to be occupationally competent in the subject area. This could be evidenced by a combination of:

- a higher-level qualification in the same subject area
- experience in the delivery/assessment/IQA of the course
- work experience in the subject area.

Staff members will also be expected to have a working knowledge of the requirements of the foundation course and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the courses they assess or quality assure.

Tutor Requirements

Tutors who deliver this foundation course must possess a teaching qualification appropriate for the level. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessors

Staff who assess this foundation course must possess an assessing qualification appropriate for the level or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Quality Assurance

Quality assurance for this VQA T Level Foundation course should be carried out by experienced professionals within the centre to ensure it meets learning standards.

Centres should implement regular checks on student progress, provide constructive feedback, and maintain a supportive environment.

Centres should also ensure that staff delivering the course are suitably qualified and experienced.

Additionally, centres will receive an annual request to provide samples of student work and confirmation of the qualifications of those involved in delivery.

Useful Websites

- Department for Education
- T Levels
- T Level Foundation Year Framework for Delivery
- The Skills Builder
- Barclays Life Skills
- Skills England

You may also find the following websites useful:

- National Technical Outcome Digital

Teaching Content

Course structure

The structure of the T Level Foundation Course is informed by the National Technical Outcome (NTO) to ensure a comprehensive and cohesive learning experience for the students.

Each outcome is underpinned by a clear rationale, providing context for its relevance to support progression to a T Level.

The content is divided into **knowledge** and **skills** to support a focused and progressive approach to learning.

We provide **supplementary information** to deepen understanding and offer opportunities for stretch and challenge, ensuring students are encouraged to reach their full potential and support progression to level 3 study.

Additionally, English, maths, and digital skills are embedded throughout the course, with guidance on how these competencies may be integrated into learning activities.

The course also includes a strong emphasis on **transferable skills** and **behaviours**, preparing students for successful progression in both their further studies to a T Level and to future employment.

Outcome 1 (O1): Analyse data to meet the requirements of client briefs

This outcome focuses on providing students with a solid understanding of data analysis techniques, based on the core content of all three T Level Qualifications.

Students will explore the fundamental concepts, principles, and theories involved in working with structured and unstructured data, including how to blend data from multiple sources and apply ethical principles when handling and manipulating data. Familiar and straightforward contexts are used to introduce potentially challenging concepts, helping students build confidence in their ability to learn and preparing them for progression to Level 3 study.

The outcome also incorporates knowledge of numeracy skills required to construct tables, charts, and graphs, as well as awareness of digital tools that support the presentation of data in graphical formats. Students will gain an understanding of the practical applications of data analysis in business contexts, including responding to client briefs and presenting findings to stakeholders.

The knowledge topics in this section are mandatory and must be covered in full. Tutors have the discretion to deliver these topics using the teaching approaches, examples, and activities that best suit their students' needs.

Knowledge Topic 1: Information and data	
The student must understand:	
K1	Sources of data and information used for digital projects: purpose, typical content, typical format, terminology and differences between them
K2	Types of information and data created and recorded when analysing problems
K3	Factors to consider when using information and data: confidentiality, privacy, intellectual property and security
K4	Types of documents used to record primary data
K5	Key elements of data: qualitative, quantitative, primary, secondary, discrete, continuous, structured, unstructured; advantages and disadvantages and suitability for purpose
K6	Client brief: purpose, characteristics, terminology and place
Tutor Guidance:	
Context – tutors may draw on contexts such as finance, retail, education, health, media, manufacturing, and hospitality to support delivery. **K1 Sources of data and information:** Tutors should introduce students to the **sources of data and information** used for **digital projects.** Explore the **purpose** (e.g. project planning and decision-making)**, typical content** and **format**, **terminology** and **differences between them.** Students should explore **sources of data formats requiring future accessibility, non-proprietary, open,** with **documented standards; appropriate formats, image, text, audio** and **database.** **K2 Types of information:** Tutors should explain to students the **types of information** and **data** created and recorded when **analysing problems**. Students will explore how different types of data are collected (e.g. questionnaires, interviews, rating and attitude scales). The tutor will also explain the importance of accurately recording this data to ensure that it can be analysed effectively, helping identify root causes and inform potential solutions. **K3 Factors to consider:** Tutors should explain the key **factors** to consider when **using information** and **data** (**confidentiality, privacy, intellectual property,** and **security)**. Students will explore the importance of protecting sensitive information and ensuring it is used responsibly. The	

tutor will explain how these factors impact decision-making and data management in digital projects, highlighting the need for compliance with legal and ethical standards to maintain trust and safeguard personal and organisational data, such as UK GDPR.

K4 Types of documents:

Tutors should explore the **types of documents** used to **record primary data**. Students will learn about different formats (e.g. surveys, questionnaires, and observation logs). The tutor will explain how these documents are used to collect data directly from sources, ensuring accuracy and consistency in the data recording process.

K5 Key elements of data:

Tutors should explore the **key elements of data**: **qualitative, quantitative, primary, secondary, discrete**, **continuous, structured (names, dates, addresses, stock information** and **geolocation)**, and **unstructured data (rich media, email, chats** and **sensor data)**. They will outline the **advantages** and **disadvantages** of each type. Tutors should also introduce key techniques such as **data cleansing** (removing errors), **data blending** (combining sources), and **merging data** (bringing sets together), explaining how this supports the collection, analysis, and application of reliable data in digital projects.

K6 Client brief:

Tutors should explain the concept of a **client brief**, covering its **purpose**, **key characteristics**, **terminology**, and the **place** in which it is used. Students will learn how a client brief outlines the project requirements and expectations, providing clear guidance for digital projects. Tutors should explain the importance of understanding the brief's terminology and how it shapes the direction of the project, ensuring that the outcomes align with the client's needs and objectives.

Tutors may include scope – defines what the project will cover and any limitations; objectives – the goals the project must achieve; constraints, such as budget, resources, or technical limits; and timescales. Tutors should also highlight how a client brief is formed, as this is key in enabling students to achieve the outcome.

Knowledge Topic 2: Investigation	
The student must understand:	
K7	Data collection: methods, purpose, suitability and types of data
K8	Validity of information and data: accuracy, reliability, currency and bias

Tutor Guidance:
K7 Data collection: The tutor should introduce students to **data collection**, covering the different **methods** used, their **purpose**, role in **answering questions, making decisions** and **predictions about future probabilities** and **trends**, and the **suitability** of each method for various **types of data**. **K8 Validity of information:** Tutors should explain **validity** when working with **information and data** and explain why it is important for digital projects. They should focus on key factors such as **accuracy, reliability** (**social media** and **academic**)**, currency**, and **bias**.

Knowledge Topic 3: Communication	
The student must understand:	
K9	Principles of effective communication: two-way process (send and receive messages), methods (verbal, non-verbal) and styles (formal, informal)
K10	Reading: principles, reading for comprehension, identifying salient points, summarising key points and synthesising information from different sources
K11	Vocabulary: technical and non-technical and use to achieve particular effects and for different purposes
K12	Listening techniques: active and deep
K13	Non-verbal communication: meaning of different types of body language and how they may be presented, types and value of images and support materials as visual aids and impact of non-verbal communication to support comprehension of key messages
K14	Oral communication: pitch, tone and intonation and their impact on how a message is received
K15	Engaging with an audience: in conversation and in discussion
Tutor Guidance:	
K9 Principles of effective communication: The tutor should introduce students to the **principles** of effective communication, explaining it as a **two-way process** where messages are both **sent** and **received**.	

Students will explore different communication **methods** (**verbal** and **non-verbal**), and how each plays a role in conveying information. The tutor will also cover communication **styles**, distinguishing between **formal** and **informal** approaches.

K10 Reading:

Students should be introduced to the **principles** of reading for **comprehension,** focusing on how to **identify salient points**, **summarise key points** and **synthesise information** from **different sources**. The tutor will explain how these skills are essential for analysing data and making informed decisions, helping students develop the ability to process and interpret client briefs accurately.

K11 Vocabulary:

Students should explore the concept of vocabulary, focusing on the distinction between **technical** and **non-technical terms**. Students will learn how to use both types of vocabulary effectively to achieve **particular effects** and suit **different purposes**. The tutor will explain how **technical** vocabulary is used in specialised fields to convey precise meaning, while **non-technical** vocabulary is used for general communication.

K12 Listening techniques:

Students should explore listening techniques (**active** and **deep listening**). Students will explore how **active** listening involves fully concentrating, understanding, responding, and remembering what is being said, while **deep** listening requires a more reflective and analytical approach to grasp the underlying meaning and emotions.

K13 Non-verbal communication:

Introduce students to non-verbal communication, explore the meaning of **different types of body language** and how they can be **presented**. Students will consider the **types** and **value of images** and **support materials** as visual aids and how these elements enhance understanding. The tutor will also highlight their impact of **non-verbal communication** in supporting the **comprehension** of key messages, demonstrating how body language and the use of visual aids play a crucial role in conveying meaning.

K14 Oral communication:

Introduce students to oral communication (**pitch, tone**, and **intonation**). Students will explore how these can influence how a **message is received**. The tutor should explain how variations in pitch, tone, and intonation can impact clarity, emphasis, and listener engagement.

K15 Engaging with an audience:

Students should be introduced to techniques for engaging with an audience (**in conversation** and **in discussion**). Students will explore how to establish a rapport, actively listen, and respond appropriately to maintain audience engagement.

Knowledge Topic 4: Numeracy	
The student must understand:	
K16	Data analysis: techniques used to identify patterns and variances, trends, correlation, causation, interpolation, extrapolation, and predictions
K17	Descriptive statistics: purpose, suitability for different situations, techniques – frequency, central tendency (mean, median, mode), and variation (range)
K18	Numbers and the number system: techniques for application of the four operations (addition, multiplication, division, subtraction), working with whole numbers, fractions, decimals and percentages
K19	Visual representation of data: techniques, formats, benefits and limitations

Tutor Guidance:
K16 Data analysis: The tutor should introduce students to data analysis **techniques** used to **identify patterns** and **variances in data**, **trends (**e.g. a pattern or direction of change shown in data over time**), correlation (**e.g. a relationship between two sets of data**),** and **causation,** understanding how these concepts help explain relationships between variables. The tutor will explain **interpolation** and **extrapolation** techniques for estimating missing or future data, and how to use data analysis to make informed **predictions**. **K17 Descriptive statistics:** Introduce students to descriptive statistics. Explore their **purpose**, **suitability** for different situations, **techniques, frequency, central tendency** (mean, median, mode) and **variation** (range). Explore statistics and the **construction of tables, charts** and **diagrams** (including frequency), and how to **interpret** them and know their **appropriate use**, **interpretation, analysis** and **comparisons, distributions of data sets** (**correlation** and **prediction**, **interpolation** and **extrapolation**). **K18 Numbers and the number system:** Students should be introduced to the numbers and number system. They should explore **techniques** for applying the four operations (**addition, subtraction, multiplication**, and **division**) and working with **whole numbers, fractions, decimals**, and **percentages**. Understanding how each can be used when analysing data to meet the requirements of client briefs. **K19 Visual representation:** Introduce students to the visual representation of data, explaining **techniques** and **formats** (e.g. charts, graphs, and diagrams). Students will explore the **benefits** of using visual representations (e.g. to simplify complex data and make it easier to understand) and the **limitations** of these techniques (e.g. potential for misinterpretation or oversimplification) when analysing data to meet the requirements of client briefs.

Knowledge Topic 5: Digital	
The student must understand	
K20	Software: features, functions, applications for data analysis and production
K21	Management of digital information and data: classification and organisation, naming conventions, storage systems, protection methods, accessibility and formats

K22	Manipulation of digital data: data cleansing, data blending and data merging

Tutor Guidance:

K20 Software:

The tutor should introduce students to software used for **data analysis** and **production,** explaining the **features** and **functions** of various tools. Students will explore the **applications** of these software programs (e.g. their use for processing, analysing, and visualising data). The tutor will highlight the importance of selecting the right software based on the specific needs of a project.

K21 Management of digital information:

Students should be aware of the management of digital information and data (**classification** and **organisation, naming conventions, storage systems,** and **protection methods** and **formats**) used to store (e.g. local and remote storage) and manage data effectively in a way that meets project and organisational needs.

K22 Manipulation of digital data:

Introduce students to the manipulation of digital data by **data cleansing** (e.g. ensures accuracy and consistency), **data blending** (e.g. combines data from different sources) and **data merging** (e.g. involves combining related datasets into a unified structure). These techniques will help students refine and prepare data for analysis, ensuring its quality and relevance for decision-making in digital projects.

Supplementary information to support stretch and challenge:

The tutor could introduce:

- complex data analysis methods, including prescriptive analysis and narrative inquiry
- design characteristics for data collection methods: standardised (surveys), narrative (interviews), and non-reactive designs
- data gathering research tools (questionnaires, interviews, and rating or attitude scales)
- the impact of digital technologies: augmented reality (AR), artificial intelligence (AI), gaming innovations (high-fidelity graphics, the metaverse, and automation), on sourcing, collecting, manipulating, and presenting data.

Outcome 1 (O1): Analyse data to meet the requirements of client briefs

Students will develop and apply a range of skills as part of this outcome and will develop practical and transferable skills in data analysis. Students learn to format and present data

securely for analysis using basic methods, investigate client briefs, and analyse data to support business decisions.

They apply their knowledge to interact with stakeholders, presenting findings clearly to employer representatives or role-play audiences, developing oral communication and professional presentation skills. Digital skills are reinforced through the creation of graphical data outputs, while numeracy skills support analysis and interpretation.

Opportunities to work with real or simulated client briefs give students a purposeful context for their investigations, allowing them to solve problems such as analysing product testing data, understanding new markets, resolving service support issues, or investigating significant organisational events.

Skill Topic 1: Investigating	
Students must be able to:	
S1	Develop search criteria and queries to support an investigation
S2	Identify sources of information and data required for an investigation
S3	Reference sources of information
S4	Interrogate information and data for validity
S5	Design tests related to search criteria and search queries

Skill Topic 2: Communicating	
Students must be able to:	
S6	Synthesise information and data from different sources
S7	Summarise information and data
S8	Apply technical language in relevant contexts
S9	Apply active listening techniques when presenting
S10	Apply oral communication techniques to obtain and clarify information and data
S11	Apply oral communication skills to clearly articulate a message
S12	Apply non-verbal communication techniques to support communication
S13	Engage in discussion, listening to and responding to questions and feedback

S14	Shows respect for others' views and opinions
S15	Apply an inclusive approach to engaging with others
S16	Apply communication techniques to secure audience understanding
S17	Interpret information and data presented in different formats
Skill Topic 4: Numeracy skills	
Students must be able to:	
S18	Construct tables, charts, and graphs to present information and data
S19	Apply formula to calculate variance
S20	Apply statistical techniques to calculate common averages and spread
Skill Topic 5: Interpreting data	
Students must be able to:	
S21	Identify common features in data sets presented numerically and graphically
S22	Identify trends in data
S23	Identify patterns in data
S24	Identify variances in data
S25	Identify measures of central tendency in data
S26	Identify frequencies in data
S27	Identify correlation in data
S28	Identify causal relationships in data
Skill Topic 6: Digital skills	
Students must be able to:	
S29	Organise digital information
S30	Store digital information securely
S31	Retrieve digital information

S32	Apply software functions to input and combine text and other source materials
S33	Apply software functions to format cells, rows, and columns
S34	Apply software functions to use formulae and tools to summarise and display data
S35	Apply software functions to generate charts and graphs and format documents

Behaviours		
B1 Focused	**B2** Independent	**B3** Perceptive

Outcome 2 (O2): Plan for cyber security resilience

This outcome focuses on developing a broad understanding of cyber security, which is critical for any occupation within the digital sector.

Students are introduced to key concepts in familiar and straightforward contexts, allowing them to grasp the fundamental principles and theories related to different types of threats, vulnerabilities, risks, and protection measures. These concepts are based on real-world problems, which are both motivating and challenging. Students will also develop the transferable skill of critical thinking needed to plan for cyber security resilience.

Students will develop written communication skills through carrying out investigations where they will engage with written information to read and interpret through the production of clear and coherent documentation. Written communication skills will support the development of the use of technical language associated with cyber security and the clear articulation of any planning documentation.

Digital skills that are included enable students to develop the ability to use software intended for the protection of assets.

Knowledge Topic 1: Cyber security	
The student must understand:	
K1	Planning: need and stages
K2	Threats: types of threat actors, accidental, internal, external and malicious and evolving

K3	Vulnerabilities: human, physical, zero-day, system configurations, patch management and legacy platforms
K4	Risk: identification, threat assessment, mitigations and risk reduction and approaches to risk reduction
K5	Motivation: financial, intentional, accidental, challenge, social and political

Tutor guidance:

Context: types and size of organisations: finance, retail, telecoms, health, media, manufacturing and local authorities

K1 Planning:

The tutor should introduce students to the **need** (**technology dependence, impact of breaches for individuals and organisations**) and **stages** (**identify, protect, detect, respond and recover**) of **planning** in the context of information and data management.

K2 Threats:

Students should consider the different **types of threats** (**phishing, spear phishing, vishing, smishing, shoulder surfing, dumpster diving; Malware: virus, adware, ransomware, trojan, botnet, spyware; Password: brute force and dictionary attack)** Students should also explore **threat actors** in the digital world (**accidental, internal, external**, and **malicious threats**, and **evolving**).

K3 Vulnerabilities:

Students should be introduced to **vulnerabilities** that can compromise cyber security. Explore **human** (**untrained/using their clickbait**) and **physical** vulnerabilities (**open locks, no guards**), **zero day**, **weak system configurations** (using default password on WiFi router), **lack of patch management** (updates) and **legacy platforms**.

K4 Risk:

Students should investigate the concept of risk. Explore **risk identification**, **threat assessment**, **mitigation, risk reduction**, and **risk reduction approaches**.

K5 Motivation:

Students should be introduced to the different motivations (**financial, intentional**, **accidental, challenge, social** and **political**) that impact cyber security. Students should explore motivation for cyber crime (**Nation States, geopolitical, cyber criminals, profit, hacktivists, ideological, terrorist groups**, **ideological and/or violence, thrill seekers** and **satisfaction**).

Knowledge Topic 2: Communication	
The student must understand:	
K6	Principles of effective communication: conventions of different types of written communication and suitability for different purposes and audiences
K7	Reading: principles and reading for comprehension
K8	Spelling, punctuation and grammar (SPAG): punctuation markers, grammatical conventions and spelling of key technical and non-technical terminology
K9	Vocabulary: technical and non-technical and use to achieve particular effects and for different purposes
Tutor guidance:	

K6 Principles of effective communication:

The tutor should introduce students to the **principles of effective written communication**. Explore **convections different types** of **written** communication and their **suitability** for **different purposes** and **audiences** when planning for cyber security resilience.

K7 Reading:

Students should revisit **reading principles** and **reading** for **comprehension** when planning for cyber security resilience in a digital context.

K8 Spelling, punctuation and grammar (SPAG):

The tutor should introduce students to the importance of correct spelling, punctuation, and grammar (SPAG) in both **technical** and **non-technical** communication and terminology (**punctuation markers, grammatical conventions** and **spelling of key technical** and **non-technical terminology**) related to cyber security.

K9 Vocabulary:

Revisit the concept of vocabulary and the use of **technical** and **non-technical** terms to achieve **particular effects** for **different purposes** in cyber security fields**.**

Knowledge Topic 3: Digital	
The student must understand:	
K10	Software: feature, functions and applications for representation of digital plans
K11	Management of digital information and data: storage systems, accessibility and formats
K12	Protection of personal, organisational, client data: legal framework, advanced malware protection; application, firewall, endpoint, web, network, email security and procedures

Tutor guidance:

K10 Software:

The tutor should introduce students to **functions** and **applications** of software used to **represent digital plans**. Explore software protection (**firewalls** and **anti-malware software**).

K11 Management of digital information and data:

Students should explore the **management** of **digital information** and **data**, focusing on **storage systems, accessibility** and **formats.**

K12 Protection of personal, organisational, and client data:

Students should explore the protection of **personal, organisational**, and **client data**, focusing on **legal frameworks** that govern data protection (e.g. GDPR and other privacy laws). Explore **advanced malware protection** and the different types of security measures that can be applied to protect data (**application, firewall, endpoint, web, network, email security** and **procedures**).

Supplementary information to support stretch and challenge:
The tutor could introduce: • categories of exposures: software misconfiguration, sensitive data exposure, injection vulnerabilities, the use of components with known vulnerabilities, insufficient logging and monitoring, broken access control and authentication, security misconfigurations, and incorrect cross-site validation • vulnerability assessment: components, scope, techniques, and potential impacts, vulnerability assessment tools • threat sources and threat identification, and network reconnaissance techniques • applying procedures and security controls • disaster prevention and recovery methods.

Outcome 2 (O2): Plan for cyber security resilience

Students will develop and apply a range of skills as part of this outcome including practical and transferable skills in planning for cyber security resilience. Students apply critical thinking to identify risks and design protective measures. They develop written communication skills by conducting investigations, engaging with written information, interpreting data, and producing clear, coherent documentation.

These activities support the use of technical language related to cyber security and the clear articulation of planning documentation.

In addition, students develop practical digital skills by using software designed to protect digital assets, reinforcing their ability to implement security measures effectively.

Skill Topic 1: Cyber security skills	
Students must be able to:	
S1	Assess cyber security risk
S2	Document cyber security event information whilst preserving evidence
Skill Topic 2: Critical thinking	
Students must be able to:	
S3	Effective questioning to elicit information
S4	Evaluating pros and cons of information provided
S5	Apply logic and reasoned argument to information presented

S6	Draw evidence-based conclusions
Skill Topic 3: Communicating	
Students must be able to:	
S7	Synthesise information and data from different sources
S8	Summarise information and data
S9	Apply technical language in relevant contexts
S10	Apply written communication techniques to produce formal reports following standard conventions
S11	Create documents appropriate to purpose and audience
S12	Produce clear and coherent texts
S13	Interpret information and data presented in different formats
S14	Apply appropriate vocabulary, grammar, form, structural and organisational features to reflect audience and purpose and context
Skill Topic 4: Digital skills	
Students must be able to:	
S15	Store digital information securely
S16	Apply software functions to present digital plans
S17	Apply software functions to protect data
Behaviours	

B4 Professional	**B5** Responsible	**B6** Integrity

Outcome 3 (O3): Apply coding skills to produce a digital project output

This outcome is designed to help students understand the fundamental concepts, principles, and theories of computing systems and coding. It introduces students to digital analysis, digital environments, and tools, providing essential foundational knowledge that underpins all three Digital T Levels.

Key computing system fundamentals and programming languages are presented in familiar and straightforward contexts, building on the national curriculum computing programme of study. Students also explore technological developments and their contribution to sustainability and business contexts, recognising the important role the digital sector plays in reducing environmental footprints and conserving resources.

In addition, students gain awareness of software tools that support different methods of communication and collaboration within digital environments.

Knowledge Topic 1: Programming	
The student must understand:	
K1	Algorithms: use, interpretation and creation
K2	Program code and constructs: coding logic, data types, structures, input/output and operators and subprograms
K3	Programming languages: text and graphical-based and suitability
K4	Requirements: definition and design thinking

Tutor guidance:

Context:

The tutor will introduce students to the different contexts in which digital solutions are applied, covering both **individual** and **organisational settings**. The tutor must cover the **type, size**, and **range of an organisation**.

K1 Algorithms:

The tutor should introduce students to **algorithms**, explaining that algorithms are the foundation of programming, and every program is built from a set of logical, step-by-step instructions. Explore the **use, interpretation** and **creation** of algorithms.

K2 Program code and constructs:

Introduce students to **program code** and constructs **coding logic, data types** (e.g. integer, character Boolean, string, etc.), **structures, input/output** and **operators** (e.g. arithmetic, relational and logical) and **subprograms** and how they form the foundation of programming.

K3 Programming languages:

Students should be introduced to **programming languages** (**JavaScript, HTML, CSS, C#** and **Python)**.
Students should explore **text-based** and **graphical-based languages** and the **suitability** of each language type, helping students understand which is most appropriate for specific tasks or projects.

K4 Requirements:

Students should be introduced to the concept of **requirements**, explaining the **definition** and **design thinking** of **functional** and **non-functional requirements (use cases, storyboards, user stories, performance,** and **accessibility).**

Knowledge Topic 2: Tools and equipment	
The student must understand:	
K5	Tools: characteristics, purpose, safety, security, storage, maintenance, operation and applications
K6	Equipment: characteristics, purpose, safety, security, storage, maintenance, operation and applications
Tutor guidance:	
K5 Tools: The tutor should introduce students to **software.** They should explore (**utility software, compression, defragmentation** and **backing up**). Students should explore the **characteristics, purpose, safety, security, storage, maintenance**, **operation** and **applications** of tools. **K6 Equipment:** Students should be introduced to **hardware**. They should explore **Central Processing Unit (CPU), memory (**e.g. Random Access Memory (RAM), Read Only Memory (ROM)**), input** (e.g. keyboard, mouse, microphone) and **output (**e.g. monitor, speakers, printer**)**. Explore the **characteristics, purpose, safety, security, storage, maintenance, operation** and **applications** of equipment. They should explore **physical devices** (**magnetic, optical, solid state**) and **contemporary secondary storage** (**cloud, network attached storage (NAS)**) used.	

Knowledge Topic 3: Sustainability	
The student must understand:	
K7	Technological developments and their contribution to sustainability and business contexts
Tutor Guidance:	
K7 Technological developments: The tutor should introduce students to sustainable techniques (**reuse and repurposing of existing code**) and technological developments (**artificial intelligence** and **automation**). Explore their **contribution to sustainability** and **business contexts** (e.g. businesses leveraging these technologies to improve operational efficiency, meet sustainability goals, and adapt to changing market demands while remaining competitive).	

Knowledge Topic 4: Project management	
The student must understand:	
K8	Project management lifecycle: terminology, key stages and requirements at each stage
K9	Project planning and monitoring tools and techniques
Tutor guidance:	
K8: Project management lifecycle: The tutor should introduce students to the **project management lifecycle** (**terminology, key stages** and the **requirements** at each **stage**). Students should explore **Agile** (**self-organising** and **cross functional teams**) and **Waterfall** (**designated roles**) **methodologies.** **K9: Project planning and monitoring tools and techniques:** Students should be introduced to **project planning** and **monitoring tools** (e.g. GANNT charts, timelines, etc), explaining how these tools help manage resources, timelines, and deliverables. The tutor should also explain different **monitoring techniques** to track project performance.	

Knowledge Topic 5: Information and data	
The student must understand:	
K10	Coding script: different types, purpose and conventions
K11	Digital design documentation: different types and purposes and conventions

Tutor guidance:
K10 Coding script: The tutor should introduce students to **coding scripts**, explaining the **different types** used in programming. The tutor must cover the **purpose** of coding scripts and introduce students to the **conventions** associated with them. **K11 Digital design documentation:** Students should explore the **different types** (e.g. wireframes, storyboards, flowcharts), **purposes** (e.g. planning, communication, testing and feedback) and **conventions** associated with digital design documentation.

Knowledge Topic 6: Problem solving	
The student must understand:	
K12	Frameworks, techniques, processes, and strategies used to solve problems
Tutor guidance:	
K12 Frameworks, techniques, processes, and strategies: The tutor should introduce students to **frameworks, techniques, processes**, and **strategies** used to **solve problems.** The tutor must cover **problem types** (**network** and **infrastructure, software** and **application, website** and **social media**) and **problem frameworks** (s**tructured: gather information, problem identification, potential cause, possible solutions, present solutions, assess options, implement preferred solutions, problem closure**) used in problem-solving.	

Knowledge Topic 7: Communication	
The student must understand:	
K13	Principles of effective communication: conventions of different types of written communication and suitability for different purposes and audiences
K14	Spelling, punctuation, and grammar (SPAG): punctuation markers, grammatical conventions and spelling of key technical and non-technical terminology
K15	Vocabulary: technical and non-technical and use to achieve particular effects and for different purposes

K16	Engaging with an audience: obtaining and clarifying information

Tutor guidance:

K13 Principles of effective communication:

The tutor should revisit the **principles of effective written communication** and **different types** of **written communication** and their **suitability** for **different purposes** and **audiences** when applying coding skills to produce a digital project output.

K14 Spelling, punctuation, and grammar (SPAG):

The tutor should revisit the importance of correct **spelling, punctuation, and grammar (SPAG)** in both **technica**l and **non-technical** communication and terminology (**punctuation markers, grammatical conventions** and **spelling of key technical** and **non-technical terminology**)

K15 Vocabulary:

Revisit the concept of **vocabulary** and the use of **technical** and **non-technical** terms to achieve **particular effects** for different **purposes** in applying coding skills to produce a digital project output.

K16 Engaging with an audience:

Students should be introduced to the concept of **engaging with an audience**, focusing on how to **obtain** and **clarify information**. Students could be introduced to the techniques for actively listening and asking questions to gather relevant information from the audience. The tutor could explain how to clarify any misinterpretations to ensure a clear understanding.

Knowledge Topic 8: Digital

The student must understand:

K17	Software: feature, functions, applications for project planning and coding

Tutor guidance:

K17 Software:

The tutor should introduce students to the **features, functions**, and **applications** for **project planning** and **coding software**. Explore **software applications** for **collaboration**, such as **discussion threads** and **document collaboration**.

Supplementary information to support stretch and challenge:
The tutor could introduce: • skills of critical thinking and decision-making • principles of problem analysis • code structure, including singular purpose • code organisation techniques, such as classes, methods, sub-routines, and refactoring, open-source resources and functions.

Outcome 3 (O3): Apply coding skills to produce a digital project output

Students will develop and apply a range of skills in practical coding and transferable skills through the production of digital project outputs. Students apply coding skills to create digital solutions, such as sets of instructions for computers, websites, or apps, while identifying and addressing potential challenges encountered in coding and project development.

In the process, they develop transferable skills including planning, critical thinking, and problem-solving, which help build confidence and prepare them for progression to level 3 study. Students also have the opportunity to use software tools to support communication and collaboration within digital projects, reinforcing the practical application of their knowledge.

Skill Topic 1: Programming skills	
Students must be able to:	
S1	Write code for discrete software components following a logical approach
Skill Topic 2: Planning	
Students must be able to:	
S2	Identify discrete steps required to achieve an outcome
S3	Estimate time and resources required to achieve an outcome
S4	Prioritise activities required to achieve an outcome
S5	Sequence activities required to achieve an outcome
S6	Coordinate activities required to achieve an outcome

Skill Topic 3: Critical thinking	
Students must be able to:	
S7	Effective questioning to elicit information
S8	Evaluating pros and cons of information provided
S9	Apply logic and reasoned argument to information presented
Skill Topic 4: Self-managing	
Students must be able to:	
S10	Monitor own performance/progress against objectives
S11	Reflect on feedback on own performance
S12	Manage own time in achieving objectives
Skill Topic 5: Self-reflecting	
Students must be able to:	
S13	Identify success criteria for a task
S14	Consider process and evidence available for review
S15	Making judgements based on evidence available
Skill Topic 6: Communicating	
Students must be able to:	
S16	Apply technical language in relevant contexts
S17	Create documents appropriate to purpose and audience
S18	Produce clear, coherent texts
S19	Interpret information and data presented in different formats
S20	Apply appropriate vocabulary, grammar, form, structural and organisational features to reflect audience, purpose and context

Skill Topic 7: Digital skills	
Students must be able to:	
S21	Apply software to produce project planning materials
S22	Apply software to produce code

Behaviours		
B7 Resilient	**B8** Takes initiative	**B9** Enthusiastic

Appendix 1

Level 2 Command Verbs

These command verbs require students to demonstrate their understanding of facts, ideas, or concepts.

Command word	Definition
Apply	Use knowledge or understanding in a familiar situation to complete a task
Assess	Make a judgement about the value or importance of something using simple reasoning
Calculate	Work out the value of something, showing relevant working out
Choose	Select the most appropriate option from a limited range
Classify	Group items based on shared features or characteristics
Compare	Examine in detail and identify similarities and differences between them
Define	Give a definition or specify the meaning of an idea or concept.
Demonstrate	Show understanding of a process or concept through simple examples, actions, or explanations
Describe	Give a detailed account of a subject or set out its characteristics or features
Discuss	Present key points about different ideas or strengths and weaknesses of an idea.
Estimate	Make an approximate judgement or calculation based on known information
Explain (why)	Set out purposes or reasons, or make something clear in relation to a particular situation.

Command word	Definition
Explain how	Provide a detailed account of a process or way of doing something.
Give examples	Provide specific cases or instances that support or illustrate a point.
Identify	Select from a list of options, point something out, or give a list of main features.
Illustrate	Explain or clarify something using examples, diagrams, or comparisons
Interpret	Explain the meaning of information or data
List	Provide a series of items or points without explaining or describing in detail
Outline	Set out the main characteristics or features.
Plan	Outline basic steps or actions needed to achieve a goal, showing understanding of the order or purpose of each step.
Record	Accurately document information, actions, observations, or results
Select	Choose the most appropriate option from a limited range, showing understanding of why it fits the given purpose or situation.
Show	Present or demonstrate understanding through action, response, or simple explanation in a familiar setting
State	Express in clear, brief terms.
Suggest	Apply knowledge to a new situation to provide a reasoned explanation
Summarise	Give a brief account of the main points or ideas
Use	Apply a tool, technique or method correctly and safely in a familiar context, following set procedures or instructions

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Company number 07827508.
Registered address: Crossgate House, Cross Street, Sale, England, M33 7FT.

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