



Regulation

Guidance in relation to the assessment objectives for V Levels in digital systems and data

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Applies to England

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AO1 – Demonstrate knowledge and understanding of concepts and principles, requirements and approaches relevant to the subject area (25-30%)

AO2 – Apply knowledge and understanding of concepts, principles, requirements and approaches and to plan, carry out tasks, produce outputs, and use information appropriately (40- 45%)

AO3 – Analyse and evaluate information, situations and evidence to make judgements, draw conclusions and make recommendations (25-30%)

Condition VL(Digital Systems and Data)1.3 allows us to specify guidance in relation to the assessment objectives for V Levels in digital systems and data.

We set out our guidance for the purposes of Condition VL(Digital Systems and Data)1.3 below.

The guidance set out below explains how we expect awarding organisations to interpret the assessment objectives in terms of:

- the ‘elements’ within each assessment objective, that is the discrete aspects that questions/tasks could target and/or seek to credit – our expectation is that each and every question/task should target or seek to credit at least one of the elements, and may target or seek to credit multiple elements across one or more assessment objectives
- the coverage expectations, such as in relation to the different elements within each assessment objective and how those elements should be sampled over time
- the key areas of emphasis in each assessment objective and the particular meaning for the subject of any key terms and phrases used – defined terms are shown in bold text, followed by their definitions

AO1 – Demonstrate knowledge and understanding of concepts and principles, requirements and approaches relevant to the subject area (25-30%)

Elements	Coverage of elements	Interpretations and definitions
1. Demonstrate knowledge and understanding of concepts and principles	Full coverage in each set of assessments ^{[footnote 1]} (but not in every assessment).	The focus of this assessment objective is demonstrating knowledge and understanding of what has been taught directly and specifically from the specification.
2. Demonstrate knowledge and understanding	A reasonable balance between the elements within this assessment objective.	Where AO1 is assessed through a non-exam assessment, it would typically be assessed in conjunction with AO2 and/or AO3, and the conditions under which the assessment is taken must be taken into account.
	No more than 10%	

of requirements	of the total marks for the qualification should reward demonstrating knowledge in isolation. [footnote 2]	Knowledge refers to facts, concepts, principles, requirements and other information from the specification. This includes, for example, identifying or stating information, definitions, features and rules.
3. Demonstrate knowledge and understanding of approaches	A reasonable balance between marks for knowledge and marks for understanding.	Understanding refers to showing awareness of the meaning, purpose or implications of knowledge, such as by explaining, describing relationships and giving reasons. This includes why something is used, how it works, and what follows from given information. Concepts and principles, requirements and approaches are aspects of subject content. An awarding organisation should explain its approach to targeting them in its assessment strategy. Concepts refers to the fundamental ideas that underpin what digital systems and processes are. Principles refers to foundational rules that underpin safe, secure and effective digital practice. Requirements refer to stated conditions that must be met. Approaches refer to established methods or ways of working used within the subject area.

AO2 – Apply knowledge and understanding of concepts, principles,

requirements and approaches and to plan, carry out tasks, produce outputs, and use information appropriately (40-45%)

Elements	Coverage of elements	Interpretations and definitions
1. Apply knowledge and understanding of concepts, principles, requirements and approaches	Full coverage in each set of assessments (but not in every assessment).	The focus of this assessment objective is on Learners applying their knowledge and understanding to provide meaning or explanation – for instance, to connect theory with particular contexts, stimuli or materials. This application should relate principally to:
2. Apply knowledge and understanding to plan	A reasonable balance between the elements within this assessment objective.	• novel situations that are not clearly indicated in the specification; • developing further material that is covered in the specification; • making links between such types of material, which are not signalled in the specification. • Application of knowledge should also involve determining how to make sense of connections and linkages within data, information and detail - although not to the extent of drawing conclusions or making judgements.
3. Apply knowledge and understanding to carry out tasks		
4. Apply knowledge and understanding to produce outputs		Plan refers to identifying the purpose and requirements of an applied task and determining the steps, information and tools needed before acting. Carry out tasks refers to undertaking digital activities accurately and in a structured way.
5. Apply knowledge and understanding to use information		Use information appropriately refers to selecting, handling and recording information accurately and responsibly.

appropriately

AO3 – Analyse and evaluate information, situations and evidence to make judgements, draw conclusions and make recommendations (25-30%)

Elements	Coverage of elements	Interpretations and definitions
1. Analyse and evaluate information, situations and evidence to make judgements	Full coverage in each set of assessments (but not in every assessment).	Information refers to data, system outputs and technical information. Situations refer to digital, organisational or user circumstances, scenarios or contexts.
2. Analyse and evaluate information, situations and evidence to draw conclusions	A reasonable balance between the elements within this assessment objective.	Evidence refers to information that can be used to support analysis and evaluation. Make judgements refers to forming evidence-based views from the information, situation or evidence reviewed.
3. Analyse and evaluate information, situations and evidence to make recommendations		Draw conclusions refers to synthesising information and evidence to conclude what actions are warranted based on the information, situation or evidence reviewed. Make recommendations refers to proposing specific improvements or actions that logically follow from the information, evidence or situation

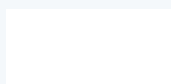
reviewed.

1. For the purposes of this guidance, a 'set of assessments' means the assessments to be taken by a particular Learner for a V Level in digital systems and data. For clarity, the assessments taken by Learners may vary, depending on any possible routes through the qualification. [↩](#)
2. Marks which 'reward demonstrating knowledge in isolation' means any mark awarded solely for recalling facts or other knowledge that is part of the specification. It does not include marks awarded for selecting appropriate knowledge (for example, to evidence an argument), or for applying knowledge to a particular context. [↩](#)

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