Essential Digital Skills

Level 1

Specification

This is version 1.0 of the TLM handbook for Essential Digital Skills qualifications eligible from 2020 onwards and first published in January 2020. Further printed copies can be obtained from Lulu.com or the pdf freely downloaded from **www.tlm.org.uk**.

EDS is the qualification framework based on the Department for Education's requirement to equip all United Kingdom Citizens with the digital skills required to function in this technological age.

The assessment model for the qualifications presented in this publication was designed by TLM in consultation with colleges and employer/training providers. It was designed to meet the government's standards for the support and delivery of EDS.

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# Contents

# Section 1 - Introduction

## What is the purpose of this qualification?

The Learning Machine offers EDS qualifications from Entry to Level 1.

The Learning Machine has a suite of two qualifications available.

These can be taken as separate qualifications with progression available from Entry to Level 1. The benefits for students of this progression are that the qualifications' approaches are similar – Centre delivery can therefore be run contiguously or concurrently, and learners will be able to tailor their learning to reflect the skills that need to be developed. The Learning Machine EDS Award (Level 1) recognises achievement at Level 1 and this specification sets out five teaching units, all at Level 1. This covers the EDS Framework:



The Level 1 Award is an appropriate size for individuals who wish to strengthen their IT skills for life and skills for work, perhaps building their IT skills in their early years of employment/training or undergoing induction, where IT plays a part. Although it could support more established workers who have had limited experience of using information technology before. The qualification is designed to meet the requirements of the EDS' frameworks and is designed for adults with some experience of using digital devices and the internet. It can complement Apprenticeship provision.

The qualification also provides an opportunity for learners to utilise information technology to support progression in a range of vocational sectors.

## What does this qualification cover?

All the content of the qualification relates directly to the skills, knowledge and understanding needed to support adults to begin to access information technology having had no or little prior experience of using digital devices or the internet. The qualification is six credits in size built up from five teaching units:

- Unit 1    Using Devices and Handling Information

- Unit 2    Creating and Editing

- Unit 3    Communicating

- Unit 4    Transacting

- Unit 5    Being Safe and Responsible On-line

The Level 1 Award may be studied alongside other qualifications and activities.

## Who could take this qualification?

This qualification is aimed at individuals who wish to strengthen their IT skills for life and skills for work, perhaps building their IT skills in their early years of employment/training or undergoing induction.

## What are the qualification outcomes?

The primary outcome of this qualification is to strengthen adults' information technology skills, applied typically in an early employment/training role.

## What higher level learning will this qualification lead to?

The qualification is a 'stand-alone' qualification, but learners may progress onto other The Learning Machine information technology qualifications.

## Why choose the Award sized qualification?

The Learning Machine EDS Award (Level 1) provides a thorough strengthening in the use of information technology required typically, in early employment/training roles where information technology is used. By studying the Award, learners will strengthen their knowledge and skills in preparation for further and more confident use of information technology as part of their employment/training.

The Learning Machine also offers a range of other information technology qualifications for those learners who need to study qualifications with differing breadth than that provided by the Award.

More details can be found here:

Essential Digital Skills – Welcome to the Ingot Family of Awards provided by TLM

# Section 2 Qualification overview

## Introduction

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery, and assessment of The Learning Machine EDS Award (Level 1).

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

To ensure that you are using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on our website www.tlm.org.uk.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state, the regulated qualification title of 'The Learning Machine Essential Digital Skills Award (Level 1)'.

Things you need to know:

| Qualification number (QN) | |
|---|---|
| Aim reference | |
| Total qualification time | 50 hours |
| Guided learning hours | 45 hours |
| Level | Level 1 |
| Assessment requirement | Internally assessed and externally moderated practical assessments and externally assessed examination. |

## Total Qualification Time

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT comprises:

- the Guided Learning Hours for the qualification, and

- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

## About this qualification

This is a regulated qualification. The regulated number for this qualification is xxxx.

This qualification is an EDS qualification. This qualification has been developed for adults - to strengthen their IT skills for life and skills for work, perhaps building their IT skills in their early years of employment/training or undergoing induction, where IT plays a part.

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

This qualification is suitable for use within a Study Programme.

## Aims and objectives of this qualification

This qualification aims to:

- provide learners with strengthened basic digital skills.

The objectives of this qualification are to help learners to:

- develop knowledge and gain wide experience of using digital devices and the internet.

- know how to apply their knowledge confidently and securely, in a variety of industries and job roles.

## Achieving this qualification

To be awarded The Learning Machine EDS Award (Level 1), learners are required to successfully complete the five mandatory teaching units.

This qualification consists of five mandatory teaching units:

- Unit 1          Using Devices and Handling Information

- Unit 2          Creating and Editing

- Unit 3          Communicating

- Unit 4          Transacting

- Unit 5          Being Safe and Responsible On-line

The learning outcomes and assessment criteria for each unit are provided in Section 3.

To achieve The Learning Machine EDS Award (Level 1), learners must successfully demonstrate their achievement of learning outcomes and assessment criteria of the five units to a specified level as detailed in this qualification specification.

## Qualification guidance

The Level 1 Award is an appropriate size for learners to strengthen their IT skills for life and skills for work, perhaps building their IT skills in their early years of employment/training or undergoing induction, where IT plays a part. The qualification is designed to meet the requirements of the EDS frameworks and is designed for adults with some experience of using digital devices and the internet who wish to strengthen their information technology skills. It can complement Apprenticeship provision.

There are no specific recommended prior learning requirements for this qualification.

Entry is at the discretion of the Centre. However, learners must be aged 16 or above to undertake this qualification.

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

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

## Progression opportunities

Learners who achieve this qualification could progress to:

- TLM Level 2 IT User Skills in Open Systems and Enterprise.

- TLM Level 2 in Open IT Management.

- TLM Level 2 Cyber Security and Digital Forensics.

It may also be useful to learners studying qualifications in a range of vocational sectors.

## Qualification dates

Regulated qualifications have operational end dates and certification end dates.

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

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

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

## Centre requirements

Procedures for Centre approval. Full details can be found at:

https://tlm.org.uk/policies/arrangements-with-third-parties/terms-and-conditions-of-services

- The procedure for recognising the Centre is as follows:

  o The Principal Assessor, on behalf of the Centre, confirms compliance with the contractual conditions by signing an agreement on the certification web site and provides details of the Centre's internal quality assurance procedures to the satisfaction of the Awarding Organisation.

  o The continued compliance with the requirements of the Awarding Organisation is verified through a personal Centre engagement process where any deficiencies are noted on the Centre's account together with any actions needed to fully meet the requirements.

- TLM is not a member of JCQ, though we recognise the guidance they give to schools and colleges regarding the appropriate management of public examinations. This is reinforced through spot checks.

- Full details of JCQ policies for candidates and for Centre exam secretaries can be found at http://www.jcq.org.uk/exams-office

## Assessors and Internal Quality Assurance

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

Section 3 - Unit content and assessment guidance

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

The unit summary provides an overview of each unit including:

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

Following the unit summary there is detailed information for each unit containing:

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- assessment guidance (types of evidence for internal assessment).
- Indicative outputs (evidence that learners have met the requirements)

The regulators' unit number is indicated in brackets for each unit (e.g., yyyyyy).

## Unit 1 - Using devices and handling information

| Unit summary | This unit will enable learners to develop the knowledge and skill involved in using a range of digital devices and handling information. |
|---|---|
| Guided learning hours | 9 |
| Level | Level 1 |
| Mandatory/optional | Mandatory |

| Learning outcomes | | Assessment criteria | |
|---|---|---|---|
| **The Learner will:** | | **The learner can:** | **Amplification** |
| 1. Use devices[1] | Keep operating system and applications up to date. | 1.1 check the version and if an **operating system** or an **application** on different devices is up to date.<br>1.2 update or schedule an update of an operating system or an application on different devices. | ***Operating systems*** (OS) include those typically used for computers (desktop/laptop) and mobile devices.<br><br>***Applications*** include applications for computers, (desktop/laptop) and mobile devices.<br><br>*Know how to check for OS and application updates, and to choose how and when an operating system or application is updated.* |
| 2. Find and evaluate information | Use appropriate techniques to carry out and refine searches, considering currency, relevance, and reliability, and be aware that results are ranked by search engines. | 2.1 **search online** using a search engine **on a device** and **appropriate techniques** to identify information (including images) to refine the data including quotation marks. | ***Search*** refers to searching online for information or content and on a device for files or applications.<br><br>Searching **online** may include:<br><br>• using quotation marks to look for specific terms |

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[1] *These Learning Outcomes are numbered in line with the Skills statements for the EDS National Standards.*

| | | 2.2 | refine the found data using filter(s) on websites or available browser tools | • using an image database or image search service if searching for images |
|---|---|---|---|---|
| | | 2.3 | select the information considering its relevance and its reliability, including dismissing results that are ranked higher by search engines if they do not fit the purpose. | • applying filters relating to time or origin<br>• searching within a specific website or social media platform for information, images, music, or video.<br><br>It may also include adopting an iterative approach of refining search terms to narrow or broaden searches as required. Searching online may be using a "traditional" search engine (text-based) or using a digital assistant (for example, through voice control).<br><br>Searching **on a device** may include searching on:<br><br>• file names<br>• partial file names<br>• file content<br><br>***Use appropriate techniques*** includes adopting an appropriate approach to searching based on the type of information sought. |
| **3. Manage and store information** | Organise and store information using files, folders, hierarchy and tagging to enable efficient information retrieval on a device and across devices. | 3.1<br>3.2<br>3.3 | design and create a folder and file hierarchy to organise information.<br>retrieve information from specified location **across devices**.<br>use file metadata and tagging to filter out or identify relevant information. | ***Across devices*** refers to storing files on cloud storage using one device and accessing the files using another device.<br><br>*Know and understand folder structures, file information including metadata and tagging, and accessing data across devices.* |

| | | 3.4 | check the size of the file and use correct compression methods to make it smaller | *Understand that file sizes, e.g., for images can involve large amounts of data and the file size may need to be reduced before sending.* |
|---|---|---|---|---|
| | | | | *Know and understand limitations on file sizes when using some services (e.g., email attachments, file size upload limits) and the benefits of using file compression to make effective use of storage capacity and to reduce data transfer times.* |
| | | | | *Understand and be able to use terminology describing data storage requirements: bytes, kilobyte (KB), megabyte (MB), gigabyte (GB), terabyte (TB).* |
| | | | | *Understand and be able to use terminology describing data transfer speeds: Megabits per second (Mbps).* |

## Unit 2 - Creating and editing

| Unit summary | This unit will enable learners to develop the knowledge and skill involved in creating and editing documents and processing numerical data. |
|---|---|
| **Guided learning hours** | 9 |
| **Level** | Level 1 |
| **Mandatory/optional** | Mandatory |

| Learning outcomes | | Assessment criteria | |
|---|---|---|---|
| **The Learner will:** | | **The learner can:** | **Amplification** |
| 6. **Create and edit documents** | Use applications to enter, edit, format, layout information (including text, tables, graphics, charts) for a range of purposes and audiences. | 6.1 select and use an appropriate document application on different devices to enter information for a range of purposes and audiences.<br>6.2 edit and **format** text**, tables, graphics, and charts** appropriately, depending on the brief or the purpose and the audience<br>6.3 **layout** information effectively depending on the brief or the purpose and the audience. | *Format tables/graphics/charts* includes positioning, sizing, captioning, borders, flow of text.<br><br>*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.<br><br>*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.* |

| 8. Process numerical data | Enter, edit, sort, process, format, and chart numeric data. | 8.1 select and use an appropriate numerical processing application to enter information for a range of purposes and audiences. <br> 8.2 edit and **format** numerical data depending on the brief or the purpose and the audience. <br> 8.3 sort and process numerical data using filters and simple formulas depending on the brief or the purpose and the audience. <br> 8.4 **chart** numerical data depending on the brief or the purpose and the audience. | *Format* includes cell alignment, number formatting (e.g., number, currency, date, percentage), merging/splitting cells, etc. <br><br> *Process and chart* include using an application's functionality to carry out simple calculations (such as totalling), filtering, using simple formulae and creating simple charts (e.g., with a single data series, no trend lines, or data labels etc.). <br><br> *Know and understand terminology and concepts relating to entering and editing information in a worksheet, formatting using row and column size adjustment, cell borders and data types (including formatting currency, percentages, and number of decimal places for numeric data).* <br><br> *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.* <br><br> *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.* |

## Unit 3 – Communicating

| | |
|---|---|
| **Unit summary** | **This unit will enable learners to develop the knowledge and skill involved in managing contacts and communicating with them as individuals and groups.** |
| **Guided learning hours** | 9 |
| **Level** | Level 1 |
| **Mandatory/optional** | Mandatory |

| Learning outcomes | | Assessment criteria | |
|---|---|---|---|
| **The Learner will:** | | **The learner can:** | **Amplification** |
| 9. **Communicate and share information** | Identify and use appropriate modes of online communication for a range of contexts and audiences. | 9.1 identify appropriate **modes of online communication** for a range of **contexts** and audiences.<br><br>9.2 use various modes of online communication (including email, instant messaging, video conference call, social media) appropriately<br><br>9.3 share information appropriately in a range of contexts and in various modes of communication<br><br>9.4 solve any technical issues that may arise during online communication | ***Modes of online communication*** include email, instant message, text message, social media, blog, collaboration tools and services.<br><br>***Contexts*** refers to the range of circumstances in which an online communication could be made e.g., at work, socially, in general public.<br><br>***Audiences*** refers to different individuals or groups of people e.g., a colleague, a friend, a group of friends, users of a social media platform etc. |

## Unit 4 - Transacting

| Unit summary | This unit will enable learners to develop the knowledge and skill involved in carrying out an online transaction, and buying items online |
|---|---|
| Guided learning hours | 9 |
| Level | Level 1 |
| Mandatory/optional | Mandatory |

| Learning outcomes | | Assessment criteria | |
|---|---|---|---|
| **The Learner will:** | | **The learner can:** | **Amplification** |
| **11. Use online services** | Interact with online transactional services and manage account settings. | 11.1 enter relevant data online when **interacting** with **online transactional services** (including online shopping, finance, utilities, government services, media)<br><br>11.2 **manage** account settings including setting preferences<br><br>11.3 understand and use privacy and security mechanisms when transacting online<br><br>11.4 upload and download documents and images as required<br><br>11.5 understand that file sizes, e.g., for images can involve large amounts of data and the file size may need to be reduced before sending | *Interacting* will include uploading/downloading of documents and images as required.<br><br>**Online transactional services** include online shopping, finance (e.g., online banking), utilities (e.g., gas, electricity, water), government services (paying council tax online, booking a doctor's appointment, applying for benefits) media (e.g., streaming services) etc.<br><br>*Manage* includes setting account preferences. |

## Unit 5 - Being safe and responsible online

| Unit summary | This unit will enable learners to develop the knowledge and skill involved to use the internet safely, legally, and responsibly |
|---|---|
| Guided learning hours | 9 |
| Level | Level 1 |
| Mandatory/optional | Mandatory |

| Learning outcomes | | Assessment criteria | |
|---|---|---|---|
| **The Learner will:** | | **The learner can:** | **Amplification** |
| 13. Protect privacy | **Protect personal information and privacy**, understanding personal rights and options for controlling the use of personal data. | 13.1 use appropriate email depending on the type of online service<br><br>13.2 use private browsing and appropriate device and application settings to protect privacy, including blocking unwanted communications<br><br>13.3 know and understand rights under data protection law | *Methods of **protecting personal information and privacy** may include:*<br><br>• using multiple email addresses (to separate life and work or to hide identity if required)<br>• considering the access privileges for apps carefully during installation<br>• using private browsing<br>• using the appropriate settings to keep your social network activity private<br>• using the appropriate settings on a mobile device to restrict or grant GPS location information<br>• block unwanted communications from selected users etc.<br><br>*Know and understand key rights available under data protection law: the right to see what personal data organisations hold about you, to withdraw consent and demand that personal data can be rectified or deleted. It should be understood that options are* |

| 14. protect data | Protect devices and data from online risks and threats. | 14.1 set a strong password and use password management applications<br><br>14.2 encrypt data and understand the encrypting process<br><br>14.3 use and understand the advantages of using VPN<br><br>14.4 identify and explain nature of and threats posed by worms, trojans, ransomware and identity theft. | *available to control the use of personal data, e.g., cookie settings. It is not necessary to understand issues of data protection compliance relating to organisations.*<br><br>***Methods of protecting devices and data*** *include:*<br><br>• using multi-factor authentication<br>• encrypting hard drives<br>• using a VPN where appropriate (to access a work network, for example)<br>• using a password manager application<br>• understanding that browsers can cache login details and the dangers of this on public computers.<br><br>*Be aware of the nature of and threats posed by:*<br><br>• *worms*<br>• *trojans*<br>• *ransomware*<br>• *identity theft.*<br><br>*Be aware of commercial aspects and risk in a work environment.* |

| | | | |
|---|---|---|---|
| **15. configure and use multifactor authentication** | Configure and use multifactor authentication to access and use online services. | 15.1 configure and use multifactor authentication to access and use online services.<br>15.2 understand the risks of using public computers | |
| **16. back up data locally or using a cloud provider** | Backup data locally and using a cloud provider. | 16.1 back up data locally or using a cloud provider.<br>16.2 know and understand the advantages and disadvantages of backing up data locally and to the cloud | |

# Section 4 - Assessment and moderation

## How the qualification is assessed

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

The Learning Machine EDS Award (Level 1) is externally set. The practical assessments are internally marked and externally moderated and the examination is externally assessed.



## Practical assessment

Three practical assessments will be set by The Learning Machine. The assessments will include a Marks Scheme and Assessor's Guidance to allow for marking by the Centre in line with The Learning Machine's requirements. A sample of the marked assessments will be moderated by TLM.

## External Examination

An external examination will be set by and marked by The Learning Machine.

The marks will be allocated in the following indicative manner:

| Level 1 | | | | | | |
|---|---|---|---|---|---|---|
| | Practical assessment 1 - mark | Practical assessment 2 - mark | Practical assessment 3 - mark | Examination - mark (15 marks - scaled x 3) | Overall mark | |
| **Marks available** | 45 | 45 | 45 | 45 | 180 | **GLH** |
| **Pass** *(nominal for each component – overall compensatory model applies)* | 31.5 | 31.5 | 31.5 | 31.5 | >126 | |
| **Skills area** | | | | | | |
| • Using devices and handling information | 9 | 9 | 9 | 9 | 36 | 9 |
| • Creating and editing | 27 | 0 | 0 | 9 | 36 | 9 |
| • Communicating | 0 | 27 | 0 | 9 | 36 | 9 |
| • Transacting | 0 | 0 | 27 | 9 | 36 | 9 |
| • Being safe and responsible online | 9 | 9 | 9 | 9 | 36 | 9 |
| **Total:** | 45 | 45 | 45 | 45 | 180 | 45 |

This indicative mark allocation is provided for illustrative purposes only to show balance of coverage across the various assessment components. The 'pass mark' is nominally set at a *design threshold* of 70%. It is at this level because with all areas being taught and an overall compensatory assessment model; 70% reflects sufficient levels of knowledge and understanding, and mastery of skills. Although, the actual mark to pass the qualification may well vary slightly to ensure the maintenance of appropriate standards, and it will be based on actual performance against the overall set of assessment components.

## Moderation

Moderation is the process by which we confirm that assessment decisions in Centres are:

- made by competent and qualified Assessors.
- the product of sound and fair assessment practice.
- recorded accurately and appropriately.

We do this through:

- internal moderation – which you carry out.
- external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our Centre approval criteria.

# Section 5 - Support

TLM provides several web-based resources to support this qualification.

The specification is available in a downloadable PDF format, as well as available on the main website under qualification: https://tlm.org.uk

In addition, we supply the following sites:

## Assessor Support
https://learn.tlm.org.uk

This is a Moodle VLE system that has support materials and resources for assessors including sample assessment materials (SAM) and will eventually have sample work.

## Unit Specific Support
Each unit has a specific set of requirements that need to be undertaken in a practical way by earners.  It is likely that Centres offering this qualification have their own systems, but TLM provide systems to be used in conjunction with these EDS qualifications.

### Unit 4
https://ecomm.tlm.org.uk

This site is a basic shopping web site, but it is designed so that learners can use a dummy credit card to purchase materials without giving any real details.