Digital Functional Skills

Level 1

Specification

This is version 1.0 of the TLM handbook for Digital Functional Skills qualifications eligible from 2023 onwards and first published in January 2023. Further printed copies can be obtained from Lulu.com or the pdf freely downloaded from **www.tlm.org.uk**.

Digital Functional Skills 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 Digital Functional Skills.

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Contents

Section 1 - Introduction

What is the purpose of this qualification?

The Learning Machine (TLM) offers Digital Functional Skills qualifications (DFSQ), a suite of two qualifications available from Entry to Level 1.

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. TLM Level 1 Digital Functional Skills recognises achievement at Level 1 and this specification sets out five 'teaching units', all at Level 1. This covers the Digital Functional Skills DfE content Framework:

The general purpose of Digital Functional Skills is to enable adults to develop the digital skills they need for life, work, or further study as set out in the DfE National Standards for Essential Digital Skills and Digital Functional Skills qualifications: subject content. They are appropriate qualifications for young people and adults with no or low digital skills wishing to confirm they have digital skills needed for employment or further study.

The delivery of this qualification should encourage learners to develop their practical digital capabilities through motivational and confidence building learning experiences that will act as a springboard to further learning and raised aspirations.

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 qualification 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 young people's and 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 TLM information technology qualifications.

Why choose the Award sized qualification?

TLM Level 1 Digital Functional Skills 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.

TLM 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:
Digital Functional 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 TLM Level 1 Digital Functional Skills.

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

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 'Learning Machine Level 1 Digital Functional Skills'.

Things you need to know:

Qualification number (QN)	
Aim reference	
Total qualification time	65 hours
Guided learning hours	55 hours
Level	Level 1
Assessment requirement	Externally assessed on-screen practical assessment (Assessment A) and externally assessed online examination (Assessment B).

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 **610/3217/7**.

This qualification is Level 1 Digital Functional Skills. This qualification has been developed for young people and 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.

Digital Functional Skills qualifications should fulfil the following purposes:

- to provide reliable evidence of a Learner's achievements against content that is relevant to the workplace and real life,

- to provide assessment of a Learner's knowledge and skills as well as their ability to apply these in different contexts, and

- to provide a foundation for progression into employment or further education and develop skills for everyday life.

Achieving this qualification

To be awarded TLM Level 1 Digital Functional Skills, 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 TLM Level 1 Digital Functional Skills, 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 Digital Functional Skills DfE content 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.

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

Security controls during assessments

It is important that the assessments for this qualification are delivered appropriately.

Learners should not be able to access other computer programmes and/or the internet inappropriately while taking the tests. This will be monitored through in-built computer measures alongside the security arrangements – which for example, forbid taking smart phones into the online examination room.

Guidance will be provided to Learners and invigilation staff setting out the requirement for appropriate use of computer programmes and/or the internet, and such tools are to be used solely as the assessment tasks direct.

We will require that internet search-histories are routinely sampled as part of the Centre controls – and Learners will be made aware of such oversight.

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 – *recommended nominal teaching time for content in this Unit*	18
Level	Level 1
Mandatory/optional	Mandatory

Skills Statement	Learning Outcome	Assessment criteria	Range statement/ amplification
Using devices and handling information Devices refers to examples such as desktop, laptop, mobile devices, and smart devices.			
	The Learner can: *As a minimum, students must be able to demonstrate all specific assessment content denoted by '(including…)'*	The Learner will:	*The examples provided (denoted by 'such as') are illustrative only and are not exhaustive.*
1.1.	Carry out searches on the internet (including use of keywords, exact phrases, search filters).	**Search online** using a search engine and **appropriate techniques** to identify information (including images) to refine the data including quotation marks.	Search refers to searching online for information or content. **Searching online** may include: • using quotation marks to look for specific terms • using an image database or image search service if searching for images • applying filters relating to time or origin

			• searching within a specific website or social media platform for information, images, music, or video. 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). **Use appropriate techniques** includes adopting an appropriate approach to searching based on the type of information sought.
1.2.	Take account of currency, reliability and copyright when selecting information from the internet.	Select the information considering its currency, copyright, and its reliability, including dismissing results that are ranked higher by search engines if they do not fit the purpose.	
1.3.	Understand that search results may include sponsored results or advertisements and be able to recognise these.	Explain how sponsored results or advertisements are used and identify them.	

1.4.	Carry out searches for files (including on file names, partial file names, file content).	Search on a device and use appropriate techniques to find files using a range of information.	Searching on a device may include searching on: • file names • partial file names • file content Use appropriate techniques includes adopting an appropriate approach to searching based on the type of information sought.
1.5.	Create and use a hierarchical folder structure to organise files and use an appropriate file naming convention.	Design and create a hierarchical folder structure, organise files and use a naming convention to organise information relating to files.	An appropriate file naming convention refers to naming files in a way that describes or indicates the content or the use of the file or includes the date and/or time information.
1.6.	Save a file on cloud storage using one device and open it on another device.	Retrieve information from specified location across devices.	Across devices refers to storing files on cloud storage using one device and accessing the files using another device.
1.7.	Know and be able to appropriately use terminology (including bytes, kilobytes, megabytes, gigabytes, terabytes) describing data storage requirements.	Explain and be able to use terminology describing data storage requirements: bytes, kilobyte (KB), megabyte (MB), gigabyte (GB), terabyte (TB).	
1.8.	Know and understand limitations on file sizes when using some online services, and the benefits of	Explain limitations on file sizes when using some services (e.g., email attachments, file size upload	Limitations on file sizes when using some services refers to email

	using file compression to make effective use of storage capacity and to reduce data transfer times.	limits) and describe the benefits of using file compression to make effective use of storage capacity and to reduce data transfer times.	attachments and file size upload limits.
1.9.	Use **online resources** to identify solutions to common technical problems (including when to reinstall an application, change Wi-Fi settings, change a system or software setting) and apply the solution.	Identify and apply solutions to common technical problems using online resources.	**Online resources** refers to examples such as online tutorials, FAQs or help facilities.

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 – *recommended nominal teaching time for content in this Unit*	14
Level	Level 1
Mandatory/optional	Mandatory

Skills Statement	Learning Outcome	Assessment criteria	Range statement/ amplification
Creating and editing			
2.1.	Use suitable applications (including word-processing, document, or web presentation software), to enter, edit, **format**, **layout** and save information (including text, tables, graphics, charts) for a range of purposes and audiences.	Select and use an appropriate application to enter, edit and format text, tables, graphics, and charts appropriately, depending on the brief or the purpose and the audience.	Format tables/graphics/ charts includes positioning, sizing, captioning, borders, flow of text.
2.2.	**Use appropriate layout conventions** for information (including formal and informal communication, presentation, advertisement) and audiences (including familiar, unfamiliar audience).	Use layout conventions and styles, and layout information effectively depending on the brief or the purpose and the audience.	**Using appropriate layout conventions** refers to adopting common conventions, such as text, tables, images, and charts, for specific purposes, such as a formal report for managers, an advertisement for consumers or a presentation for colleagues.

2.3.	Edit (including caption, crop, resize, change contrast, change colour balance) an image using an **appropriate tool**.	Know the basic features of and use, an appropriate tool to edit images.	An **appropriate tool** for editing refers to a desktop application or an application on a touchscreen device.
2.4.	Process numeric data using **simple formulae** (including sum, subtraction, multiplication, division, maximum, minimum, average) using relative cell references.	Use an application's functionality to carry out simple calculations using numeric data.)	**Simple formulae** refers to up to two mathematical operators.
2.5.	Process (including sort, filter) numeric data by values in a column.	Use an application's functionality to carry out simple filtering and sorting operations on numeric data.	**Sorting** numeric data refers to one criterion. **Filtering** data refers to one criterion.
2.6.	Format numeric data (including font sizes, font styles, alignment, cell formatting, merging cells, splitting cells, row height, column width).	Use an application's functionality to format numeric data in various ways.	
2.7.	Chart a simple series of numeric data using an **appropriate type of chart** and apply suitable titles and labels (including chart title, axis titles, data legends and data labels).	Create a suitably titled and labelled chart from a simple data series.	An **appropriate type of chart** refers to bar/column charts, pie charts and line graphs.

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 – *recommended nominal teaching time for content in this Unit*	7
Level	Level 1
Mandatory/optional	Mandatory

Skills Statement	Learning Outcome	Assessment criteria	Range statement/ amplification
Communicating			
3.1.	**Use email for a range of contexts and audiences**.	Create, draft, send, open and access information using an email application for different purposes.	**Using email for a range of contexts and audiences** refers to common work or real-life scenarios, such as to colleagues at work, the general public, or users of a social media platform.
3.2.	Use online messages (including instant message, text message, social media) for a range of contexts and audiences.	Create, draft, send, open and access information using an online messaging application for different purposes.	**Using online messages for a range of contexts and audiences** refers to common work or real-life scenarios, such as to colleagues at work, the general public, or users of a social media platform.
3.3.	Know what steps can be taken to limit a **digital footprint** (including	Understand how a digital footprint can be limited.	A **digital footprint** – sometimes called a digital shadow or an

| | use of privacy tools to manage cookies and website tracking, private browsing, restricting GPS information). | | electronic footprint – refers to the trail of data left when using the internet. It includes websites visited, emails sent, and information submitted online.

A digital footprint has implications – it can be used to track a person's online activities and devices. It can also be used by employers for example during hiring, it can cause reputational damage and could be used for the purposes of exploitation. |

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 – *recommended nominal teaching time for content in this Unit*	7
Level	Level 1
Mandatory/optional	Mandatory

Skills Statement	Learning Outcome	Assessment criteria	Range statement/ amplification
Transacting			
4.1.	Manage account settings for an **online service** (including personal details, login credentials, marketing, and communication preferences).	Enter, adjust, and delete account settings for an online service.	**Online services** refers to examples such as shopping, banking, utilities, government services or media services.
4.2.	Complete online forms and **upload documents or images.**	Enter appropriate information into online forms, and upload documents or images.

Be able to explain why file compression may be needed prior to uploading and upload a file using a suitable file compression application beforehand. | **Uploading documents or images** refers to locating a file and understanding that file sizes may need to be reduced before submitting. |
| 4.3. | Carry out checks to reduce the risks involved in transactions online (including checking for the padlock next to the URL in the browser, checking if the website appears | Understand how to check for and carry out checks to minimise, online transaction risks. | |

	professional with a legitimate domain name, checking reviews).	

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 – *recommended nominal teaching time for content in this Unit*	9
Level	Level 1
Mandatory/optional	Mandatory

Skills Statement	Learning Outcome	Assessment criteria	Range statement/ amplification
Being safe and responsible online			
5.1.	**Understand key rights** under data protection laws (including right to see what personal data organisations hold about you, right to withdraw consent) and the circumstances where you can request that personal data be rectified or deleted.	Know and be able to explain **key rights** under data protection laws. Know and be able to explain the circumstances where you can request that personal data be rectified or deleted.	In understanding key rights under data protection laws, it is not necessary to understand issues of data protection compliance relating to organisations. 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 available to control the use of personal data, e.g., cookie settings.

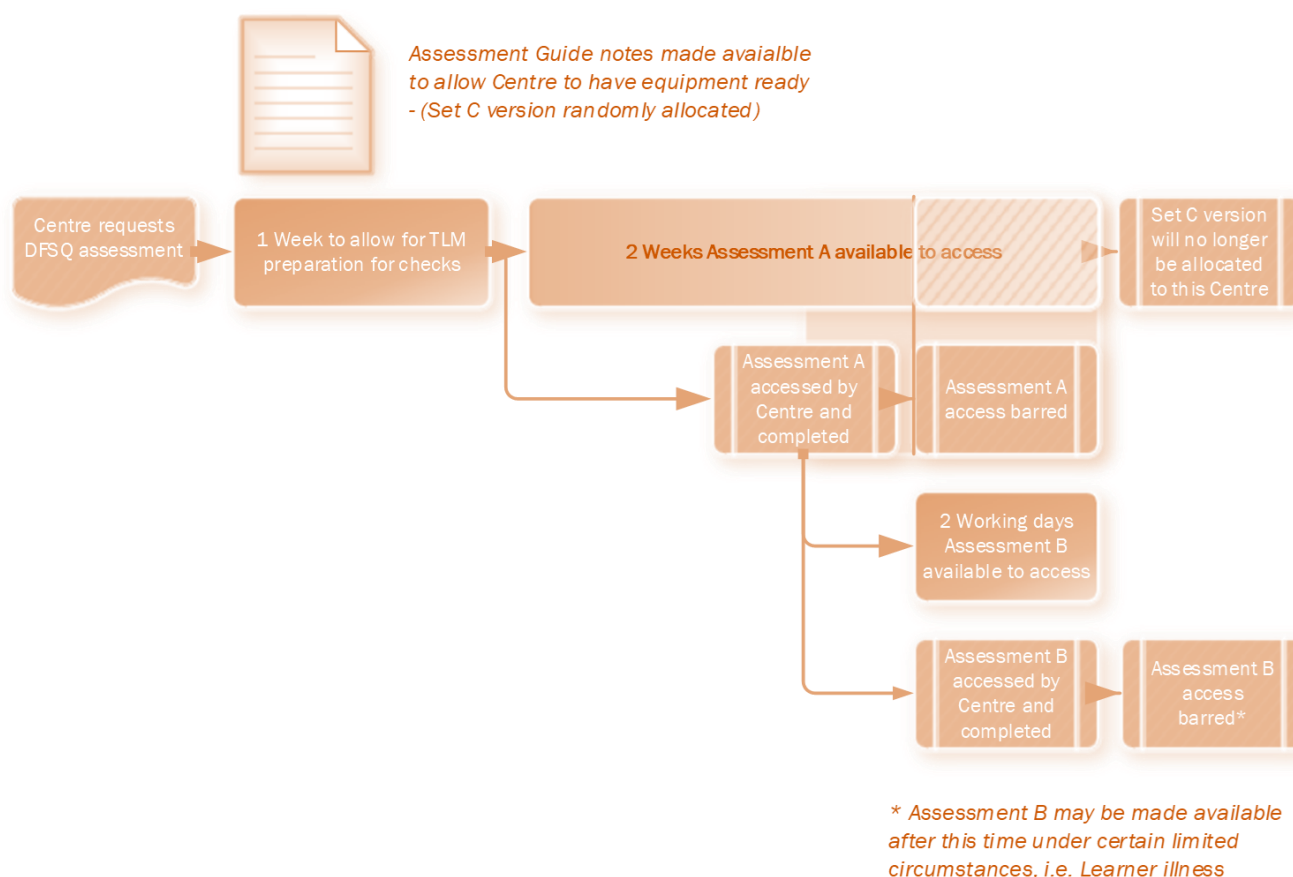| 5.2.	Understand the importance of protecting personal information and privacy online and know methods to do so (including private browsing, social media settings, settings on a mobile device to restrict or grant GPS location information, using a secondary email address).	Be able to explain the importance of protecting personal information and privacy online. Know methods of protecting personal information and privacy online.	Methods of protecting personal information and privacy may include: • using multiple email addresses (to separate life and work or to hide identity if required) • considering the access privileges for apps carefully during installation • using private browsing • using the appropriate settings to keep your social network activity private • using the appropriate settings on a mobile device to restrict or grant GPS location information • block unwanted communications from selected users etc.
5.3.	Know how to backup files to the cloud.	Backup files to the cloud.	
5.4.	Know how to avoid exposure to malware (including worms, trojans and ransomware).	Explain in simple terms, different methods and applications that avoid exposure to malware.	Be aware of the nature of and threats posed by: • worms • trojans • ransomware • identity theft.

5.5.	Know of and know how to **minimise** the effects of **health risks** (including weight gain, decline in physical fitness, poor sleep patterns) that may result from using devices and the internet.	Describe the health risks that may result from using devices and the internet. Explain how to minimise the effects of health risks that may result from using devices and the internet.	**Health risks** resulting from using devices and the internet refers to physical and/or psychological. **Minimising** these refers to examples such as taking regular breaks, using a wrist rest with a mouse, limiting screen time, avoiding screen time close to bedtime, or reporting cyberbullying.

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.

TLM Level 1 Digital Functional Skills is externally set. The practical assessments and the examination are both externally assessed.

Assessment Guide notes made avaialble to allow Centre to have equipment ready - (Set C version randomly allocated)

Centre requests DFSQ assessment

1 Week to allow for TLM preparation for checks

2 Weeks Assessment A available to access

Set C version will no longer be allocated to this Centre

Assessment A accessed by Centre and completed

Assessment A access barred

2 Working days Assessment B available to access

Assessment B accessed by Centre and completed

Assessment B access barred*

* Assessment B may be made available after this time under certain limited circumstances, i.e. Learner illness

Practical assessment

One practical assessment will be set and marked by TLM.

External Examination

An external examination will be set by and marked by TLM.

The marks will be allocated in the following indicative manner:

	Assessment A (practical assessment)	Assessment B (multiple-choice test)	Overall mark	GLH – nominal (hours)
Marks available	35	15	50	
Pass *(nominal for each component – overall compensatory model applies)*	24.5	10.5	35	
• Using devices and handling information	7	7	14	16
• Creating and editing	21	0	21	23
• Communicating	3	1	4	5
• Transacting	4	0	4	4
• Being safe and responsible online	0	7	7	7
Total:	35	15	50	55

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.

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:

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 DFS 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.