City & Guilds Digital Functional Skills Qualifications

City & Guilds Digital Functional Skills Qualification at Entry Level 3 (4748-05)
City & Guilds Digital Functional Skills Qualification at Level 1 (4748-06)

Version 1.0 September 2023

Qualification Handbook

Qualifications at a glance

Subject area	Functional Skills
City & Guilds numbers	4748-05 Entry Level 3 4748-06 Level 1
Age group approved	All ages
Entry requirements	There are no entry requirements.
Assessment	Onscreen examinations consisting of short tasks and knowledge questions. Externally set and marked by City & Guilds.
Grading	Pass/Fail.
Approvals	Centres currently approved to deliver Functional Skills ICT (3748-03), Start IT - ITQ (4249-01) or Level 1 IT User (7574-01) may apply for fast-track approval on the 4748. Centres that do not have approval for any of the above should apply for the 4748 qualifications via a Qualification Approval Application (QAP). Please note all centres must complete a self-assessment form and assessment site log.
Support materials	Sample assessments (in Open Assess), worked examples, Guidance for Delivery document, e-Functional Skills (Initial Assessment and Diagnostic tests).
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates.

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Digital Functional Skills Qualification at Entry Level 3	4748-05	610/3066/1	55	60
City & Guilds Digital Functional Skills Qualification at Level 1	4748-06	610/3067/3	55	60

Version and date	Change detail	Section
Version 1.0 September 23	First edition	All

Contents

1   Introduction

This document tells you what you need to do to deliver the qualifications.

Area	Description
Who are the qualifications for?	Digital FSQs will enable learners to initiate and participate in digital and online activities safely, in the workplace and other real-life contexts. At Entry Level 3, digital FSQs should: • enable learners to gain confidence and fluency in their use of digital knowledge and skills, and develop a positive attitude towards the use of digital skills • enable learners to develop an appreciation of the importance of digital skills in the workplace and in life generally • enable learners to demonstrate their knowledge and skills by applying these to complete tasks and activities and • provide a basis for further study, work and life. At Level 1, digital FSQs should: • enable learners to increase their confidence and fluency in their use of digital knowledge and skills, and develop a positive attitude towards the use of digital skills • enable learners to demonstrate their knowledge and skills by applying these to complete tasks and activities • introduce learners to areas of life and work which may be new or unfamiliar, and tasks and activities that they may encounter in future • enable learners to develop an appreciation of the importance of digital skills in the workplace and in life generally and • provide a basis for further study, work and life.
What do the qualifications cover?	These qualifications are designed to cover the five skills areas within the national standards: • using devices and handling information • creating and editing • communicating • transacting • being safe and responsible online.
What opportunities for progression are there?	Learners who achieve the Entry Level 3 qualification can progress onto the Level 1 in Digital Functional Skills. Learners who achieve the Level 1 qualification can progress onto other Level 2 IT qualifications, such as City & Guilds 7574-02 ITQs for IT Users and 7540-12 IT Systems and Principles.
Who did we develop the qualifications with?	The subject content for digital FSQs reflects the skills and knowledge set out in the national standards for essential digital skills[1] which were developed by the Department for Education. We have consulted with a variety of stakeholders in the development of the qualifications, including centres.

[1] **National standards for essential digital skills (publishing.service.gov.uk)**

Structure of the qualifications

City & Guilds Digital Functional Skills Qualification at Entry Level 3			
City & Guilds number	**Unit title**	**Assessment method**	**GLH**
4748-123	Entry Level 3 in Digital Functional Skills	Onscreen examination	55

To achieve the City & Guilds Digital Functional Skills Qualification at Entry Level 3 qualification learners must achieve a **pass** in the Entry Level 3 assessment.

City & Guilds Digital Functional Skills Qualification at Level 1			
City & Guilds number	**Unit title**	**Assessment method**	**GLH**
4748-124	Level 1 in Digital Functional Skills	Onscreen examination	55

To achieve the City & Guilds Digital Functional Skills Qualification at Level 1 learners must achieve a **pass** in the Level 1 assessment.

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 for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT is comprised of the following two elements:
1) The number of hours assigned to a qualification for Guided Learning
2) 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, unlike Guided Learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other, appropriate provider of education or training.

Title and Level	GLH	TQT
City & Guilds Digital Functional Skills Qualification at Entry Level 3	55	60
City & Guilds Digital Functional Skills Qualification at Level 1	55	60

2   Centre requirements

Approval

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Fast track is available only for centres currently approved for the following qualifications:
- City & Guilds Functional Skills Qualification in Information and Communication Technology (ICT) at Entry 1 (3748-03) (500/8507/4)
- City & Guilds Functional Skills Qualification in Information and Communication Technology (ICT) at Entry 2 (3748-03) (500/8508/6)
- City & Guilds Functional Skills Qualification in Information and Communication Technology (ICT) at Entry 3 (3748-03) (501/0638/7)
- City & Guilds Functional Skills Qualification in Information and Communication Technology (ICT) at Level 1 (3748-03) (500/9630/8)
- City & Guilds Functional Skills Qualification in Information and Communication Technology (ICT) at Level 2 (3748-03) (501/0639/9)
- City & Guilds Entry Level Award for IT Users (Start IT - ITQ) (Entry 3) (4249-01) (500/5886/1)
- City & Guilds Level 1 Award for IT Users (ITQ) (7574-01) (500/6805/2)
- City & Guilds Level 1 Certificate for IT Users (ITQ) (7574-01) (500/6759/X)
- City & Guilds Level 1 Diploma for IT Users (ITQ) (7574-01) (500/6903/2)

Resource requirements

Centre staffing

Staff involved in the teaching of these qualifications **must**:

- be personally competent in the subject being taught
- have a detailed understanding of the qualification specifications and assessment requirements
- be familiar with the guidance in the **Centre Handbook: Quality Assurance Standards**

As stated in the **Centre Handbook: Quality Assurance Standards**, section 4.1.5, centre staff cannot undertake a City & Guilds qualification while they are teaching or assessing that qualification.

Centres must inform the Quality Delivery Teams if they wish to register a member of staff to take a Digital Functional Skills qualification. This **must** be done before they complete any assessments. Failure to notify City & Guilds could affect the Qualification Approval Risk status and/or may constitute malpractice.

Teaching qualifications and subject specialist qualifications

There is no requirement to hold any specific teaching or subject specialist qualification in order to be involved in the teaching of Digital Functional Skills qualifications. Nevertheless, staff involved in any of these functions must be secure in their personal digital skills and **fully** able to understand the qualification requirements. We therefore strongly recommend that centre staff work towards an appropriate specialist qualification if they do not already hold one.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge and practice remains current. This includes best practice in delivery, mentoring, training, assessment and quality assurance. Centres should also take into account any national policy or legislative developments.

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City and Guilds Quality Assurance processes visit: the **What is CASS?** and Quality Assurance Standards documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:
- Internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers must
- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:
- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

Support for centres

City & Guilds supports centres in the delivery of Digital Functional Skills Qualifications. Further support is provided in the form of teaching and learning materials such as e-Functional Skills (Initial Assessment and Diagnostic tests). City & Guilds also runs networks to provide ongoing support to centre staff.

Learner entry requirements

There are no specific entry requirements for these qualifications though some Entry Level learners with little or no prior experience of using digital devices or the internet may need support to handle and use digital devices, such as turning on a device and using a mouse or keyboard, before progressing on to the knowledge and skills set out in the subject content.

Age restrictions

There are no formal age restrictions.

External assessment

To meet the assessment conduct requirements for these qualifications, centres must ensure that each of the following roles are undertaken:
- Head of Centre
- Examinations Officer
- Invigilator(s).

These roles and all other information relating to the administration and invigilation of examinations are included in the document **Functional Skills 4748: Instructions for Conducting Examinations.**

Access arrangements and reasonable adjustments

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds for more information. Both are available on the City & Guilds website: **Centre Document Library - Access Arrangements**

We have taken note of the provisions of equalities legislation in developing these qualifications. The assessments have been designed to avoid creating unnecessary barriers to individuals with a learning difficulty or a disability and to support use of assistive technology.

Candidates can have access to all forms of equipment, software and assistance (e.g., scribe, reader) that constitute their normal way of working, provided that these do not affect the reliability or validity of assessment outcomes or give the learner an assessment advantage over other learners undertaking the same or similar assessments or are prohibited by the conditions of the assessment.

Candidates may be permitted access to any of the following when undertaking the assessment:

- additional time
- bilingual dictionaries
- reader
- computer reader (assistive technology)
- communication professional / sign language interpreter
- scribe
- speech recognition technology
- practical assistants (for assessment of the application of the skills described by the standards, a practical assistant must not perform any skill for which marks are credited)
- external device to load personal settings (permitted as a reasonable adjustment provided this does not compromise the assessment or give the candidate any advantage not available to other candidates).

For more information on how to apply for access arrangements please refer to the following document: **Access arrangements: When and how applications need to be made to City & Guilds**

3   Delivering the qualification

Initial assessment/induction

An initial assessment of each learner should be made before the start of their programme to ensure they work towards the qualification at the appropriate level. The learner should work towards the level above that at which they are currently operating.

This process should identify if the learner has any specific learning needs and identify any support and guidance they may need when working towards their qualification.

We recommend that centres provide an induction programme, so learners fully understand the requirements of the qualification they are working towards, their responsibilities as a learner, and the responsibilities of the centre.

Some Entry Level learners with little or no experience of using digital devices or the internet may need support to handle and use digital devices, such as turning on a device, using a mouse or keyboard, before progressing on to the knowledge and skills set out in Section 6 of this handbook.

Delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification(s) before designing a course programme.

Centres should design course programmes in a way that:
- best meets the needs and capabilities of their learners
- satisfies the requirements of the qualification(s).

Tutors should recognise and emphasise the interconnectedness of the five skills areas set out in the subject content in Section 6 of this handbook (for example, 'being safe and responsible online' is a consideration across all other skills areas) and should consider the use of online delivery.

Support materials

The following resources will be available for these qualifications:

- Guidance for Delivery
- Sample assessments hosted on Open Assess (for learners to practise in an online environment which replicates the functionality of the live assessment)
- e-Functional Skills (Initial Assessment and Diagnostic tests)
- FAQs document.

All of the above are available on the City & Guilds website.

4   Administration

Examination administration

The assessments are offered onscreen through *e-volve*. Assessments are available on demand but must be booked from City & Guilds in advance.

Assessment conditions

The assessments at each level require invigilation and are subject to the rules give in the document, **Functional Skills 4748: Instructions for Conducting Examinations**

It is the Head of Centre's ultimate responsibility to ensure that the administration of all assessments follow the requirements and instructions given in this handbook and in accordance with the **Functional Skills 4748: Instructions for Conducting Examinations,** and that all centre staff involved with the process are familiar with this guidance.

Resources

The assessments at each level must be taken on a computer (desktop/laptop) and candidates will need access to office packages which include word processing, presentation, email, PDF viewer and spreadsheet (spreadsheet at Level 1 only). The specific resources for each level are provided in the **Guidance for Delivery for Digital Functional Skills** document. This document also contains information on the minimum technical requirements to run the onscreen exams. Dictionaries including bilingual dictionaries are permitted.

Grading and results

A single pass mark is applied to the assessments at both levels.

The pass marks may differ slightly between assessment versions, to take into account slight variations in difficulty and to ensure the standard of work required to achieve a pass is consistent. Please be aware that while we roll out any new assessment versions there may be a slight delay in results being released whilst we go through the initial standard setting process. This is an important quality step to ensure that the assessments are robust and reliable.

Results processing of external assessments

Under usual circumstances results are processed and issued within 20 working days after the completed work has been received by City & Guilds.

Please be aware that as new assessment versions are introduced, all candidate results for those versions will be held until we have received a representative number of completed exam scripts and completed an analysis of the live results to ensure that the pass boundary is set

correctly. This is an important step to ensure that the pass mark set is a fair and accurate reflection of the pass standard.

As a result of this, there may be an impact on our ability to issue results within our standard 20 working-day turnaround. Whilst we will do everything we can to issue results promptly and within 20 working-days, please be aware that results may take up to 32 working days.

If you have any specific queries please contact **customersupport@cityandguilds.com** for further information.

Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth.

More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

Inclusion and diversity | City & Guilds (cityandguilds.com)

Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that support our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

Our Pathway to Net Zero | City & Guilds (cityandguilds.com)

Requirements for certification

Candidates will receive a certificate for each Digital Functional Skills qualification that they complete, where they have achieved a 'Pass'.

Resits

Resits are permitted. The assessment version will be automatically selected by the *e-volve* online platform to make sure candidates are allocated a previously unseen version.
Where a candidate is entered for a resit, and they have taken all the available assessment versions, the booking will not be processed, and the centre will be notified by Customer

Services. The centre will be advised when a new exam version becomes available so that they can re-book for the candidate at that time.

As we launch the qualifications, we will be operating a phased release of exam versions to allow for the awarding process to take place. This means that there will be fewer versions of the exams available, and we recommend that candidates are prepared thoroughly before being entered for an exam to reduce the risk of resit opportunities not being available. Candidates should not be entered for a resit before they have received their results and received further teaching to address areas requiring development.

Enquiries about results

The services available for enquiries about results include a review of marking and feedback report. Requests must be submitted within the specified period after the publication of results for individual assessments. For further details of enquiries about results services, please visit the *Appeals* section of the City & Guilds website.

Malpractice

Please refer to the City & Guilds guidance document **Managing cases of suspected malpractice in examinations and assessments.** This document sets out the procedures to be followed in identifying and reporting malpractice by candidates and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of candidate and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of candidate malpractice are detailed below (please note that this is not an exhaustive list):
- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of technology to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

These actions constitute malpractice, for which a penalty (e.g., disqualification from the assessment) will be applied.

Where suspected malpractice is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. Please refer to the form in the document **Managing cases of suspected malpractice in examinations and assessments.**

5   Assessment

Assessment overview

At each level there is an onscreen examination consisting of short tasks and knowledge questions. The exams are externally set and marked by City & Guilds and are available on demand, hosted through City & Guilds online platform, e-volve.

The assessments at each level will sample from the subject content, which can be found in Section 6 of this handbook.

The assessments:
- are summative and must be conducted under invigilated assessment conditions
- are time-bound
- are subject to City & Guilds standard quality assurance processes
- must be presented to candidates unseen, without prior knowledge of the topics/tasks.

The information in this document must be read in conjunction with the **Guidance for Delivery for Digital Functional Skills** and the **Functional Skills 4748: Instructions for Conducting Examinations** documents, which are available on the City & Guilds website.

Assessment structure and timings

Qualification	Structure	Method	Task type	Duration
Entry Level 3	Single assessment hosted in e-volve	Onscreen examination	Tasks and multiple-choice questions	Up to 1 hour 30 minutes Plus, optional 15-minute supervised break
Level 1	Single assessment hosted in e-volve	Onscreen examination	Tasks and multiple-choice questions	Up to 2 hours Plus, optional 15-minute supervised break

The onscreen examinations at Entry Level 3 and Level 1 must take place in **one** session. An optional 15-minute break is built into the tests.

Assessment content

The assessments at each level will sample from across all five skills areas set out in the national standards for Digital Functional Skills qualifications:
- Using devices and handling information
- Creating and editing
- Communicating
- Transacting
- Being safe and responsible online.

Please see Section 6 for the Subject Content.

Sample assessments

Sample assessments are available to book through the City & Guilds *Open Assess* platform and the mark schemes for these will be available to download from the City & Guilds website. Candidates should be given adequate opportunity to familiarise themselves with the sample assessments before attempting the live assessments.

Assessment specification – Entry Level 3

The way the knowledge and skills are covered in the assessment is shown in the table below:

Assessment type: Onscreen assessment
Assessment conditions: Invigilated exam conditions
Grading: Pass/Fail
Grade boundary: TBC following awarding

4748-123 Entry Level 3 in Digital Functional Skills	Duration: 1 hour 30 minutes	
Skills Area	**Weighting**	
1.Using devices and handling information	30-40%	
2.Creating and editing	20-30%	
3.Communicating	20-30%	
4.Transacting	10-20%	
5.Being safe and responsible online	10-20%	
Assessment structure		
Onscreen assessment	Practical tasks	80-90%
	Knowledge questions	10-20%
	Total Marks	40

Assessment specification – Level 1

The way the knowledge and skills are covered in the assessment is shown in the table below:

Assessment type: Onscreen assessment
Assessment conditions: Invigilated exam conditions
Grading: Pass/Fail
Grade boundary: TBC following awarding

4748-124 **Level 1 in Digital Functional Skills**	**Duration: 2 hours**
Skills Area	**Weighting**
1.Using devices and handling information	20-30%
2.Creating and editing	34-44%
3.Communicating	10-20%
4.Transacting	10-20%
5.Being safe and responsible online	6-10%

Assessment structure		
Onscreen assessment	Practical tasks	70-80%
	Knowledge questions	20-30%
	Total Marks	50

6   Subject content

This section contains the subject content for the Digital Functional Skills qualifications. The content is based on the following Department for Education publication:

Digital Functional Skills qualifications: subject content (publishing.service.gov.uk)

The subject content covers five separate Skills Areas. In this handbook the Skills Areas are presented as distinct 'modules' to aid teaching and learning (Skills Areas 1 – 5). Centres may choose to deliver the content in a way which suits their learners' needs. For some, treating each Skills Area as a separate 'module' may be appropriate. For others, it may be more appropriate to take a more holistic approach and deliver the training in a more integrated way.

Each Skills Area contains a set of assessment criteria and associated content which needs to be taught. The summative assessment will not cover every assessment criterion, as these will be sampled across versions, however it is the responsibility of the centre to ensure that the breadth and depth of the content is delivered to candidates so that they are prepared for all assessment versions. The assessment will sample between 70-80% of the assessment criteria.

Subject Content for Entry Level 3

Skills Area 1 – Using devices and handling information

Assessment Criteria	Scope of Study (where applicable)
1.1 Know the main features and uses of different types of device (including desktop, laptop, mobile devices, smart devices).	Features of a device refers to examples such as the interface required (keyboard or touchscreen) or how a device functions (hand-held, wearable or wireless connectivity). Uses of a device refers to examples such as for making a phone or video call, or sending emails while away from a desk.
1.2 Know what an application is and the main types of application software (including email clients, web browsers, mobile device applications, security applications, word processors, presentation software).	Applications refers to those for desktop, laptop and mobile devices.
1.3 Apply system settings (including display, sound, Wi-Fi, time, language,accessibility).	Applying system settings refers to examples such as changing screen brightness, changing speaker volume, or connecting to a Wi-Fi network at work or home.
1.4 Navigate online content to locate required information.	Navigating online content refers to using menus, hyperlinks and browser navigation controls such as back and forward buttons or bookmarks.
1.5 Carry out searches on the internet (including information, images, videos).	Internet searches refers to a specific and clearly defined piece of information or content that might be required in a work or real-life context.
1.6 Use files to read and store information (including creating a file, opening a file, reading information from a file, editing a file, saving a file).	
1.7 Use files and folders to organise and retrieve information (including local and remote storage).	
1.8 Know when there is a problem with a device or software and know the difference between system errors (including device crashing or freezing, slow response) and user errors (including using incorrect credentials, incorrectly connecting hardware).	
1.9 Apply a solution to solve a simple technical problem (including restarting a device to address a system error, correcting a user error).	

Skills Area 2 – Creating and Editing

Assessment Criteria	Scope of Study (where applicable)
2.1 Use a suitable application to enter, edit and format text (including bold, underline, italics, font sizes and colours, text alignment, bulleted lists, numbered lists).	Using a suitable application refers to understanding terminology and concepts relating to documents and media and associated applications, such as word-processed or presentations, with an understanding of the purpose of different applications and typical uses.
2.2 Use a suitable application to enter, edit and format graphics (including position, size).	
2.3 Combine different types of information (including text, graphics, images) for a given purpose.	Combining different types of information for a given purpose refers to using text, graphics and images in a work or real-life or context, such as creating a poster or presentation for colleagues.
2.4 Capture digital media (including image, video) and view in a suitable application.	

Skills Area 3 – Communicating

Assessment Criteria	Scope of Study (where applicable)
3.1 Create and edit details in a contacts list.	
3.2 Compose and reply to online communications comprising text and other digital content to individual and multiple recipients.	Online communications refers to short, simple texts using email or other messaging applications. Other digital content refers to graphics, images and videos.
3.3 Initiate and participate in a video call.	A video call refers to a one-to-one communication via live video.
3.4 Know what is meant by a digital footprint, understand the implications of a digital footprint, and know the range of digital activities (including social media activity, web searches, emails), that leave a digital footprint.	

Skills Area 4 – Transacting

Assessment Criteria	Scope of Study (where applicable)
4.1 Complete and submit an online form (including personal details) and comply with data validation.	An online form refers to a single page form used to enter information such as registering for or requesting a service or making an online purchase.
	Personal details refers to name, address, telephone number, email address and payment details.
	Data validation refers to automatic computer checks to ensure that data is entered correctly, such as password requirements or key fields that cannot be left blank.
4.2 Comply with verification checks to complete an online transaction.	Verification checks refers to a check carried out to ensure the user has entered their details accurately, such as following a link in an email received when setting up an online account.

Skills Area 5 – Being safe and responsible online

Assessment Criteria	Scope of Study (where applicable)
5.1 Understand the need to stay safe and respect others when using the internet and communicating online.	Understanding the need to stay safe online refers to examples such as being aware of risks associated with clicking on unknown links or phishing emails, being aware of the evolving nature of such risks, or knowing that devices may be hacked resulting in personal data being compromised or stolen.
5.2 Know simple methods to protect personal information and privacy online (including not sharing personal information, looking for HTTPS when logging in).	
5.3 Set up and use security features (including authentication methods) to accessdevices and online services.	Authentication methods to access devices refers to examples such as strong passwords, fingerprint, facial or voice recognition.
5.4 Understand the benefits of using security software (including anti-virus, firewall) to protect against online risks.	Benefits of using security software refers to examples such as preventing, detecting or removing viruses, malware and other threats.
5.5 Know of and know how to minimise the effects of physical stresses (including pain from poorly positioned equipment and/or bad posture, repetitive strain injury, eye strain) that may result from using devices.	Minimising the effects of physical stresses refers to examples such as using an adjustable chair, not being too close or too far away from the screen/device and keyboard or mouse.

Subject Content for Level 1

Skills Area 1 – Using devices and handling information

Assessment Criteria	Scope of Study (where applicable)
1.1 Carry out searches on the internet (including use of keywords, exact phrases, search filters).	
1.2 Take account of currency, reliability and copyright when selecting information from the internet.	
1.3 Understand that search results may include sponsored results or advertisements and be able to recognise these.	
1.4 Carry out searches for files (including on file names, partial file names, file content).	
1.5 Create and use a hierarchical folder structure to organise files and use an appropriate file naming convention.	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.	Device refers to examples such as desktop, laptop, mobile devices, and smart devices.
1.7 Know and be able to appropriately use terminology (including bytes, kilobytes, megabytes, gigabytes, terabytes) describing data storage requirements.	
1.8 Know and understand limitations on file sizes when using some online services, and the benefits of using file compression to make effective use of storage capacity and to reduce data transfer times.	Limitations on file sizes when using some services refers to email 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.	Online resources refers to examples such as online tutorials, FAQs or help facilities.

Skills Area 2 – Creating and editing

Assessment Criteria	Scope of Study (where applicable)
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.	
2.2 Use appropriate layout conventions for information (including formal and informalcommunication, presentation, advertisement) and audiences (including familiar, unfamiliar 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.	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	Simple formulae refers to up to two mathematical operators.
2.5 Process (including sort, filter) numeric data by values in a column.	Sorting numeric data refers to one criterion. Filtering data refers to one criterion.
2.6 Format numerical data (including font sizes, font styles, alignment, cell formatting, merging cells, splitting cells, row height, column width).	
2.7 Chart single 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).	An appropriate type of chart refers to bar/column charts, pie charts and linegraphs.

Skills Area 3 – Communicating

Assessment Criteria	Scope of Study (where applicable)
3.1 Use email for a range of contexts and audiences.	Using email or 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.
3.2 Use online messages (including instant message, text message, social media) for a range of contexts and audiences.	
3.3 Know what steps can be taken to limit a digital footprint (including use of privacy tools to manage cookies and website tracking, private browsing, restricting GPS information).	

Skills Area 4 – Transacting

Assessment Criteria	Scope of Study (where applicable)
4.1 Manage account settings for an online service (including personal details, login credentials, marketing and communication preferences).	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.	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 professional with a legitimate domain name, checking reviews).	

Skills Area 5 – Being safe and responsible online

Assessment Criteria	Scope of Study (where applicable)
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.	In understanding key rights under data protection laws, it is not necessary to understand issues of data protection compliance relating to organisations.
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).	
5.3 Know how to backup files to the cloud.	
5.4 Know how to avoid exposure to malware (including worms, trojans and ransomware).	
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.	Health risks resulting from using devices and the internet refers to physicaland/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.

Appendix 1   Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centre Document Library** on **www.cityandguilds.com** or click on the links below:

Centre Handbook: Quality Assurance Standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

Centre Assessment: Quality Assurance Standards

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements, or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre-assessments.

Access arrangements: When and how applications need to be made to City & Guilds

provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **Centre Document Library** also contains useful information on such things as:
- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts
Please visit the **Contact us** pages on the City & Guilds website.

City & Guilds

For over 140 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

The City & Guilds community of brands includes Gen2, ILM, Intertrain, Trade Skills 4U, Kineo and The Oxford Group.

Copyright

Published by City & Guilds, a registered charity established to promote education and training.

City & Guilds of London Institute
Giltspur House
5–6 Giltspur Street
London
EC1A 9DE

cityandguildsgroup.com