Qualification specification

NCFE Level 1 Digital Functional Skills
QN: 610/2808/3

Qualification summary

Qualification title	NCFE Level 1 Digital Functional Skills		
Ofqual qualification number (QN)	610/2808/3	Aim reference	61028083
Guided learning hours (GLH)	55	Total qualification time (TQT)	55
Minimum age	There is no minimum age requirement for registration.		
Qualification purpose	The purpose of this qualification is to allow learners to demonstrate an understanding of, and competency in, the digital functional skills they need in real life. It will enable learners to engage with digital services and products in everyday life. This qualification allows learners to progress from entry level 3.		
Grading	Pass/fail		
Assessment method	Externally set and externally marked: • section 1 (knowledge): externally set, externally marked multiple-choice question (MCQ)/short-answer question (SAQ) paper, completed under externally assessed conditions • section 2 (skills): externally set, externally assessed task-based assessment, completed under externally assessed conditions		
Resit opportunities	Learners will be able to resit an assessment as and when they are ready; should they exhaust all assessment papers, they will need to wait until a new assessment paper is available. Support will be provided to centres should a learner be in danger of exhausting all assessments.		
Regulation	This is a regulated qualification. The regulated number for this qualification is 610/2808/3.		
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.		

Contents

Summary of changes

This summarises the changes to this qualification specification.

This document summarises the changes to this qualification specification since the last version (version 1.0 August 2023). Please check the NCFE website for the most recent version.

Version	Publication date	Summary of amendments
v1.0	August 2023	First publication.
v2.0	January 2024	Please see additional pre-release information for online assessment and remote invigilation.

Section 1: introduction

Aims and objectives

This qualification aims to:

- 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 that 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
- provide a basis for further study, work and life

The objectives of this qualification are to:

- enable learners to initiate and participate in digital and online activities safely in the workplace and other real-life contexts
- provide reliable evidence of a learner's achievements against content that is relevant to the workplace and real life
- provide assessment of a learner's knowledge and skills as well as their ability to apply these in different contexts
- provide a foundation for progression into employment or further education and develop skills for everyday life

Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all of the qualification-specific information you will need that is not covered in the support handbook.

Guidance for entry and registration

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the Portal.

There are no specific prior skills/knowledge a learner must have for this qualification; however, learners may find it helpful if they have achieved the NCFE Entry Level 3 Digital Functional Skills (610/2807/1).

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

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

Achieving this qualification

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs within each theme as detailed in this qualification specification.

Themes:

Theme number	Theme title	Level	GLH
01	Using devices and handling information	Level 1	12
02	Creating and editing	Level 1	20
03	Communicating	Level 1	10
04	Transacting	Level 1	6
05	Being safe and responsible online	Level 1	7

Progression

Learners who achieve this qualification could progress to the following:

- further education:
  - NCFE Level 2 Certificate in Digital Skills for Work (603/3114/8)

Resource requirements

Centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs, including:

- digital devices (including audio and video functionality):
  - computers (desktop/laptop)
  - mobile/smart devices
- internet access (including access to web browsers and specific websites given in advance)
- cloud storage associated with the learner's account
- word processing software
- spreadsheet software
- presentation software
- system settings (including display, sound, time, language and accessibility)

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 assessment will be taken via NCFE's online assessment platform Surpass. It is important that all devices being used to sit assessments meet this specification and that continual checks are carried out on these devices to check they continue to meet them. For more information, please refer to our online assessment page and Surpass technical specification.

This qualification is externally assessed and externally marked.

The assessment consists of one component:

- an externally set and assessed assessment which comprises:

- section 1: externally set and assessed MCQ and SAQ paper, completed under externally assessed conditions
- section 2: externally set and assessed skills tasks, completed under external assessment conditions

External assessments are designed by NCFE and scheduled by the centre. Upon completion, the assessment is marked by NCFE. Results are subsequently released from 6 working days of the assessment being uploaded; however, there may be occasions when we release new assessments into the bank which would delay the results turnaround. Centres will be notified in advance of this happening.

Weightings and marks:

Skills area	% weighting of section (approx.)	Section 1 marks	Section 2 marks
Using devices and handling information	18%–24%	5–6	4–6
Creating and editing	34%–38%	0	17–19
Communicating	16%–22%	2–3	6–8
Transacting	8%–12%	0	4–6
Being safe and responsible online	12%–14%%	6–7	0

There are 50 marks available in total:

- section 1: knowledge – 15 marks
- section 2: skills tasks – 35 marks

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English.

External assessment

Each learner is required to undertake each section of the external assessment.

External assessments are set and marked by NCFE. The assessment assesses learners' skills, and knowledge and understanding of this qualification. Centres must not assess or internally quality assure external assessments or provide any feedback to the learner about their performance in the external assessment.

The external assessment consists solely of:

- one on demand (invigilated) assessment – the centre schedules the assessment date and time when making the bookings

The external assessment is administered under specified assessment conditions and will last for 1 hour 45 minutes.

The 1 hour 45 minutes is split as follows:

- section 1: MCQ/SAQ paper (20 minutes):
  - must be completed under invigilated conditions and must not include any supervised time
  - comprises specific tasks that learners must complete within this time

- o   must be completed during one sitting only
- section 2: 2 practical tasks (1 hour 25 minutes):
  - o   must be completed under invigilated conditions and must not include any supervised time
  - o   comprises specific tasks that learners must complete within this time
  - o   must be completed during one sitting only; however, a 30-minute break can be taken between sections and the test can be returned to at any time during the 30 minutes

Completed assessments can only be accessed from within the relevant online assessment screens and cannot be downloaded to a local device.

For further information, centres should refer to the regulations for the conduct of external assessment and qualification specific instructions for delivery documents, available on the NCFE website.

Enquiries about results

All enquiries relating to learners' results must be submitted in line with our enquiries and appeals about results and assessment decisions policy, which is available on the NCFE website.

On demand assessment

For on demand assessments, the centre may choose the date, time and location of the assessment.

Types of external assessment

Each learner is required to undertake an externally set multiple-choice question (MCQ)/short-answer question (SAQ) paper and 2 tasks.

Centres are free to choose the date, time and location of the assessment. The assessment for the qualification is available through our online assessment platform.

Learners will be issued with one of the following results:

- pass
- fail

Learners may have the opportunity to resit the external assessment. If a learner disagrees with the outcome of the assessment, then the appeals process can be invoked.

Online assessment

For centres using our online assessment service, assessments can be carried out without any notice, and without notifying NCFE. Learner results will be made available on the Portal. For more information about how to get started with online assessment, please go to the NCFE website.

For instructions on conducting online external assessments, please refer to the regulations for the conduct of external assessment and qualification specific instructions for delivery documents, available on the NCFE website.

Pre-release information

Assessment-specific pre-release documents can be accessed on the NCFE website, then saved on your centre's local network when sitting onscreen and learner local network when sitting through remote invigilation as early in the academic session as possible.

However, as a minimum, they must be downloaded before the learners sit the external assessment.

Whether your learners are sitting their assessment online or through our remote invigilation offer, it is best practice to use the set-up of the pre-release materials as a teaching opportunity for your learners in which you provide support and guidance.

For learners sitting their assessments through our online assessment delivery mode, we would encourage that centres download the pre-release materials independently or as a teaching opportunity with the learner.

Important: throughout the academic session, additional pre-release materials will be added to the bank as we introduce new papers. It is vital that you check the website regularly for any new pre-release materials.

We may also remove some pre-release materials from the bank if the papers they are associated with are no longer live assessments. You can either remove these from your devices or leave them as they may be brought back at some stage.

Remote invigilation

Learners are now able to complete onscreen external assessments at home using our remote invigilation solution. The learner is observed through audio and visual links whilst undertaking their onscreen external assessment. The use of secure platforms and internet ensures the learner is able to undertake their onscreen external assessment securely in locations that meet the assessment requirements. The remote invigilation platform and supporting devices must be set up in accordance with the remote invigilation guidance on the NCFE website.

Pre-release information

Assessment-specific pre-release documents can be accessed on the NCFE website, then saved on your centre's local network when sitting onscreen and learner local network when sitting through remote invigilation as early in the academic session as possible.

However, as a minimum, they must be downloaded before the learners sit the external assessment.

Whether your learners are sitting their assessment online or through our remote invigilation offer, it is best practice to use the set-up of the pre-release materials as a teaching opportunity for your learners in which you provide support and guidance.

For learners sitting their assessments through our remote invigilation delivery mode, we would encourage that centres follow the methods below:

- learners can bring their computer equipment into the centre prior to the assessment taking place so that the pre-release materials can be set up on the computer that will be used for the assessment

- where learners are unable to come into the centre, we would encourage that centres use conferencing solutions such as Microsoft Teams, Zoom or any other screen sharing software; this will afford you the opportunity to guide them through the process of setting up the pre-release materials prior to the assessment taking place and, as previously stated, provide a beneficial teaching opportunity

Important: throughout the academic session, additional pre-release materials will be added to the bank as we introduce new papers. It is vital that you check the website regularly for any new pre-release materials.

We may also remove some pre-release materials from the bank if the papers they are associated with are no longer live assessments. You can either remove these from your devices or leave them as they may be brought back at some stage.

External assessment conditions

For more information on external assessment conditions, please refer to the regulations for the conduct of external assessment and qualification specific instructions for delivery, available on the NCFE website.

Learners will be able to resit an assessment as and when they are ready; should they exhaust all assessment papers, they will need to wait until a new assessment paper is available. Support will be provided to centres should a learner be in danger of exhausting all assessments.

For instructions on conducting external assessments, please refer to our regulations for the conduct of external assessment and qualification specific instructions for delivery documents, available on the NCFE website.

Section 2: subject content and assessment guidance

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

The explanation of terms explains how the terms used in the subject content are applied to this qualification. This document can be found in section 3.

Theme 01 Using devices and handling information

Summary	In this theme, the learner will be able to carry out searches on the internet considering currency, reliability and copyright. The learner will also be able to carry out searches for files, create and use a folder structure and use an appropriate file naming convention. The learner will be able to save a file on cloud storage and understand the limitations on file sizes, as well as using online resources to identify solutions to common technical problems.
Guided learning hours	12
Level	Level 1

Learning outcomes	
All content in the learning outcomes, including all bulleted content, **must** be covered as a minimum.	
Delivery guidance is provided at the end of each knowledge/skills area for clarification.	
The learner will:	**Knowledge/ skills**
1.1	Be able to carry out searches on the internet, including: • use of key words • use of exact phrases • use of **search filters**	S
1.2	Be able to take account of the following when selecting information from the internet: • **currency** • **reliability** • **copyright**	S
1.3	Understand that **search results** may include **sponsored results** or advertisements and be able to recognise these.	K
1.4	Be able to carry out searches for files, including: • on file names • on partial file names • on **file content**	S
1.5	Be able to create and use a **hierarchical folder structure** to organise files and use an appropriate **file naming convention**.	S
1.6	Know and understand how to save a file on **cloud storage** using one device and how to open it on another.	K
1.7	Know and be able to appropriately use terminology describing **data storage requirements**, including: Know data storage terminology: • bytes • kilobytes • megabytes • gigabytes • terabytes	K

Learning outcomes		
	Use terminology: • how data storage terms relate to each other • file size in relation to data storage availability	
1.8	Know and understand the **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.	K
1.9	Be able to use online resources to identify solutions to common technical problems and apply the solution, including: Online resources: • online tutorials • FAQs or help facilities Solutions to common technical problems: • **when to reinstall an application** • **change to WiFi settings** • **changing a system or software setting**	S

Delivery guidance	
1.1	**Search filters** refers to a search tool that allows users to restrict their search to a certain section of a website or a specific document type.
1.2	**Currency** refers to a piece of information that is still relevant and up to date. **Reliability** refers to the accuracy and the source of the information. **Copyright** refers to the ownership of intellectual property.
1.3	**Search results** refers to the list created by search engines in response to a query. **Sponsored results** are a type of paid advertisement that deploys alongside search results.
1.4	**File content** relates to key words in the file.
1.5	**Hierarchical folder structure** refers to folders, subfolders and files. **File naming convention** refers to naming files logically within the folder structure; they should be appropriate to purpose with a version number. These can change based on organisational requirements and learners should be able to adapt to this.
1.6	**Cloud storage** refers to online storage that is accessible from any device that has internet access. Learners do not need to use a different type of device to retrieve the document, just a different device from the one used to save the document.
1.7	**Data storage requirements** refers to the file size (for example, document size in kilobytes, photo size in megabytes, video size in gigabytes and high data storage in terabytes).

Delivery guidance	
1.8	**Limitations on file sizes** refers to email attachments and file size upload limits. **The benefits of using file compression** (for example, zip file) could include: multiple files can be combined into one compressed file, overall file size will reduce, and data transfer times will reduce.
1.9	**When to reinstall an application** refers to deleting an app and downloading it again. **Change to WiFi settings** refers to reconnecting to the same WiFi network, connecting to a different WiFi network or connecting to mobile data. **Changing a system or software setting** refers to changing the resolution of a screen, saving cookies, installing a newer version of an app or software, and changing permissions such as push notifications or access to the user's location.

Theme 02 Creating and editing

Summary	In this theme, the learner will be able to use a suitable application for a range of purposes and audiences, use appropriate layout conventions, and edit an image using an appropriate tool. The learner will also be able to process, format and chart numeric data and apply suitable tiles and labels.
Guided learning hours	20
Level	Level 1

Learning outcomes	
All content in the learning outcomes, including all bulleted content, **must** be covered as a minimum.	
Delivery guidance is provided at the end of each knowledge/skills area for clarification.	
The learner will:	Knowledge/ skills
2.1	Be able to use **suitable applications** to **enter**, **edit**, **format** layout and save information for a range of purposes and audiences, including: Suitable applications: • word processing software • spreadsheet software • presentation software Uses of applications: • to enter, edit and format and save text • to enter, edit and format and save tables, graphics and charts	S
2.2	Be able to use **appropriate layout conventions** for information and audiences, including: Appropriate layout conventions: • **formal communication** • **informal communication** Audiences: • familiar audience • unfamiliar audience	S
2.3	Be able to edit an image using an **appropriate tool**, including: • caption • crop • resize • change contrast • change colour balance	S
2.4	Be able to process numeric data using simple formulae up to 2 mathematical operators using **relative cell references**, including:	S

Learning outcomes		
	• sum • subtraction • multiplication • division • maximum • minimum • average	
2.5	Be able to process numeric data by values in a column, including: • sorting data (one criterion) • filtering data (one criterion)	S
2.6	Be able to format numeric data, including: • font sizes • font styles • alignment • cell formatting • merging cells • splitting cells • row height • column width	S
2.7	Be able to chart a single series of numeric data using an appropriate type of chart and apply suitable titles and labels, including: Appropriate types of charts: • bar/column chart • pie chart • line graph Suitable titles and labels: • chart titles • axis titles • data legends • data labels	S

Delivery guidance	
2.1	**Suitable applications**: at level 1, suitable implies selection of application based on the information given. **Enter text** refers to typing or copying and pasting text. **Edit text** refers to being able to change text by adding, deleting and rearranging letters, words, sentences and paragraphs. **Format text** refers to text that is displayed in a special, specified style, including font adjustments (for example, font type, size and colour, bold, italics and underline). Also included are paragraph adjustments (text alignment, bullet points, number lists, line spacing) and page adjustments (margins and pagination).

Delivery guidance	
2.2	**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. Learners should be able to recognise and use layout conventions such as position of text, margins, headings, subheadings, bullet points, page numbers, and consistent use of font, paragraphs and page settings. **Formal communication** refers to business documentation (for example, letters, job applications, reports and orders). Learners should be able to use formatting techniques to ensure text is formally presented (for example, the font is consistent and clear to read). **Informal communication** refers to, for example, text messages, social media, messaging apps and letters to family and friends.
2.3	**Appropriate tool** for editing refers to tools that are built into the application being used (for example, picture editing features).
2.4	**Relative cell references** refers to the default cell referencing in a spreadsheet application. It references the column and row (for example, B4) or a range of cells.

Theme 03 Communicating

Summary	In this theme, the learner will be able to use email and messages for a range of contexts and audiences and know what steps can be taken to reduce a digital footprint.
Guided learning hours	10
Level	Level 1

Learning outcomes	
All content in the learning outcomes, including all bulleted content, **must** be covered as a minimum.	
Delivery guidance is provided at the end of each knowledge/skills area for clarification.	
The learner will:	Knowledge/ skills
3.1 Be able to **use email** for a range of **contexts and audiences**, including: • appropriate language and format suitable to the audience • relevant subject • relevant use of attachment • forward • CC and BCC	S
3.2 Be able to use **online messages** for a range of **contexts and audiences**, including: • instant messaging • text messaging • social media • appropriate language and format suitable to the audience • forward • relevant use of an attachment	S
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 Global Positioning System (GPS) information	K

Delivery guidance	
3.1	**Use email** refers to using an appropriate salutation, composing an email of 2 or more sentences, and using an appropriate close.
3.1/3.2	**Contexts and audiences** refers to common work or real-life scenarios, such as colleagues at work, the general public or users of a social media platform.
3.2	**Online messages** refers to messages having a suitable greeting and being coherent.
3.3	**Manage cookies** refers to being able to block relevant cookies and clear cookies.

Theme 04 Transacting

Summary	In this theme, learners will be able to manage account settings for an online service, complete and upload online documents and images, and carry out checks to reduce the risks involved with online transactions.
Guided learning hours	6
Level	Level 1

Learning outcomes	
All content in the learning outcomes, including all bulleted content, **must** be covered as a minimum.	
Delivery guidance is provided at the end of each knowledge/skills area for clarification.	
The learner will:	Knowledge/ skills
4.1 Be able to manage account settings for an **online service**, including: • personal details • **login credentials** • marketing and communication preferences	S

4.2 Be able to complete online forms and **upload documents or images**:
 	
• complete online forms:
  o personal details
  o selecting correct services and options (2 or more)
  o mandatory and optional fields
• **upload documents or images**:
  o locating the correct file
  o checking file size and reducing as required
  o attaching a file and submitting
	S

4.3 Be able to carry out checks to reduce the risks involved in transactions online, including: • checking for the padlock next to the Uniform Resource Locator (URL) in the browser • checking if the website appears professional with a **legitimate domain name** • checking website reviews	S

Delivery guidance	
4.1	**Online service** refers to shopping, banking, utilities, government and media services. **Login credentials** refers to using a strong password or answering security questions (for example, a favourite place or mother's maiden name).
4.2	**Upload documents or images** refers to locating a file and understanding that file sizes may need to be reduced before submitting.
4.3	**Legitimate domain name**, such as .gov or .org.

Theme 05 Being safe and responsible online

Summary	In this theme, learners will understand key rights under data protection laws and the importance of protecting personal information and privacy online. Learners will also know how to back up files to the cloud, avoid exposure to malware, and minimise the effects of health risks that may result from using devices and the internet.
Guided learning hours	7
Level	Level 1

Learning outcomes	
All content in the learning outcomes, including all bulleted content, **must** be covered as a minimum.	
Delivery guidance is provided at the end of each knowledge/skills area for clarification.	
The learner will:	**Knowledge/ skills**
5.1	Understand **key rights under data protection laws** and the circumstances where you can request that personal data be rectified or deleted, including: • the right to see what personal data organisations hold about you • the right to request that your personal data is corrected • the right to request that your personal data is deleted • the right to withdraw consent	K
5.2	Understand the **importance of protecting personal information and privacy online** and know the methods to do so: Importance of protecting personal information and privacy online: • to prevent identity theft • to protect financial information • to maintain businesses' or personal reputation • to protect personal safety Methods: • private browsing • social media settings • settings on a mobile device to restrict or grant GPS location information • using a secondary email address	K
5.3	Know how to back up files to the cloud.	K
5.4	Know how to avoid exposure to malware such as worms, trojans and ransomware, including: • keeping computer software updated, such as operating system and antivirus • checking before clicking links or attachments and interacting with them • checking pop-up windows that ask you to download software • installing antivirus software	K
5.5	Know of and know how to minimise the effects of health risks that may result from using devices and the internet, including:	K

Learning outcomes		
	Health risks: • weight gain • decline in physical fitness • poor sleep patterns Minimising the effects: • taking regular breaks • using a wrist rest with a mouse • limiting screen time through the use of an app/warning messages • avoiding screen time close to bedtime • reporting cyberbullying	

Delivery guidance	
5.1	In understanding **key rights under data protection laws**, it is not necessary to understand issues of data protection compliance relating to organisations.
5.2	**Importance of protecting personal information and privacy online** refers to preventing identity theft, protecting financial information, maintaining businesses' and personal reputation and protecting personal safety.

Section 3: explanation of terms

Level 1 glossary

This table explains how the terms used at level 1 in the subject content are applied to this qualification (not all terms are used in this qualification).

Term	Definition
Application	A program designed for a specific purpose, such as word processing or graphic design.
Browser	An application used to find and display information on the internet.
Cloud	The cloud refers to software and services that run on the internet, instead of locally on a user's computer.
Content	A broad term for digital information, which typically includes text, images and other rich media.
Credentials	A set of identifiers, attributes or information with which a user proves their claim to an identity/account and enables authorised access to systems, information and services.
Currency	The fact or quality of being generally accepted or in use.
Data	A structured set of numbers, representing digitised text, images, sound, video or other information, that can be processed or transmitted by a device.
Device	A piece of hardware or equipment that contains a microprocessor. Examples include PCs, laptops, smartphones, tablets and smartwatches.
Document	A collection of digital content which can be created and edited on a device and stored in a file, and is often (although not always) intended for subsequent printing.
File	A store for data (for example, a document, image, spreadsheet or database) which is typically stored on a hard drive or solid-state drive.
File naming conventions	A way of naming files that describes or indicates the content of the file or the use it is put to, and optionally includes date and/or time information.
Folder	A folder (also called a directory) is a way to organise computer files. Files can be placed into a folder to group them together. Typically, folders can contain other folders to create a hierarchical storage system.
Graphic	Visual representation of information in the form of diagrams, graphs and pictures.
Information	Information is data that has meaning and is understood by a human being.
Layout	The organisation of certain elements within a page. The 'elements' are usually images, text and active components such as video or animations. Layouts are usually for a purpose and audience (for example, a technical report for managers demands a different layout to a flyer for customers).
Malware	Malicious software.
Personal data	Information that relates to an identified or identifiable individual.
Ransomware	A type of malware that blocks access to a system until a sum of money is paid.
Trojan	A type of malware that downloads malicious code within legitimate software.
URL	The address of an internet page.
Worm	A type of malware that self-replicates to infect one system to another.

Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- teaching and learning resources
- qualification factsheet
- sample assessments
- initial and diagnostic assessments (skills assessment)

All centres will receive a free onboarding session plus consultation sessions from our digital subject specialist to support the tutors in their delivery of Digital Functional Skills. There will also be regular continuing professional development (CPD) sessions available covering teaching strategies and best practice. Full information is available on the NCFE website.

Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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