

Qualification Guide

OCNLR Entry Level Award in Essential Digital Skills for Everyday Life (Entry 3)

OCN London Qualification Guide

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Qualification No: 603/6933/4

OCN London aims to support learning and widening opportunities by recognising achievement through credit-based courses and qualifications, promoting high standards of excellence and inclusiveness. We are proud of our long-term role and unique history in providing innovative learning solutions for a wide range of learners and particularly those who have not previously benefitted from education.

At the heart of what OCN London offers is:

- a commitment to inclusive credit-based learning;
- the creative use of credit with responsive, demand-led qualification development;
- high quality service and support;
- respect for and encouragement of diversity – in learners and learning approaches, partners and settings;
- the development of people, capacity and resources that will ensure effective business partnerships.

To navigate within this Qualification Guide

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General Information

This qualification guide contains details of everything you need to know about the **OCNLR Entry Level Award in Essential Digital Skills for Everyday Life (Entry 3)**. It makes reference to the curriculum areas covered and identifies the learners for whom the qualification has been developed. The guide also covers important aspects of assessment and moderation that are particular to the qualification. The guide should be used by all involved in the delivery and assessment of the qualification. The Account Manager for your Centre will provide support and advice on how to seek approval to offer the qualification.

If you are not yet an OCN London Approved Centre but wish to use this qualification, then please contact us on enquiries@ocnlondon.org.uk for details of the Centre Approval application process.

Qualification Overview

The **OCNLR Entry Level Award in Essential Digital Skills for Everyday Life (Entry 3)** is an Essential Digital Skills Qualification (EDSQ). Its content is developed in accordance with the [DfE National Standards for Essential Digital Skills](#) and covers the five skills areas:

1. Using devices and handling information.
2. Creating and editing.
3. Communicating.
4. Transacting.
5. Being safe and responsible online.

The qualification is regulated by Ofqual, the qualifications regulator for England, and is registered on the Regulated Qualifications Framework (RQF).

Qualification details

Entry Level Award in Essential Digital Skills for Everyday Life (Entry 3)

- Qualification Number: 603/6933/4
- Qualification credit value: 5
- Operational start date: 1st January 2021
- Review date: 22nd April 2027
- Total Qualification Time (TQT): 50
- Guided Learning Hours (GLH): 48
- Assessment requirements: Externally set assessment that is internally assessed and quality assured, then externally quality assured.

Purpose of the qualification

The general purpose of EDSQs 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](#). The qualification aims to enable Learners with limited existing digital skills to develop the confidence and motivation to safely access and use community and wider services, and opportunities presented online and digitally. This in turn benefits the collective capacity of families and the wider community.

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.

Who the qualification is for

The **OCNLR Entry Level Award in Essential Digital Skills for Everyday Life (Entry 3)** is for Learners who have a foundation of limited digital skills but who are, at the start of their course, unlikely to be able to independently access online services and related digital opportunities. Targeted Learners will be from a range of backgrounds and may:

- be from disadvantaged communities;
- have English as their second language;
- have low literacy levels;
- have some level of learning difficulty;
- lack confidence in learning and in their ability to acquire digital skills; and/or
- have previous negative experiences of formal education and a possible fear of/reluctance to engage with formal assessment, especially written tests and exam-based assessment.

Progression and related qualifications

This qualification will provide Learners with transferable digital skills for everyday life and help them begin to access online services, such as shopping or booking a GP appointment. Learners completing this qualification will be able to progress to the [OCNLR Level 1 Award in Essential Digital Skills for Everyday Life](#) qualification.

Learners may wish to develop particular digital skills in more depth through for example, more extended or higher-level courses, qualifications such as those in the OCN London broader suite of digital skills and related qualifications, or those provided by other awarding organisations.

Relationship to other frameworks

The qualification is developed and mapped against the DfE [National Standards for Essential Digital Skills](#).

Recruitment to this Qualification

Learner entry requirements

The qualification is suitable for Learners aged 16+. No previous formal qualifications are required for entry to these qualifications and there are no restrictions to entry. However, prior to enrolment on this qualification, Learners are required to undergo an initial assessment process (see below). Some Learners may require support with handling and using digital devices before they are ready to engage with and benefit from, an EDSQ programme.

Initial assessment

Centres must ensure that Learners receive effective educational guidance and appropriate information and advice in relation to the qualification. The recruitment process must include the Centre assessing each potential Learner and making justifiable and professional judgements about the Learner's potential to successfully complete the assessment and achieve it.

It is an ESFA requirement that Centres seeking Government entitlement funding must:

- Carry out an initial assessment using current assessment tools based on the national standards for essential digital skills;
- Carry out an appropriate diagnostic assessment to inform and structure a Learner's file to use as a basis for a programme of study;
- Enrol the Learner on a level above that at which they were assessed and be able to provide evidence of this.

The initial assessment process will help establish whether Learners are ready to take an EDSQ, are able to benefit from the qualification, and if so, at which level they should initially enrol.

In accordance with DfE guidance (see page 3 of the DfE [National Standards for Essential Digital Skills](#)) some adults may need support to handle and use digital devices for the first time and to learn the following foundation skills **before** enrolling on an Entry level qualification:

- Turning on a device (including entering and updating any account information safely, such as a password);
- Using the available controls on a device (such as a mouse and keyboard for a computer, or touchscreen on a smartphone or tablet);
- Making use of accessibility tools (including assistive technology) to make devices easier to use (such as changing display settings to make content easier to read);
- Interacting with the home screen on a device;
- Connecting to the internet (including Wi-Fi) safely and securely, and opening a browser;
- Opening and accessing an application on a device.

The initial assessment of each Learner should identify:

- their current digital skills related capabilities and areas for development; and/or
- any other qualifications that may be more appropriate for example, at a higher level – or conversely, preparation or lower-level courses that may be more appropriate.

Initial assessment tools are available, such as BKS <https://www.bksb.co.uk/products/digital-skills/>.

The initial assessment process must also identify, where appropriate, the support that will be made available to the Learner to facilitate access to the qualification. We recommend that Centres provide an induction programme so the Learner can fully understand the requirements of the **OCNLR Entry Level Award in Essential Digital Skills for Everyday Life (Entry 3)**, their responsibilities as a Learner and the responsibilities of the Centre. This information can be recorded in a learning contract.

Verifying Learner identity

Under no circumstances should a Learner be allowed to sit an assessment without prior registration by the Centre. Centres must also ensure verification of each Learner's identity at every assessment. Any attempt by a Learner to impersonate another person or to deceive by use of fake identification, will be deemed malpractice and will be dealt with as set out in the [OCN London Malpractice and Maladministration Policy](#) displayed on the OCN London website. For Learners who wear face veils, Centres may require female staff to carry out the identity check in a private place

Structure of the qualification

Rules for achieving the qualification

The qualification comprises one mandatory component, with associated learning outcomes and assessment criteria. Learners are required to pass an externally set assessment which is internally and auto-marked and quality assured, and externally quality assured. The assessment is online and is available on demand. The qualification is awarded pass or fail.

The qualification content covers each of the skills areas set out in the Essential Digital Skills National Standards:

1. Using devices and handling information.
2. Creating and editing.
3. Communicating.
4. Transacting.
5. Being safe and responsible online.

The full content needs to be delivered to Learners.

The set assessment covers all the skills areas

Qualification component

Ofqual Reference Number	OCNLR Unit Code	Component Title	Level	Credit Value	GLH
A/618/5887	CN0/E3/LQ/021	Essential Digital Skills for Everyday Life	E3	5	48

For component content please see [Appendix 1](#).

For range statements / amplification please see [Appendix 2](#).

Centre Requirements

Qualification approval

Both Centre and qualification approval must be gained by OCN London Centres before this qualification can be delivered to Learners. For information on how to become an OCN London Centre go to www.ocnlondon.org.uk.

As part of the qualification approval process, Centres must make sure that the general requirements set out in the [OCN London Centre Handbook](#) are in place before offering the qualification, including that:

- ICT equipment is provided sufficient for each Learner to access their own computer/workstation and other appropriate physical resources, including internet access, required software, learning materials, teaching rooms to support delivery and assessment;
- Staff involved in the assessment process meet the requirements set out in the Centre staffing requirements section of the Specification (see section 4.3 below);
- Systems are in place that ensure continuing professional development for staff delivering OCN London qualifications;
- Appropriate health and safety policies and procedures relating to the use of equipment by Learners, are in place; and
- Delivery of OCN London qualifications complies with current equalities legislation.

Eligibility for qualification approval

OCN London approved Centres must also meet all the following criteria to offer the qualification:

- Have experience in delivering assessed educational programmes.
- Have appropriate systems and processes in place for necessary administration and management.
- Have suitable resources available to support the delivery of the qualification.
- Have completed OCN London EDSQ Delivery Induction training. This training is free of charge.

Centre staffing requirements

Centre staffing requirements for the delivery and assessment of the qualification are outlined below.

Tutor/assessors

It is the responsibility of the Centre to ensure that all staff involved in the delivery of the qualification are appropriately qualified. All staff involved in the delivery, assessment and internal quality assurance of this qualification must attend the OCN London EDSQ induction training, remotely or otherwise.

Tutors/assessors delivering the qualification must have relevant and current experience of teaching digital skills and should preferably hold, or be working towards, a recognised teaching qualification such as the Level 3 Award or Certificate in Education and Training or Level 5 Diploma in Education and Training.

In addition to being qualified to make assessment decisions, each tutor/assessor must be capable of carrying out the full requirements within the competency of the component/unit they are assessing. This competence should be maintained annually through demonstrable ongoing learning and professional development. Each tutor/assessor should possess relevant knowledge and understanding of the subject and so be able to make robust and reliable assessment decisions in relation to the subject and level.

Responsibilities of tutors/assessors include:

- Ensuring that the Learner has completed an initial assessment.
- Preparing and teaching a programme which enables the Learners to acquire the knowledge and skills required to sit the assessments for the qualification.
- Managing and conducting assessments effectively and securely, following the guidance and instruction provided.
- Ensuring all Learners are able to access the assessments.
- Marking assessment papers, following correct mark schemes and ensuring they are applied fairly and consistently; and
- Participating in internal standardisation exercises.

Internal quality assurers

Internal quality assurers are responsible for ensuring the integrity of the internal assessment. They should be, or have previously been, digital skills/ICT tutors, who have knowledge and experience of carrying out internal quality assurance and preferably hold a recognised internal quality assurance qualification or be working towards one.

OCN London training for Centre staff

OCN London provides training and guidance on the delivery and assessment of its EDSQs as well as direct support from the staff team and through the website.

All those involved in the delivery, assessment and internal quality assurance of this qualification will be required to attend the OCN London EDSQ induction training webinar

Assessment

Assessment overview

OCN London provides externally set assessments that are internally marked (although mainly auto-marked) and internally quality assured, then externally quality assured. Aspects of the assessment documentation are downloaded and uploaded by the Learner as required. The structure of the assessment allows achievement in bite-sized chunks as a way of motivating Learners.

The assessments:

- are summative;
- must take place under supervised conditions;
- are numerically mark-based;
- must be presented to Learners unseen; and
- must be entirely the Learners' own unaided work.

Availability	On demand
Assessment format	Three online assessment papers
Duration of assessment	Each online assessment paper has a maximum time allowed for completion. This ranges between papers.
Total marks	60

Online assessment papers

Online assessment papers and accompanying mark schemes are provided for all assessments for this qualification. The assessment set comprises three online papers. Access to the internet is required for the purposes of sitting the assessment.

The online assessments contain tasks and questions. These assessment tasks have been developed to ensure correct coverage of the learning outcomes and assessment criteria for the qualification. All assessment tasks must be attempted to provide evidence for this qualification.

Most of the tasks and questions are automatically marked but some internal marking is required. Centres are not permitted to change any aspect of the assessment tasks.

Sample assessments and mark schemes are provided for the qualification.

Accessing online assessment papers

All online assessment papers and documentation are available on demand via QuartzWeb. The assessments become available to a Centre to access following confirmation of approval to deliver the qualification and course registration. Learners will be expected to download, work on, and upload certain assessment materials as part of the online assessment. Centres and Learners can access all the necessary materials using their login details.

A minimum of three sets of live online assessment papers are available at any one time.

Once downloaded, any assessment materials must be securely managed before, during and after Learners' use. Failure to manage assessment security responsibly risks maladministration-related sanctions.

Assessment planning

Centres can choose assessment dates and times to suit their Learners and Centre timetables but must notify OCN London of these assessment times **at least three working days prior to the assessment**.

Centres are encouraged to plan assessment times into their usual lesson planning or scheme of work and send this information to OCN London prior to the start of the course or as early as possible, in lieu of notifying OCN London each time an assessment time is set.

The assessment plan should clearly state likely dates and times when formal assessments are planned to take place. OCN London should be notified of any amendments to previously stated assessment dates/times as soon as possible and at least 24 hours prior to the originally stated time.

During assessment times, controlled conditions should be in force. OCN London will conduct periodic 'spot check' visits to monitor the integrity of Centre-based assessments. Any last minute cancelled, postponed or re-scheduled assessments may make any such visits redundant. OCN London reserves the right to charge a Centre where it is not notified of cancelled, postponed or re-scheduled assessment times, or when it is given less than 24 hours' notice.

Conduct of controlled assessment

While formal exam conditions are not required, appropriately controlled assessment conditions are required for all assessments. Time limits must be set as stated on the assessment paper.

To ensure integrity and authenticity, the assessment environment must prevent, as far as possible, the likelihood of Learner or staff malpractice or maladministration; for example, making copying between Learners difficult and ensuring the security of assessments before, during and after the assessment event.

Assessors or operators must also be familiar with, and effective in using, the computers or devices and software needed. All assessments are available online.

Centres must:

- supervise assessments at all times (normally by the tutor/assessor/invigilator);
- complete an attendance list for each controlled assessment;
- not take screenshots and/or capture/save/print out any assessment materials unless prior approval has been given by OCN London;
- provide a suitable room to undertake the assessment (see below);
- enable tutors/assessors/invigilators to conduct the assessment to the specified conditions;
- ensure each assessment paper is completed in a single sitting;
- responsibly manage access to the online assessments and any other related document(s); and
- conduct the assessment in accordance with the requirements set out.

The Centre must have adequate processes in place to track assessment papers. Papers must be securely managed during and after the assessment so that Learners cannot, for example, print out, save, or send to others by electronic means during an assessment event.

The assessment room

- Any room where an assessment is held must provide Learners with appropriate conditions for taking the assessment. Centres must pay attention to conditions such as heating, lighting, ventilation, and the level of outside noise, as well as the suitability of hardware, such as computer workstations.
- The room must be accessible and appropriate for Learners with disabilities (in accordance with the Equalities Act 2010).
- Unauthorised display material, such as maps, diagrams, wall charts and projected images, which might be helpful to Learners, must not be visible in the assessment room.
- A reliable clock must be visible to each Learner in the assessment room. The clock must be big enough for all Learners to read clearly.
- Mobile phones or tablets may be allowed but should only be used where explicitly identified as acceptable on the assessment paper or accompanying mark scheme. The online assessments must be opened on a laptop or desktop computer, not a mobile device.
- Where required, Learners will be permitted to use bilingual dictionaries during the assessment sittings.

Equipment and seating arrangements

- All Learners must have access to an individual computer workstation.
- Cache MUST be cleared on all computers prior to their use in assessments (see Annex 1).
- The online assessments should be opened on a laptop or desktop computer. Mobile devices including phones and tablets must not be used to take the assessments.
- The seating arrangements during assessments must prevent Learners from overlooking (intentionally or otherwise) the work of others, as far as is possible. The minimum distance in all directions from centre to centre of Learners' chairs should ideally be 1.25 metres.
- Centres must complete a seating plan for each assessment sitting.

Supervision arrangements

- All Learners must be supervised by tutor/assessors at all times.
- Display materials which might help must be removed or covered.
- Learners must complete their work independently; interaction with other Learners must not occur. Supervisors may assist Learners only in ways unrelated to the digital skills being assessed.

Accessibility and reasonable adjustments

Where a Learner is disabled within the meaning of the Equality Act 2010 and would be at a substantial disadvantage in comparison with someone who is not disabled, it is a requirement to make reasonable adjustments.

A Centre should use the following guide:

- identify those Learners who are having difficulties or are likely to have difficulties accessing assessment;
- identify whether reasonable adjustments may be needed;
- identify the appropriate adjustment; and
- ensure that the adjustment is in accordance with the OCN London guidelines.

If Learners have particular requirements the Centre should initially refer to the [Access to Fair Assessment Policy and Procedure](#) which gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty, without compromising the achievement of the qualification. Reasonable adjustments are approved or set in place before the assessment activity takes place.

Scrutiny of specimen EDSQ assessment papers prior to use is advised to check accessibility issues. Contact OCN London about any Learners who require reasonable adjustments and to check any proposed reasonable adjustments prior to use. This will enable OCN London to confirm that the proposed adjustments are reasonable and do not unfairly advantage or disadvantage that Learner compared to others.

Where adjustments made are likely to distract other Learners taking the assessment, the Learner may need to be accommodated separately, and in this case separate controlled and supervised conditions will need to be arranged.

Each request for special consideration will be unique to each Learner. Requests for special consideration should be submitted as soon as possible. A Centre should apply for special consideration using the form supplied by OCN London in the [Access to Fair Assessment Policy and Procedure](#).

Assessment marking

Tutors/assessors will use the provided guidance to mark Learner achievement except where the assessed task is auto marked. Each assessment task within the assessment paper will carry a designated number of marks.

Each assessment task may cover one or more of the skills areas. Scores from the tasks are aggregated to give an overall score. It is the overall score which determines whether candidates pass/fail. This means that a weaker performance in one part of the assessment can be compensated for by a stronger performance in another part. There is no requirement to pass each of the tasks or papers.

Learners must achieve a set total out of a possible 60 marks to achieve the qualification.

Resitting an assessment

Learners may resit any of the assessments, provided there is an alternative assessment available that has not been previously attempted by that Learner. Learners cannot be assessed through the same assessment more than once.

OCN London have sets of assessment papers that cover the full qualification. Learners taking resits will be required to undertake the equivalent paper, (i.e. APA, APB or APC) from a different set to that initially attempted. A minimum of three sets are available at any one time to allow for resits. Sets will be retired and replaced at least every 12 months from the time of their first use.

There is no minimum time between assessment attempts, although where Learners have been unsuccessful in a particular skill area, they will need adequate opportunity for further practice in the relevant skill. The resit needs to be taken in controlled assessment conditions at a time previously identified to OCN London.

If a Learner is unsuccessful in an assessment, it is the Centre's responsibility to securely manage the use of the assessment paper and options available to the Learner. If in doubt, contact OCN London for advice.

Assessment security

A Centre staff member must take overall responsibility for ensuring the security of assessments in relation to their use by Learners – before, during, and after use.

Online assessment papers can be viewed by authorised Centre staff at any time following the Centre’s approval by OCN London to deliver the qualification.

If OCN London finds that such security has been breached – for example if Learners are able to view live assessments prior to use – all assessments/marks allocated to related cohorts of Learners may be considered void and new full assessments, equivalent to the compromised paper, may be required.

Support materials and resources

In addition to this Specification, the following resources are available for this qualification:

- [OCN London Centre Handbook](#);
- Essential Digital Skills [Centre Handbook](#);
- Essential Digital Skills [Tutor Handbook](#);
- Sample assessments and mark schemes.

Once sets of assessment papers are retired, they will be available as practice papers.

External resources

[National standards for essential digital skills](#).

[LearnMyWay](#) from Good Things Foundation.

Credit transfer

Credit transfer is not available for this qualification.

Recognition of prior learning

Recognition of prior learning does **not** apply to OCN London EDSQs.

- Learners’ completed assessment papers must be internally quality assured at the Centre.
- The assessment papers will be externally quality assured by an OCN London External Moderator.
- OCN London will conduct unannounced ‘spot check’ visits to monitor the integrity of Centre-based assessments.

Quality Assurance

Internal quality assurance

Although assessments are mostly auto-marked there is still some marking required by tutors/assessors. Internal quality assurance is a means of ensuring that assessment by all tutor/assessors is appropriate, consistent, fair and transparent and does not discriminate against any Learner.

Internal quality assurance is required to take place before OCN London conducts external quality assurance.

Further information can be found in the [OCN London Centre Handbook](#).

External quality assurance

All cohorts will be subject to external quality assurance by OCN London prior to results being finalised. Once the completed assessment papers for a cohort have been received by OCN London they will be made available for external quality assurance. For details of OCN London standard external quality assurance practice, see the [OCN London Centre Handbook](#) referenced above and also the [external quality assurance section of the OCN London website](#).

At the time of writing, OCN London is compiling its [Centre Assessment Standards Scrutiny](#) strategy in accordance with Ofqual regulatory requirements. When completed, full details will be provided here.

Internal Standardisation

Centres will be expected to periodically conduct internal standardisation exercises to support the interpretation and application of the mark schemes and mitigate the risk of inconsistent marking between tutor/assessors. Standardisation is a process that promotes consistency in the understanding and application of standards in relation to assessment. It involves:

- comparing assessment marking judgements from different tutors/assessors;
- promoting consistent marking judgements by different tutors/assessors;
- identifying good practice in assessment; and
- promoting the sharing of good practice in assessment between Centre staff.

In addition, OCN London will continuously monitor data returned from EDSQ assessments to maintain the effectiveness and performance of assessment elements and ensure that the level of demand remains consistent between Centres and cohorts over time. Standardisation events may also be held by OCN London.

APPENDIX 1 – Component

Name of Assessment Component: Essential Digital Skills for Everyday Life	
Level:	Entry Three
Total qualification time:	50
GLH:	48
OCNLR Unit Code:	CN0/E3/LQ/021
Ofqual Unit Reference Number:	A/618/5887

There are 12 Learning Outcomes in this component

SKILLS STATEMENT	LEARNING OUTCOMES	ASSESSMENT CRITERIA
	The Learner will:	The Learner can:
13b	1. Take steps to keep safe online.	1.1. Use simple methods to protect personal information and privacy.
1b 15	2. Use computers and digital devices.	2.1. Locate and install an application. 2.2. Configure and use secure ways to access devices and online services. 2.3. Apply computer system settings, including those for accessibility. 2.4. Apply mobile device system settings, including those for accessibility.
11	3. Use online services.	3.1. Complete and submit a basic online form as part of accessing a service which requires: • Data validation • Entering text • Entering numerical date.
12	4. Buy securely online.	4.1. Successfully buy an intended item / service online using a safe method of online payment.

3a3b	5. Manage and store information.	5.1. Identify common file types and applications typically associated with them. 5.2. Create a file, folder. 5.3. Open a file, folder. 5.4. Rename a file, folder. 5.5. Copy, move files, folders between folders, drives. 5.6. Demonstrate good practice in folder, file naming. 5.7. Use both local and remote storage to store and retrieve files and folders.
2a 2b 10	6. Find and evaluate information online.	6.1. Navigate online content using navigation elements to locate required information. 6.2. Enter a URL in the address bar and go to the URL. 6.3. Carry out a search, using a key word or a phrase, to find information and content relevant to the search purpose. 6.4. Display browsing history over a period.
6	7. Create and edit documents.	7.1. Use a suitable application to enter and edit information in a document. 7.2. Use a suitable application to format information in a document
7	8. Use digital media.	8.1. Capture and save an image, recorded sound or video.
9a 9b	9. Communicate and share information using digital means.	9.1. Create a contact on a device. 9.2. Edit a contact on a device. 9.3. Create a contact group on a device. 9.4. Post content on a social media platform. 9.5. Communicate with an individual through video tools. 9.6. Send an online communication comprising text and other digital content to a contact. 9.7. Receive an online communication comprising text and other digital content from a contact.

14a 14b	10. Be aware of online risks and threats.	10.1. Show awareness of the possibility of an e-mail infecting the computer. 10.2. Identify security risks associated with opening certain email attachments. 10.3. Identify attempted phishing 10.4. Identify appropriate actions for reporting concerns with online content.
4a 4b	11. Identify and solve technical problems.	11.1. Show awareness of common technical problems. 11.2. Identify appropriate actions for common technical problems.
19	12. Be aware of digital wellbeing.	12.1. Show awareness of the physical stresses of being online.

APPENDIX 2 – Range Statement / Amplification

Learning Outcome	Assessment Criteria	Range Statement / Amplification
Learner will:	Learner can:	
1. Take steps to keep safe online.	AC 1.1 Use simple methods to protect personal information and privacy.	Methods includes guarding date of birth and telephone number online, using a pseudonym on social media sites, looking for HTTPs, padlock symbol when entering login credentials or other personal data, using different and secure passwords for websites and accounts, setting privacy settings on social media and other accounts.
2. Use computers and digital devices.	AC 2.1 Locate and install an application.	The Learner will know how to find and install an application, to suit a purpose, on a device.
	AC 2.2 Configure and use secure ways to access devices and online services.	Secure ways to access a device includes strong passwords, fingerprint, facial, voice recognition, screen lock. Secure ways to access online services include using secure Wi-Fi networks.
	AC 2.3 Apply computer system settings, including those for accessibility.	System settings includes display, sound, connecting to Wi-Fi, time, language settings. Accessibility settings include use of a magnifier, the use of screen readers and use of voice controls.
	AC 2.4 Apply mobile device system settings, including those for accessibility.	System settings includes display, sound, connecting to Wi-Fi, time, language settings. Accessibility settings include the use of screen readers and use of voice controls.
3. Use online services.	AC 3.1 Complete and submit a basic online form as part of accessing a service which requires: - Data validation. - Entering text.	An online form typically comprises a simple single page form used to enter information (such as name and/or contact details) to register for, or to request a service e.g. make an appointment, or register for training. Know and understand terminology and concepts relating to online forms including: data validation (required fields, correct format, captcha).

	Entering numerical date.	methods for entering data including numerical data (text boxes, drop-down lists, radio buttons, check boxes, calendars, calculators).
4. Buy securely online.	AC 4.1 Successfully buy an intended item / service online using a safe method of online payment.	Online payment methods include credit/debit cards, through online accounts, third party online services, mobile payment services, mobile digital wallet services.
5. Manage and store information.	AC 5.1 Identify common file types and applications typically associated with them. AC 5.2 Create a file, folder. AC 5.3 Open a file, folder. AC 5.4 Rename a file, folder. AC 5.5 Copy, move files, folders between folders, drives. AC 5.6 Demonstrate good practice in folder, file naming.	File types includes files for word processing, portable document format (pdf), image, audio, video, compressed, executable files. Creating a file includes printing a file as a pdf. Folder/file naming requires names that can be understood by others, reflect content and help with searching and organisation. Good practice includes using short but meaningful names, avoidance of non-alphanumeric characters or unnecessary repetition and redundancy in file names and file paths, using capital letters to delimit words, rather than spaces or underscores. Local and remote storage includes internal hard disk, external hard disk, network drive, USB flash drive, memory card, a drive that is accessible via the internet/the cloud.

	AC 5.7 Use both local and remote storage to store and retrieve files and folders.	
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6. Find and evaluate information online.	AC 6.1 Navigate online content using navigation elements to locate required information. AC 6.2 Enter a URL in the address bar and go to the URL. AC 6.3 Carry out a search, using a key word or a phrase, to find information and content relevant to the search purpose. AC 6.4 Display browsing history over a period.	Navigation elements include: menus, hyperlinks, browser navigation controls (back and forward buttons, bookmarks/favourites), homepage. Know and understand terminology and concepts relating to web pages such as websites, hyperlink navigation, URLs, search engines, keywords, web browsers, browsing history, types of information, documents and media. Search online for a specific and clearly defined piece of information or content. Know that searching online leaves a digital footprint.
7. Create and edit documents.	AC 7.1 Use a suitable application to enter and edit information in a document.	Information includes: text, numbers and graphics. Applications includes word processing software. Editing text includes: entering or amending, selecting, copying, cutting and pasting text.

	AC 7.2 Use a suitable application to format information in a document.	Formatting text includes: bold, underline, italics, highlighting, font sizes and colours, text alignment, bulleted and numbered lists. Formatting graphics includes: positioning, sizing, borders.
8. Use digital media.	AC 8.1 Capture and save an image, recorded sound or video.	'Capture and save' means using a device (phone, tablet, computer) to grab an image, record video, or record sound, and storing the result on the device.
9. Communicate and share information using digital means.	AC 9.1 Create a contact on a device. AC 9.2 Edit a contact on a device. AC 9.3 Create a contact group on a device. AC 9.4 Post content on a social media platform. AC 9.5 Communicate with an individual through video tools.	Digital content includes sharing access to online content. Online communications include: emailing, texting, messaging apps, social media and video calls. Use of email includes good practice (sensible subject, greetings, salutations, appropriate language). Video call refers to a simple one-to-one communication via live video. It does not include a video call involving a group of people, nor does it require scheduling meetings or inviting participants.

	AC 9.6 Send an online communication comprising text and other digital content to a contact. AC 9.7 Receive an online communication comprising text and other digital content from a contact.	
10 Be aware of online risks and threats	AC 10.1 Show awareness of the possibility of an e-mail infecting the computer. AC 10.2 Identify security risks associated with opening certain email attachments. AC 10.3 Identify attempted phishing.	Threats include: viruses and phishing, hacking. Phishing characteristics include: poor spelling and grammar, request for personal information, generic greeting, message creates a sense of urgency, fake attachments, links to fake web pages. Concerning online content includes: hate speech, illegal activities, online terrorism, scams. Appropriate actions include reporting to correct authority online, by email, by phone, using safety features on social networks.

	AC 10.4 Identify appropriate actions for reporting concerns with online content.	
11 Identify and solve technical problems	AC 11.1 Show awareness of common technical problems. AC 11.2 Identify appropriate actions for common technical problems.	Common technical problems include: User errors – forgotten password, using incorrect credentials, incorrectly connecting hardware, attempting to save a file using a filename with inappropriate characters, using incorrect software, caps lock. Device/software issues – system or application freeze, internet connection issues, printer out of paper. Appropriate actions include: application re-start, device re-boot, network re-connection, disabling an app, uninstalling and reinstalling software, resetting password, checking hardware connections, checking hardware turned on, checker printer paper.
12 Be aware of digital wellbeing	AC 12.1 Show awareness of the physical stresses of being online.	Physical stresses include: pain from poorly positioned equipment, bad posture, RSI, eyestrain, headaches. Know that effects can be minimised by using an adjustable chair, not being too close or too far from screen, device, keyboard, mouse, regular breaks.

Annex 1

Clearing the CACHE

Clearing the cache in various internet browsers helps improve browsing performance and resolves certain issues related to stored data. Here are instructions for clearing the cache in some of the main types of internet browsers:

Google Chrome:

1. Open Google Chrome.
2. Click on the three-dot menu icon in the top-right corner.
3. Hover over "More tools" and select "Clear browsing data."
4. In the "Clear browsing data" window, select the time range for which you want to clear data (e.g., "Last hour," "Last 24 hours," "All time").
5. Check the box next to "Cached images and files."
6. Click the "Clear data" button.

Mozilla Firefox:

1. Open Mozilla Firefox.
2. Click on the three-line menu icon in the top-right corner.
3. Select "Options."
4. In the left sidebar, click on "Privacy & Security."
5. Under the "Cookies and Site Data" Section, click the "Clear Data" button.
6. Check the box next to "Cached Web Content."
7. Click the "Clear" button.

Microsoft Edge:

1. Open Microsoft Edge.
2. Click on the three-dot menu icon in the top-right corner.
3. Select "Settings."
4. Under "Privacy, search, and services," click on "Choose what to clear" under "Clear browsing data."
5. Check the box next to "Cached images and files."
6. Click the "Clear" button.

Safari (macOS):

1. Open Safari.
2. Click "Safari" in the top menu bar.
3. Select "Preferences."
4. Go to the "Privacy" tab.
5. Click the "Manage Website Data" button.
6. Click "Remove All" to clear all cached data or select specific sites and click "Remove" for individual sites.
7. Confirm your choice by clicking "Remove Now."

Opera:

1. Open Opera.
2. Click on the Opera icon in the top-left corner.
3. Select "Settings."
4. In the left sidebar, click "Privacy & security."
5. Under the "Privacy" Section, click the "Clear browsing data" button.
6. Select the time range you want to clear.
7. Check the box next to "Cached images and files."
8. Click the "Clear data" button.

Internet Explorer (for legacy purposes, not recommended):

1. Open Internet Explorer.
2. Click the gear icon in the top-right corner.
3. Select "Internet options."
4. In the "General" tab, under "Browsing history," click the "Delete" button.
5. Check the box next to "Temporary Internet files."
6. Click the "Delete" button.

These instructions should help you clear the cache in the most common internet browsers. Keep in mind that the location of these settings may vary slightly depending on the browser version. Always be cautious when clearing your browser's cache, as it will remove stored website data, including login information and website preferences.

Annex 2

Accessing online SAMPLE assessments

OCN London's Sample Course Run online facility – OSCR

What is OSCR ? (pronounced Oscar)

This facility allows your Learners to safely access '*sample*' OCN London EDSQ or DFSQ online assessment papers, so that they can become familiar with the style and format of the 'live' versions prior to a formal assessment event / exam.

There are two versions of sample assessment papers – and you can choose the most appropriate for your centre's Sample Course Run(s).

SANDPIT version

Some centres like their Learners to get to grips with the Sample Assessments by informally trying them out – noting what they need to do and how they get marks for the different types of task and questions. This 'sandpit' version of the sample assessment papers have 'SHOW MARKS' buttons for each simulation task, that Learners can use themselves to show or hide the automatic marking, after – or while – they respond to the requirements of the simulation-based sample assessment items. There are also some 'manually marked' items mixed in, where a tutor will need to advise the Learner if their text entered into the text box, is likely to have scored full marks – or not.

EXAM CONDITIONS version

However, other centres prefer a different approach, where a more formal 'mock exam' style experience is set up for Learners, so they can experience the full formal assessment process, just like they will later on, with the 'live' assessment papers. For *these* sample papers, there is no 'SHOW MARKS' button, just as there can be no such button on 'live' assessment papers, for obvious reasons. So, the Learner will experience a very similar assessment event to the one they will have with 'live' papers in the future. However, these Learners will only get to know how they did with regards marks scored, after the 'mock' exam has ended and after an assessor has marked the sample papers and reported back to them. This is the case for both EDSQs and DFSQs, even though DFSQ 'live' papers are actually marked by OCN London, and not the centre.

Both options the 'Sandpit' version and the 'Exam conditions' version are valid approaches and either can be chosen by the centre. Just let us know which you would prefer, when you ask us to set up your Sample Course Run(s).

See 'Using the system' – over the page

Using the system

The system is designed to be primarily administered by centre tutors, for use with their own cohort or collective cohorts.

- 1) **Log in** as your centre's '**SampleTutor**' – log in supplied by OCN London. (See ** for an alternative option below.)
- 2) **OPEN the assessments**, ...if needed * ... ready for your Learners.
To do this...
 - a. go to **RUN_ID** to find the SAMPLE course run in question (search for the name if not immediately obvious...)
 - b. clicking the '**Assessments**' link on the far right side of the Course Run
 - c. clicking the '**View**' link on the far right side of the Assessment Paper row
 - d. either clicking the '**OPEN FOR ALL**' button, to open the assessment paper for all Learners registered so far, or clicking the individual Learners '**switch**', which turns green to show it is now 'open' for that Learner.

* Setting the existing sample course run to have assessments open by default allows all new Learners to have their assessments already open without the need for tutors to manually open them. They can be left open, as these is not a formal 'timed' live' assessments, although this approach is best suited to the 'sandpit' style use of the system, and perhaps not the 'Exam conditions' approach.. (See above)

- 3) **Provide your Learners with the single magic 'log in'*** that they can use to access the sample papers, from the OPAL log in page – <https://ocn.eportfolio.org.uk>

* It may seem counter intuitive, but each Learner uses the same log in – as supplied by OCN London for this particular Sample Course Run. There is a staple Learner on every Sample Course Run and when a new Learner uses the 'magic log in' for that sample course run, the system copies the original sample Learner's details and creates a copy, but naming the new sample Learner the same but with an incrementally increasing number at the end. So, for example – the first Learner to use the magic log in will be [original Learner name] _1, while the 2nd Learner to use the magic log in will be designated '[original Learner name] _2'... etc.

The reason this system was set up in this way was so that hundreds of sample Learners do not need to be manually created and set up by OCN London or your centre, and so that the complexity of providing and administering individual log ins for each different sample Learner, is also avoided.

- 4) **Assess sample Learners?** If you are using the more formal 'Mock Exam' style papers (see above) you will need to assess the Learner mock exam assessment papers. NB Make sure you have a record of the Learner number allocated to individual Learners when they logged in with the magic log in. This will be needed to ensure you know who the

marks are, for example, for '[original Learner name]_4'.

Carrying out assessment is exactly the same for both 'live' and 'sample course' runs. To do this...

- a. go to [RUN_ID](#) to find the SAMPLE course run in question (search for the name if not immediately obvious...)
- b. click the '[View learners](#)' link towards the right side of the Course Run row
- c. click the learner row / Assessment Paper (AP) of interest
- d. mark the 'manually marked' items from the drop downs provided
- e. when completed for this learner, click the 'MARKING COMPLETED' button at the foot of the screen.

5) RESET?

These sample Learners can also be discarded at the click of the 'RESET' button, which is found in the Tutor's dashboard for this Sample Course Run, but their assessments will be discarded with them, so ensure the sample Learners have been marked and their marks reported back to the Learners, before resetting these assessment papers.

****ALSO WORTH KNOWING... additional sample course runs for your centre?**

OCN London provides a single general 'Sample Course Run' for each qualification delivered for each centre delivering our EDSQ or DFSQ qualifications. This sample course run is accessible to any tutor if they log in as the '**SampleTutor**' for your centre (as supplied by OCN London).

However, some centres want more than a single Sample Course Run, and even several, perhaps with one per tutor or even one per cohort. While this is possible and can be requested, it can require some significant additional administrative work for OCN London to set these up, and so be aware there may be a small charge for this, depending on the number of Sample Course Runs required. Alternative log ins – for tutors and for Learners, are required for each separate Sample Course Run set up.

Annex 3

Centre Checklist – for EDSQ online ‘live’ assessments

(This checklist assumes your centre has already been approved to deliver OCN London EDSQs)

1. **Register new Learners** / cohort with OCN London via QuartzWeb.
An email address must be provided for each Learner.
2. **Named Admin contact at the centre (usually in the Exams Dept) is sent learner OPAL log in credentials for this cohort** – ready for use in formal Assessment Event.

Centre staff that should have OPAL log in credentials are:

- a. **Admin contact*** – needed to open / close assessment papers – not specific to this cohort but can access, all OPAL based EDSQ cohorts
 - b. **Tutor / Assessor(s)** for this cohort – needed to mark the assessments – a single tutor / assessor is usually allocated, but additional tutors for this cohort can be added as required on request – to OCN London exams@ocnlondon.org.uk
 - c. **IQA** – needed to check assessment judgements for the cohort are appropriate – IQAs usually have access to any course runs in OPAL for their centre, so if the centre has more than one IQA for EDSQs, each IQA will need to be told which of the centre’s EDSQ course runs they need to IQA.
3. **Centre plans Assessment Event(s)**
 - a. check if Learners have any need for ‘reasonable adjustments’ and plan ahead to accommodate these – e.g. providing especially large screens for learners with sight impairment.
 - b. check if other reasonable adjustments are appropriate and contact OCN London if necessary to clarify, e.g. if extra time may be allowed for particular Learners for the completion of the paper.

4. At the start of the Assessment Event...

- a. the centre's OPAL Admin* contact 'opens' the Assessment Paper (AP) of interest to all Learners being tested at that event.
- b. the Assessment Event invigilator checks, in addition to standard controlled assessment conditions, the following:
 - i. each Learner's workstation has had the browser's 'cache' cleared** prior to the start of the assessment, and
 - ii. the Learner has opened or had opened, and is using an 'Incognito' or 'Private Browsing' browser window**
 - iii. the Learner has been able to access the OPAL 'log in' web page at <https://ocn.eportfolio.org.uk/>
 - iv. the Learner has logged in, or has been logged in to the correct OPAL EDSQ course home page using their designated OPAL log-in credentials, so that OPAL displays 'Welcome XXX' where XXX is the Learner's name
 - v. in OPAL and having accessed the Assessment tab, the assessment paper of interest shows as having been opened for each Learner, therefore showing the purple 'ASSESSMENT' button for the assessment paper(s) of interest (APA, APB or APC)

5. During the Assessment Event...

- a. the invigilator ensures that Learners are able to carry out the assessments as instructed in the paper. NB Where a Learner is not able to carry out a requirement that is not part of the assessment – the invigilator is legitimately able to help the Learner with that aspect, for example,
 - i. 'uploading' a document edited by the Learner, previously downloaded from OPAL, as part of a Task and / or
 - ii. where the software does not allow for the 'paste' action by 'right clicking' with the mouse – show the Learner that they can instead paste by using keys – 'ctrl v' (PC) or (command v' (Mac) – or by using the 'edit – paste menu' options.

6. Toward the end of the Assessment Event...

and after the allotted time allowed for that Assessment Paper,

- a. the Invigilator should make any Learners still working save their work by clicking the 'Submit and Exit' button on the final page of the Assessment Paper and log out of OPAL.
- b. at the same time, or just after, the centre Admin contact should close the assessment paper for all learners at that Assessment Event. ***

7. The papers are now ready for assessment by the assessor

The relevant Tutor / Assessor(s) for this cohort can now log in to OPAL, access the RUN ID for this cohort and mark the learners of interest, clicking the 'MARKING COMPLETED' button for each Learner they have completed marking.

8. IQA samples the assessments in OPAL

When all Learners on the course run have been marked, the Tutor/Assessor alerts the centre's IQA, who then samples some of the assessments in OPAL until they are confident all Learners have been marked fairly.

9. Results are entered in QuartzWeb

Results are entered and submitted for the Learners on the course via the Direct Entry of Results (DER) facility on QuartzWeb where 'Achieved' is selected for those Learners who have successfully passed. (Pass marks for live assessment paper sets are provided by OCN London. If these are not known, contact OCN London.)

10. IQA alerts their OCN London EQA

At this point, the IQA alerts their OCN London EQA that the course run is ready for EQA and 'sign off', prior to certification.

Notes

* While the default system assumes an Admin contact / role will 'open' and 'close' assessments, the centre can opt for their OPAL 'tutors' to be able to do this. Not all centres require this, and allowing tutors to control when papers are 'open' and when they are 'closed', can be seen as an assessment security risk by the responsible centre. However, if your centre wishes to do this, and is confident in its measures to ensure assessment security anyway, request this facility from OCN London.

**Learners must only use 'Incognito' or 'Private Browsing' browser windows and have the machines' cache cleared following – or prior to – use in a formal assessment, to ensure the computer doesn't use a previous learner's answers to auto fill the assessment paper.

***If the Assessment Event duration for an Assessment Paper is 50 mins, then the date stamp should show the EQA that it was opened for only a few mins more than 50 mins at the most – or the EQA may want to know the reason why, as centres giving more time for the same exam than other centres is cheating – unless there are time related 'reasonable adjustments' agreed to for certain learners.



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