Qualification Guide

OCNLR Level 1 Award in Essential Digital Skills for Everyday Life

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OCN London Specification

OCNLR Level 1 Award in Essential Digital Skills for Everyday Life
Qualification No: 603/6932/2

General Information

This specification, also known as the qualification guide, contains details of the **OCNLR Level 1 Award in Essential Digital Skills for Everyday Life.**

The specification refers to the curriculum areas covered, identifies the Learners for whom the qualification has been developed and specifies the rules for achievement. It also covers important aspects of assessment and quality assurance that are particular to the qualification. It should be used by all involved in the delivery and assessment of the qualification and should be read in conjunction with the OCN London Centre Handbook.

The OCN London curriculum contact for your Centre will provide support and advice on how to seek approval to offer this qualification. Please contact the main switchboard for the name of your curriculum contact if you do not already know it.

If you are not yet an OCN London Approved Centre but wish to use this qualification, please contact the administration team at OCN London at enquiries@ocnlondon.org.uk or call 020 7278 5511 for details of the Centre Approval application process.

How to navigate within this document

Navigate from the Contents page overleaf by clicking on the Section headings to go to that Section.

Click on any major heading throughout the document to return to the Contents page and use that page as a 'springboard' to get to other Sections.

You can also scroll through pages in the usual way.

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Qualification Overview

The **OCNLR Level 1 Award in Essential Digital Skills for Everyday Life 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

Level 1 Award in Essential Digital Skills for Everyday Life

- Qualification Number: 603/6932/2
- Qualification credit value: 5
- Operational start date: 1st January 2021
- Review date: 31 October 2029
- 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 Level 1 Award in Essential Digital Skills for Everyday Life** 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 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 BKSB 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 Level 1 Award in Essential Digital Skills for Everyday Life**, 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
F/618/5888	CN0/1/LQ/020	Essential Digital Skills for Everyday Life	L1	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:	1
Total qualification time:	48
GLH:	50
OCNLR Unit Code:	CN0/1/LQ/020
Ofqual Unit Reference Number:	F/618/5888

There are 12 Learning Outcomes in this component

SKILLS STATEMENT	LEARNING OUTCOMES	ASSESSMENT CRITERIA
	The Learner will:	**The Learner can:**
13	1. Take steps to keep safe online.	1.1. Use a range of methods to protect personal information and privacy.
1 15	2. Use computers and digital devices.	2.1. Effectively respond to MFA requirement. 2.2. Demonstrate how to back up data. 2.3. Check for Operating Systems and application updates.
5	3. Use online learning resources to develop own digital skills.	3.1. Identify and use a free online learning resource to improve own digital skills. 3.2. Identify and use a free online learning resource to solve common technical problems.
11	4. Use online services.	4.1. Set up an account relating to an online service. 4.2. Edit account preferences. 4.3. Interact with an online service.
12	5. Buy securely online.	5.1. Compare buying options for an item or service and identify the best option in terms of fitness for purposes, price and/or delivery.

3	6. Manage and store information.	6.1. Organise and store information in a way that enables efficient information retrieval on a device and across devices. 6.2. Carry out searches on a computer/device to find information or files.
2	7. Find and evaluate information.	7.1. Use appropriate techniques to carry out and refine searches online to find information or services, considering currency, relevance and reliability.
6	8. Create and edit documents.	8.1. Use applications to enter and edit information in documents to present the information clearly. 8.2. Use applications to format information in documents to present the information clearly. 8.3. Use applications to layout information in documents to present the information clearly. 8.4. Use a spreadsheet application to enter and edit numeric data. 8.5. Use a spreadsheet application to format numeric data. 8.6. Use a spreadsheet application to sort numeric data. 8.7. Use a spreadsheet application to process numeric data. 8.8. Use a spreadsheet application to chart numeric data.
7	9. Use digital media.	9.1. Capture an image. 9.2. Edit and enhance an image.
9	10. Communicate and share information using digital means.	10.1. Select and use appropriate modes of online communication for different audiences and contexts. 10.2. Use appropriate language and behaviour online
19	11. Be aware of digital wellbeing.	11.1. Show awareness of the psychological health risks of being online. 11.2. Show awareness of the psychological health risks 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 a range of methods to protect personal information and privacy.	Methods to protect personal information include using multiple email addresses (for personal and online subscriptions), access privileges for apps, private browsing, appropriate settings for social media privacy or restricting/granting GPS access on mobile devices, blocking unwanted communications from selected users, avoiding oversharing information, unsubscribing from mailing lists, deleting unwanted social media accounts or old posts.
2. Use computers and digital devices.	AC 2.1 Effectively respond to MFA requirement.	Multifactor authentication includes combined use of at least two from passwords/PINs, codes generated by smartphone apps, codes sent to an email address, biometrics, answers to personal security questions, smart cards.
	AC 2.2 Demonstrate how to back up data.	Backing up the data includes locally and to the cloud.
	AC 2.3 Check for Operating Systems and application updates.	The learner will know how to check for OS and application updates, and to choose how and when an operating system or application is updated. OS and applications include those for both mobile devices and laptops.
3. Use online learning resources to develop own digital skills.	AC 3.1 Identify and use a free online learning resource to improve own digital skills.	Online learning resources include FAQs, guides, videos, tutorials and advice forums.
	AC 3.2 Identify and use a free online learning resource to solve common technical problems.	Common technical problems include resetting login credentials, changing Wi-Fi settings, change a software or app setting, disabling or uninstalling software.

4. Use online services.	AC 4.1 Set up an account relating to an online service.	Online transactional services include online shopping, finance (e.g. online banking), utilities (e.g. gas, electricity, water), government services (paying council tax online, booking a doctor's appointment, applying for benefits) media (e.g. streaming services) etc.
	AC 4.2 Edit account preferences.	Editing account preferences includes updating contact/billing details, setting marketing preferences, resetting password/security question.
	AC 4.3 Interact with an online service.	Interact includes logging in, uploading/downloading of documents and images as required, responding to requests for information in order to get a transactional service.
5. Buy securely online.	AC 5.1 Compare buying options for an item or service and identify the best option in terms of fitness for purposes, price and/or delivery.	The learner will know how to establish and compare price and delivery options for products and services; identify scam sites. Compare online buying options for an item/service includes comparing different product options, prices, delivery options etc. across multiple providers or retailers and selecting the best option in terms of fitness for purpose, price and delivery.
6. Manage and store information.	AC 6.1 Organise and store information in a way that enables efficient information retrieval on a device and across devices.	Across devices refers to storing files on cloud storage using one device and accessing the files using another device. Know and understand limitations on file sizes when using some services (e.g. email attachments, file size upload limits) and the benefits of using file compression to make effective use of storage capacity and to reduce data transfer times.
	AC 6.2 Carry out searches on a computer/device to find information or files.	Know and understand folder structures, file information including metadata and tagging, and accessing data across devices.

		Searching on a device includes searching on file names, partial file names, file content, file information such tags.
7. Find and evaluate information.	AC 7.1 Use appropriate techniques to carry out and refine searches online to find information or services, considering currency, relevance and reliability.	Searching online may include using quotation marks to look for specific terms, using an image database or image search service if searching for images, applying filters relating to time or origin, searching within a specific website or social media platform for information, images, music or video, refining search terms to narrow or broaden searches as required. Searching online may be using a "traditional" search engine (text-based) or using a digital assistant (for example, through voice control). Methods of identifying the relevance and reliability includes checking that a website uses HTTPS, being wary of poor-quality websites, checking the date of the information provided, checking more than one source when searching for information / news online, the source of the information, being aware the top online search results may include paid for or sponsored listings.
8. Create and edit documents.	AC 8.1 Use applications to enter and edit information in documents to present the information clearly.	Information in documents includes text, tables, graphics and charts.
	AC 8.2 Use applications to format information in documents to present the information clearly.	Format tables/graphics/charts includes positioning, sizing, captioning, borders, flow of text.
	AC 8.3 Use applications to layout information in documents to present the information clearly.	Layout includes adopting appropriate common conventions for specific purposes and audiences e.g. a CV, a letter, a poster for a fundraising / community event, an advert for sale of an item.

	AC 8.4 Use a spreadsheet application to enter and edit numeric data.	The learner will know and understand terminology and concepts relating to spreadsheets including using row and column size adjustment, cell borders and data types, replicating values and formulae.
	AC 8.5 Use a spreadsheet application to format numeric data.	Spreadsheet formatting includes cell alignment, number formatting (e.g. number, currency, date, percentage, number of decimal places), merging/splitting cells.
	AC 8.6 Use a spreadsheet application to sort numeric data.	Sorting data will be on a single criterion.
	AC 8.7 Use a spreadsheet application to process numeric data.	Process includes using a spreadsheet's functionality to carry out simple calculations (add (+), subtract (-), multiply (*), divide (/), sum (∑), average). and filter.
	AC 8.8 Use a spreadsheet application to chart numeric data.	Charting is the creation of bar/column charts, pie charts and line graphs from a single data series. Formatting the charts includes adding suitable titles, axis category labels, data labels and legends.
9. Use digital media.	AC 9.1 Capture an image. AC 9.2 Edit and enhance an image.	Edit and enhance includes adjusting the contrast or colour, adding a text caption to an image, cropping an image to keep only the section required, resizing. The application used may be a desktop application, or it may be an application on a touch-screen device.
10 Communicate and share information using digital means.	AC 10.1 Select and use appropriate modes of online communication for different audiences and contexts.	Modes of online communication includes email and attachments, instant message, text message, social media, blog, video chats, forums. Contexts refers to the range of circumstances in which an online communication could be made e.g. socially, in general public.
		Audiences refers to different individuals or groups of people e.g. an acquaintance, a friend, a group of friends, users of a social media platform etc.

	AC 10.2 Use appropriate language and behaviour online	Appropriate language includes recognising that sending threatening, abusive or grossly offensive online communications can be a criminal offence. Appropriate behaviour includes respecting copyright and other intellectual property rights.
11 Be aware of digital wellbeing	AC 11.1 Show awareness of the psychological health risks of being online.	Physical stresses include pain from poorly positioned equipment, bad posture, RSI, eyestrain, headaches.
	AC 11.2 Minimise the effects of physical and psychological health risks of being online.	Methods to minimise health risks include using adjustable chair; screen, keyboard and mouse positions; taking regular breaks; screen filters; switching off devices before bed/monitoring time online; reporting cyber-bullying.

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.

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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.

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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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