Tutor Handbook 2023-2024

Essential Digital Skills qualifications

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.

Updates

Please note that this is a working document so is periodically updated. Refer to the version number and date on this document to ensure you are using the latest version of this guidance.

Summary of Changes – December 2023, version 2023/1

- Cache MUST be cleared on all computers prior to their use in assessments (see Annex 1).

- The original five Assessment Papers, for both E3 and L1, have now been streamlined to three Assessment Papers. The qualification syllabus remains the same.

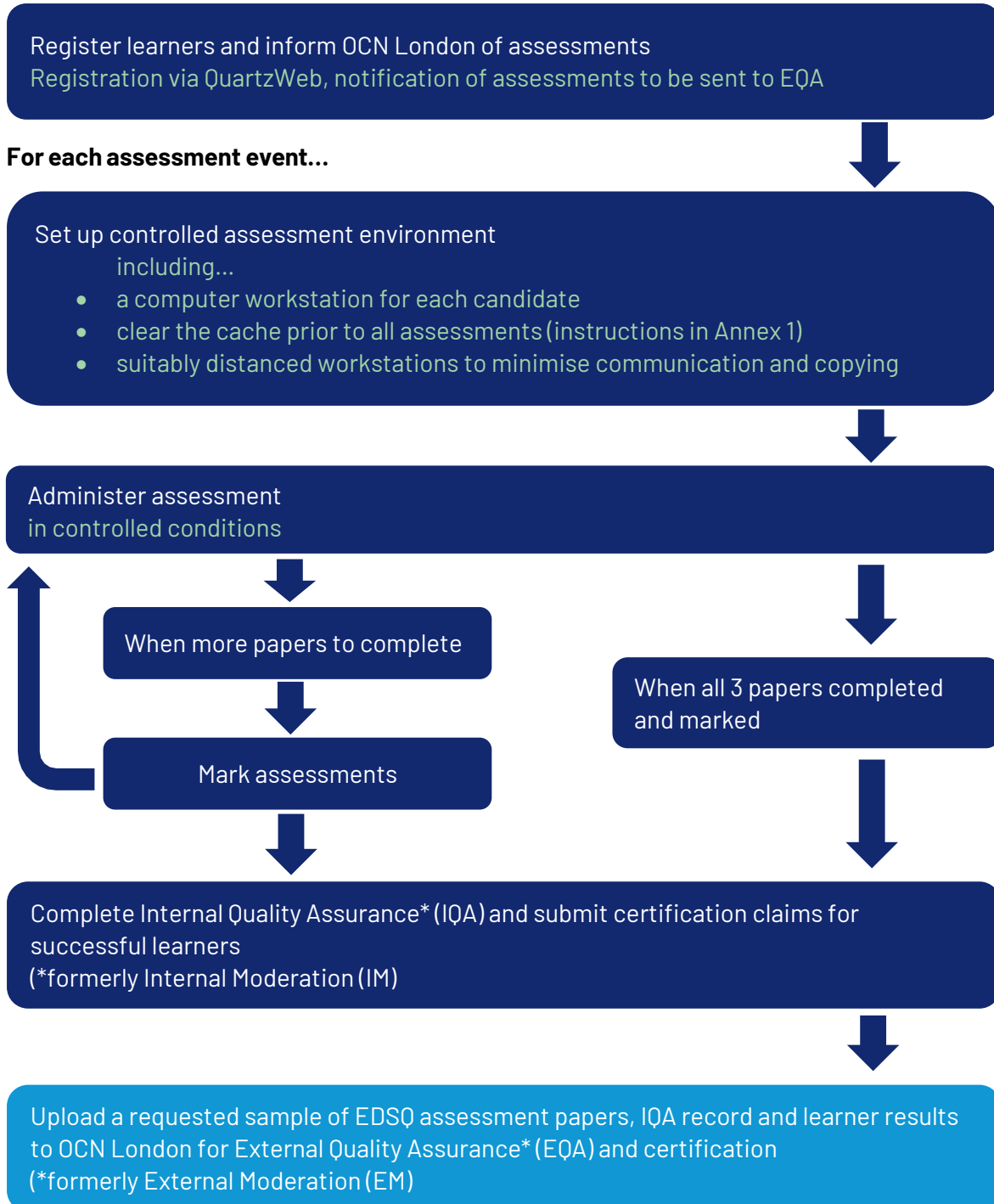- The table below shows the previous 5-paper versions and the current 3-paper equivalents.

| E3 | AP1+AP2+AP3=APA | AP4=APB | AP5=APC |
| L1 | AP1+AP2=APA | AP3+AP4=APB | AP5=APC |

Contents

Assessment Flowchart

Pre-assessment, and pre-enrolment, Centres should conduct an initial and a diagnostic assessment to ensure Learners are working at a suitable level to benefit from undertaking an Essential Digital Skills qualification (EDSQ). Contact OCN London for details should you wish to use those provided by or on behalf of, OCN London.

Register learners and inform OCN London of assessments
Registration via QuartzWeb, notification of assessments to be sent to EQA

For each assessment event…

Set up controlled assessment environment
including…
- a computer workstation for each candidate
- clear the cache prior to all assessments (instructions in Annex 1)
- suitably distanced workstations to minimise communication and copying

Administer assessment
in controlled conditions

When more papers to complete

Mark assessments

When all 3 papers completed and marked

Complete Internal Quality Assurance* (IQA) and submit certification claims for successful learners
(*formerly Internal Moderation (IM)

Upload a requested sample of EDSQ assessment papers, IQA record and learner results to OCN London for External Quality Assurance* (EQA) and certification
(*formerly External Moderation (EM)

Introduction and summary

Small chunks – mini courses

To best serve the profile of Learners expected to benefit from the OCN London EDSQs, we have divided the qualifications so that they can be assessed in three short assessment papers. This is helpful to Learners as it:

- breaks their learning down to more manageable and less daunting 'small chunks' of learning, or 'mini courses';
- allows short 'mini' assessments at the end of each mini course;
- enables retakes for each mini assessment;
- reduces the 'high stakes' anxiety often associated with single – 'all or nothing' formal assessments, since each assessment has fewer marks depending on it, and;
- provides further opportunities to improve through up to two re-takes for each assessment paper, so that there is less depending on any single assessment performance.

Time limited

Assessment Papers are time limited, as required by the UK Government for all EDSQ assessments across Awarding Organisations (AOs), but the OCN London 'mini assessments' have generous time limits added, so that while many Learners will complete each paper in less than 10 minutes, those that need longer to demonstrate their skills still have that opportunity. Those with particular disabilities or challenges that may require additional time can also apply for additional support. Contact OCN London with requests relating to specific individuals.

Practical assessments – for practical skills

To best serve the profile of Learners expected to benefit from the EDSQs, OCN London has developed an assessment paper format that uses simulated practical tasks. In this way, the assessments cover most of the National Essential Digital Skills Skill standards through providing Learners with opportunities to demonstrate their skills, rather than falling back on less appropriate 'knowledge based' questions. Some underpinning knowledge is assessed through the more traditional 'multiple choice' question approach, but this is kept to a minimum so that over 67% of the assessments (two out of the three of the assessment papers) are fully practical, at both levels.

Compensatory assessment – towards an overall pass mark

Learners are not required to 'pass' each paper, but instead simply accumulate marks towards a final pass mark, which itself determines if the Learner has achieved the qualification.

(NB It is a requirement for all awarding organisations that their EDSQ assessment sets are individually trialled to gauge relative difficulty, and only after this has been satisfactorily tested can an actual pass mark for that set of papers be confirmed – and this is the case for each set of

assessment papers. It is therefore not possible to state the overall pass mark for the qualifications).

Two resits are available for each paper. Learners can resit papers where they initially achieve low scores, and this can act as an additional in-course diagnostic test, helpfully alerting Tutor/Assessors to where their Learners may need additional support and alerting the individual Learner to the skills they most need to work on.

Assessment Papers

OCN London has aimed, as far as possible, to use language appropriate to the level of the Learner in constructing the set assessments.

Assessments are set by OCN London, marked and internally quality assured (IQA'd) by the Centre and externally quality assured (EQA'd) by OCN London.

Both the E3 and Level 1 qualifications are assessed through defined Sets of assessments, each of which consists of three separate assessment papers - APA, APB, APC.

All three assessment papers are online assessments which may only be accessed via web-browser (e.g. Edge, Chrome, etc).

All assessment papers must be taken on a computer – laptop or desktop – but not on a tablet or a phone.

Assessment methods used

All assessment papers use one of three different methods of assessment. They contain either **simulated practical tasks**, briefs for the **practical demonstration** of skills, or **knowledge-based questions**.

Simulated tasks (E3 = APA) (L1 = APA)

Simulated practical tasks, or 'SIMs', are used where, for example, Learners may not be safe or comfortable accessing real life scenarios, such as using a credit card to be assessed 'buying online'. Simulation assessments are predominantly auto marked, with assessor marking required for free-text questions. The marks are immediately available to the assessor and are simply added to those achieved through other marked assessment tasks. The simulations are in the form of online assessments and must be accessed by Learners on a computer or device in the classroom, and in controlled conditions. The identity of the Learner must still be verified by the Centre during a simulation assessment, as for other controlled assessment environments, to ensure authenticity and assessment security.

Practical demonstration (E3 = APB) (L1 = APB)

This type of assessment is used so that Learners can generate practical evidence of their skills as applied to real life tasks, for example creating saving and editing documents.

The online assessment system will provide Learners with the activities and any documents (e.g., word processor files, spreadsheets) which may require manipulation as part of the assessment, as well as the facility to upload the documents once completed.

While Tutor/Assessors may encourage Learners to engage in similar learning activities outside of the classroom, the work that is assessed will be required to be done within the classroom in

controlled conditions and during that assessment event to ensure authenticity. Controlled conditions will be required for the assessment environment to ensure the Learner's work is their own and produced independently.

Given the nature of this type of assessment, completed 'practical' assessments are predominantly assessor-marked.

Knowledge test (E3 = APC) (L1 = APC)

This mode of assessment is focussed on knowledge-based questions which cannot be readily assessed by other options.

The questions are typically multiple-choice or similar and are 100% auto marked.

These assessment questions are also presented in the form of an online assessment and must be accessed by Learners on a computer in the classroom, and in controlled conditions.

The identity of the Learner must still be verified by the learning Centre during a knowledge test assessment, as for other controlled assessment environments, to ensure authenticity and assessment security.

Assessment Papers and Skill Standards

The full curriculum

The assessment papers are based on a full curriculum set out in the National **Essential Digital Skills Standards**. These are made up of numbered skill statements accompanied by amplifications that detail what is meant in relation to each skill statement.

OCN London has written range statements that draw on the national standards amplifications, to expand on and help clarify what each skill statement and assessment criterion imply in terms of curriculum to be covered with Learners. These range statements are available in the Qualification Guide 'Appendix 2 – Range Statement / Amplification' Section.

(See E3 Qualification Guide **here**, and L1 Qualification Guide **here**)

It is not a requirement of EDSQs that each skill statement of the full curriculum is referenced in any single set of assessment papers, but all elements will be assessed over time through rotation as successive sets of assessment papers come into play via resits and as presented to different cohorts of Learners sitting the assessments.

However, it is envisaged that each assessment paper, i.e., APA, APB, etc, will continue to relate to the same Essential Digital Skills Standards' Skill Statements.

The tables that start on the next page set out how individual assessment papers relate to the curriculum as set out in the Essential Digital Skills Standards. Tutor/Assessors may wish to plan what Learners need to learn to prepare for each 'mini assessment' paper, by referring to these skill statements.

Entry 3 Assessment Papers

Please note, not all elements identified in the standards are assessed in any single set of papers. See also the range statement / amplification Section of the Qualification Guide 'Appendix 2' for more details regarding the amplifications or range statements and how they relate to assessment criteria and skill statements.

(See E3 Qualification Guide **here**, and L1 Qualification Guide **here**)

The three assessment papers at E3 relate to the National Essential Digital Skills Standards in the following way.

E3 Assessment Paper APA – SIM

Follows the theme: **How to use a smart phone**		
Skill Standard		**notes**
1	• locate and install an application, • apply system settings,	
9	• create, edit and use contacts when • sending and receiving online communications comprising text and other digital content to individual and multiple recipients; • initiate and participate in a video call.	relates to a phone communication, (such as a text)
15	• configure and use secure ways to access devices and online services.	

E3 Assessment Paper APA – SIM

Follows the theme: **'Using the internet – for browsing and getting in touch with others'**		
Skill Standard		**Notes**
2	• navigate online content using hyperlinks, menus and other navigation elements to locate required information; • carry out searches to find information and content.	
9	• create, edit and use contacts when • [sending] and receiving online communications comprising text and other digital content to individual and multiple recipients; • initiate and participate in a video call.	relating to online communication, such as emails, social media, Zoom / Teams etc.
13	• identify and use simple methods to protect personal information and privacy.	
17	• know how to report concerns with online content.	

E3 Assessment Paper APA – SIM

Follows the theme: **Using the Internet – for online services and making purchases**		
Skill Standard		**Notes**
11	• complete and submit a form as part of an online transaction, complying with verification checks.	
12	• buy an item/service online using a chosen method of online payment.	

E3 Assessment Paper APB – Practical demonstration

Follows the themes: **i) Creating, editing and storing documents ii) Staying safe**		
Skill Standard		**Notes**

3	• open, read and save information from/to a file using appropriate naming conventions;
	• work with files and folders to store, organise and retrieve information
	    o using local storage and
	    o using remote storage.	

6	• use a suitable application to enter, edit and format information (including text, numbers and graphics).	
7	• capture and save images, sound and video.	
14	• be aware of online risks and threats; • identify and use simple methods to protect a device and data from online risks and threats; • be aware of the security risks of using public Wi-Fi.	

E3 Assessment Paper APC– Knowledge test		
Follows the themes **i) Digital technical problems** **ii) Digital health and safety**		
Skill Standard		**Notes**
4	• recognise when a technical problem has been encountered; • solve simple technical problems, and • seek assistance when unable to solve a technical problem.	
10	• identify the types of digital activities that leave a 'digital footprint' and understand the implications.	
13	• identify situations where personal information may be stored by devices and online activity; • identify and use simple methods to protect personal information and privacy.	
14	• be aware of online risks and threats; • identify and use simple methods to protect a device and data from online risks and threats; • be aware of the security risks of using public Wi-Fi.	
19	• recognise and minimise the effects of physical stresses of being online.	

Level 1 Assessment Papers tables start overleaf.

Level 1 Assessment Papers

Please note, not all elements identified in the standards are assessed in any single set of papers.

See also the range statement / amplification Section of the Qualification Guide Appendix 2 for more details regarding the amplification or range statements and how they relate to skill statements.

The three assessment papers at L1 relate to the National Essential Digital Skills Standards in the following way.

L1 Assessment Paper APA – SIM		
Follows the themes: **Devices and data**		
Skill Standard		**Notes**
1	• keep operating system and applications up to date.	
13	• protect personal information and privacy; • understanding personal rights and options for controlling the use of personal data.	
14	• protect devices and data from online risks and threats.	
16	• backup data locally and • backup data using a cloud provider.	

L1 Assessment Paper APA – SIM		
Follows the themes: **Using the Internet – for online services and making purchases**		
Skill Standard		**Notes**
10	• take steps to manage online identity.	
11	• interact with online transactional services and • manage account settings.	typically involves registering with an online organisation then signing in to created account to access service and adjust settings
15	• configure and use multifactor authentication to access and use online services.	

L1 Assessment Paper APB – Practical demonstration

	Follows the themes: **Using the Internet – for browsing and getting in touch with others**	
Skill Standard		**Notes**

2	• use appropriate techniques to carry out and refine searches, taking into account
	    o currency,
	    o relevance, and
	    o reliability, and
	• be aware that results are ranked by search engines.	

6	• use applications to
	    o enter information
	    o edit information
	    o format information
	    o layout information (including text, tables, graphics, charts)
	• for a range of purposes and audiences.
		See * note below

7	• edit and enhance an image	See * note below
8	• enter, • edit, • sort, • process, • format, and • chart • numeric data.	This relates to spreadsheet work See * note below
9	• identify and use appropriate modes of online communication for a range of contexts and audiences.	
12	• compare online buying options for an item/service and identify best option.	
18	• use appropriate language and behaviour online.	

L1 Assessment Paper APB – Practical demonstration

Follows the themes:

i) Edit and format text, images, numbers, and save
ii) Use the internet to extend own digital skills and tackle technical problems

Skill Standard		Notes
3	- organise and store information using - files - folders - hierarchy and - tagging to enable efficient information retrieval on a device and across devices.	
4	identify and apply solutions to common technical problems, using - online tutorials - FAQs and 'help' facilities.	
5	Identify and use appropriate online learning resources to maintain and improve digital skills.	
6	- use applications to - enter information - edit information - format information - layout information (including text, tables, graphics, charts) - for a range of purposes and audiences.	See * note below
7	edit and enhance an image	See * note below
8	- enter, - edit, - sort, - process, - format, and - chart numeric data.	This relates to spreadsheet work See * note below

L1 Assessment Paper APC – Knowledge test		
Follows the theme: **Being safe and responsible online**		
Skill Standard		**Notes**
13	• protect personal information and privacy • understanding personal rights and options for controlling the use of personal data.	
18	• use appropriate language and behaviour online.	
19	• apply simple methods to avoid physical and • psychological health risks while using devices.	

Conducting the assessment

Each individual assessment paper must be completed in a single sitting, though the three assessments may be spaced out over a number of sittings.

The assessments are 'demand led', meaning the Tutor/Assessors can deliver them at any time of their choosing, as long as they have notified their OCN London EQA at least three days prior to an EDSQ assessment event.

Each electronic assessment paper has a time limit for completion of the task. The time allowed for the assessment paper must not be exceeded unless expressly permitted as part of an access arrangement.

On completion of an assessment paper, the Learner's work must be protected. While the online assessment papers and additional Word docs and spreadsheets, once uploaded, are all within OPAL, those docs edited and saved to the local machine could provide an assessment security issue, and the machine downloads folder, (or any folder where learners are allowed to save the additional documents locally prior to 'upload back to OPAL...) as well as the cache, should be wiped after each assessment event.

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 assessment papers / documents before, during and after the assessment event. Assessors or operators must also be familiar with, and effective in using, the computers and software needed.

While formal exam conditions are not needed, appropriately controlled assessment conditions are required. Centres must:

- supervise assessments at all times (normally by the Tutor/Assessor/Invigilator);
- complete an attendance list, seating plan and invigilation report for each controlled assessment;
- provide a suitable room to undertake the assessment (see 'The assessment room' Section below);
- enable Tutor/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 assessment papers and any other related document(s); and
- conduct the assessment in accordance with the requirements set out.

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, and software.
- The room must be accessible and appropriate for Learners with disabilities (in accordance with the Equalities Act 2010).
- Unauthorised display material, such as 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 are not allowed.
- The assessment papers themselves must be opened on a laptop or desktop computer, not a mobile device.
- Where appropriate, Learners may be permitted to use bilingual dictionaries during the assessment sittings.

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 by Tutor/Assessors/Invigilators prior to usage is advised to check accessibility issues. Contact OCN London with regard to any Learners who require reasonable adjustments and to check any proposed reasonable adjustments prior to usage. 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.

Please refer to the OCN London **Access to Fair Assessment Policy and Procedure** for further information including details about access arrangements permitted at the discretion of the Centre and those which require prior approval via OCN London (including a form for submitting such requests).

Administering the assessments

Please see Section 4 of the EDSQ Centre Handbook for detailed instructions on the conduct of online assessments for:

- Administrators
- Tutors/Assessors
- IQAs

IMPORTANT: Note on preparing workstations for assessment

Please ensure that, prior to assessment, autofill payment methods and addresses on the browser running the APs are turned off and the Cache is cleared (See Annex 1).

Using Chrome as an example for autofill, this can be done by:

Settings > Autofill and passwords > Payment methods > Save and fill payment methods OFF + Allow sites to check if you have payment methods saved OFF
Addresses and more > Save and fill addresses OFF

This will prevent previously inputted answers from appearing as a suggestion when you click on a text field in a data entry task.

Informing OCN London of invigilation events

For uneventful assessment events, documents generated throughout the assessment process (i.e. record of attendance, seating plan and invigilation report) must be kept on file and may be requested by OCN London.

Should an occurrence of note have taken place (any event which gave the Invigilator cause to make note – for instance: disruption (fire alarms, noise, mobile phones or instances of maladministration or malpractice), an invigilation report must be submitted to OCN London. The Invigilator (or designated responsible person) must submit the **invigilation report** for the assessment within 24 hours of the event having taken place. Reports must be submitted online

via the OCN London website, specifically: **https://www.ocnlondon.org.uk/Centres/Centre-Area/EDSQ-Invigilation-Form**

Assessing the Learners' work

See Section 4 of the EDSQ Centre Handbook for detailed instructions on how to assess Learners' work.

Re-taking the assessments

At least two different sets of assessments are available online at any one time – one for initial sittings, another for resits. Further assessments, if required, may be made available on request.

If a Learner achieves a low mark in one (or more) assessment paper and is at risk of failing, they can take another equivalent assessment paper from the resit set.

For example, a Learner performs reasonably well in Set 1, Assessment Papers A and B, but poorly in Paper C, and their performance means that they have not accumulated enough marks to pass the qualification. The Learner may resit assessment paper C from the resit Set.

To identify Learners at risk of requiring a resit, monitor their progress on completion of each assessment paper. As a guide, Learners achieving a rolling average of 72% or above will be unlikely to require one, whereas Learners below that average may do so. Please note however that Standard setting is carried out on an ongoing basis by OCN London, so this 'pass mark' may fluctuate over time for different assessment sets.

A Learner cannot repeat the same assessment they have failed, but there are at least two different assessments provided in each academic year and a new assessment will be released every year.

There is no minimum time which must elapse between taking one assessment and another. However, it is good practice to review the specific reasons for a Learner's failure and to provide them with an opportunity to develop these skills and their confidence prior to the resit.

Internal Quality Assurance (formerly 'Moderation')

The process of IQA should ensure the quality of the assessments and that all Learners are assessed fairly. Internal Quality Assurers should have a competent level of digital skills, ideally holding or working towards a quality assurance qualification.

For each qualification, 20% of Learners should be sampled by the Internal Quality Assurer. If fewer than five Learners have taken the assessments, all Learners should be sampled.

IQA also provides the opportunity for assessors to confirm their assessment decisions with a colleague. OCN London encourages assessors to use the IQA process to highlight borderline decisions to enable a more considered outcome for such Learners.

IQA should be a supportive process as it enables colleagues to consider how well Learners have been prepared for the assessments. It is the opportunity for colleagues to discuss teaching methodologies, the most effective learning strategies and resources. For this reason, the Centre should record IQA decisions and outcomes.

Details on how to conduct and evidence IQA activities are available in the EDSQ Centre Handbook, Section 4.

Once the Internal Quality Assurer has all three of a Learner's assessments or more, including assessments which have been resat, certification claims may be submitted to OCN London.

Standard practice is for Centres to submit an ERAC form via QuartzWeb – signifying claims for Learner achievement of the qualification.

Once certification claims have been received, an OCN London EQA will review a sample of assessments including those which have undergone Internal Quality Assurance.

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.

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