

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



QUALIFICATION

OCNLR Entry Level Award in Essential Digital Skills for Everyday Life (Entry 3)
Qualification No: 603/6933/4

General Information

This qualification guide contains details of the [OCNLR Entry Level Award in Essential Digital Skills for Everyday Life \(Entry 3\)](#).

It makes reference to the curriculum areas covered, identifies the learners for whom the qualification has been developed and specifies the rules for achievement. 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 and should be read in conjunction with the OCN London Centre Operations 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 administrative team at OCN London at enquiries@ocnlondon.org.uk or call 020 7278 5511 for details of the Centre Approval application process.

To navigate within this Qualification Guide

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1. Qualification Overview

The OCNLR Entry Level Award in Essential Digital Skills for Everyday Life (Entry 3) is an Essential Digital Skills Qualification (EDSQ). The content of the qualification 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).

1.1. Qualification details

Qualification Number	603/6933/4
Qualification credit value	5
Operational start date	1 st January 2021
Review date	31 st August 2023
Guided Learning Hours (GLH)	48
Total Qualification Time (TQT)	50
Assessment requirements	Externally set assessment that is internally assessed and moderated, then externally moderated.

1.2. 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.

1.3. 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.

1.4. 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.

1.5. Relationship to other frameworks

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

2. Recruitment to this qualification

2.1. 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.

2.2. 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 the qualification.

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 Essential Digital Skills Qualification, 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
- 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.

OCN London is developing an online initial assessment facility for EDSQs but in the meantime, alternative 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 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.

2.3. 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.

3. Structure of the Qualification

3.1. Rules for achievement of 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 marked and moderated and externally moderated. The assessment is in the form of electronic assessment papers (in interactive pdf format) 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.

3.2. 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](#).

4. Centre Requirements

4.1. 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 Operations Handbook](#) are in place before offering the qualification, including that:

- ICT equipment is provided sufficient for each learner to access their own computer/workstation (or practical alternative) 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 Qualification Guide (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.

4.2. Eligibility for qualification approval

OCN London approved centres must also meet all of 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.

4.3. Centre staffing requirements

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

4.3.1. 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 moderation 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 clearly demonstrable continuing 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.

4.3.2. Internal moderators

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

4.4. OCN London training for centre staff

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

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

5. Assessment

5.1. Assessment overview

OCN London provides externally set assessments that are internally marked (although mainly auto-marked) and internally moderated, then externally moderated. The assessment documentation is downloaded by the centre 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	Five electronic assessment papers in the form of interactive pdfs
Duration of assessment	Each electronic assessment paper has a maximum time allowed for completion. This ranges between papers.
Total marks	100

5.2. Electronic assessment papers

Electronic assessment papers and accompanying mark schemes are provided for all assessments for this qualification. The set assessment comprises five electronic papers in interactive pdf format that require use of Adobe Acrobat Reader to function. Access to the internet is not required for the purposes of sitting the assessment.

The electronic assessment papers 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.

5.3. Accessing electronic assessment papers

All electronic assessment papers and documentation are available on demand via QuartzWeb. The assessments become available to a centre to download following confirmation of approval to deliver the qualification and course registration. Centres download the assessment documentation when needed using their usual centre login details.

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

Once downloaded, the electronic assessment papers must be securely managed prior to, during and following usage with learners. Failure to manage assessment document security responsibly risks maladministration-related sanctions.

5.4. 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 given less than 24 hours' notice.

5.5. 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 cover of each 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 assessment papers 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 assessment papers are interactive pdf documents that require use of Adobe Acrobat Reader to function as intended.

Centres must:

- supervise assessments at all times (normally by the tutor/assessor/invigilator);
- complete an attendance list for each controlled assessment;
- not print out assessment papers unless prior permission to do so has been granted 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 assessment papers 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, send to others by electronic means during an assessment event.

Papers are electronic and storage must include restricted access and avoid security risks, such as transporting on a non-encrypted memory stick. Papers must not be printed out, nor left on a memory stick in a classroom or unsecured drawer.

5.5.1. 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 assessment papers themselves 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.

5.5.2. Equipment and seating arrangements

- All learners must have access to an individual computer workstation.
- The assessment papers are interactive pdf documents that should be opened on a laptop or desktop computer with a recent version of Adobe Acrobat Reader. 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.

5.5.3. Supervision arrangements

- All learners must be supervised by tutor/assessors at all times.
- Display materials which might provide assistance 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.

5.6. 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 usage is advised to check accessibility issues. Contact OCN London with regards 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.

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](#).

5.7. Assessment marking and retention of completed papers

Tutors/assessors will use the provided guidance to mark learner achievement except where the assessed task is auto marked within the interactive pdf document. 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 100 marks to achieve the qualification.

Centres need to retain completed assessments and related documentation and, following internal moderation, send copies of all assessments electronically to OCN London. This is for quality assurance purposes, including external moderation.

5.8. Resitting an assessment

Learners may resit any of the assessments, provided there is an alternative assessment paper available that has not been previously attempted by that learner. Learners cannot be assessed through the same assessment paper 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. AP1, AP2 AP3 AP4 or AP5) 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 controlled assessment 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.

5.9. Assessment security

An OCN London agreed designated centre staff member must take overall responsibility for ensuring the security of assessment papers in relation to their storage and usage – prior to, during, and following usage.

Electronic assessment papers can be downloaded and viewed by authorised centre staff at any time following the centre's approval by OCN London to

deliver the qualification. Use of electronic copies must be managed responsibly so that circulation of such documents is restricted, and copies used in assessment events are all accounted for so that no learners receive an unfair advantage by viewing the documents outside of formal assessment events, such as through unrestricted access or mismanaged distribution of the documents.

If OCN London finds that such security has been breached – for example if learners are able to view live assessments prior to usage – 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.

5.10. Support materials and resources

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

- [OCN London Centre Operations Handbook](#);
- Essential Digital Skills Guide for Centres;
- 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.

5.11. Credit transfer

Credit transfer is not available for this qualification.

5.12. Recognition of prior learning

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

- Learners' completed assessment papers must be internally moderated at the centre.
- The assessment papers will be externally moderated by an OCN London External Moderator.
- OCN London will conduct unannounced 'spot check' visits to monitor the integrity of centre-based assessments.

6. Quality assurance

6.1. Internal moderation

Although assessments are mostly auto marked within the interactive pdf there is still some marking required by tutors/assessors. Internal moderation 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 moderation is required to take place before OCN London conducts external moderation.

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

6.2. External moderation

All cohorts will be subject to external moderation 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 moderation. For details of OCN London standard external moderation practice, see the Centre Operations Handbook referenced above and also the [external moderation](#) 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.

6.3. 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 in order 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
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: <ul style="list-style-type: none"> • 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.

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

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.

End of component

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.
		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
		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: <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Entering numerical date. 	<p>Know and understand terminology and concepts relating to online forms including</p> <ul style="list-style-type: none"> • data validation (required fields, correct format, captcha). • 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 includes credit/debit cards, through online accounts, third party online services, mobile payment services, mobile digital wallet services.

<p>5. Manage and store information.</p>	<p>AC 5.1 Identify common file types and applications typically associated with them.</p> <p>AC 5.2 Create a file, folder.</p> <p>AC 5.3 Open a file, folder.</p> <p>AC 5.4 Rename a file, folder.</p> <p>AC 5.5 Copy, move files, folders between folders, drives.</p> <p>AC 5.6 Demonstrate good practice in folder, file naming.</p> <p>AC 5.7 Use both local and remote storage to store and retrieve files and folders.</p>	<p>File types includes files for word processing, portable document format (pdf), image, audio, video, compressed, executable files.</p> <p>Creating a file includes printing a file as a pdf.</p> <p>Folder/file naming requires names that can be understood by others, reflect content and help with searching and organisation.</p> <p>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.</p> <p>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.</p>
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<p>6. Find and evaluate information online.</p>	<p>AC 6.1 Navigate online content using navigation elements to locate required information.</p> <p>AC 6.2 Enter a URL in the address bar and go to the URL.</p> <p>AC 6.3 Carry out a search, using a key word or a phrase, to find information and content relevant to the search purpose.</p> <p>AC 6.4 Display browsing history over a period.</p>	<p>Navigation elements includes: menus, hyperlinks, browser navigation controls (back and forward buttons, bookmarks/favourites), homepage.</p> <p>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.</p> <p>Search online for a specific and clearly defined piece of information or content.</p> <p>Know that searching online leaves a digital footprint.</p>
<p>7. Create and edit documents.</p>	<p>AC 7.1 Use a suitable application to enter and edit information in a document.</p> <p>AC 7.2 Use a suitable application to format information in a document.</p>	<p>Information includes: text, numbers and graphics.</p> <p>Applications includes word processing software.</p> <p>Editing text includes: entering or amending, selecting, copying, cutting and pasting text.</p> <p>Formatting text includes: bold, underline, italics, highlighting, font sizes and colours, text alignment, bulleted and numbered lists.</p> <p>Formatting graphics includes: positioning, sizing, borders.</p>

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.	<p>AC 9.1 Create a contact on a device.</p> <p>AC 9.2 Edit a contact on a device.</p> <p>AC 9.3 Create a contact group on a device.</p> <p>AC 9.4 Post content on a social media platform.</p> <p>AC 9.5 Communicate with an individual through video tools.</p> <p>AC 9.6 Send an online communication comprising text and other digital content to a contact.</p> <p>AC 9.7 Receive an online communication comprising text and other digital content from a contact.</p>	<p>Digital content includes sharing access to online content.</p> <p>Online communications includes: emailing, texting, messaging apps, social media and video calls.</p> <p>Use of email includes good practice (sensible subject, greetings, salutations, appropriate language).</p> <p>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.</p>

<p>10 Be aware of online risks and threats</p>	<p>AC 10.1 Show awareness of the possibility of an e-mail infecting the computer.</p> <p>AC 10.2 Identify security risks associated with opening certain email attachments.</p> <p>AC 10.3 Identify attempted phishing</p> <p>AC 10.4 Identify appropriate actions for reporting concerns with online content.</p>	<p>Threats includes: viruses and phishing, hacking.</p> <p>Phishing characteristics includes: poor spelling and grammar, request for personal information, generic greeting, message creates a sense of urgency, fake attachments, links to fake web pages.</p> <p>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.</p>
<p>11 Identify and solve technical problems</p>	<p>AC 11.1 Show awareness of common technical problems.</p> <p>AC 11.2 Identify appropriate actions for common technical problems.</p>	<p>Common technical problems include:</p> <p>User errors - forgotten password, using incorrect credentials, incorrectly connecting hardware, attempting to save a file using a filename with inappropriate characters</p> <p>Device/software issues - system or application freeze, internet connection issues, printer out of paper.</p> <p>Appropriate actions includes: 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.</p>

12 Be aware of digital wellbeing	AC 12.1 Show awareness of the physical stresses of being online.	
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About OCN London

OCN London is a well-established national awarding organisation with over 30 years' experience in accrediting learning. We are a not-for-profit organisation with charitable status, dedicated to widening participation in learning and training, social inclusion and employability. We are also a market leader in the recognition of achievement through credit-based units and qualifications. Based in London, we work with centres both across the UK and abroad, offering national qualifications and accredited programmes.

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- We pride ourselves on our close relationships with centres. The people we work with see us as a trusted partner, not just a supplier.
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