

Open Awards Entry Level Qualification in

Essential Digital Skills for Both Life and Work (Entry 3)

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Version Control	
v1.0	New document October 2023
v2.0	March 2025. Additional information added re. preparing for assessments, and controlled conditions.
v2.1	June 2025. Clarification added around feedback reports that are available (page 32)

About the Qualification

Title	Open Awards Entry Level Qualification in Essential Digital Skills for Both Life and Work (Entry 3) (RQF)
Qualification Accreditation Number	Ofqual – 610/3222/0
Sector	6.2 ICT for Users
Level	Entry Level Three
Funding	Please click here for more information
Pricing Information	Please click here for more information
Review Date	31/08/2028

Purpose	To enable learners to develop the digital skills they need for life, work, or further study as set out in the National Standards for Essential Digital Skills
Sub-Purpose	To provide reliable evidence of learners' attainment in relation to the National Standards for Essential Digital Skills

Total Qualification Time/Guided Learning	
Total Qualification Time (hours)	60
Guided Learning (hours)	50

Age Range and Restrictions	
Pre -16	x
16 – 18	✓
18+	✓
Any other restrictions specific to the qualification(s)	None

About Essential Digital Skills

The Open Awards EDS Qualifications will be available as two (2) separate qualifications addressing the digital skills needed for work and life across two (2) skills levels:

Entry Level

- Our Entry Level purpose focuses on developing digital skills for life in general and supporting progression and transferability into work.
- Our target: learners with no or little prior experience of using digital devices or the internet.

Level 1

- Our Level 1 purpose focuses on enhancing progression and transferability of digital skills for a work context, while also supporting their general use in life.
- Our target: learners with some experience of using digital devices and the internet but lacking secure basic digital skills.

Each EDS qualification has assessment components, with each component assigned to the same level as the qualification it relates to.

Achievement of the Qualification

To achieve this qualification, learners must complete both of the following components at Entry Level 3:

- Knowledge assessment – 30 minutes
- Task based assessment – 90 minutes

The total controlled assessment time is two (2) hours and there are forty-four (44) marks assigned.

A learner is awarded a 'pass' or 'fail' result for their qualification outcome.

If a 'fail' result is awarded, resits are available for both components to be taken again.

There is **no** Recognition of Prior Learning (RPL) allowed for the qualification components due to the nature of this digital qualification and the need for continual refreshment of digital skills as changes and updates occur. This also means that we are unable to accept any type of component achievement from other awarding organisations (AO), if a learner transfers from another AO during their live EDS qualification period.

Any Specified Entry Requirements

This qualification is suitable for learners aged 16+ and there are no specified entry requirements.

However, there are pre-entry level foundation skills that some learners will need to study before feeling ready to complete the Entry Level qualification.

These foundation skills are not part of the qualification standards and will not be subject to assessment but they will be an important prerequisite:

- 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

Learners should be initially assessed to confirm their learning requirements, record what further support may be needed and to ensure that they are on the correct qualification level for them. Initial Assessment and Diagnostic testing is available to help track the learner journey and their progress.

Assessment Method Summary

The two (2) assessment components of this qualification are externally set by Open Awards and are assessed in the following ways:

The Knowledge component

is a 30-minute controlled on screen assessment on our XAMS platform containing twelve (12) multiple choice questions each attracting one (1) mark. It is automatically system marked, giving an immediate result. Internet access is **not** allowed for this component.

The Task based component

is a 90-minute controlled on screen assessment on our XAMS platform containing a maximum of eight (8) elementary tasks based on the same theme. It is marked by the provider in the XAMS system and externally quality assured by Open Awards. Internet access **is** allowed for this component.

For the task-based component, you may be required to download and save files to the learners' computers in advance of the assessment starting. This should be completed before you schedule the assessment and for all assessment versions as the specific version your learner will be allocated is determined on the day of assessment automatically by the XAMS assessment platform.

At Entry Level, you may be required to complete an observation task outside of the XAMS assessment as part of the task-based component. This will depend on the assessment version allocated to the learner. Instructions are provided on the set-up and requirements for each assessment version to ensure the provider can prepare in advance.

The total assessment time is 2 hours.

All assessments must be taken under controlled assessment conditions. Further guidance can be found in Open Awards' Instructions for Conducting Controlled Assessments or Open Awards' Instructions for Conducting Controlled Assessments Remotely available via [the Portal](#).

Remote invigilation is **not** permitted for this qualification.

Subject Content

There are five (5) **skills areas** in the [National Standards for Essential Digital Skills](#) as shown below. Each area contains various **skills statements** which represent a distinct, independent skill and aim to be coherent both across the two levels (progression within a skill) and down the columns (skills statements within each level align across the skill areas).

Please click on the DfE link above to access the amplification and glossary for further reference.

Entry Level Skills Areas and Statements:

1. Using devices and handling information		1.1 Skills statements
Using devices	1	Know what is meant by hardware, software, operating systems and applications; locate and install an application; apply system settings, including those for accessibility.
Finding and evaluating information	2	Navigate online content using hyperlinks, menus and other navigation elements to locate required information; carry out searches to find information and content.
Managing and storing information	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 using local and remote storage.
Identifying and solving technical problems	4	Recognise when a technical problem has been encountered, solve simple technical problems, and seek assistance when unable to solve a technical problem.
Developing digital skills	5	

2. Creating and editing		2.1 Skills statements
Creating and editing documents	6	Use a suitable application to enter, edit and format information (including text, numbers and graphics).
Creating and editing digital media	7	Capture and save images, sound and video.
Processing numerical data	8	

3. Communicating		3.1 Skills statements
Communicating and sharing	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.
Managing traceable online activities	10	Identify the types of digital activities that leave a 'digital footprint' and understand the implications.

4. Transacting		4.1 Skills statements
Using online services	11	Complete and submit a form as part of an online transaction, complying with verification checks.
Buying securely online	12	Buy an item/service online using a chosen method of online payment.

5. Being safe and responsible online		5.1 Skills statements
Protecting privacy	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.
Protecting data	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.
	15	Configure and use secure ways to access devices and online services.
	16	
Being responsible online	17	Know how to report concerns with online content.
	18	
Digital wellbeing	19	Recognise and minimise the effects of physical stresses of being online.

Open Awards Entry Level 3 Assessment Criteria

The following table gives information about the set **Assessment Criteria** for each **skills statement** within each of the **five (5) skills areas** of the Qualification.

Column Identification

Column 1: Referenced Individual Skills Statements

Columns 2 and 3: Expected Skills and Learning outcomes

Column 4: Referenced Open Awards Assessment Criteria

Column 5: Guidance and support for each Assessment Criteria

Column 6: Assessment Methods used to assess each criterion:

K = Knowledge | **P** = Performance

Skills area 1: Using devices and handling information

Skills Statement	Skills outcome <i>Learner will:</i>	Learning outcomes (“Understand” or “be able to”)	Open Awards Assessment criteria	Amplification from standards (where it is required to support interpretation of the skill statement) and including Open Awards examples where appropriate	K / P
1.1 Using devices	Know what is meant by hardware, software, operating systems and applications; locate and install an application; apply system settings, including those for accessibility.	Be able to identify a range of devices, operating systems and applications to understand their features and uses	1.1a Identify their hardware elements	Devices will include computers (desktop/laptop) and mobile devices, smart devices, and wearable technology. Hardware means main physical elements that make up the above items. It does not include an understanding of computer architecture.	K
			1.1b Identify the difference between hardware and software	Hardware means the physical elements that make up the device. Software means the various kinds of programs providing functionality on devices. Operating systems include those typically used for computers (desktop/laptop) and mobile devices.	K
			1.1c Recognise the storage requirements of programs and data	Know that programs and data require storage, and that different devices have different storage capacities. <i>OA e.g., laptop, phone, tablet, PC</i> <i>Include the different units for measuring storage</i>	K
		Be able to apply a range of system settings on devices	1.1d Select and adjust a common system setting to meet given requirements (e.g., clock setting, speaker volume)	System settings include display, sound, connecting to Wi-Fi, time, language settings and accessibility settings. Operating systems include those typically used for computers (desktop/laptop) and mobile devices.	P

Skills Statement	Skills outcome <i>Learner will:</i>	Learning outcomes (“Understand” or “be able to”)	Open Awards Assessment criteria	Amplification from standards (where it is required to support interpretation of the skill statement) and including Open Awards examples where appropriate	K / P
			1.1e Select and adjust an accessibility setting to meet given requirements (e.g., <i>immersive reader control</i>)	Accessibility settings include use of a magnifier, the use of screen readers and use of voice controls	P
		Be able to locate and install applications on devices	1.1f Find and locate an application appropriate for a given device	OA e.g., using <i>Google Play</i> or <i>Apple Store</i> or <i>Microsoft Store</i> . Applications include applications for computers (desktop/laptop) and mobile devices. Devices will include computers (desktop/laptop) and mobile devices, smart devices, and wearable technology	P
			1.1g Install an application on a given device	Devices will include computers (desktop/laptop) and mobile devices, smart devices, and wearable technology	P
1.2 Finding & evaluating information	Navigate online content using hyperlinks, menus and other navigation elements to locate required information; carry out searches to find information and content.	Be able to navigate online content to search for and locate information	1.2a Identify a range of common terms and concepts relating to web pages	Know and understand terminology and concepts relating to web pages: websites, hyperlink navigation, URLs, search engines, keywords, web browsers, types of information, documents and media	K
			1.2b Identify common navigation elements associated with using web browsers	Navigation elements include: menus, hyperlinks, browser navigation controls (back and forward buttons, bookmarks) OA e.g., <i>a web browser is a piece of software that retrieves and displays web pages</i>	P
			1.2c Use navigation elements to locate given online information	Navigation elements include: menus, hyperlinks, browser navigation controls (back and forward buttons, bookmarks) OA e.g., <i>a web browser is a piece of software that retrieves and displays web pages</i>	P

Skills Statement	Skills outcome <i>Learner will:</i>	Learning outcomes (“Understand” or “be able to”)	Open Awards Assessment criteria	Amplification from standards (where it is required to support interpretation of the skill statement) and including Open Awards examples where appropriate	K / P
			1.2d Carry out an online search to find given information or content	Searching online for a specific and clearly defined piece of information or content <i>OA e.g., role of a search engine - a website that helps people find web pages from other websites</i>	P
1.3 Managing and storing information	Open, read and save information from/to a file using appropriate naming conventions; work with files and folders to store, organise and retrieve information using local and remote storage.	Be able to use files and folders to manage, store, organise and retrieve information	1.3a Identify terminology and concepts relating to management and storage of information	Know and understand terminology and concepts relating to: <ul style="list-style-type: none"> files and file types file size applications typically associated with file types folders digital storage (memory, hard drives) local and remote storage 	K
			1.3b Select an appropriate application to open a given file and manage information	<i>OA e.g., files saved on a PC, laptop, tablet, phone Given files will be stored <u>both</u> locally on a device and remotely (One Drive, SharePoint, Dropbox etc)</i>	P
			1.3c Read and save information to a new file using an appropriate naming convention	<i>OA e.g., when saving use an appropriate application associated with a file type (e.g., pdf, .docx, .txt etc) Information must be saved <u>both</u> locally on a device and remotely</i>	P
			1.3d Retrieve files from a given folder stored on a device	<i>OA e.g., Information must come from <u>both</u> a folder stored locally on a device and saved remotely</i>	P
			1.3e Create folders on a device using appropriate naming conventions to store files in	<i>OA e.g., Identify the best way to organise information e.g., alphabetical or numerical storage Folders must be created <u>both</u> locally on a device and remotely</i>	P
			1.3f Store and organise files into appropriate folders	<i>OA e.g., Files must be stored in both the local and remote folders</i>	P

Skills Statement	Skills outcome <i>Learner will:</i>	Learning outcomes (“Understand” or “be able to”)	Open Awards Assessment criteria	Amplification from standards (where it is required to support interpretation of the skill statement) and including Open Awards examples where appropriate	K / P
1.4 Identifying and solving technical problems	Recognise when a technical problem has been encountered, solve simple technical problems, and seek assistance when unable to solve a technical problem.	Understand technical problems	1.4a Identify how some technical problems are caused by user errors	User errors may include - using incorrect credentials, incorrectly connecting hardware, attempting to open a file with an unsuitable application, attempting to save a file using a filename with inappropriate characters.	K
			1.4b Identify a technical problem with a device or software	Recognise when a technical problem has been encountered includes recognising when there is a problem with a device or software and knowing that some problems are caused by user error. Be aware of typical technical problems e.g., on-screen error messages arising from application or peripheral hardware malfunctions, or online connectivity and communication issues.	P
		Be able to identify and solve technical problems	1.4c Identify whether the problem can be solved with or without assistance	OA e.g., <i>contact a network administrator or IT helpdesk and the reporting process for this</i>	P
			1.4d Solve a simple technical problem with a device or software without assistance	Solving simple problems refers to solving issues (such as a system or application freeze, or internet connection issues) with a simple solution, such as an application re-start, device re-boot or network re-connection.	P
1.5 Developing Digital Skills	None required				

Skills area 2: Creating and editing

Skills Statement	Skills outcome <i>Learner will:</i>	Learning outcomes (“Understand” or “be able to”)	Open Awards Assessment criteria	Amplification from standards (where it is required to support interpretation of the skill statement) and including Open Awards examples where appropriate	K / P
2.1 Creating and editing documents	Use a suitable application to enter, edit and format information (including text, numbers, and graphics).	Be able to use a suitable application to enter, edit and format information	2.1a Identify the purpose of applications used to create and edit different document types	OA e.g., <i>word processed documents or presentation documents and when it is appropriate to use them, including the most appropriate application for their use and purpose - e.g., Microsoft Office, Google workspace, Corel office suite, Libre office and so on</i>	K
			2.1b Select a suitable application for a specified document type and create a new document	Know and understand terminology and concepts relating to documents (including types e.g. word processed, presentations, etc. and associated applications), with understanding of the purpose of different applications and typical uses of different document types	P
			2.1c Enter text and numbers into the document	OA e.g., <i>as above in 2.1b. This is the document set up for the below operations (2.1d – 2.1h)</i>	P
			2.1d Edit text and numbers in the document	Editing text includes entering or amending, selecting, copying, cutting and pasting text	P
			2.1e Format text and numbers in the document	Formatting text includes bold, underline, italics, font sizes and colours, text alignment, bulleted and numbered lists	P
			2.1f Insert graphics into the document	OA e.g., <i>graphics can be inserted from a chosen source</i>	P
			2.1g Format graphics in the document	Formatting graphics includes positioning, sizing, borders	P
			2.1h Save the document using an appropriate naming convention	OA e.g., <i>when saving use an appropriate application associated with a file type (e.g., pdf, .docx, .txt etc)</i>	P
2.2 Creating and editing digital media	Capture and save images, sound and video.	Be able to create and edit digital media	2.2a Identify common terminology relating to digital devices and digital media	Know and understand terminology relating to digital devices and digital media, including common file types such as JPEG, MPEG and WAV OA e.g., <i>the purpose of these common file types for images, sound and video</i>	K
			2.2b		P

			<p>Capture an image using an appropriate digital device</p> <p>2.2c Store the image on the device using an appropriate file type</p> <p>2.2d Record sound using an appropriate digital device</p> <p>2.2e Store the recorded sound on the device using an appropriate file type</p> <p>2.2f Record video using an appropriate digital device</p> <p>2.2g Store the recorded video on the device using an appropriate file type</p>	<p>“Capture and save” means using a device to grab an image, record video, or record sound, and storing the result on the device. <i>OA e.g., a video clip, photograph, voice recording captured on a mobile phone, a tablet, or webcam etc</i></p> <p><i>OA info: The operation is ‘capture’ or ‘record’ and ‘save’ (store on device using appropriate file type) and this is where the mark(s) are awarded Item can be image <u>or</u> video <u>or</u> sound - and will therefore differ in assessment versions</i></p>	<p>P</p> <p>P</p> <p>P</p> <p>P</p> <p>P</p>
2.3 Processing numerical data	None required				

Skills area 3: Communicating

Skills Statement	Skills outcome <i>Learner will:</i>	Learning outcomes (“Understand” or “be able to”)	Open Awards Assessment criteria	Amplification from standards (where it is required to support interpretation of the skill statement) and including Open Awards examples where appropriate	K / P
3.1 Communicating and sharing	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.	Understand terminology and concepts relating to online communication	3.1a Identify common terminology and concepts relating to communications for a range of common online communications tools	Know and understand terminology and concepts relating to emailing, texting and using other messaging apps, contacts and groups, and video calls.	K
		Be able to send and receive online communications from individual and multiple recipients	3.1b Select an appropriate tool to access contacts and send digital content to them	Sending digital content includes sharing access to online content <i>OA e.g., an email with attachment, forwarding a video clip or photo</i>	P
			3.1c Send an online communication comprising text and/or other digital content to contacts	<i>OA info: This must include both individual contacts and multiple contacts</i>	P
			3.1d Receive an online communication comprising text and/or other digital content from contacts	<i>OA e.g., a WhatsApp message from a created group within contacts (family members, friends group etc)</i>	P
			3.1e Create new communication contacts within an appropriate communication tool	<i>OA e.g., set up a new group on WhatsApp to communicate about an event etc</i>	P
			3.1f Edit communication contacts	<i>OA e.g., update contact details</i>	P
		Be able to initiate and take part in video calls	3.1g Select an appropriate application to initiate a live one-to-one video call	Video call refers to a simple one-to-one communication via live video. It does not include a video conference involving groups of people, nor does it require scheduling meetings or inviting participants.	P
			3.1h Participate in a live one-to one video call for a specific purpose and then end the call appropriately	<i>OA e.g., using WhatsApp, MS Teams etc</i>	P

3.2 Managing traceable online activities	Identify the types of digital activities that leave a 'digital footprint' and understand the implications.	Understand that digital activities leave a digital footprint	3.2a Identify terminology and concepts relating to private and public communications	Know and understand terminology and concepts relating to private and public communications (including the characteristics and benefits of each) and the actions which contribute to an individual's digital footprint	K
			3.2b Explain what a digital footprint is and identify the actions which contribute to an individual's digital footprint	Know that a digital footprint is data left by online activity, including search history and websites/ social media platforms visited, emails, uploaded photos and information sent to online services, blogs and social media activity	K
		Understand the implications of leaving a digital footprint	3.2c Identify potential implications of leaving a digital footprint	<i>OA e.g., Implications can be positive or negative and may include: Employment implications such as vetting, Consumer implications such as personalisation based on browsing history, Potential loss of privacy, Potential for fraud and impersonation</i>	K

Skills area 4: Transacting

Skills Statement	Skills outcome <i>Learner will:</i>	Learning outcomes (“Understand” or “be able to”)	Open Awards Assessment criteria	Amplification from standards (where it is required to support interpretation of the skill statement) and including Open Awards examples where appropriate	K / P
4.1 Using online services	Complete and submit a form as part of an online transaction, complying with verification checks.	Be able to complete and submit a form as part of an online transaction and understand the terminology & concepts relating to these	4.1a Complete an online form as part of an online transaction to register or request a service, complying with requested verification checks	Online form typically comprises a simple single page form used to enter information (e.g.name and/or contact details) to register for, or to request a service e.g. make an appointment, or collection of household rubbish	P
			4.1b Submit an online form as part of an online transaction to register or request a service, complying with requested verification checks		P
			4.1c Identify terminology and concepts relating to data validation and verification checks	Know and understand terminology and concepts relating to online forms and data validation, verification checks, entering data (including numerical data, for example in an online form or calculator)	K
4.2 Buying securely online	Buy an item/service online using a chosen method of online payment.	Be able to purchase goods and services online.	4.2a Identify a range of online payment methods	Online payment methods may include credit/ debit cards; third party online and/or mobile payment services; third party online and/or mobile digital wallet services etc.	K
			4.2b Select the specified item or service to purchase and provide requested personal information	OA e.g., <i>name and address of purchaser, name and address of recipient if different</i>	P
			4.2c Provide necessary information as required for the chosen payment method, complying with requested verification checks	E.g., credit/ debit card details, Google pay, Apple pay, digital wallet OA e.g., verification checks could include age confirmation for the purchase made	P

Skills area 5: Being safe and responsible online

Skills Statement	Skills outcome <i>Learner will:</i>	Learning outcomes (“Understand” or “be able to”)	Open Awards Assessment criteria	Amplification from standards (where it is required to support interpretation of the skill statement) and including Open Awards examples where appropriate	K / P
5.1 Protecting privacy	Identify situations where personal information may be stored by devices and online activity; identify and use simple methods to protect personal information and privacy.	Understand situations where personal information may be stored by devices and online activity	5.1a Identify examples of personal information that may be collected online and used by organisations.	Personal information ... stored by devices and online activity refers to the collection and use of personal information and data by organisations (often used to personalise online experiences and target advertisements) <i>OA e.g., Date of birth for age related advertisements, address for location related news</i> <i>OA e.g., how cookie files are used to gather personal data</i>	K
			5.1b Identify when personal information may be stored by devices	Know when personal information may be stored by devices <i>OA e.g., mobile phone numbers saved to phone rather than SIM, saving information to local desktop on PC</i>	K
			5.1c Identify the implications of sharing personal information	Know and understand implications of sharing personal information <i>OA e.g., these can be both positive or negative and may include:</i> <ul style="list-style-type: none"> • <i>Employment implications e.g., vetting</i> • <i>Consumer implications e.g., personalisation based on browsing history</i> • <i>Potential loss of privacy</i> • <i>Potential for fraud and impersonation</i> 	K

		Be able to protect your personal information and privacy online	5.1d Select and apply a suitable method to protect your personal information and privacy online	<p><i>OA e.g., a selected method must be suitable for the type of information and usage</i></p> <p>Methods of protecting personal information and privacy may include:</p> <ul style="list-style-type: none"> guarding your date of birth and telephone number online using a pseudonym on social media sites looking for HTTPs when entering login credentials or other personal data being aware that the security of your digital devices can be compromised, hacked and/or hijacked etc. 	P
5.2 Protecting data	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.	Understand online risks and threats	5.2a Identify methods of protecting devices and data from online risks and threats	<p>Methods of protecting devices and data include:</p> <ul style="list-style-type: none"> using anti-virus and firewalls securing mobile devices (using screen lock etc.) using secure passwords being mindful of the security risks of using public Wi-Fi networks being mindful of phishing emails being mindful of risks associated with clicking on links found in emails or other digital messages <p><i>OA e.g., cover a range of online risks and threats such as - an insecure password, a scam email, phishing emails</i></p>	K
		Understand the security risks of using public Wi-Fi	5.2b Identify risks to personal information and privacy when using public WiFi, and ways to minimise them	<p><i>OA e.g., include the security risks of using public Wi-Fi networks (the difference to private networks)</i></p>	K
		Be able to use simple methods to protect devices and data	5.2c Select and use an appropriate method to protect a device and data from a specified online risk or threat	<p>Secure ways to access a device include strong passwords, fingerprint, facial, voice recognition, or similar.</p> <p><i>OA e.g., change a weak password to a strong password to protect an online account or service (use a password strength tester), use fingerprint recognition on a mobile phone</i></p>	P

	Configure and use secure ways to access devices and online services.	Be able to securely access devices and online services	5.2d Identify how devices may be compromised and personal data stolen	Know that the security of digital devices can be compromised, hacked and/or hijacked, and be aware of the nature of and threats posed by viruses and phishing.	K
			5.2e Select and install (or configure) a secure way to protect a device to access online services	OA e.g., <i>using anti-virus software</i>	P
5.3 Being responsible online	Know how to report concerns with online content	Understand how to identify and report concerns with online content, in different situations	5.3a Identify inappropriate or harmful content and who to report concerns to about this	Concerns with online content could include illegal, inappropriate or harmful content. OA e.g., <i>Outside of work environment - UK Safer Internet Centre, Police, Advertising Standards Agency, Video Standards Council</i> <i>Inside work environment - to the IT Helpdesk or the person responsible for safeguarding issues within your organisation</i>	K
5.4 Digital Wellbeing	Recognise and minimise the effects of physical stresses of being online	Understand the effects of physical stresses when being online and be able to minimise them when using a device	5.4a Identify the effects of a range of physical stresses when using a device	Physical stresses include pain from poorly positioned equipment and/or bad posture, repetitive strain injury caused by repeated movements over a long period of time, eyestrain, headaches, etc	K
			5.4b Identify physical stresses associated with being online and select appropriate actions to minimise the effects	Know and understand the terminology and concepts relating to potential physical stresses of using devices. Know that the effects can be minimised by using an adjustable chair which supports good posture, and not being too close or too far away from the screen/device and peripherals e.g. keyboard, mouse etc.	P

Delivering this Qualification

Becoming a Provider

To deliver this qualification you must be a recognised Open Awards Provider. For more information, head to our [website](#) or contact the team on 0151 494 2072.

How to Deliver

To request to deliver this qualification, please login to [the Portal](#) and then click on 'Tracking' and 'Initiate a Workflow'. You will then need to select 'Apply to Deliver Regulated Qualification(s)'.

For support with this process, please see the following document in the Portal 'Provider Portal Guidance – Qualification Approval' or contact the team on customerservices@openawards.org.uk or 0151 494 2072.

As part of the qualification approval process, providers are required to complete training on assessment administration, including the set-up of devices and preparing for assessments, and marking of the assessments. Providers will not be able to register learners until this training has been completed.

Registering Learners

Once you are ready to deliver this qualification, you will need to register your learners in line with the timescales below:

Short courses (15 weeks or less) within 25 working days of the course start date.
Long courses (over 15 weeks) within 60 working days of the course start date.

You will need to register your learners via [the Portal](#).

Once your learners are registered, you will be able to schedule assessments via the XAMS assessment platform.

Learner Authenticity and Identification Requirements

It is a provider's responsibility to confirm the identity of a learner as part of its registration process. A provider may do this by requesting sufficient personal data and a unique learner number (ULN) to ensure the learner can be clearly and uniquely identified.

The use of a ULN is now a mandatory requirement for publicly funded education and when submitting Individualised Learner Record (ILR) returns.

Providers must have systems in place to ensure that an individual completing an assessment is the person they are claiming to be.

Therefore, providers are required to ensure that each learner's identification is checked and that the type of identification provided by each learner is recorded before assessments are undertaken. Open Awards' Quality team will check this record during quality assurance monitoring activities.

The following would be permitted proof of a learner's Identity:

- a valid passport (any nationality)
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card
- UK biometric residence permit If an assessment is taking place in a learner's place of work and a learner is unable to supply any of the above, authentication of a learner's identity by a third-party representative, for example his/her line manager or a member of his/her workplace Human Resources Team can be accepted.

Scheduling Assessments

Learners must be registered in accordance with Open Awards policy prior to scheduling learners for an Essential Digital Skills assessment.

Once the learner has been registered, their assessments can be scheduled via the XAMS assessment platform.

Providers can set their own dates/time for assessments.

Assessment components can be scheduled in the XAMS system shortly after learner registration and ongoing up to two (2) hours before the chosen assessment date and time.

All assessments are on-demand and providers can choose their own dates and times for each component, which can be taken in any order. However, **both** components must be taken within a maximum of 20 working days of each other.

Once scheduled, you cannot change the date or time of the assessment. Providers can, however, withdraw the learner from the scheduled assessment and reschedule within the timescales outlined above.

In exceptional circumstances where changes are required, you must contact the team on 0151 4942072 or customerservices@openawards.org.uk to discuss the situation **before** the date/time of the scheduled assessment.

Please see our XAMS User Guidance on the [Portal](#) for further information.

Please note, for all assessment versions, providers are required to set up the device in advance. This includes downloading and saving files or folders in given locations. This must be checked fully before the learner sits their assessment. Full instructions for each assessment version are available via Sharepoint and will be covered during the assessment administration training for Essential Digital Skills.

Preparing for Assessment

For the task-based component, you may be required to download and save files to the learners' computers in advance of the assessment starting. This should be completed before you schedule the assessment and for all assessment versions as the specific version your learner will be allocated is determined on the day of assessment automatically by the XAMS assessment platform.

At Entry Level, you may be required to complete an observation task outside of the XAMS assessment as part of the task-based component. This will depend on the assessment version allocated to the learner.

You can find instructions on preparing the learners' computers and preparing for observation tasks on the [Portal](#).

Providers must ensure that learners have access to applications, software and equipment outlined within the subject content and included in the 'Preparing for EDS Assessments' instructions available on the [Portal](#).

Practice assessments are provided and providers should ensure learners have access to these in advance of sitting their assessment to familiarise themselves with the format and XAMS assessment platform.

Marking Assessments

The Knowledge component is automatically system marked, giving an immediate result.

The Task based component is marked by the provider in the XAMS system and externally quality assured by Open Awards.

Standardisation and marker monitoring activities are carried out regularly to ensure quality of marking.

Provider markers must use the mark schemes provided within XAMS and accompanying guidance to mark the completed assessments. Any queries that arise should be directed to the Open Awards Quality Assurance team in the first instance via quality@openawards.org.uk.

Providers must have a policy and process in place to internally quality assure provider-marked assessments before results are submitted to Open Awards.

Once assessments have been marked and internally quality assured, results must be submitted to Open Awards within the XAMS assessment platform.

Please note, results will not be confirmed until the marked scripts have been externally quality assured by Open Awards. Providers should not inform learners of their expected result until it has been confirmed by Open Awards. Provider markers are required to complete training with Open Awards before their first marking activity takes place, and to attend annual training and standardisation.

Controlled Conditions

Providers must ensure that assessments are carried out in controlled conditions to minimise the potential for plagiarism and to ensure security of the assessment materials. In order to ensure these conditions are enforced external assessments must be delivered in accordance with our policy, Instructions for Conducting Controlled Assessments or Instructions for Conducting Controlled Assessments Remotely, available on [the Portal](#).

Remote invigilation is **not** permitted for Essential Digital Skills qualifications

Invigilator reports must be completed for every assessment and retained in line with Open Awards' Instructions for Conducting Controlled Assessments (Remotely) and made available to Open Awards external quality assurance team on request. Invigilators are responsible for ensuring that learners do **not** have access to the internet for the knowledge component.

Quality Assurance and Standardisation

Delivery of this qualification must be done so in accordance with Ofqual regulatory guidelines and in line with Open Awards' quality assurance processes.

Template forms and guidance documents are available via the Open Awards portal.

Provider Staff Requirements

To deliver our Essential Digital Skills qualifications Open Awards expects that providers have appropriate staff in place to fulfil the following essential roles:

- Tutor / Teacher / Assessor
- Internal Quality Assurer
- Invigilator
- Administrator

Providers are responsible for ensuring that their staff are suitably skilled and experienced and also for notifying Open Awards of any staff changes.

Tutors / Teachers / Assessors and internal quality assurance (IQA) staff must have relevant occupational knowledge and competence, teaching experience and / or a qualification, at a higher level to the qualification content being delivered.

It is expected that these roles are covered by a minimum of two (2) separate individuals to avoid potential conflicts of interest. For more information, please see our Conflicts of Interest Policy available on the [Portal](#)

For the role of the administrator, providers must ensure that the confidentiality and security of assessments is maintained at all times.

Administration includes learner registration and scheduling of assessment components, reasonable adjustment requests and initial receipt, secure storage, movement and preparation of confidential materials for assessments in the event of a reasonable adjustment.

For the role of Invigilator, staff will be required to complete Open Awards' online training.

Providers must ensure that there are no conflicts of interest between the invigilator and learners by checking in advance of the assessment. The invigilator must not be the same Essential Digital Skills Tutor / Teacher / Assessor used for the delivery of the course.

The only exception to this is where it is required as a reasonable adjustment for a learner with specific support needs. In this case, a request for a reasonable adjustment should be made to Open Awards in advance of the assessment.

Training and Support

Open Awards offers training and support events in Delivery & Assessment and Quality Assurance, which are held throughout the year. Such events will also provide an opportunity to identify and share best practice.

Up to date details of these training events are on our [website](#).

Standardisation

Providers are required to contribute to national training and standardisation events as requested by Open Awards and also to carry out appropriate internal standardisation and/or peer observations for Tutors / Teachers / Assessors involved in the delivery of Essential Digital Skills.

Up to date details of standardisation events can be found on our [website](#).

Further guidance on Quality Assurance and Standardisation can be found in our [Provider Handbook](#)

Internal Quality Assurance (IQA)

All Providers delivering Open Awards provision must operate rigorous internal quality assurance systems. A Provider must identify how they will internally quality assure and standardise their delivery and assessment before delivering a course.

External Quality Assurance (EQA)

Provider approval compliance monitoring and external quality assurance is carried out by Open Awards' External Quality Assurers who will confirm that the provider is assessing to standard and ensure that there are robust quality assurance systems embedded.

External quality assurance includes, but is not limited to, the following activity:

- Observations of live assessments
- Annual Functional Skills Risk Rating Review
- Quality compliance visits/activity
- Unannounced visits and spot checks
- Checks of policies and procedures
- Feedback from staff and learners.

All provider-marked assessments will be externally quality assured by Open Awards before results are confirmed.

Following completion of the external quality assurance, activities learners' results will be available to the provider through the XAMS assessment platform. Providers should not inform a learner of the expected result before it has been confirmed by Open Awards.

Please refer to Internal and External Quality Assurance within the [Provider Handbook](#).

Provider Monitoring

Provider monitoring will:

- ensure the Provider is taking all reasonable steps to prevent the occurrence of malpractice or maladministration
- confirm that delivery and assessment invigilation is conducted by appropriately qualified and occupationally expert tutors/teachers.

Open Awards adopts a risk-based approach for monitoring all approved Providers, which identifies and justifies the number and frequency of external quality assurance monitoring visits required based on the Provider's performance. The risk-based sampling approach adopted uses a RAG rating matrix and is utilised across the delivery of Functional Skills.

Providers delivering Functional Skills English at Levels One (1) and Two (2) will receive, as a minimum, an annual review of their Functional Skills Risk Rating. This will include a check of policies, procedures and controls for ensuring the provider undertakes the delivery, invigilation and administration of assessments in line with guidance and policies provided.

Providers are required to schedule all assessments to enable Open Awards to complete observations of on-screen and online assessments, unannounced visits and spot checks.

Further guidance on training and support is available, please speak to your Open Awards' Quality and Standards Advisor.

Unannounced and Short-notice Visits

Open Awards operates a system of unannounced and short-notice visits in order to ensure that providers are complying with the rules set out within this specification, and associated policies, around the delivery of assessments. These visits ensure ongoing confidence in the qualification as well as maintaining and improving quality and standards. Such checks will create the opportunity to comment on good practice and to identify areas for improvement.

Guidance on unannounced and short-notice visits is available via the [Portal](#).

Enquiries and Appeals

Providers and learners have the right to appeal against the results issued. Providers must ensure that learners are made aware of this.

There are three stages of appeal depending on the nature of the decision at each stage:

- Enquiry (Stage 1)
- Appeal (Stage 2)
- Independent Appeals Review (Stage 3)

Each stage must be completed before progressing to the next stage.

More information can be found in Open Awards Policy for Enquiries and Appeals found on our website.

Feedback

Feedback reports will be issued for the knowledge component (multiple-choice questions) of Essential Digital Skills. This will be mapped to the subject content to give an idea of areas that a learner should focus on before scheduling a resit (where required).

Automated feedback reports are not available for the task-based component. Instead the marker (at the provider) must provide feedback to the learner to support their ongoing learning and programme and help them prepare for a resit (where required).

As the subject content is sampled across assessment versions, feedback will only provide an indication of some areas that a learner may need to revisit in their learning; they must ensure they prepare to be assessed against all of the subject content.

Feedback reports are **not** available to download automatically for practice assessments (task-based component). Instead, a learner's evidence should be looked at outside of the XAMS assessment platform against the provided mark schemes to support preparation for assessment.

Resits

Learners are permitted to resit both assessment components where they are not successful in gaining a 'pass' result for the qualification. Resit charges will apply and be made upon the publication of results.

Providers are responsible for preparing their learners for assessment and should ensure that the approach to resits is appropriate. Learners should be discouraged from repeated resits and be provided with further teaching and learning to support successful achievement of the qualification components.

A learner can resit an assessment in the XAMS system after a period of two weeks from the time that a result is released in the system. Once the time has elapsed the resit can be scheduled in the system in the usual way.

For more information, please see our XAMS User Guidance on the [Portal](#).

Please note, providers should not re-schedule until results have been received and it is confirmed that a learner has failed the qualification.

If a learner has had three (3) attempts and not yet passed, please contact the team on 0151 494 2072 or enquiries@openawards.org.uk to discuss this before scheduling a fourth (4th) attempt.

Reasonable Adjustments and Special Considerations

Open Awards is committed to ensuring the rights of individual learners to access qualifications, units and assessments in a way most appropriate for their individual needs and to enable them to demonstrate their achievements. At the same time, we are committed to ensuring that the integrity of our qualifications, units and assessment is maintained at all times.

Open Awards encourages Providers to adopt, at all times, inclusive assessment processes that adhere to disability and equal opportunity legislation and other regulatory criteria without compromising standards of assessment or giving any unfair advantage over other learners. We ensure that our Providers consider a variety of suitable assessment methods as good practice, taking into consideration its learners. In cases where a qualification is inaccessible because of a learner's inability to demonstrate competence in all units of the qualification, credit will be awarded for all units for which competence has been demonstrated.

Open Awards treats all records of reasonable adjustments and special consideration requests and agreements in confidence. Different types of assessment make different demands on learners and will influence whether reasonable adjustments will be needed with the kind of suitable reasonable adjustments which may be put in place.

The adjustments that are appropriate for a particular assessment will depend upon:

- the specific assessment demands for the qualification/unit
- the type of assessment
- the particular needs and circumstances of the individual learner.

In situations where the learner is given set assessment materials and must complete the task in a fixed amount of time, there may be a greater need for adjustments to standard assessment arrangements in order to give access. In such instances, Providers must obtain approval from Open Awards before the assessment is planned to take place.

Open Awards' policy for reasonable adjustments and special considerations can be found on our website [here](#).

Malpractice, Maladministration and Incident Management

Open Awards is committed to ensuring access to fair assessment for all learners and to protecting the integrity of the award of credit and qualifications. Our policy and procedures define malpractice and maladministration; clarifies the roles and responsibilities of Providers, learners and Open Awards, and outlines the procedures that will be followed when there are issues of suspected malpractice or maladministration within a Provider.

The purpose of the policy is to ensure that:

- potential malpractice and maladministration is identified, prevented, corrected and/or mitigated
- any event that could lead to an Adverse Effect is identified, prevented, corrected and/or mitigated.

The full Policy and Procedure can be found on our website [here](#).

Appendices and Links

The following documents can be viewed on the Open Awards [website](#):

1. Provider Handbook
2. Enquiries and Appeals Policy and Procedures
3. Complaints Policy
4. Equality and Diversity Policy
5. Invoicing Policy
6. Privacy Policy
7. Reasonable Adjustments and Special Considerations Policy and Procedures

Additional supporting documents can be viewed in the Open Awards Portal.

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