Open Awards Level 1 Qualification in

Essential Digital Skills for Both Work and Life

Contents

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 35)

About the Qualification

Title	Open Awards Level 1 Qualification in Essential Digital Skills for Both Work and Life (RQF)
Qualification Accreditation Number	Ofqual – 610/3221/9
Sector	6.2 ICT for Users
Level	Level 1
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 Level 1:

- Knowledge assessment – 40 minutes
- Task based assessment – 80 minutes

The total controlled assessment time is two (2) hours and there are fifty-three (53) 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.

This level 1 qualification is a natural progression from our Entry Level qualification and enhances the learning journey. It is expected that learners being put forward for this level qualification have already covered the teaching and learning expected at Entry Level, even if they have not taken the assessment as a formal qualification.

Learners should have previously been 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 40-minute controlled on screen assessment on our XAMS platform containing fifteen (15) multiple choice questions each attracting one (1) mark. It is automatically system marked, giving an immediate result. Internet access is <u>not</u> allowed for this component.

The Task based component
is an 80-minute controlled on screen assessment on our XAMS platform containing a maximum of six (6) straightforward 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

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.

Level 1 skills areas and statements:

1. Using devices and handling information		1.1 Skills statements
Using devices	1	Keep operating system and applications up to date.
Finding and evaluating information	2	Use appropriate techniques to carry out and refine searches, taking into account currency, relevance, and reliability, and be aware that results are ranked by search engines.
Managing and storing information	3	Organise and store information using files, folders, hierarchy and tagging to enable efficient information retrieval on a device and across devices.
Identifying and solving technical problems	4	Identify and apply solutions to common technical problems, using online tutorials, FAQs and help facilities.
Developing digital skills	5	Identify and use appropriate online learning resources to maintain and improve digital skills.

2. Creating and editing		2.1 Skills statements
Creating and editing documents	6	Use applications to enter, edit, format, layout information (including text, tables, graphics, charts) for a range of purposes and audiences.
Creating and editing digital media	7	Edit and enhance an image.
Processing numerical data	8	Enter, edit, sort, process, format, and chart numeric data.

3. Communicating		3.1 Skills statements
Communicating and sharing	9	Identify and use appropriate modes of online communication for a range of contexts and audiences.
Managing traceable online activities	10	Take steps to manage online identity.

4. Transacting		4.1 Skills statements
Using online services	11	Interact with online transactional services and manage account settings.
Buying securely online	12	Compare online buying options for an item/service and identify best option.

5. Being safe and responsible online		5.1 Skills statements
Protecting privacy	13	Protect personal information and privacy, understanding personal rights and options for controlling the use of personal data.
Protecting data	14	Protect devices and data from online risks and threats.
	15	Configure and use multifactor authentication to access and use online services.
	16	Backup data locally and using a cloud provider.
Being responsible online	17	
	18	Use appropriate language and behaviour online.
Digital wellbeing	19	Apply simple methods to avoid physical and psychological health risks while using devices.

Open Awards Level 1 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.

<u>**Column Identification**</u>
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 Method used to assess each criterion:
K = Knowledge | **P** = Performance

Skills area 1: Using devices and handling information

Skills Statement	Skills outcome *Learner will:*	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	Keep operating system and applications up to date.	Understand a range of operating systems and applications	**1.1a** Identify the role of an operating system	Operating systems (OS) include those typically used for computers (desktop/ laptop) and mobile devices. *OA e.g., an operating system is an interface between machine and user*	K
			1.1b Identify the roles of common applications	Applications include apps for computers, (desktop/ laptop) and mobile devices. *OA e.g., an application is software that enables a task to be completed.*	K
		Understand how to update an operating system and applications	**1.1c** Explain why an operating system or application should be updated	*OA e.g., repairing security flaws and vulnerabilities that have been discovered and fixing or removing computer bugs; protect data; add new features to your devices; remove out of date ones to ensure systems and applications are current.*	K
			1.1d Describe how to check if an operating system or application needs to be updated	*OA e.g., use device manager/ settings to review update availability or check for automatic updates. Then follow on-**screen** instructions to download and install update and set the update to run at a chosen time (when device not in use)*	K
1.2 Finding & evaluating information	Use appropriate techniques to carry out and	Understand and be able to carry out and refine searches	**1.2a** Explain how to identify relevance and reliability of	Methods of identifying the relevance and reliability of sources when searching online include:	K

				online sources of information	• checking that a website uses HTTPS and has a valid certificate • being wary of poor-quality websites (low quality design/graphics, broken links, poor English etc.) • checking the date of the information provided • checking more than one source when searching for information or consuming news online. • considering the source of the information and whether they might have a reason to provide biased or false information.	
refine searches, taking into account currency, relevance, and reliability, and be aware that results are ranked by search engines.				**1.2b** Select and use an appropriate technique to carry out and / or refine, an online search for a purpose	Use appropriate techniques includes adopting an appropriate approach to searching based on the type of information sought. Searching online may also include adopting an iterative approach of refining search terms to narrow or broaden searches as required. Searching online may be using a "traditional" search engine (text-based) or using a digital assistant (for example, through voice control). Searching online may include: • using quotation marks to look for specific terms • using an image database or image search service if searching for images • applying filters relating to time or origin • searching within a specific website or social media platform for information, images, music or video.	P
				1.2c Identify how online search results are ranked by search engines	*OA e.g., use algorithms to order search results by relevance (known as ranking)* Have an awareness that the top search results may include paid for or sponsored listings.	K
				1.2d Carry out a search on a device for a file or content	Searching refers to searching online for information or content and on a device for files or applications.	P

				Searching on a device may include searching on: - file names - partial file names - file content	
1.3 Managing and storing information	Organise and store information using files, folders, hierarchy and tagging to enable efficient information retrieval on a device and across devices.	Understand how to organise and store information	**1.3a** Explain limitations on file sizes when using some services	Know and understand limitations on file sizes when using some services (e.g. email attachments, file size upload limits)	K
			1.3b Identify the benefits of using file compression	Know and understand the benefits of using file compression to make effective use of storage capacity and to reduce data transfer times	K
			1.3c Identify and use appropriate terminology used to describe data storage requirements	Understand and be able to use terminology describing data storage requirements: bytes, kilobyte (KB), megabyte (MB), gigabyte (GB), terabyte (TB).	K
			1.3d Identify and use appropriate terminology to describe data transfer speeds	Understand and be able to use terminology describing data transfer speeds: Megabits per second (Mbps).	K
		Be able to organise, store and retrieve information using local or cloud services on a device and across devices	**1.3e** Organise, store and retrieve files on a specific device	Folder structures, file information including metadata and tagging. *OA e.g., storing files on one device and accessing the files from the same device, such as the desktop on your laptop*	P
			1.3f Organise, store and retrieve files with cloud storage and across devices	Folder structures, file information including metadata and tagging. Across devices refers to storing files on cloud storage using one device and accessing the files using another device.	P
1.4 Identifying and solving technical problems	Identify and apply solutions to common technical problems, using online tutorials, FAQs and help facilities.	Understand common technical problems and possible sources of help	**1.4a** Identify a range of sources of help to solve common technical problems	Common technical problems refer to solving commonly encountered issues with a straightforward solution such as: - resetting login credentials - changing Wi-Fi settings - following the instructions in an online tutorial to change a software or app setting - disabling an app or uninstalling and reinstalling software. Know and understand how to use help facilities, online forums and tutorials	K
		Be able to solve common technical problems	**1.4b** Diagnose a common technical problem	As above *OA e.g., recognise and confirm that there is a technical problem*	P

				(before seeking the appropriate help)	
			1.4c Select an appropriate source of help to solve a common technical problem	*OA e.g., use help facilities such as 'ask google', online forums to source FAQs to help to understand the problem, Microsoft 'help' tutorials to follow instructions for a process, YouTube videos*	P
			1.4d Identify and apply an appropriate solution to solve a common technical problem	*OA e.g., take appropriate action to administer the chosen solution, confirming that this has been successful*	P
1.5 Developing Digital Skills	Identify and use appropriate online learning resources to maintain and improve digital skills.	Understand and be able to use appropriate online learning resources to maintain and then improve a digital skill	**1.5a** Select and use an appropriate online learning resource from a range, to maintain or improve a digital skill	Online learning resources include FAQs, guides, videos, tutorials and advice forums. *OA e.g., searching for, selecting appropriately out of a range of resources and using information for a specific task*	P

Skills area 2: Creating and editing

Skills Statement	Skills outcome *Learner will:*	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 applications to enter, edit, format, layout information (including text, tables, graphics, charts) for a range of purposes and audiences.	Understand how to format tables, graphics and charts for a range of purposes and audiences	**2.1a** Identify a range of features used to create and edit documents and the most appropriate application to use for a specific purpose	Know and understand layout conventions and styles for different document purposes and audiences and be familiar with a range of formatting and layout features for different information including text, tables, images and charts.	K
		Be able to format tables, graphics and charts for a range of purposes and audiences	**2.1b** Select an appropriate application to create a document for a specific purpose and audience	*OA e.g., being able to select and use the most appropriate application from a range, to carry out the specific task instructions*	P
			2.1c Enter and edit information in a selected application to create a document (for a specific purpose and audience)	*OA e.g., must include:* • *Text* • *Table, graphic or chart* *and follow task instructions to create a specified document*	P
			2.1d Format information in a document (for a specific purpose and audience)	Format tables/graphics/charts includes positioning, sizing, captioning, borders, flow of text. *OA e.g., must include the formatting of:* • *Text* • *Table, graphic or chart* *and follow task instructions to change the document to enhance it*	P
			2.1e Select and adopt an appropriate document layout (for a specific purpose and audience)	Layout includes adopting appropriate common conventions for specific purposes and audiences e.g., a formal report for managers, an advertisement for consumers, a presentation for colleagues, etc. *OA e.g., completed document layout must be presented in the most appropriate way for the task outcome, following any changes required to ensure this*	P
2.2 Creating and editing digital media	Edit and enhance an image.	Be able to use an application effectively to edit and enhance an image	**2.2a** Select and use an appropriate application to edit and enhance an image	Edit and enhance includes altering the appearance of an image by adjusting the contrast or colour balance, adding a text caption to an image, cropping	P

				an image to keep only the section required, resizing etc The application used may be a desktop application, or it may be an application on a touch-screen device. *OA e.g., being able to select and use the most appropriate application from a range, to carry out the specific task instructions*	
2.3 Processing numerical data	Enter, edit, sort, process, format, and chart numeric data.	Be able to enter, edit, sort, process, format, and chart numeric data, using an appropriate application	**2.3a** Select an appropriate application to enter, process and edit numeric data in a worksheet	Know and understand terminology and concepts relating to entering and editing information in a worksheet, formatting using row and column size adjustment, cell borders and data types (including formatting currency, percentages, and number of decimal places for numeric data). Process and chart includes using an application's functionality to carry out simple calculations (such as totalling), filtering, using simple formulae and creating simple charts (e.g. with a single data series, no trend lines or data labels etc.) *OA e.g., being able to select and use the most appropriate application from a range, to carry out the specific task instructions*	P
			2.3b Sort numeric data in a worksheet and carry out simple calculations	Know how to sort data on one criterion, use simple filters, complete calculations using relative cell references and formulae with up to two mathematical operators, and replicate values and formulae. *OA e.g., for calculations, use simple formulae (e.g., add or subtract) and common functions (e.g., sum, average).* *Be able to work with the chosen application to carry out the specific task instructions*	P
			2.3c Format numeric data in a worksheet	Format includes cell alignment, number formatting (e.g. number, currency, date, percentage), merging/splitting cells, etc. *OA e.g., be able to work with the chosen application to carry out the specific task instructions*	P

			2.3d Create and format simple charts in a worksheet	Know how to create and format charts from data including bar/column charts, pie charts and line graphs with suitable titles, axis category labels, data labels and legends (e.g., with a single data series, no trend lines or data labels). *OA e.g., be able to work with the chosen application to carry out the specific task instructions - completed document layout must be presented in the most appropriate way for the task outcome*	P

Skills area 3: Communicating

Skills Statement	Skills outcome *Learner will:*	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	Identify and use appropriate modes of online communication for a range of contexts and audiences.	Understand appropriate modes of online communication for a range of contexts and audiences	**3.1a** Identify a range of circumstances and audiences in which an online communication could be made (appropriately for the given situation)	Modes of online communication include email, instant message, text message, social media, blog, collaboration tools and services. Contexts refers to the range of circumstances in which an online communication could be made e.g., at work, socially, in general public. *OA e.g., with more focus on work situations for this level*	K
		Be able to use appropriate modes of online communication for a range of contexts and audiences	**3.1b** Select an appropriate mode of online communication for a given context and audience	Audiences refers to different individuals or groups of people e.g., a colleague, a friend, a group of friends, users of a social media platform etc. *OA e.g., being able to select and use the most appropriate choice of communication method from a range (for the specified audience), to carry out the specific task instructions*	P
			3.1c Compose and send an appropriate online communication for a given context and audience	*OA e.g., appropriate composition of information for the given purpose (more work focussed) in the task instruction*	P
3.2 Managing traceable online activities	Take steps to manage online identity.	Understand how to manage online identity	**3.2a** Identify a range of methods to manage online identity	Managing online identity includes: • using an appropriate online name and email address • understanding that online activities leave traces, and taking action such as being careful about the information shared and choosing appropriate location settings • searching for yourself online in order to understand what data you are sharing publicly • using a secondary email account to sign up to sites • unsubscribing from mailing lists	K

				• deleting unwanted social media accounts, and old posts • instigating right to be forgotten under data protection law.	
			3.2b Explain why an individual's digital footprint should be managed	Know and understand how an individual's digital footprint can be managed *OA e.g., to stop identity theft and fraud.*	K
		Be able to manage online identity	**3.2c** Select and apply an appropriate method to manage an individual's online identity	This may include the use of privacy settings, managing the number of accounts in use, using secondary email accounts, avoiding oversharing information, using private browsing, and using digital security and privacy tools. *OA e.g., being able to select and apply the most appropriate protection methods from a range (for a specified individual profile), to carry out the specific task instructions and manage online identity*	P

Skills area 4: Transacting

Skills Statement	Skills outcome *Learner will:*	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**	Interact with online transactional services and manage account settings.	Understand different types of online transactional services	**4.1a** Identify an appropriate online transactional service for a specific purpose	Online transactional services include online shopping, finance (e.g. online banking), utilities (e.g. gas, electricity, water), government services (e.g. paying council tax online, booking a doctor's appointment, applying for benefits), media (e.g. streaming services) etc. *OA e.g., knowledge and use of the range of different services must be included here and the most appropriate service for the given example selected* *(a wide selection of MCQs will be able to be used here)*	K
		Be able to interact with online transactional services and manage account settings	**4.1b** Use an online transactional service for a specific purpose	*OA e.g., appropriate selection and use of a service for a specified reason as per task instruction, from a given range including, shopping, financial, utilities, government services, or media service* 'Interact' will include uploading/downloading documents and images as required	P
			4.1c Manage online transactional service account preferences	'Manage' includes setting account preferences *OA e.g., demonstrating how to manage account settings (e.g., signing in methods, passwords, account holder details, payment options, location, privacy, cookies, other settings), verification submission and mandatory/ optional fields*	P
			4.1d Identify the importance of checking file size for transactional services	Understand that file sizes e.g., for images can involve large amounts of data and the file size may need to be reduced before sending.	K

4.2 **Buying securely online**	Compare online buying options for an item/service and identify best option.	Understand online buying options for a range of items/services and how to recognise scam websites	**4.2a** Identify a range of online buying options and how to recognise scam websites	Know how to establish and compare price and delivery options for products and services. Know how to identify scam sites. Methods for identifying scam sites could include: • checking for the padlock next to the website's URL • being aware that scammers sometimes register domain names similar to those of reputable organisations • checking if the website looks professional and is written in good English and does not make unsubstantiated claims • checking site reviews on consumer review/ comparison sites, being aware of the possibility of fake reviews • checking that a company offering goods and services lists a place of business, that it is possible to contact them and that they have a returns policy.	K
		Be able to compare online buying options for an item/service	**4.2b** Identify and compare buying options that fit stipulated requirements for fitness for purpose, price and delivery	Compare online buying options for an item/service includes comparing different product options, prices, delivery options etc. across multiple providers or retailers and selecting the best option in terms of fitness for purpose, price and delivery. It also includes being aware of possible scam sites. *OA e.g., comparison of a selection of item/service buying options for a specified reason as per task instruction, from a given range of buying options*	P
			4.2c Identify the most appropriate buying option that fits stipulated requirements for fitness for purpose, price and delivery	*OA e.g., selection of the most appropriate item/service for the specified reason as per task instruction and justifying choice made.*	P

Skills area 5: Being safe and responsible online

Skills Statement	Skills outcome *Learner will:*	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	Protect personal information and privacy, understanding personal rights and options for controlling the use of personal data.	Understand personal rights and be able to protect personal information and privacy online	**5.1a** Recognise a range of methods that could protect personal information and privacy	Methods of protecting personal information and privacy may include: • using multiple email addresses (to separate life and work or to hide identity if required) • considering the access privileges for apps carefully during installation • using private browsing • using the appropriate settings to keep your social network activity private • using the appropriate settings on a mobile device to restrict or grant GPS location information • block unwanted communications from selected users etc.	K
			5.1b Select and apply an appropriate method to protect personal information and privacy	*OA e.g., selection of the most appropriate protection method for the specified reason as per task instruction and justifying choice made*	P
			5.1c Identify key individual rights under data protection law	Know and understand key rights available under data protection law: the right to see what personal data organisations hold about you, to withdraw consent and demand that personal data can be rectified or deleted. It should be understood that options are available to control the use of personal data e.g., cookie settings (It is not necessary to understand issues of data protection compliance relating to organisations).	K
5.2 Protecting data	Protect devices and data from online risks and threats.	Understand how to protect devices and data from online risks and threats	**5.2a** Identify a range of online risks and threats in a work environment	Be aware of the nature of and threats posed by: • worms • trojans • ransomware • identity theft	K

			5.2b Identify the commercial consequences of online risks and threats in a work environment	Be aware of commercial aspects and risk in a work environment *OA e.g., disruption to business activities, increased risk to data security, damage to reputation.*	K
			5.2c Identify a range of methods to protect devices and data	Methods of protecting devices and data include: • using multi-factor authentication • encrypting hard drives • using a VPN where appropriate (to access a work network, for example) • using a password manager application • understanding that browsers can cache login details and the dangers of this on public computers *OA e.g., also understand biometrics e.g., finger print scanning, voice or face recognition – protecting a device from being 'opened' by others via these methods, and in turn protecting the data that the device holds*	K
		Be able to protect devices and data from online risks and threats	**5.2d** Select and apply appropriate methods to protect devices and data from online risks and threats	*OA e.g., selection of the most appropriate protection methods for the specified reason as per task instruction and justifying choice made -* *e.g., installing upgraded anti-virus software due to a new work programme being configured, or* *password protecting work files and saving to the correct drive for security, or encrypting the hard drive, or backing up data to the cloud and checking access rights for sharing with others, etc*	P
	Configure and use multifactor authenticati on to access and use online services.	Understand and be able to configure and use multifactor authentication to access and use online services	**5.2e** Use multifactor authentication to access and use an online service	*OA e.g., the need to access a code sent to a device (usually mobile phone) to input into another location – e.g., to log into a work Sharepoint site via Google on work laptop* *Following instructions to use this authentication for a range of specified reasons as per task scenario – which could include SMS message with a code, a password and an image, use of*	P

				a series of image recognition, credit card information and password (requesting certain digits), security token, pre-set security questions	
	Backup data locally and using a cloud provider.	Be able to backup data and understand the advantages of different backup methods	**5.2f** Identify the advantages of backing up data locally or the advantages of backing up data to the cloud	Know and understand the advantages of backing up the data locally and / or to the cloud. *OA e.g., Locally - files on a secure work drive or Cloud - can be securely shared with all work colleagues and collaboratively worked on, saving confusion of separate 'copies' that may end up being different with varied updates, it is readily accessible for comments, etc*	K
			5.2g Back up data locally to a device	*OA e.g., follow task instructions to complete the backup operation*	P
			5.2h Back up data to the cloud	*OA e.g., follow task instructions to complete the backup operation* **This will need to be set up by the provider – the use of their own cloud**	P
5.3 Being responsible online	Use appropriate language and behaviour online.	Understand how to use appropriate language and behaviour online	**5.3a** Identify appropriate language and behaviour to use online	Use appropriate language and behaviour online includes: • Respecting others online and not using inappropriate language, trolling or online harassment. • Recognising that threatening, abusive or grossly offensive online communications could be a criminal offence • blocking, filtering or reporting inappropriate content • respecting copyright and other intellectual property rights such as trademarks and software licenses that may restrict access or reuse of online content.	K
			5.3b Identify legal implications of using inappropriate language or behaviour online	Know and understand that sending communications regarded as threatening, abusive or grossly offensive to another person using an online method including email, instant messaging or social media could be committing a criminal offence	K

				such as harassment or malicious communication. *OA e.g., not respecting copyright and other intellectual property rights (i.e., infringement) may result in civil claims for damages, reputational and financial damage, and possibly a criminal conviction.* Work environment: understand that company policies may prohibit activities and carry serious sanctions for employees.	
			5.3c Explain personal obligations with respect to copyright and other intellectual property rights and describe the risks and consequences of accessing online content without permission	Know personal obligations with respect to copyright and other intellectual property rights and why you should not access such content without permission/ license, and the risks and consequences of music / TV / film piracy.	K
			5.3d Identify how to block or filter inappropriate content or behaviour online	Know how to block or filter inappropriate content or behaviour *OA e.g., setting age filters, blocking unknown contact numbers, setting parental controls etc…*	K
		Be able to demonstrate how to use appropriate language and behaviour online.	**5.3e** Use appropriate language and behaviour in an online communication	*OA e.g., selection of the most appropriate communication method for the specified (work) reason as per task instruction and completing & sending this appropriately – which could include sending a formal or a casual email, or demonstrating the difference in presentation of text, or posting on a social media forum, or making work comments on a report etc*	P
5.4 Digital Wellbeing	Apply simple methods to avoid physical and psychological health risks while using devices.	Understand physical and psychological health risks while using devices	**5.4a** Identify risks of health problems developing as a consequence of physical and psychological stresses while being online and using devices	Physical health risks refers to the risk of health problems developing as a consequence of physical stresses. Psychological health risks include addiction to online activity, or stress caused by factors including overuse of devices, cyber-bullying, fatigue, poor sleep patterns, etc.	K
		Understand and be able to apply simple methods to avoid physical and psychological	**5.4b** Describe methods to avoid physical health risks while using devices	Methods to avoid physical and psychological health risks while using devices include taking regular breaks, using a wrist rest when using a mouse, limiting	K

		health risks while using devices	**5.4c** Describe methods to avoid psychological health risks while using devices	screen time, avoiding screen time close to bedtime, reporting cyber-bullying, etc.	K
			5.4d Identify and apply a suitable method to avoid psychological health risks while using devices	Know and understand the potential physical and psychological health risks arising from stresses of being online / using devices, and know how to avoid or minimise these, including:	P
			5.4e Identify and apply a method to avoid physical health risks while using devices	• Knowing not to respond to cyber-bullying and knowing how to report it • Knowing that setting time limits on device use reduces the risk of overuse and associated fatigue *OA e.g., there should be two different methods selected and applied to show the difference between 'psychological' and 'physical' stresses and an appropriate way to combat these*	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.

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.

You can find instructions on preparing the learners' computers 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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