

# CENTRE GUIDE



# Essential Digital Skills

## (Entry 3 – Level 1)

## Apprenticeships

# Digital

English &amp; Maths

## ESOL

## Personal & Social Development

## Vocational

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## Introduction

This guide is for all involved in the delivery and assessment of the Entry Level 3 and Level 1 Essential Digital Skills Qualifications (EDSQ). It provides information and guidance on meeting the assessment and quality assurance requirements for this suite of qualifications. It should be made available to any Centre staff involved in the administration, delivery, assessment, and quality assurance of the Essential Digital Skills Qualifications.

It should be read in conjunction with:

- Qualification Specification for [EDSQ](#)
- Instructions for the Conduct of EDSQ Assessments
- [National Standards for Essential Digital Skills](#)
- [Centre Handbook](#)

Please note that Gateway Qualifications recommends the retention of mock assessments to support learners in the unlikely event that the government determines that exams and/or assessments cannot go ahead.

## EDSQ assessment model

Each qualification is assessed by a single assessment. The assessments are:

- externally set by Gateway Qualifications
- available on demand
- accessed via Gateway Qualifications' Surpass online assessment system
- marked within a Centre by Tutors/Assessors
- internally quality assured by an Internal Quality Assurer (IQA)
- externally quality assured by Gateway Qualifications' Digital External Quality Assurers (EQA)

Qualification	Entry Level 3	Level 1
<b>Assessment structure</b>	A single assessment component comprising 3 parts	A single assessment component comprising 3 parts
<b>Duration</b>	Up to 1 hour 30 minutes with a 15-minute break in a single session plus observed tasks completed within a 15-day period.	1 hour 45 minutes plus a 15-minute supervised break in a single session.
<b>Conditions</b>	Supervised conditions	Supervised conditions
<b>Total marks</b>	44	54

Please note that you will need to record the timings of the assessment and break (if applicable) on the Invigilation pack. The Surpass system does not time these assessments.

Each Learner sitting an EDSQ Entry Level 3 or Level 1 assessment will automatically be allocated an assessment from the assessment bank in Surpass, the online testing system. There will be a number of assessments for each level in the Surpass assessment bank at any one time to allow Learners to re-sit the assessment if required. Each assessment consists of a combination of tasks, short answer questions and multiple-choice questions (MCQs). While the content of the questions and tasks varies between assessments in the assessment bank and over time, the structure remains the same, and there will be consistency in the coverage of the EDSQ standards.

The MCQs are computer-marked within Surpass. The tasks are internally marked within the Centre by Assessors and externally quality assured by Gateway Qualifications.

## Assessment weightings

The weightings for each skill area have been determined by:

- The volume and nature of the content
- The extent to which it contributes to helping Learners achieve Essential Digital Skills in line with the purpose of the qualification
- It's demand.

Breakdown of skills statement			
Entry Level 3 Skill standards	Item type	Weighting	Marks
<b>1. Using devices and handling information</b>		<b>20%</b>	<b>9</b>
1.1.1 know what is meant by hardware, software, operating systems, and applications;	Objective item*		1
(1.1.2 locate and install an application).	n/a		n/a
1.1.3 apply system settings, including those for accessibility.	Observed task		1
1.2. navigate online content using hyperlinks, menus, and other navigation elements to locate required information; carry out searches to find information and content.	Online task		3
1.3.1 Open, read and save information from/to a file using appropriate naming conventions.	Online task		1
1.3.2 work with files and folders to store, organise and retrieve information using local and remote storage.	Online task		2
1.4.1 Recognise when a technical problem has been encountered.	Objective item*		1
1.4.2 Solve simple technical problems.	Objective item*		
1.4.3 Seek assistance when unable to solve a technical problem.	Objective item*		

Breakdown of skills statement			
Entry Level 3 Skill standards	Item type	Weighting	Marks
<b>2. Creating and editing</b>		<b>23%</b>	10
2.6. Use a suitable application to enter, edit and format information (including text, numbers, and graphics).	Online task		9
2.7. Capture and save images, sound, and video.	Online task		1
<b>3. Communicating</b>		<b>23%</b>	10
3.9.1 Create, edit, and use contacts when sending and receiving online communications comprising text and other digital content to individual and multiple recipients;	Observed task		3
	Online task		2
3.9.2 Initiate and participate in a video call.	Observed task		4
3.10. Identify the types of digital activities that leave a 'digital footprint' and understand the implications.	Objective item		1
<b>4. Transacting</b>		<b>23%</b>	10
4.11. Complete (and submit) a form as part of an online transaction, complying with verification checks.	Online task		5
4.12. Buy an item/service online using a chosen method of online payment.	Online task		5
<b>5. Being safe and responsible online</b>		<b>11%</b>	5
5.13.1 Identify situations where personal information may be stored by devices and online activity;	Objective item*		1
5.13.2 Identify and use simple methods to protect personal information and privacy.	Objective item*		1
5.14.1 Be aware of online risks and threats;	Objective item**		1
5.14.2 Identify and use simple methods to protect a device and data from online risks and threats;	Objective item**		
5.14.3 Be aware of the security risks of using public Wi-Fi.	Objective item**		
5.15. (Configure and) use secure ways to access devices and online services.	Objective item*		1
5.17. Know how to report concerns with online content.	Objective item*		1
5.19. Recognise and minimise the effects of physical stresses of being online.	Objective item*		

Breakdown of skills statement			
Level 1 Skill Standard	Item type	Weighting	Marks
<b>1. Using devices and handling information</b>		<b>20%</b>	<b>11</b>
1.1 Keeping operating system and applications up to date.	Objective item/ short answer		1
1.2.1 Use appropriate techniques to carry out and refine searches.	Online task		4
1.2.2 Taking into account currency, relevance and reliability.	Objective item/ short answer		2
1.2.3 Be aware that results are ranked by search engines.	Objective item/ short answer		1
1.3 Organise and store information using files, folders, hierarchy and tagging to enable efficient information retrieval on a device and across devices.	Online task		3
1.4 Identify and apply solutions to common technical problems, using online tutorials, FAQs and help facilities.	n/a		n/a
1.5. Identify and use appropriate online learning resources to maintain and improve digital skills.	n/a		n/a
<b>2. Creating and editing</b>		<b>43%</b>	<b>23</b>
2.6 Use applications to enter, edit, format layout information (including text, tables graphics, charts) for a range of purposes and audiences.	Online task		8
2.7 Edit and enhance an image.	Online task		3
2.8 Enter, edit, sort, process, format, and chart numeric data.	Online task		12
<b>3. Communicating</b>		<b>13%</b>	<b>7</b>
3.9 Identify and use appropriate modes of online communication for a range of contexts and audiences.	Online task		5
3.10 Take steps to manage online identity.	Objective item/ short answer		2

<b>4. Transacting</b>		<b>13%</b>	<b>7</b>
4.11 Interact with online transactional services and manage account settings.	Short answer/ Online task		7
4.12 Compare online buying options for an item/service and identify best option.	Short answer/ Online task		7
<b>1. Being safe and responsible online</b>		<b>11%</b>	<b>6</b>
5.13 Protect personal information and privacy, understanding personal rights and options for controlling the use of personal data.	Objective item/ short answer		1
5.14 Protect devices and data from online risks and threats.	Objective item/ short answer		1
5.15 Configure and use multifactor authentication to access and use online services.	Objective item/ short answer		1
5.16 Backup data locally and using a cloud provider.	Objective item/ short answer		1
5.18 Use appropriate language and behaviour online.	Objective item/ short answer		1
5.19. Apply simple methods to avoid physical and psychological health risks while using devices.	Objective item/ short answer		1

(\*) The asterisks indicate that these skills will be sampled, and not all will be covered on each paper.

(\*\*) A maximum of two skill statements will be selected from 5.14.1 – 5.14.3 (marked \*\*) so that “online risks” are not over-assessed in any assessment to the detriment of other statements.

## Overview

The qualification is designed to enable Centres to tailor programmes to meet the needs of different Learners in various learning contexts. Regardless of the choices you make about the programme design, there are 6 stages of the quality assurance process:



(\*) The annual compliance visit will cover all Gateway Qualifications' qualifications delivered by the Centre.

In this guide, we have provided information on the requirements at each stage. Good practice tips have been included throughout.



## Before you start

### Recognition and approval

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First, your Centre needs recognition as a Centre by Gateway Qualifications and then approval to offer Essential Digital Skills qualifications.

If Essential Digital Skills is the first qualification from Gateway Qualifications your Centre is offering, you will need to complete the Gateway Qualifications Centre Recognition Application.

If your Centre already offers one or more qualifications provided by Gateway Qualifications, you can move straight to the application to offer Essential Digital Skills.

Further information can be found on our [website](#).

### Centre Roles and responsibilities

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As part of the recognition and approval process, you will be required to provide information and contact details for individuals carrying out qualification-specific roles in your Centre. This demonstrates that appropriately qualified and experienced staff are available to undertake the administration, teaching, and assessment of the qualifications according to Gateway Qualifications requirements. The **key roles and responsibilities** required for the delivery and assessment of Essential Digital Skills are detailed on our [website](#).

You should store and maintain staffing information on your Centre record in Prism.

Note: At least two staff must be involved in the assessment and quality assurance as no member of staff can quality assure their own marking.

## Planning, training & support

### Mandatory training session

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#### Delivering & Assessing EDSQ

Sessions will be in the form of webinars and will be held at regular intervals throughout the year.

**Before marking the assessment begins, at least one member of staff responsible for EDSQ should attend the Gateway Qualifications standardisation event, Delivering & Assessing EDSQ.** This is likely to be an IQA, but we encourage as many of the delivery staff, Tutors and IQAs to attend as possible.

The purpose of the Gateway Qualifications standardisation event is to provide a clear understanding of how to apply an EDSQ mark scheme so that there is consistent application across all Centres. A Digital External Quality Assurer (EQA) will lead the session and will cover both Entry Level 3 and Level 1 to ensure participants understand the different expectations for each level. The agenda will include:

- Illustrated explanations of how to apply the mark scheme to the different tasks.
- the opportunity to practise applying the mark scheme to exemplar assessments with feedback provided by an EQA.

**Following the session, this staff member must disseminate information from the standardisation event to the Tutors/Assessors to ensure all Tutors/Assessors are able to mark to the national standard.**

#### Good practice tip

Ideally, all Tutors/Assessors in a Centre attend the same training session within the Centre or the same Gateway Qualifications session as a way of providing a shared induction to the requirements. This could also help the IQA identify further training needs within the EDSQ team.

## Optional training session

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### Quick Start to EDSQ

Members of staff involved in delivering and assessing EDSQ should attend the Gateway Qualifications training session Quick Start to EDSQ. The training sessions will be in the format of a short online webinar and will be available on a regular basis throughout the year.

The purpose of the training is to provide information on Gateway Qualifications' systems and signposts where guidance and resources can be found. The session will cover:

- How to access our Prism system
- Where to find our free resources, all our guidance documents, the Chief Examiner's Reports and other relevant documents
- How to generate a results report in Quartzweb
- How to use Surpass and where to access support
- Marking requirements
- Quality assurance arrangements

We will send recordings to those who attend.

Other non-qualification staff, for example, the Centre's Quality Manager or Examinations Officer, may also wish to participate in some or all of the training as an introduction to the EDSQ requirements.

## Further support from Gateway Qualifications

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### Essential Digital Skills pages of our website

- Qualification specification and national standards
- Centre guide
- Instructions for the Conduct of EDSQ Assessments
- EDSQ Start-up checklist
- Full Surpass guides for Centres and Candidates
- Quick Start paper-based guide to Surpass
- Surpass short “How-To...” videos
- Initial assessment tool: online version
- Webinar booking calendar and link

### **Prism – EDSQ Qualification Library, Documents section**

- Initial assessment tool: paper-based version
- Free teaching resources
- Digital Glossary for Learners
- Sample Assessment Materials EDSQ at both levels
- Webinar Calendar, with links to register for the events
- IQA Sampling Forms

To locate documents available in Prism:

- Navigate to the Qualification Library
- Search for the qualification
- Switch to the Documents page

### **Surpass**

- Mock assessments (both levels) may be booked through Surpass

## Accessing the qualification for Centre Staff

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Should a Centre wish to offer the EDSQ qualification for Centre staff, the assessment team/IQA should complete a [Centre Declaration of Interest](#) form.

## Assessment taking

There are specific rules regarding the controls applied to the conduct of assessments. These can be found in the **Instructions for the Conduct of EDSQ Assessments** document on our website.

### Mock assessments

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Mock assessments are available in Surpass once Learners have been registered. Mock assessments are Centre-marked by Tutors in the Surpass system.

#### Good practice tip

Follow the instructions in our Surpass guidance to ensure you book a mock rather than a live assessment.

## Quality assurance

### Internal quality assurance

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#### Quality assurance plan

To support the quality assurance process, the Internal Quality Assurer (IQA) is advised to create a quality assurance plan.

As a Centre, you may have multiple groups following an EDSQ programme concurrently and/or in overlapping or sequential cycles. Whatever delivery model is selected, it is advisable to create a quality assurance plan annually or for as long a period as possible that is appropriate to your Centre's delivery cycles. The plan should ensure that all staff meet the assessment and quality assurance requirements. It will also help to ensure staff are engaged and supported in complying with requirements. Where a Centre offers both Entry Level 3 and Level 1, quality assurance plans are required for each qualification.

The grid below indicates the key activities and dates to include in the quality assurance plan.

Activity	When?	Notes
<b>Initial guidance and standardisation</b>	When you first deliver the EDSQ programmes and before any assessments are marked.	<ul style="list-style-type: none"> <li>Mandatory Delivering &amp; Assessing EDSQ webinar</li> <li>Optional Quick Start to EDSQ webinar</li> </ul>
<b>Ongoing training</b>	To be scheduled at appropriate times to support the ongoing delivery of the programme.	The IQA identifies individual and team training needs and plans training sessions accordingly.
<b>Internal Standardisation</b>	Before any marking takes place, and throughout the programme.	<p>Following attendance at the above event, IQA to cascade training to teams. Alternatively, Tutors/markers may attend the live session.</p> <p>Additional standardisation activities can be scheduled to support the team as appropriate.</p>
<b>Observed Tasks (Entry Level 3)</b>	Any time from Candidate registration.	
<b>Surpass assessment bookings</b>	Minimum of 5 days before assessment date.	
<b>Assessment sessions</b>	On the date of the booked assessment.	
<b>Marking</b>	Marking and upload of Entry Level 3 observation record.	To be completed within 14 days of the end of the assessment.
<b>IQA Sampling</b>	In accordance with dates in the Centre sampling plans.	IQAs coordinate with the Tutors/Assessors on when they intend to complete their marking in order to schedule the sampling.
<b>Submitting for external quality assurance</b>	Within 30 days of assessments being sat.	IQA emails <a href="mailto:quality@gatewayqualifications.org.uk">quality@gatewayqualifications.org.uk</a> attaching IQA Sampling Form

## Sampling

Sampling is a key element of the quality assurance process whereby the IQA:

- checks the quality and consistency of each Tutor/Assessor's application of the mark scheme
- maintains a common standard of marking within the Centre over time

Tutors/Assessors' marking should be sampled as soon as possible after they have completed the marking to provide feedback and allow time for any remedial action if required.

As some questions are computer-marked, only some parts of each assessment are marked by Tutors/Assessors and require sampling.

If a Centre is offering Entry Level 3 and Level 1 EDSQs, sampling must be carried out and recorded for each level.

#### Good practice tip

The IQA establishes an EDSQ team that meets regularly to build a shared understanding of qualification delivery, including assessment preparation, reasonable adjustment requirements, standardisation, and sampling.

The IQA briefs the team on the assessment plan, the approach to quality assurance and record keeping.

**On an ongoing basis, the IQA disseminates communications from Gateway Qualifications and ensures the team has access to current information about the qualifications.**

### Record keeping

The IQA must keep records of the sampling undertaken for each Tutor/Assessor using the sampling forms, which can be downloaded from Prism and using Marker Comments in Surpass. Brief IQA comments should be recorded using Marker Comments, where appropriate (for example, if an IQA changes a mark.)

This will aid in the identification of marking trends and inform the selection of samples on an ongoing basis. Sampling forms must be stored securely within the Centre and be made available to Gateway Qualifications as part of the Centre Compliance Monitoring if requested. They can also be sent to the Quality Team when advising that internal quality assurance has taken place. Centres should keep these records for three years.

### Selecting the sample

Selecting an appropriate sample is critical to successful internal quality assurance. There is a range of factors that influence the selection of samples. On the first occasion they are sampled, the **minimum** sample for an Assessor should include:

- five Learners' assessments
- a range of marks, including the highest and lowest marks

The IQA should adjust the size of the sample by considering a number of risk factors:

**The experience and expertise of the Assessor**

Take account of an Assessor's level of familiarity with the subject area and the qualification level. Are they a Tutor for this qualification or an Assessor? Have they taught similar qualifications at this level previously? Are they new to teaching?

**The number of Learners in the class**

The sample size may need to be adjusted to reflect the volume of marking the Assessor has undertaken for anyone sitting. For example, are they marking a class of more than 15 Learners? Is the Assessor marking more than one class?

**The range and pattern of marks awarded**

The total marks for the paper: e.g. are there a spread of total marks, or are the marks falling within narrow parameters? If there are clusters of Learners on mark totals, sample to find out if this is justified. The marks for individual tasks: e.g. are the full range of marks being used appropriately for each task? Further sampling may be required to verify that marks have been awarded appropriately.

**The range of assessments**

Within a class, Learners may have been allocated different assessments from the assessment bank. Include at least one of each assessment in the sample. If an Assessor is marking an assessment for the first time alongside assessments they have marked previously, the sample should focus on the new assessments.

**The outcomes from standardisation activities**

Check the standardisation records. How confident was the Assessor in their interpretation and application of the mark scheme? Were there any specific types of tasks or questions where they had difficulties applying the mark scheme? If a similar trend is seen in the sampling, it may be a reason to increase the sample size.

After the first awards have been issued, the minimum sample is three Learners' assessments per Tutor/Assessor. The samples selected should take into account lessons learned from the feedback and outcomes from the first round of internal and external quality assurance. The IQA should continue to keep the sampling plans for each Tutor/Assessor under review as the risk factors may change once the qualification becomes established in a Centre and Assessors become more familiar with the standards and approach to marking.

**Quality assuring a sample**

Once the sample has been selected, the Candidate number and Assessor's name should be recorded on the Sampling Form.

The IQA should review the marks awarded for each task in Surpass, including the sub-marks for activities within a task, record any disagreement regarding the mark awarded in the Marker Comments section of Surpass, and assign a new mark if appropriate.

Once they have reviewed each script in the sample, the IQA should look for trends to decide whether there is a consistent pattern in any divergence. They should note the source(s) of divergence (e.g., task 4, part b is always under-rewarded by 1 mark) and the reason (e.g. a



particular point in the mark scheme has been overlooked or there has been a subjective interpretation of the mark scheme).

The IQA should consider any comments the Tutor/Assessor made on the script in Surpass, as this may help to explain the reason for the divergence. If necessary, the IQA should extend the sample until they are confident they have seen sufficient evidence to be able to confirm the marking is accurate or take other actions.

If there is more than one Tutor/Assessor involved in the marking of a cohort of Learners, the IQA should complete the sampling of all Assessors before the external quality assurance stage of the process can begin.

The IQA should give feedback on the results of the sampling to each Tutor/Assessor.

## Adjusting marks

Following the IQA sampling, there are three possible next steps for the IQA.

### Minor errors identified

If the IQA has identified any minor errors in a Tutor/Assessor's marking (e.g., a single question has been marked erroneously in one script only), the IQA may correct the mark in Surpass. Within feedback to the Tutor/Assessor, the IQA should let them know this has happened and ask the Tutor/Assessor to check other scripts to make sure the error has not been repeated elsewhere. The Tutor/Assessor then confirms there are no other errors (or another error has been corrected).

### Inconsistent marking or mark scheme misapplied consistently

If there are inconsistencies in the marking or the mark scheme has been misapplied consistently for one or more questions, the IQA should provide feedback explaining the issues and ask the Tutor/Assessor to re-mark those questions for all their Learners in Surpass. When the re-marking is complete, the IQA should carry out a further check to confirm the mark scheme has now been applied appropriately.

### IQA satisfied

If the IQA is satisfied that the sampling has shown that all Tutor/Assessor marking is in line with the standards, the IQA should submit results.

## Submitting results

The Centre should complete the marking and internal quality assurance processes within 30 days of the assessment taking place unless there are exceptional circumstances. This is to avoid delays in issuing results to Learners.

The IQA should then advise Gateway Qualifications that the sample is ready for external quality assurance by emailing the IQA Sampling Form to the Quality Team at [quality@gatewayqualifications.org.uk](mailto:quality@gatewayqualifications.org.uk).

## External quality assurance

A Digital External Quality Assurer (EQA) appointed by Gateway Qualifications will carry out the external quality assurance of the Entry Level 3 and Level 1 EDSQ assessments remotely on the Surpass online assessment system.

The Digital EQAs will have experience in assessing digital qualifications at the level of the EDSQs, and they:

- will be responsible for sampling the Centre marking of assessment tasks on Surpass
- will check the standard of marking is in line with the mark scheme and assessment guidance and marking is consistent across the Centre
- will refer to IQA and Tutor/Assessor marks and comments stored in Surpass
- are responsible for escalating any marking concerns to the Principal EQA and reporting any suspected malpractice issues
- will keep a record of the sampling selection and decisions for each Centre to which they are allocated.

The Quality Assurance Team oversees the external quality assurance and has responsibility for managing the assessment sampling and reviewing of all Digital EQAs.

If the Digital EQA identifies any issues with the standard of marking, they may extend the sample. If the outcome of the EQA's sampling is that a Centre's marking is deemed to be out of line with the standards, Gateway Qualifications will decide on the best course of action. The Centre may be provided with feedback and asked to re-mark the assessments or sections of the assessment depending on the nature of the issue.

Once the Digital EQA confirms they are satisfied with the standard of marking, Gateway Qualifications authorises the release of results to the Centre. In the early stages of the qualification, results will be issued within a month or less of a Centre submitting work for external quality assurance. Results will be issued more speedily once the qualification is established. Gateway Qualifications will provide the Centre with a brief report on the quality of the marking.

### Good practice tip

The outcomes of the internal and external quality assurance can be shared with the team as part of learning and development and/or used by the IQA to plan future standardisation activities.

## Maintaining confidentiality

The confidentiality of the assessments and mark schemes must be maintained throughout the assessment and quality assurance processes. The marking must be carried out in a location where the confidentiality of the assessments and mark schemes can be maintained. **Any downloaded mark schemes must be deleted or destroyed after marking.**

Information about the assessments must not be disclosed or discussed other than with other Tutors/Assessors and the IQA for the purposes of internal standardisation. Details or screenshots of live assessments must not be included in any emails.

## Internal standardisation

There are different ways of approaching internal standardisation.

You may already have standardisation practices which are suitable for EDSQ assessments. A commonly used internal standardisation approach is for the IQA to hold an EDSQ team standardisation event using the materials supplied at the Gateway Qualifications event prior to marking commencing.

1	The sample assessment materials and mock assessments on Surpass can be used as practice assessments with Learners, followed by standardisation and marking activities by the Tutor/Assessors.
2	The IQA can carry out an initial check on the application of the mark scheme once assessments have been sat. Each Assessor marks two scripts for each assessment paper taken by their Learners, and the IQA reviews their marking, recording the Assessor's mark and their final mark for each script on the standardisation record sheet. The IQA provides feedback and, if necessary, requests a further sample of marking for review. Once the IQA is satisfied that the Assessor is applying the mark scheme accurately, they will go ahead with the remainder of the scripts to be marked.
3	Gateway Qualifications will build a bank of standardisation materials over time to support standardisation within Centres. These materials can be used as trial marking exercises in EDSQ team training sessions or individually by Tutors/Assessors. The IQA could review the outcomes and, either individually or within an EDSQ team meeting, provide feedback to help Tutors/Assessors adjust their application of the mark scheme in line with the commentaries.

### Good practice tip

The IQA may identify from the standardisation activities whether there is a particular assessment paper or a task within a paper that appears to present challenges for one or more Assessors. The source of the difficulty should be identified and noted on the standardisation record, and additional guidance should be provided to avoid inconsistent marking further down the line. The paper or item could also be targeted for additional IQA sampling. The IQA should also refer to the record when standardising and sampling any subsequent sittings of the assessment paper(s).

## Marking

Tutors/Assessors must complete marking within the Surpass system and carry it out in accordance with the instructions provided in the Mark Scheme. The Mark Scheme is provided within Surpass. As some questions are computer-marked, only some parts of each assessment are marked by Tutors/Assessors.

Any details of marking decisions should be recorded in Surpass Marker Comments. Observation Records should also be uploaded at this time.

Marking should be completed within 14 days of an assessment being taken.

Once the Tutor/Assessor has completed marking a script, it should be submitted, and the IQA advised that the assessments are ready to be sampled.

For Entry Level 3 EDSQ, Tutors/Assessors should upload the Observation Record to Surpass before submitting the marks for internal quality assurance.

### Good practice tip

The IQA leads a review of the mark scheme with all the teams involved in marking a cohort before the marking starts. This provides an opportunity to flag and resolve any queries and aids consistent application.

## Direct Claim Status (Centre authorisation to release results)

Gateway Qualifications may give a Centre Direct Claim Status (DCS), which is permission to authorise the release of results to Learners. This is available to Centres on request if they have demonstrated consistent application of the mark scheme over several cohorts and quality standards have been met.

For DCS, Centres need to have established internal quality assurance systems and have suitable staff in place for the qualification. The External Quality Assurer needs to be satisfied that the marking is accurate before recommending that DCS be applied.

The Centre will still be subject to external quality assurance and assessment sampling. DCS will be reviewed annually or if triggered by a confirmed breach of regulatory conditions or any malpractice investigations with proven malpractice. DCS may be removed if there is evidence that the standards are no longer being applied consistently and in line with the marking requirements or if there is a quality issue.

Results for new papers may not be immediately available.

## Centre monitoring

### Resits

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Following an unsuccessful assessment result, Learners must be provided with an opportunity to improve their skills prior to any resit being booked.

Resit patterns will be closely monitored.

### Annual Compliance Visit

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As part of an annual compliance visit, an EQA will monitor compliance with the qualification approval criteria for EDSQ to validate procedures for delivery of the qualifications and assessment. Their findings will be included in the Centre's Quality Monitoring Report, and actions will be set where required. The Centre will be given a Centre risk rating.

As part of the qualification delivery monitoring process, from time to time, Centres will be asked by the Quality Team to provide the following:

- Invigilation reports
- Attendance records
- Internal Quality Assurance reports
- Records and evidence relating to any Reasonable Adjustments

These documents will be reviewed and reported on by an EQA, with feedback and any actions provided to the Centre. The outcome will contribute to the Centre's risk rating for EDSQ.

Version and date	Change detail	Section/Page Reference
1.0 (June 2020)	n/a	n/a
1.1 (Sept 2020)	Updated list of resources	Pg 9
1.2 (November 2020)	Updated section 2.2 and minor update to 3.1 to include the name of the standardisation webinar.	Pg 8. Pg 10.
1.3 (December 2020)	Removed reference to training videos as no longer in use.	Pg 16 Pg 16
1.4 (June 2021)	Minor amendments throughout Planning, training & support amended Sample material/mock assessments added Observed task assessment adaptation modified Equipment and devices added Marking section updated Centre authorisation to release results updated Centre monitoring updated	Pg 10-12 Pg 15 Pg 16 Pg 18 Pg 19 Pg 24 Pg 24
1.5 (February 2022)	Clarification to guidance on bilingual dictionaries Change to Sampling Form Amendment to DCS wording	Pg 17 Pg 20 Pg 24
1.6 (Jan 2023)	Removal of Assessment details	
1.7 (2024)	Update and reorganisation of all sections	
1.8 (2025)	Addition of statement in introduction regarding the recommendation for retention of mock assessments.	Pg2



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