



Qualification Specification

Functional Skills in Information Communication Technology (ICT)

Entry Levels 1, 2 and 3

Version 3.1

(February 2018)

This qualification specification covers the following qualifications:

Qualification Title	Qualification Number
Gateway Qualifications Functional Skills Qualification in Information Communication Technology (ICT) at Entry 1	601/7861/9
Gateway Qualifications Functional Skills Qualification in Information Communication Technology (ICT) at Entry 2	601/7862/0
Gateway Qualifications Functional Skills Qualification in Information Communication Technology (ICT) at Entry 3	601/7863/2

About this qualification specification

This qualification specification is intended for Tutors, Assessors, Internal Quality Assurers, Centre Quality Managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements.

The guide should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer this qualification, you must be a Gateway Qualifications recognised centre.

If your centre is not yet recognised, please contact our Development Team to discuss becoming Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

Website: <https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/>

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1. Qualification Information

1.1 About the qualifications

The qualifications have been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England.

1.2 Purpose

Functional skills are designed to equip learners with the skills to operate confidently, effectively and independently in life, learning and work. They have been designed in response to employers' perceptions that many learners are not achieving a firm enough grounding in the basics.

The purpose of the Gateway Qualifications Functional Skills in ICT at Entry 1, 2 and 3 is to ensure that learners develop understanding and skills in:

- using ICT;
- finding and selecting information;
- and developing, presenting and communicating information.

1.3 Objective

The objectives of these of the qualifications are to develop learner understanding and skills in:

Entry 1:

Using ICT

- Interact with ICT for a given purpose
- Follow recommended safe practices

Finding and selecting information

- Find given information from an ICT-based source.

Developing presenting and communicating information

- Enter and edit single items of information
- Use ICT-based information

Entry 2

Using ICT

- Interact with ICT for a purpose
- Follow recommended safe practices

Finding and selecting information

- Use ICT-based sources of information.
- Find specified information from ICT-based sources.

Developing presenting and communicating information

- Enter and edit information for a simple given purpose.
- Bring together two given types of information
- Use ICT-based communication.

Entry 3**Using ICT**

- Interact with ICT and use an ICT system to meet given needs
- Store information
- Follow safety and security practices

Finding and selecting information

- Use simple searches to find information
- Select relevant information that matches requirements of given task

Developing presenting and communicating information

- Enter and develop different types of information to meet given needs
- Bring together two given types of information
- Bring together different types of information for a given purpose
- Use ICT-based information.

1.4 Key Facts

Qualification Title	Total Qualification Time	Guided Learning Hours
Gateway Qualifications Functional Skills Qualification in Information and Communication Technology (ICT) at Entry 1	48	45
Gateway Qualifications Functional Skills Qualification in Information and Communication Technology (ICT) at Entry 2	50	45
Gateway Qualifications Functional Skills Qualification in Information and Communication Technology (ICT) at Entry 3	50	45

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place by – but, unlike Guided Learning, not

under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

1.5 Geographical Coverage

This qualification has been approved by Ofqual to be offered in England.

1.6 Progression Opportunities

Learners achieving a Functional Skill in ICT at Entry 1, Entry 2 or Entry 3 will be able to progress to the next level.

1.7 Links with other qualifications

Functional Skills in ICT at Entry 1, 2 and 3, and Levels 1 and 2, can be offered as stand-alone qualifications for Key Stage 3, 4 and post-16 learners.

Functional Skills are a component of Apprenticeship programmes.

1.8 Relationship with other frameworks

The Gateway Qualifications Functional Skills qualifications in ICT are based on the national Functional Skills standards. There are no direct relationships with other frameworks.

2 Learner Entry Requirements

2.1 Age

The approved age range for these qualifications is: pre-16; 16-18; 19+

2.2 Prior Qualifications or Units

There is no requirement for learners to have achieved prior qualifications or units.

2.3 Prior Skills/Knowledge/Understanding

Learners should be able to evidence ICT skills at the level below their chosen entry point to these qualifications.

2.4 Restrictions

There are no restrictions to entry.

3 Achieving the Qualification

3.1 Qualification Achievement

Functional Skills ICT qualifications are single component qualifications. Functional skills qualifications in ICT assess the following three skills:

- Using ICT
- Finding and selecting information
- Developing, presenting and communicating information

In order for a learner to be awarded the qualification they must achieve a pass in the assessment paper which tests their ability to apply the three skills above.

4 Assessment Specification

Gateway Qualifications Functional Skills qualification in Information Communication Technology (ICT) at Entry 1

Skills standards and coverage and range

To pass this qualification, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the skill standards for the qualification in each of

- Using ICT
- Finding and selecting information
- Developing, presenting and communicating information.

The coverage and range determine the standard required to achieve the qualification.

On completion of this qualification a learner should be able to:

Skill standards	Coverage and range	Assessment weighting
Using ICT 1. Interact with ICT for a given purpose.	a) Recognise and use interface features.	20-30%
Using ICT 2. Follow recommended safe practices.	a) Minimise the physical stress of seating, lighting and hazards; b) Keep access information secure by using password.	
Finding and selecting information 3. Find given information from an ICT-based source.	a) Use text message, voicemail and on-screen information.	10-20%
Developing, presenting and communicating information 4. Enter and edit single items of information.	a) Identify and correct simple errors; b) Label an image.	50-70%
Developing, presenting and communicating information 5. Use ICT-based communication.	a) Receive and open electronic messages.	50-70%

Assessment Structure Entry 1

Method of assessment	Externally set and internally marked
Assessment time	1 hour
Task/questions	Learners are required to complete a number of straightforward ICT tasks relating to a single scenario. They will be provided with a task sheet and accompanying data files; they will need to input or extract information from these files.
Marks	10
Availability of Tasks	On demand
Additional information	<p>Centres may contextualise the assessment.</p> <p>Learners may complete the assessment paper over a number of sessions, providing centres retain assessment materials securely in between sessions and learners spend no more than a total of two hours on the assessment tasks.</p> <p>Access to an email account is required.</p>

Gateway Qualifications Functional Skills qualification in Information Communication Technology (ICT) at Entry 2

Skills standards and coverage and range

To pass this qualification, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the skill standards for the qualification.

The coverage and range determine the standard required to achieve the qualification.

This has been sub-divided into:

- Using ICT
- Finding and selecting information
- Developing, presenting and communicating information.

On completion of this qualification a learner should:

Skill standards	Coverage and range	Assessment weighting
Using ICT 1. Interact with ICT for a given purpose.	a) Use computer hardware; b) Use software application for a purpose; c) Recognise and use interface features.	20-30%
Using ICT 2. Follow recommended safe practices.	a) Minimise physical stress; b) Keep access information secure by using password; c) Understand the need to stay safe.	
Finding and selecting information 3. Use ICT-based sources of information. 4. Find specified information from ICT-based sources.	a) Use simple search facilities.	10-20%
Developing, presenting and communicating information 5. Enter and edit information for a simple given purpose.	a) Use simple editing and formatting techniques.	50-70%

Skill standards	Coverage and range	Assessment weighting
Developing, presenting and communicating information 6. Bring together two given types of information.	a) Print and view on screen; b) Identify and correct simple errors.	50-70%
Developing, presenting and communicating information 7. Use ICT-based communication.	a) Read, send and receive electronic messages.	

Assessment Structure Entry 2

Method of assessment	Externally set and internally marked
Assessment time	1 hour
Task/questions	Learners are required to complete a number of straightforward ICT tasks relating to a single scenario. They will be provided with a task sheet and accompanying data files; they will need to input or extract information from these files.
Marks	20
Assessment Weighting	100%
Availability of Tasks	On demand
Additional information	<p>Centres may contextualise the assessment.</p> <p>Learners may complete the assessment paper over a number of sessions, providing centres retain assessment materials securely in between sessions and learners spend no more than a total of two hours on the assessment tasks.</p> <p>Access to an email account is required.</p>

Gateway Qualifications Functional Skills qualification in Information Communication Technology (ICT) at Entry 3

To pass this qualification, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the skill standards for the qualification.

The coverage and range determine the standard required to achieve the qualification.

This has been sub-divided into:

- Using ICT
- Finding and selecting information
- Developing, presenting and communicating information.

On completion of this qualification a learner should:

Skill standards	Coverage and range	Assessment weighting
Using ICT 1. Interact with and use an ICT to meet given needs.	a) Use correct procedures to start and shut down an ICT system; b) Use input and output devices; c) Use software applications to meet needs and solve given problems; d) Recognise and use interface features; e) Change simple software settings.	20-30%
Using ICT 2. Store information.	a) Open and save files; b) Know how to insert and remove media.	
Using ICT 3. Follow safety and security practices.	a) Use and change passwords; b) Minimise physical stress.	

Skill standards	Coverage and range	Assessment weighting
Finding and selecting information 4. Use simple searches to find information. 5. Select relevant information that matches requirements of given task.	a) Search stored information; b) Search web-based sources of information.	10-20%
Developing, presenting and communicating information 6. Enter and develop different types of information to meet given needs.	a) Enter, edit and format information, including text, graphics, numbers or other digital content, to achieve the required outcome; b) Insert and position graphics or other digital content to achieve a purpose; c) Process numbers to meet needs.	50-70%
Developing, presenting and communicating information 7. Bring together different types of information for a given purpose.	a) For print and for viewing on screen; b) Check for accuracy and meaning; c) Check suitability of information.	

Skill standards	Coverage and range	Assessment weighting
Developing, presenting and communicating information 8. Use ICT-based communication.	a) Read, send and receive electronic messages. b) Use contacts; c) Understand the need to stay safe and to respect others when using ICT-based communication.	50-70%

Assessment Structure Entry 3

Method of assessment	Externally set and internally marked
Assessment time	1 hours 15 mins
Task/questions	Learners are required to complete a number of ICT tasks relating to a single scenario. They will be provided with a task sheet and accompanying data files; they will need to input or extract information from these files.
Marks	43
Assessment Weighting	100%
Availability of Tasks	On demand
Additional information	<p>Centres may contextualise the assessment.</p> <p>Learners may complete the assessment paper over a number of sessions, providing centres retain assessment materials securely in between sessions and learners spend no more than a total of two hours on the assessment tasks.</p> <p>Access to an email account is required.</p>

5 Assessment

The following are in addition to the standard assessment and quality assurance requirements set out in the Gateway Qualifications Centre Handbook.

5.1 Assessment

At Entry level assessment should take place when the learner is ready, i.e. practical activities and practice might take place many times before the tutor deems the learner capable of completing a task satisfactorily, and is ready to be assessed. Therefore, sufficient time should be built in the learning programme to allow learners to progress at their own rate. Should a learner not achieve the required standard for a task, further teaching and learning should take place for before an additional opportunity to complete a task successfully is organised.

At this level learners will require much supported practice in order to ensure that they are sufficiently competent to meet the requirements of the mark scheme.

5.2 Initial Assessment and Induction

An initial assessment of each learner should be made before the start of their programme to identify:

- their current ICT skills and areas for development
- any ICT/units they may have completed previously
- the Functional Skills levels they should work towards

We recommend that centres provide an induction programme so the learner fully understands the requirements of the Functional Skills qualification(s) they work towards, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

5.3 Features of assessment

Gateway Qualifications Functional Skills in ICT at Entry level comprise of externally set papers that are internally assessed, internally quality assured and externally quality assured.

5.4 Guidelines for assessment

All tasks are written to differentiate between levels in line with national standards.

Good practice has highlighted the importance of feedback for the learner. Feedback should focus on the learner's achievements as well as guidance on how to improve skills required in a task response.

5.5 Storing the component tasks

Assessment papers must be kept secure and should not be used as part of the teaching and learning process.

5.6 Assessment taking – Controlled Conditions

All assessments must be taken under controlled conditions. This means that the learner must be supervised at all times during the assessment.

Learners must be provided with a suitably quiet, undisturbed location, with adequate heating and lighting. The accommodation normally used by learners may be used for assessment. There is no need to remove posters, displays or materials containing information relevant to what is being assessed. However, materials should not provide a prepared answer to the task.

If the assessment takes place over more than one session, learners' materials must be collected in at the end of each session, stored securely and handed back at the beginning of the next session. The completed assessment record sheets and assessment evidence must be retained at the end of the controlled assessment for verification purposes.

Learners with agreed particular requirements, in relation to their mode of learning or assessment, can have their usual support, unless this compromises the outcome of the assessment. Those providing assistance should refer to appropriate access regulations detailed in the specification.

Assessors may read/explain the rubrics on the tasks but not the texts or questions. Assessors must not interpret the words for learners.

Before learners begin the controlled assessment tasks, tutors should help learners become familiar with the various words and phrases used on the paper. At Entry 1 and Entry 2, tutors may help learners to print out and save their work as printing and saving are not skills being assessed. At Entry 3, tutors may advise learners at the start of the assessment of the importance of following the instructions on printing and saving their work; however, the learner must complete these tasks independently as they are part of the assessment itself at Entry 3.

Centres will need to retain samples of learners' work as part of their internal quality management process.

Centres may adapt the scenario used in an assessment paper, adjusting the contextual detail in the tasks and supporting files as required. For example, a centre might decide that creating a flyer for a farm open day was not appropriate for their learners and change the context to producing a flyer for an open day at a local nursery; this would mean altering the text and images in the supporting data file. Where centres adapt a paper, they must use the mark scheme provided by Gateway Qualifications.

5.7 Authentication

Learners' work must be authenticated by the centre.

5.8 Re-sitting an Assessment

Learners may re-sit. There is no minimum time between assessment attempts; although where learners have been unsuccessful in a particular area they will need adequate opportunity for further practice in the relevant skill.

Learners are **not** allowed to make another attempt at the same assessment paper.

5.9 Access to qualifications for learners with disabilities or specific needs

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Details on how to make adjustments for learners is set out in the Gateway Qualifications Reasonable Adjustment and Special Considerations Policy.

In completing assessment leading to Functional Skills ICT qualifications, candidates can have access to all forms of equipment and software that constitute their normal way of working, provided that these do not affect the reliability or validity of assessment outcomes or give a candidate an assessment advantage over other candidates undertaking the same or similar assessments.

The table below indicates the permitted range of adjustments that might be considered.

Access Arrangement	Permitted?
Additional time	Yes
Human reader	Yes
Computer/screen reader (assistive technology)	Yes
Oral Language Modifier	Yes
Sign Language Interpreter	Yes
Voice recognition technology (assistive technology)	Yes
Transcript	Yes
Practical assistant	Yes A practical assistant may switch on the computer and insert a USB memory stick at the candidate's instruction but must not perform any skill for which marks will be credited.
Modified materials (including Braille)	Yes
External device to load personal settings	Yes Permitted as a reasonable adjustment provided that this does not compromise the assessment or give the candidate any advantage not available to other candidates.

5.10 Additional Requirements/Guidance

There are no additional rules or guidance regarding learner entry requirements.

5.11 Recruiting Learners with Integrity

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification(s).

6 Quality Assurance

6.1 Centre Staffing Requirements

Tutors/Assessors delivering the Gateway Qualifications Functional Skills qualifications must hold a recognised teaching qualification or be occupationally competent in ICT or achieved the qualification themselves at Level 2.

Internal Quality Assurers in addition to being Functional Skills Tutors/Assessors will need to hold a recognised internal quality assurance/verification qualification or be working towards one.

Please refer to the Functional Skills Centre Handbook for further information.

6.2 Internal Quality Assurance

Internal quality assurance is the process through which internal assessment is monitored by the centre, through sampling and evaluating its assessment practice, to make sure that it meets required standards and through which adjustments to results can be made where required to ensure consistency and fairness.

It involves two key processes – monitoring assessment practice and standardising assessment judgements – and is carried out by one or more Internal Quality Assurer.

Centres will need to develop a suitable quality assurance strategy which will depend on the size and extent of the qualifications delivered. Centres will need to set out their internal quality assurance systems within a plan. It is advisable to schedule internal quality assurance when the qualification delivery is being planned.

Please refer to the Functional Skills Centre Handbook for further information.

6.3 Standards Verification

As part of the quality assurance process, centres are subject to standards verification during course delivery. A Functional Skills standards verifier will be allocated to your centre who will then contact you to arrange a suitable time to visit. The standards verifier is responsible for the standards verification of internally marked Functional Skills assessments and ensuring that your internal quality assurance systems meet the key quality standards set out by Gateway Qualifications.

Centre will be required to notify Gateway Qualifications of times and dates and cohort details of when assessments are due to take place. Gateway Qualifications will either undertake a scheduled or unannounced visit.

Centres must make learner assessments available for observation. Failing to provide access to learner assessments may result in the cancellation of the visit which could then delay certification claims.

Please refer to the Functional Skills Centre Handbook for further information.

7 What to do next

For existing centres please contact your named Development Manager or Development Officer.

For organisations, not yet registered as Gateway Qualifications centre please contact:

Gateway Qualifications
Gateway House
3 Tollgate Business Park
Colchester
CO3 8AB

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

8 Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).

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