



**Qualification Specification**

**Functional Skills in Information  
Communication Technology (ICT)**

**Levels 1 and 2**

**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 Level 1	601/7864/4
Gateway Qualifications Functional Skills Qualification in in Information Communication Technology (ICT) at Level 2	601/7865/6

### 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 a Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: [enquiries@gatewayqualifications.org.uk](mailto: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 Levels 1 and 2 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 objective of the Functional Skills in ICT at levels 1 and 2 qualifications are to develop learner understanding and skills in: using ICT, finding and selecting information and developing, presenting and communicating information.

#### **Level 1:**

#### **Using ICT**

Identify the ICT requirements of a straightforward task.

Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context.

Manage information storage.

Follow and demonstrate understanding of the need for safety and security practices.

#### **Finding and selecting information**

Use search techniques to locate and select relevant information.

Select information from a variety of ICT sources for a straightforward task.

#### **Developing presenting and communicating information**

Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks.

Use appropriate software to meet requirements of straightforward data-handling tasks.

Use communications software to meet requirements of a straightforward task.

Combine information within a publication for a familiar audience and purpose.

Evaluate own use of ICT tools.

## **Level 2**

### **Using ICT**

Plan solutions to complex tasks by analysing the necessary stages.

Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts.

Manage information storage to enable efficient retrieval.

### **Finding and selecting information**

Use appropriate search techniques to locate and select relevant information.

Select information from a variety of sources to meet requirements of a complex task.

### **Developing presenting and communicating information**

Enter, develop and refine information using appropriate software to meet requirements of a complex task.

Use appropriate software to meet the requirements of a complex data-handling task

Use communications software to meet requirements of a complex task

Combine and present information in ways that are fit for purpose and audience

Evaluate the selection, use and effectiveness of ICT tools and facilities used to present 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 Level 1	54	45
Gateway Qualifications Functional Skills Qualification in Information and Communication Technology (ICT) at Level 2	54	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 Funding

For information regarding potential sources of funding please visit the following websites;

The Education Funding Agency <http://www.gov.uk/efa>  
 The Skills Funding Agency <https://www.gov.uk/sfa>

## 1.6 Geographical Coverage

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

## 1.7 Progression Opportunities

Learners could progress from these qualifications to a GCSE in Information and Communication Technology (ICT), Level 2 or 3 qualifications for IT Users (ITQ) or other related qualifications.

### **1.8 Links with other qualifications**

Functional Skills in ICT at Entry Level 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.

### **1.9 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 Level 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.

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
<b>Using ICT</b>  1. Identify the ICT requirements of a straightforward task.	a) Use ICT to plan and organise work.	20-30%
<b>Using ICT</b>  2. Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context.	a) Select and use software applications to meet needs and solve straightforward problems;  b) Select and use interface features effectively to meet needs;  c) Adjust system settings as appropriate to individual needs.	
<b>Using ICT</b>  3. Manage information storage.	a) Work with files, folders and other media to access, organise, store, label and retrieve information.	

Skill standards	Coverage and range	Assessment weighting
<b>Using ICT</b>  4. Follow and demonstrate understanding of the need for safety and security practices.	a) Demonstrate how to create, use and maintain secure passwords;  b) Demonstrate how to minimise the risk of computer viruses.	20-30%
<b>Finding and selecting information</b>  5. Use search techniques to locate and select relevant information.	a) Use of search engines to (answer) queries.	10-20%
<b>Finding and selecting information</b>  6. Select information from a variety of ICT sources for a straightforward task.	a) Recognise and take account of currency, relevance, bias and copyright when selecting and using information.	
<b>Developing, presenting and communicating information</b>  7. Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks.	a) Apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content.	50-70%
<b>Developing, presenting and communicating information</b>  8. Use appropriate software to meet requirements of straightforward data-handling tasks.	a) Process numerical data;  b) Display numerical data in a graphical format;  c) Use field names and data types to organise information;  d) Enter, search, sort and edit records.	

Skill standards	Coverage and range	Assessment weighting
<b>Developing, presenting and communicating information</b>  9. Use communications software to meet requirements of a straightforward task.	a) Read, send and receive electronic messages with attachments;  b) Demonstrate understanding of the need to stay safe and to respect others when using ICT-based communication.	50-70%
<b>Developing, presenting and communicating information</b>  10. Combine information within a publication for a familiar audience and purpose.	a) Print and view on screen;  b) Check for accuracy and meaning.	
<b>Developing, presenting and communicating information</b>  11. Evaluate own use of ICT tools.	a) At each stage of the task and at the task's completion.	

**Assessment Structure Level 1**

<b>Method of assessment</b>	Externally set and externally marked
<b>Assessment time</b>	2 hours
<b>Assessment overview</b>	Learners are required to complete a number of ICT tasks relating to a single, extended scenario. They will be provided with a task sheet and a range of accompanying data files; they will need to input, extract, manipulate and/or interpret information from these files.
<b>Total Marks</b>	50
<b>Availability of Assessment papers</b>	On demand
<b>Additional information</b>	Access to the internet and an email account is required for some tasks. For the remainder, internet access is not permitted. There is clear guidance on this within the assessment paper and the guidance for assessors.

## Gateway Qualifications Functional Skills qualification in Information Communication Technology (ICT) at Level 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
<b>Using ICT</b>  1. Plan solutions to complex tasks by analysing the necessary stages.	a) Use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches.	20-30%
<b>Using ICT</b>  2. Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts.	a) Select and use software applications to meet needs and solve complex problems;  b) Select and use a range of interface features and system facilities effectively to meet needs;  c) Select and adjust system settings as appropriate to individual needs;  d) Respond to ICT problems and take appropriate action;  e) Understand the danger of computer viruses and how to minimise risk.	

Skill standards	Coverage and range	Assessment weighting
<b>Using ICT</b>  3. Manage information storage to enable efficient retrieval.	a) Manage files, folders and other media storage to enable efficient information retrieval.	
<b>Finding and selecting information</b>  4. Use appropriate search techniques to locate and select relevant information.	a) Search engines, queries and AND/NOT/OR, >, <, >=, <=, contains, begins with, use of wild cards.	10-20%
<b>Finding and selecting information</b>  5. Select information from a variety of sources to meet requirements of a complex task.	a) Recognise and take account of copyright and other constraints on the use of information;  b) Evaluate fitness for purpose of information.	
<b>Developing, presenting and communicating information</b>  6. Enter, develop and refine information using appropriate software to meet the requirements of a complex task.	b) Apply a range of editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content.	

Skill standards	Coverage and range	Assessment weighting
<b>Developing, presenting and communicating information</b>  7. Use appropriate software to meet the requirements of a complex data-handling task.	a) Process and analyse numerical data; b) Display numerical data in appropriate graphical format; c) Use appropriate field names and data types to organise information; d) Analyse and draw conclusions from a data set by searching, sorting and editing records.	50-70%
<b>Developing, presenting and communicating information</b>  8. Use communications software to meet requirements of a complex task.	a) Organise electronic messages, attachments and contacts; b) Use collaborative tools appropriately; c) Understand the need to stay safe and to respect others when using ICT-based communication.	
<b>Developing, presenting and communicating information</b>  9. Combine and present information in ways that are fit for purpose and audience.	a) Organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate.	
<b>Developing, presenting and communicating information</b>  10. Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information.	a) At each stage of a task and at the task's completion.	

**Assessment Structure Level 2**

<b>Method of assessment</b>	Externally set and externally marked
<b>Assessment time</b>	2 hours and 30 minutes
<b>Assessment overview</b>	Learners are required to complete a number of complex ICT tasks relating to a single, extended scenario. They will be provided with a task sheet and a range of accompanying data files; they will need to input, extract, manipulate and/or interpret information from these files.
<b>Marks</b>	50
<b>Availability of Assessment Papers</b>	On demand
<b>Additional information</b>	Access to the internet and an email account is required for some tasks. For the remainder, internet access is not permitted. There is clear guidance on this within the assessment paper and the guidance for assessors. .

## 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

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 an assessment, further teaching and learning should take place for before an additional opportunity to complete a task successfully is organised.

### 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 qualifications/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 level 1 and 2 comprise externally set and externally marked assessment papers.

When resitting an assessment paper, learners must take a different paper to the one originally completed.

## 5.4 Guidelines for assessment

Assessment for learning is important throughout a Functional Skills course. In particular, learners should be offered feedback on their achievements and guidance on how to improve their skills.

## 5.5 Security of Assessments

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

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

## 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.

Learners with 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.

## 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 in Mathematics qualifications, candidates can have access to all forms of equipment, software and assistance (e.g. scribe, reader) that constitute their normal way of working. However, these must not affect the reliability or validity of assessment outcomes or give the 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
Human scribe	No
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.

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 a Gateway Qualifications centre please contact:

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

Tel: 01206 911211

Email: [enquiries@gatewayqualifications.org.uk](mailto: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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