Pearson Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Level 1

Pearson Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Level 2

Specification

Edexcel Levels 1 and 2

For first teaching September 2010

Issue 3

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

Summary of specification Issue 3 changes for:

Pearson Edexcel Functional Skills qualifications in Information and Communication Technology (ICT) at Level 1 and Level 2

Summary of changes made between previous Issue 2 and this current Issue 3	Page number
All references to NQF have been removed throughout the specification	Throughout
Definition of TQT added	2
TQT value added	2
Guided learning definition updated	20

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Qualification titles covered by this specification

Pearson Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Level 1

Pearson Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Level 2

Qualification purpose

Functional Skills Information and Communication Technology (ICT) qualifications are designed to give learners the skills to operate confidently, effectively and independently in education, work and everyday life. They have been created in response to employers' perceptions that many learners are not achieving a sufficiently firm grounding in the basics.

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Centres should use the Qualification Number (QN) when they seek public funding for their learners.

These qualification titles and codes will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

The QNs for the qualifications in this publication are:

| Pearson Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Level 1 | 500/9468/3 |
| Pearson Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Level 2 | 500/9827/5 |

Qualification objectives

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

* **using ICT**
* **finding and selecting information**
* **developing, presenting and communicating information.**

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

The Total Qualification Time (TQT) for the Functional Skills qualification in Information and Communication Technology (ICT) at Level 1 is 50.

The Guided Learning Hours (GLH) for the Functional Skills qualification in Information and Communication Technology (ICT) at Level 1 is 45.

The Total Qualification Time (TQT) for the Functional Skills qualification in Information and Communication Technology (ICT) at Level 2 is 54.

The Guided Learning Hours (GLH) for the Functional Skills qualification in Information and Communication Technology (ICT) at Level 2 is 45.

Structure of qualifications

Pearson Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Level 1

Level 1:	
Externally assessed Availability: please see our website for details First assessment: November 2010	**100% of the total qualification**
Overview of content Using ICT Finding and selecting information Developing, presenting and communicating information	
Assessment description A 2 hour test paper set and marked by Pearson Learners will be required to prepare a task using ICT systems (and appropriate resources) and submit this to Pearson The total number of marks available is 50 The component assesses all required functional skills ICT standards	

Pearson Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Level 2

Level 2:	
Externally assessed Availability: Please see our website for details First assessment: November 2010	**100% of the total qualification**
Overview of content	
Using ICT Finding and selecting information Developing, presenting and communicating information	
Assessment description	
A 2 hour test paper set and marked by Pearson Learners will be required to prepare a task using ICT systems (and appropriate resources) and submit this to Pearson The total number of marks available is 50 The component assesses all required functional skills ICT standards	

Pearson Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Level 1

Level: **1**

Guided learning hours: **45**

Skill 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.

At each level, 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	
Using ICT			
1	identify the ICT requirements of a straightforward task	1.1	use ICT to plan and organise work
2	interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	2.1	select and use software applications to meet needs and solve straightforward problems
		2.2	select and use interface features effectively to meet needs
		2.3	adjust system settings as appropriate to individual needs
3	manage information storage	3.1	work with files, folders and other media to access, organise, store, label and retrieve information
4	follow and demonstrate understanding of the need for safety and security practices	4.1	demonstrate how to create, use and maintain secure passwords
		4.2	demonstrate how to minimise the risk of computer viruses

Skill standards	Coverage and range
Finding and selecting information	
5 use search techniques to locate and select relevant information	5.1 search engines, queries
6 select information from a variety of ICT sources for a straightforward task	6.1 recognise and take account of currency, relevance, bias and copyright when selecting and using information
Developing, presenting and communicating information	
7 enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	7.1 apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content
8 use appropriate software to meet requirements of straightforward data-handling task	8.1 process numerical data 8.2 display numerical data in a graphical format 8.3 use field names and data types to organise information 8.4 enter, search, sort and edit records
9 use communications software to meet requirements of a straightforward task	9.1 read, send and receive electronic messages with attachments 9.2 demonstrate understanding of the need to stay safe and to respect others when using ICT-based communication
10 combine information within a publication for a familiar audience and purpose	10.1 for print and for viewing on screen 10.2 check for accuracy and meaning
11 evaluate own use of ICT tools	11.1 at each stage of a task and at the task's completion

Assessment structure level 1

Assessment	One externally assessed assessment.
Tasks	Two sections in each assessment.
	Section A involves using the internet to find and select information.
	Section B involves working with numbers, creating a digital product and using communication tools.
	Each assessment has a theme.
Assessment-taking time	2 hours.
Marks	50 marks in total.
Assessment availability	Two series-based assessment opportunities each year. The test will be available within a five-day window.
	The test is also available on-demand by arrangement with Pearson.
Assessment preparation	The data files needed for the activities will be provided to centres securely before the test. Separate guidance will be provided on how to prepare the data files before the test.
	Centres will be required to prepare a separate user area for each learner so that they can save their work safely and securely as they progress during the test.
	Learners will need open access to the internet in Section A of the assessment. Internet is not allowed in Section B. Learners are advised to spend 15 minutes on Section A and 1 hour and 45 minutes on Section B. Centres must ensure that learners do not have access to the internet when completing activities in Section B. Learners will also need access to an email package. They do not need to be able to send emails.
	Learners will be required to provide printouts during the assessment. Centres must ensure that appropriate printing facilities are available and accessible during the assessment.
Sampling of coverage and range	The following coverage and range statements will be sampled in assessment. All other coverage and range will be assessed.
	Skills standard 2 – two out of three coverage and range statements assessed
	Skills standard 4 – one out of two coverage and range statements assessed.

Pearson Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Level 2

Level: 2

Guided learning hours: 45

Skill 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.

At each level, 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	
Using ICT			
1	plan solutions to complex tasks by analysing the necessary stages	1.1	use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches
2	select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	2.1	select and use software applications to meet needs and solve complex problems
		2.2	select and use a range of interface features and system facilities effectively to meet needs
		2.3	select and adjust system settings as appropriate to individual needs
		2.4	respond to ICT problems and take appropriate action
		2.5	understand the danger of computer viruses and how to minimise risk

Skill standards		Coverage and range	
Using ICT			
3	manage information storage to enable efficient retrieval	3.1	manage files, folders and other media storage to enable efficient information retrieval
Finding and selecting information			
4	use appropriate search techniques to locate and select relevant information	4.1	search engines, queries and AND/NOT/OR, >,<,>=,<=, contains, begins with, use of wild cards
5	select information from a variety of sources to meet requirements of a complex task	5.1	recognise and take account of copyright and other constraints on the use of information
		5.2	evaluate fitness for purpose of information
Developing, presenting and communicating information			
6	enter, develop and refine information using appropriate software to meet requirements of a complex task	6.1	apply a range of editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numerical data, charts, graphs or other digital content
7	use appropriate software to meet the requirements of a complex data-handling task	7.1	process and analyse numerical data
		7.2	display numerical data in appropriate graphical format
		7.3	use appropriate field names and data types to organise information
		7.4	analyse and draw conclusions from a data set by searching, sorting and editing records
8	use communications software to meet requirements of a complex task	8.1	organise electronic messages, attachments and contacts
		8.2	use collaborative tools appropriately
		8.3	understand the need to stay safe and to respect others when using ICT-based communication

Skill standards		Coverage and range	
Developing, presenting and communicating information			
9	combine and present information in ways that are fit for purpose and audience	9.1	organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate
		9.2	work accurately and check accuracy, using software facilities where appropriate
10	evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	10.1	at each stage of a task and at the task's completion

Assessment structure level 2

Assessment	One externally assessed assessment.
Tasks	Two sections in each assessment.
	Section A involves using the internet to find and select information.
	Section B involves working with numbers, creating a digital product, using communication tools and organising work.
	Each assessment has a theme.
Assessment-taking time	2 hours.
Marks	50 marks in total.
Assessment availability	Two series-based assessment opportunities each year. The test will be available within a five-day window.
	The test is also available on-demand by arrangement with Pearson.
Assessment preparation	The data files needed for the activities will be provided to centres securely before the test. Separate guidance will be provided on how to prepare the data files before the test.
	Centres will be required to prepare a separate user area for each learner so that they can save their work safely and securely as they progress during the test.
	Learners will need open access to the internet in Section A of the assessment. Internet is not allowed in Section B. Learners are advised to spend 15 minutes on Section A and 1 hour and 45 minutes on Section B. Centres must ensure that learners do not have access to the internet when completing activities in Section B. Learners will also need access to an email package. They do not need to be able to send emails.
	Learners will be required to provide printouts during the assessment. Centres must ensure that appropriate printing facilities are available and accessible during the assessment.
Sampling of coverage and range	The following coverage and range statements will be sampled in assessment. All other coverage and range will be assessed.
	Skills standard 2 – three out of five coverage and range statements assessed.
	Skills standard 8 – two out of three coverage and range statements assessed.

Assessment

Assessment summary

Pearson Edexcel Functional Skills qualifications in Information and Communication Technology (ICT) at Levels 1 and 2 are externally assessed through a 2 hour test paper.

Learners will be required to carry out a number of tasks using ICT systems (and appropriate resources) which is submitted to Pearson.

The total number of marks available is 50.

Assessment opportunities

There will be two assessment windows each year. The test is also available on-demand by arrangement with Pearson. Please see our website for further details.

Security arrangements

Assessment is available within a five-day window. The following requirements must be adhered to.

- The dates of the window will be published by Pearson.

- Test sittings must be scheduled to minimise the possibility of learners colluding.

- Centres must produce a schedule showing the date and time of each test session to be held in the window. This schedule must be submitted in writing to Pearson's Compliance of Quality Services Department.

- Learners must only have access to files required for the test.

- During the test, learners are permitted internet access in Section A but must not access the internet in Section B.

- Each paper must be collected in, accounted for and held securely until the end of the window.

- Learners may only sit the test once in each window.

- Teaching of the subject should be suspended for the duration of the window.

- Learners must sign a declaration when they sit the test to confirm they understand they are not allowed to discuss the contents of the test until the end of the window.

Access arrangements and special requirements

Pearson's policy on access arrangements and special consideration aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.

Please read the, from the Functional Skills Standards, below. Please also see our website for:

- how to request for access arrangements and special consideration

- deadlines for submission of the forms.

Requests for access arrangements and special consideration must be addressed to:

Special Requirements
Pearson
One90 High Holborn
London WC1V 7BH

Inclusion information for Information and Communication Technology

Centres may request access for learners to all forms of equipment, software and practical assistance, such as a reader or a scribe, that reflect their normal way of working, provided that these do not affect the reliability or validity of assessment outcomes or give the learner an assessment advantage over other learners undertaking the same or similar assessments.

The following access arrangements may be requested.

- Extra time.

- Reader/screen reader.

- Oral language modifier.

- Sign language interpreter.

- Scribe.

- Word processor.

- Transcript.

- Practical assistant. A practical assistant may switch on the computer and insert a disk at the learner's instruction but must not perform any skill for which marks will be credited. A practical assistant may be used in written examinations.

- Modified question papers (including Braille).

- External device to load personal settings (permitted as a reasonable adjustment provided that this does not compromise the assessment or give the learner any advantage not available to other learners).

No arrangements for exemptions exist for functional skills in ICT.

Entry, awarding and reporting

Learner entry

Details of learner entry requirements, and the number of assessment opportunities, can be found in our *UK Information Manual*, which is sent to all examinations officers. Our Information Manual is updated regularly and can be found on our website.

Awarding and reporting

The awarding and certification of this qualification will comply with the requirements of the Office of the Qualifications and Examinations Regulator (Ofqual). The qualification will be awarded as a pass or fail. The result for a learner who fails to reach the minimum standard for a pass to be awarded will be recorded as U (unclassified) and will not be certificated.

Qualification results

These qualifications are assessed as pass or fail. They are not graded. Learners must pass the component test to be awarded a qualification pass.

Cash-in code

Level 1	Series based	On-demand
Cash-in code	FST01	ICT01

Level 2	Series based	On-demand
Cash-in code	FST02	ICT02

Resitting

If learners fail a qualification they may resit the failed component/s of assessment.

Language of assessment

Assessment of this qualification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations and Assessments* document on the JCQ website (www.jcq.org.uk).

Learner recruitment

Pearson's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all learners.

Progression

Learners could progress from these qualifications to:

- GCSE in Information and Communication Technology (ICT)
- BTEC Level 2 or 3 qualifications for IT Users (ITQ)
- Level 2 qualifications in Digital Applications for IT Users DIDA
- other related qualifications.

Annexe A

Codes

Type of code	Use of code	Code number
Qualification Number (QN)	Each qualification title is allocated a Qualification Number (QN). This is the code to be used for all qualification funding purposes. The Ofqual QN is the number that will appear on the learner's final certification documentation.	The QNs for the qualifications in this publication are: Level 1 – 500/9468/3 Level 2 – 500/9827/5
Cash-in codes	The cash-in code is used as an entry code to aggregate the learner's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering learners for their qualification.	Level 1 – FST01 series based Level 1 – ICT01 on-demand Level 2 – FST02 series based Level 2 – ICT02 on-demand
Entry codes	The entry codes are used to: • enter a learner for the assessment of a qualification/component • aggregate the learner's unit scores to obtain the overall grade for the qualification.	Please refer to our *UK Information Manual*, available on our website.

Annexe B

Glossary of qualification format terms

All Pearson Edexcel Functional Skills qualifications have a standard format. The format is designed to give the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each qualification has the following sections.

Qualification title

This is the formal title of the qualification that will appear on the learner's certificate.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

GLH

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Cash-in code

This is the Pearson code required to claim certification for the whole qualification after completion of all components.

Skill standard and coverage and range

The skill standard of a qualification sets out the functional skills that learners are expected to achieve as the result of a process of learning.

Coverage and range

The coverage and range specifies the scope of the application of a skill standard. The skill standard and coverage and range articulate the learning achievement which will be awarded at the level assigned to the qualification.

Assessment structure

This includes details of the component/s of assessment and the key features of each component.