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

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

Pearson Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Entry 3

Specification

Levels Entry 1, Entry 2 and Entry 3

For first teaching September 2010

Issue 4

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 4. 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 Pearson Edexcel Entry Level Functional Skills qualifications in ICT specification Issue 4 changes

Summary of changes made between previous issue and this current issue	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	24

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 Entry 1

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

Pearson Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Entry 3

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.

These qualification titles and codes will appear on learners' certificate. 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 Entry 1	500/9112/8
Pearson Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Entry 2	500/9104/9
Pearson Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Entry 3	500/8500/1

Qualification objectives

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

- **Using ICT**
- **Finding and selecting information**
- **Developing, presenting and communication information.**

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specify a total number of hours that it 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 each Functional Skills qualification in Information and Communication Technology (ICT) at Entry 1, Entry 2 and Entry 3 is 47 hours.

The Guided Learning Hours (GLH) for each Functional Skills qualification in Information and Communication Technology (ICT) at Entry 1, Entry 2 and Entry 3 is 45 hours.

Structure of qualifications

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

Level 1:	
Internally assessed Availability of tasks: on demand Certification opportunities: please see the our website	**100% of the total qualification**
Overview of content Using ICT Finding and selecting information Developing, presenting and communicating information	
Overview of assessment Three tasks will be available within each academic year. Tasks will be replaced annually The assessor may amend the context to make it more appropriate to the learner The total number of marks available is 10 The assessment task can be carried out in more than one sitting providing that assessment does not exceed two hours. Learners are allowed to complete a question, and proceed to the next question at a different time	

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

Entry 2	
Internally assessed Availability of tasks: on demand Certification opportunities: please see the our website	**100% of the total qualification**
Overview of content Using ICT Finding and selecting information Developing, presenting and communicating information	
Overview of assessment Three tasks will be available within each academic year. Tasks will be replaced annually The assessor may amend the context to make it more appropriate to the learner The total number of marks available is 20 The assessment task can be carried out in more than one sitting providing that assessment does not exceed two hours. Learners are allowed to complete a question, and proceed to the next question at a different time	

Pearson Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Entry 3

Entry 3	
Internally assessed Availability of tasks: on demand Certification opportunities: please see the our website	**100% of the total qualification**
Overview of content Using ICT Finding and selecting information Developing, presenting and communicating information	
Overview of assessment Three tasks will be available within each academic year. Tasks will be replaced annually The assessor may amend the context to make it more appropriate to the learner The total number of marks available is 40 The assessment task can be carried out in more than one sitting providing that the assessment does not exceed two hours. Learners are allowed to complete a question, and proceed to the next question at a different time	

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

Level: **Entry 1**

Guided learning hours: **45**

Skill standards and coverage and range

In order 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	interact with ICT for a given purpose	1.1	recognise and use interface features
2	follow recommended safe practices	2.1	minimise the physical stress of seating, lighting and hazards
		2.2	keep access information secure by using password
Finding and selecting information			
3	find given information from an ICT-based source	3.1	text message, voicemail and on-screen information
Developing, presenting and communicating information			
4	enter and edit single items of information	4.1	identify and correct simple errors
		4.2	label an image
5	use ICT-based communication	5.1	receive and open electronic messages

Assessment structure Entry Level 1

Assessment	One externally assessed assessment.
Assessment-taking time	Minimum 1 hour. Maximum 2 hours. The time can be spread over a number of sessions, provided centres retain assessment materials securely.
Marks	10 marks in total.
Assessment availability	On demand. Pearson will provide three assessment papers (including assessment materials) each academic year, which tutors can access from our website at the start of each academic year.
Assessment preparation	The assessment paper will contain a context or purpose, which is adaptable to meet learners' needs. The tutor may amend the context or purpose, to make it more appropriate to the learner, whilst maintaining the level of assessment. The tutor may amend the assessment materials to reflect the context or purpose. Questions may be re-phrased to take account of learner needs.

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

Level: **Entry 2**

Guided learning hours: **45**

Skill standards and coverage and range

In order 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 interact with ICT for a purpose	1.1 use computer hardware 1.2 use software applications for a purpose 1.3 recognise and use interface features
2 follow recommended safe practices	2.1 minimise physical stress 2.2 keep access information secure by using password 2.3 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	4.1 use simple search facilities

Skill standards		Coverage and range	
Developing, presenting and communicating information			
5	enter and edit information for a simple given purpose	5.1	use simple editing and formatting techniques
6	bring together two given types of information	6.1	for print and viewing on-screen
		6.2	identify and correct simple errors
7	use ICT-based communication	7.1	read, send and receive electronic messages

Assessment structure Entry Level 2

Assessment	One internally assessed assessment
Assessment-taking time	Minimum 1 hour. Maximum 2 hours. The time can be spread over a number of sessions, provided centres retain assessment materials securely.
Marks	20 marks in total.
Assessment availability	On demand. Pearson will provide three assessment papers (including assessment materials) each academic year, which tutors can access from our website at the start of each academic year.
Assessment preparation	The assessment paper will contain a context or purpose, which is adaptable to meet learners' needs. The tutor may amend the context or purpose, to make it more appropriate to the learner, whilst maintaining the level of assessment. The tutor may amend the assessment materials to reflect the context or purpose. Questions may be re-phrased to take account of learner needs.

Pearson Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Entry 3

Level: **Entry 3**

Guided learning hours: **45**

Skill standards and coverage and range

In order 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	interact with and use ICT systems to meet given needs	1.1	use correct procedures to start and shutdown and ICT system
		1.2	use input and output devices
		1.3	use software applications to meet needs and solve given problems
		1.4	recognise and use interface features
		1.5	change simple software settings
2	store information	2.1	open and save files
		2.2	know how to insert and remove media
3	follow safety and security practices	3.1	use and change passwords
		3.2	minimise physical stress
Finding and selecting information			
4	use simple searches to find information	4.1	search stored information
		4.2	search web-based sources of information
5	select relevant information that matches requirements of given task		

Skill standards	Coverage and range
Developing, presenting and communicating information	
6 enter and develop different types of information to meet given needs	6.1 enter, edit and format information, including text, graphics, numbers or other digital content, to achieve the required outcome
	6.2 insert and position graphics or other digital content to achieve a purpose
	6.3 process numbers to meet need
7 bring together different types of information	7.1 for print and viewing on-screen
	7.2 check for accuracy and meaning
	7.3 check suitability of information
8 use ICT-based communication	8.1 read, send and receive electronic messages
	8.2 use contacts
	8.3 understand the need to stay safe and to respect others when using ICT-based communication

Assessment structure Entry Level 3

Assessment	One externally assessed assessment.
Assessment-taking time	Minimum 1 hour. Maximum 2 hours. The time can be spread over a number of sessions, provided centres retain assessment materials securely.
Marks	40 marks in total.
Assessment availability	On demand. Pearson will provide three assessment papers (including assessment materials) each academic year, which tutors can access from our website at the start of each academic year.
Assessment preparation	The assessment paper will contain a context or purpose, which is adaptable to meet learners' needs. The tutor may amend the context or purpose, to make it more appropriate to the learner, whilst maintaining the level of assessment. The tutor may amend the assessment materials to reflect the context or purpose. Questions may be re-phrased to take account of learner needs.

Assessment

Assessment at entry level should take place when the learner is ready – i.e. practical activities and practice might take place many times until the tutor deems that the learner is capable of completing a task satisfactorily, and is ready to be assessed. Therefore sufficient time should be built into the teaching schedule to allow learners to progress at their own rate. Should a learner not achieve the required standard for a task then further teaching and learning needs to take place for at least two weeks before an additional opportunity to complete a task successfully is organised.

At this level learners will require supported teaching and learning to ensure that they are sufficiently competent to meet requirements.

Features of assessment

Pearson Edexcel Functional Skills in Information and Communication Technology at Entry Level qualifications comprise one compulsory component task that is internally assessed, internally verified and externally verified.

The main stages involved in assessment include:

- the learner responds to the component task under controlled conditions
- the assessor deciding whether or not the response is sufficient, valid, authentic and of the required standard
- the Lead Internal Verifier for the Pearson Edexcel Functional Skills at entry level managing the internal verification of assessment outcomes
- the assessor giving the learner feedback on the results of the assessment.

Guidelines for assessment

All component 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. A record of feedback is needed for the learner and for verification purposes. When resitting a task, learners must submit a different task to that originally completed.

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 and the amendments to the act) without compromising the assessment of skills, knowledge, understanding or competence.

Please read the **Inclusion arrangements**, 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 (ICT)

Centres may request that learners have access 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.

Storing the tasks

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

Controlled conditions

Task setting: medium control

A *medium level of control* means that Pearson will set three assessment tasks at each entry level. Learners complete one task at the level that they are studying. These tasks will be replaced each year.

When will the tasks be available?

The tasks will be made available for centres before the start of the academic year. These will be available for secure download from our website.

Each task will be valid for submission on any assessment window in the forthcoming year.

When should the task be made available to learners?

Learners should only be permitted access to the task at the point of assessment.

Task taking: high control

Preparation

Learners' preparation for a task should include the development of functional skill. Preparation may take place under informal supervision.

- **Authenticity control**: preparatory work may be completed under limited supervision.

- **Supervision**: an appropriate person should supervise the learner. It is acceptable to use an assessor/invigilator who the learner feels comfortable with and knows well.

- **Dynamic assessment**: artefacts, flashcards and media may be used in assessment, provided the learner produces an independent response to the task.

- **Feedback**: tutors may support learners through the preparation process.

- **Collaboration**: learners may collaborate in preparation but must provide an individual response to the task.

- **Resources**: learners should use the range of appropriate resources available to the centre. The same range of resources must be made available to all learners within a centre.

The controlled assessment

The completion of a task must be under controlled conditions. During the assessment the learner must be in direct sight of the supervisor at all times. Input such as clarification of requirements, reading the questions etc. is acceptable.

Learners must be provided with a suitably quiet, undisturbed location.

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 that which is being assessed. However, displays should not provide a prepared answer to the task questions. It is acceptable for the learner to draw on external sources (with the exception of direct help from the assessor) during the assessment period.

Controlled conditions

Learners will be able to complete a task only when supervised. If this 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 task response must be collected in and retained at the end of the controlled assessment.

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 on our website.

Learners can have access to:

- notes, which must be checked to ensure they do not include a pre-prepared response.

Learners **must not** have access to:

- a pre-prepared response.

Time

Centres should allow up to **two hours** for learners to complete the task.

This time may be distributed over one or more sessions at the centre's discretion.

Authentication

Learners' work must be authenticated by the centre.

Task marking: medium control

A *medium level of control* means that tutors/assessors mark the controlled assessment task using the mark scheme provided.

Pearson will conduct an annual review of the management of functional skills delivery and internal verification of assessment outcomes.

Pearson will sample the assessment outcomes through standards verification.

Quality assurance

Pearson monitors and supports centres in the effective operation of assessment and quality assurance. The methods which it uses to do this for entry level Functional Skills include:

- a requirement that all centres have a robust system of internal verification for entry level Functional Skills

- assessment sampling and verification, through requested samples of completed assessed learner work and associated documentation

- overarching review and assessment of a centre's strategy for assessing and quality assuring its entry level Functional Skills programmes.

Pearson Quality Assurance Handbook

Centres should refer to the *Handbook for Quality Assurance for Edexcel Entry Level Functional Skills*, issued annually, for detailed guidance.

Centres must make certification claims only when authorised by Edexcel and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance will be prevented from seeking certification for individual programmes or for all entry level Functional Skills programmes. Centres that do not comply with remedial action plans may have their facility to deliver qualifications removed.

Pearson's qualification specifications clearly set out the standard to be achieved by each learner in order to be awarded the qualification. Pearson operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers. It achieves this through the following activities.

Internal verification

Centres are required to have robust processes in place that ensure that each assessor's decisions are reviewed so that they are correctly interpreting and applying the standards set out in the specifications. Choice and application of an appropriate system is a matter for individual centres. Pearson fully supports the use of the centre's own quality assurance systems where this ensures robust internal standardisation. Centres should refer to the *Entry Level Functional Skills Quality Assurance Handbook* (updated annually).

External verification

Pearson will sample assessors' decisions using subject-specialist external verifiers. This process will follow the protocol as set out in the *Entry Level Functional Skills Quality Assurance Handbook* (updated annually).

The external verifier assigned to the centre will identify, through negotiation with the programme coordinator, the learners' work which will be subject to external verification sampling. Centres will be required to make available work which provides evidence for the assessment of the identified functional skill at the range of entry levels. The learner work **must** have been internally assessed, and for the learners' work submitted at least 50 per cent of the number of samples **must** have been internally verified.

Centres should refer to the *Entry Level Functional Skills Quality Assurance Handbook* (updated annually).

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

Learners must pass the task at the sub-level for which they are entered to be awarded a qualification pass.

Resitting

If learners fail a qualification they may resit the failed task. Learners must take a different task to that originally taken.

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).

Progression

Learners could progress from these qualifications to:

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

- Pearson BTEC Level 1 qualifications for IT users

- Pearson Level 1 qualifications in Digital Applications for IT users

- other related qualifications.

Annexe A

Codes

Type of code	Use of code	Code number
Qualifications numbers (QNs)	Each qualification title is allocated a Qualification Number (QN). This is the code to be used for all qualification funding purposes. The QN is the number that will appear on the learner's final certification documentation.	The QNs for the qualification in this publication are: Entry 1 – 500/9112/8 Entry 2 – 500/9104/9 Entry 3 – 500/8500/1
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 unit that will appear on the learner's certificate.

NQF 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.

Guided learning hours (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.