



## FUNCTIONAL SKILLS - ICT LEVEL 1 & LEVEL 2

### Qualification Specification

Functional Skills Qualification in Information & Communication Technology at Level 1:  
603/1567/2

Functional Skills Qualification in Information & Communication Technology at Level 2:  
603/1568/4

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## Contents

Centre Requirements .....	4
1.1 Introduction .....	4
1.2 What you can expect from FutureQuals Functional Skills Qualifications .....	5
1.3 Data Protection .....	6
1.4 Complaints .....	6
1.5 Enquiries .....	6
Qualification Information.....	7
2.1 Qualification Outline .....	7
2.2 Progression .....	8
2.3 Additional Information.....	8
2.4 Legal Considerations .....	8
Qualification Structure.....	9
3.1 Qualification Components .....	9
3.2 The Skills Standard .....	9
3.2 Functional ICT – Level 1 .....	9
3.4 Functional ICT – Level 2 .....	11
Registration and Certification .....	13
4.1 Functional Skills delivery model – XAMS® .....	13
4.2 Certification.....	13
Assessment and Moderation .....	14
5.1 Assessment Delivery: .....	14
5.3 Moderation .....	14
Support .....	15
6.1 Centre support and guidance .....	15
6.2 Learner support .....	15

## Section One

### Centre Requirements

#### 1.1 Introduction

##### **Introduction to FutureQuals**

FutureQuals is forward thinking, learner and customer-focused, and committed to delivering inspiring learning and skills.

##### **Our Values**

“We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence.”

##### **Our Vision**

“We envisage a place in which every learner realises their full potential.”

##### **Our Mission**

“To provide respected and valued qualifications and assessment to enable quality assured learning.”

FutureQuals is recognised to offer regulated qualifications by Ofqual in England, CCEA Regulation in Northern Ireland, the Scottish Qualifications Authority (SQA Accreditation) and Qualifications Wales to offer a comprehensive and diverse range of qualifications across a wide range of vocational areas, many of which are transferable across industries and sectors.

A full list of FutureQuals current qualifications can be accessed at [www.futurequals.com](http://www.futurequals.com).

We have developed a genuine understanding and insight into all types of educational organisations, which ensures that we are highly responsive to their needs. We offer a wide range of benefits and support for our learners, our approved centres, and their assessment and quality assurance teams.

FutureQuals offers a wide range of benefits and support for all of our educational products and services including:

- Vocational qualifications accredited by the UK regulators and recognised by employers, universities and professional bodies.
- 24/7 online management systems for the registration of learners, ensuring highly efficient services and access to assessment and results
- A diverse range of qualifications.
- A flexible approach to assessment.
- A network of professionals who examine and quality assure our regulated qualifications and assessments.
- Regular updates on new developments in education and training.
- Unrivalled customer service support and extensive guidance materials.

## Introduction to Qualification Specification

FutureQuals Functional Skills Qualifications are innovative skills-based qualifications in English, mathematics and information and communication technology (ICT), which support learners to operate effectively and confidently in education, employment and everyday life.

The qualifications have been developed at Level 1 and Level 2.

The qualifications are designed to complement diverse learning programmes by delivering applied knowledge, skills proficiency and genuine understanding in these important subjects; subjects which empower learners to meet their potential.

The programme of learning is based upon a set of "skill standards" in each subject and level, which are widely recognised as enabling skills; skills which have significant personal and educational benefits.

- They are rewarding to study and enjoyable to learn because they have a clear purpose and are relevant to your "real-life" and personal areas of interest
- They can help learners to better understand, manage and resolve "real-life" problems and challenging situations
- They provide learners with the tools to support their own endeavours, projects, goals and ambitions, ensuring that they can communicate well, utilise technology effectively, and use figures and data to underpin all of these activities.

The assessment is taken on-screen, only attempted when a learner feels ready, and presented as a series of "real-life" situations, which are completed over a limited duration.

This specification is a live document and, as such, will be updated when required. Centres will be informed via email when changes are made. It is the responsibility of the approved centre to ensure the most up to date version of the Approved Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

### 1.2 What you can expect from FutureQuals Functional Skills Qualifications

- High quality, valid and reliable assessment materials including sample assessment and resources and guidance materials
- Dedicated Functional Skills web pages
- Accessible and engaging on-screen assessment
- On-demand assessment
- Fast results
- Up-to-date information and advice and support from a well informed and experienced customer support team.

### 1.3 Data Protection

FutureQuals is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

### 1.4 Complaints

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

There may be times, however, when our centres do not feel we have met these needs. In these cases, centres may follow the complaints process as detailed in our Complaints Policy which can be found in the FutureQuals Centre Operations Manual. FutureQuals will attempt to resolve all complaints within the published timescales, and will record and review all complaints as part of our customer service commitment.

### 1.5 Enquiries

Any enquires relating to this qualification should be addressed to:

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Fax: 01530 836668

E-mail: [qualifications@futurequals.com](mailto:qualifications@futurequals.com)

Website: [www.futurequals.com](http://www.futurequals.com)

## Section Two

### Qualification Information

#### 2.1 Qualification Outline

##### What are Functional Skills Qualifications?

Functional Skills Qualifications are available across three subjects (Functional English; Functional mathematics; and Functional ICT) and two levels (Level 1 and Level 2).

The FutureQuals Functional Skills Qualifications are designed to bring real-life into the learning environment. The qualifications and their assessments explore interesting topics, immerse learners in authentic scenarios, and deliver transferable knowledge, skills and understanding relevant to everyday life.

The assessments are carefully constructed to be appropriate to assessing learning and skills acquisition at each level, and to measuring and confirming genuine "functional proficiency".

##### Purpose and Aims

Functional Skills are relevant to all areas of education, employment and personal development, providing the basis for engaging confidently and effectively with most of our daily activities.

Functional Skills are not just basic literacy, numeracy and computer skills. They are about developing genuine decision-making and problem-solving skills, being able to operate confidently and competently in real-life situations, and being able to produce effective outcomes in relation to specific tasks and for different purposes and audiences.

Functional Skills Qualifications are:

- An important part of both vocational and academic programmes for learners aged 14 and above
- The second most widely taken qualification in the UK after GCSE<sup>1</sup>
- Popular with young people and adults in training and full-time employment
- Widely available across educational and employment contexts
- Increasingly accessed by people not currently engaged in formal education or training

##### Total Qualification Time and Guided Learning

The Total Qualification Time (TQT) for this qualification is: 90

Guided Learning (GL) for this qualification is: 45

**Suitable for age ranges:** Pre 16, 16-18, 18+ 19+

**Method of assessment:** Completion of an externally set summative assessment

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<sup>1</sup> Information taken from <https://qips.ucas.com/qip/functional-skills> 24/04/2017

**Grading:** There is no specific grading criteria for this qualification.

**Entry guidance:** There are no formal entry requirements for these qualifications. However, it is recommended that learners undertake initial diagnostic assessment to ensure that they are following an appropriate learning programme leading to a summative assessment.

## 2.2 Progression

The Functional Skills in ICT at Level 1 can support progression to:

- GCSE in Information and Communication Technology
- Vocational-related or general qualifications at Level 1
- Further study at Level 2 - Level 2 Functional Skills ICT, NVQs

The Functional Skills in English at Level 1 can support progression to:

- GCSE in Information and Communication Technology
- Vocational-related or general qualification at Level 2
- Further study at Level 3 - Level 3 NVQs or GCE A Levels

## 2.3 Additional Information

This qualification is regulated by The Office of Qualifications and Examinations Regulation (Ofqual). This qualification will appear on the Regulated Qualifications Framework (RQF) for England. It may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above may feature in the funding lists published by the DfE and regularly updated on its website. It may also appear on the Hub, the online service for use by organisations working with the Skills Funding Agency (SFA).

You should use the Qualification Accreditation Number (QAN), when you wish to seek public funding for your learners. Each component within a qualification will also have a unique reference number (Unit Reference Number), which is listed in this specification. The qualification title and component reference numbers will appear on the learner's final certification document. Learners need to be made aware of this detail when they are recruited by the centre and registered with FutureQuals.

## 2.4 Legal Considerations

Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults.

The Prevent Duty Guidance available from the Home Office makes clear the important role of Further Education leaders in stopping extremists seeking to radicalise learners on campuses and in supporting learners at risk of extremist influences.

Ofsted has responsibility for monitoring the Prevent Duty in publicly funded further education and skills providers.

## Section Three

### Qualification Structure

#### 3.1 Qualification Components

FutureQuals offers the Functional Skills ICT at Levels 1 and 2.

The qualification consists of 1 mandatory component, which learners are required to complete.

#### 3.2 The Skills Standard

The Skills Standards outline the knowledge, skills and understanding that each learner must meet in order to complete the qualification. Learners are assessed when they are confident that they are proficient at the relevant level.

It is important to appreciate how the "skill standards" are represented in the following tables (part of the Ofqual Functional Skills regulatory criteria) and its implications for teaching, learning and assessment.

The FutureQuals Functional Skills Qualifications in Mathematics at both level 1 and level 2 assess all of the skills standards and all of the coverage and range

#### 3.2 Functional ICT – Level 1

Skill Standard	Coverage and Range	Assessment Weighting
Using ICT 1. Identify the ICT requirements of a straightforward task.	<ul style="list-style-type: none"><li>Use ICT to plan and organise work.</li></ul>	20-30%
2. Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context.	<ul style="list-style-type: none"><li>Select and use software applications to meet needs and solve straightforward problems;</li><li>Select and use interface features effectively to meet needs;</li><li>Adjust system settings as appropriate to</li></ul>	
3. Manage information storage.	<ul style="list-style-type: none"><li>Work with files, folders and other media to access, organise, store, label and retrieve information.</li></ul>	
4. Follow and demonstrate understanding of the need for safety and security practices.	<ul style="list-style-type: none"><li>Demonstrate how to create, use and maintain secure passwords;</li><li>Demonstrate how to minimise the risk of computer viruses</li></ul>	

<p>Finding and selecting information</p> <p>5. Use search techniques to locate and select relevant information.</p>	<ul style="list-style-type: none"> <li>• Use of search engines to (answer) queries.</li> </ul>	<p>10-20%</p>
<p>6. Select information from a variety of ICT sources for a straightforward task.</p>	<ul style="list-style-type: none"> <li>• Recognise and take account of currency, relevance, bias and copyright when selecting and using information.</li> </ul>	
<p>Developing, presenting and communicating information</p> <p>7. Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks.</p>	<ul style="list-style-type: none"> <li>• Apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content.</li> </ul>	<p>50-70%</p>
<p>8. Use appropriate software to meet requirements of straightforward data-handling tasks.</p>	<ul style="list-style-type: none"> <li>• Process numerical data;</li> <li>• Display numerical data in a graphical format;</li> <li>• Use field names and data types to organise information;</li> <li>• Enter, search, sort and edit records.</li> </ul>	
<p>9. Use communications software to meet requirements of a straightforward task.</p>	<ul style="list-style-type: none"> <li>• Read, send and receive electronic messages with attachments;</li> <li>• Demonstrate understanding of the need to stay safe and to respect others when using ICT-based communication.</li> </ul>	
<p>10. Evaluate own use of ICT tools.</p>	<ul style="list-style-type: none"> <li>• At each stage of a task and at the task's completion.</li> </ul>	

### 3.4 Functional ICT – Level 2

Skill Standard	Coverage and Range	Assessment Weighting
Using ICT 1. Plan solutions to complex tasks by analysing the necessary stages.	<ul style="list-style-type: none"> <li>Use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches.</li> </ul>	20-30%
2. Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts.	<ul style="list-style-type: none"> <li>Select and use software applications to meet needs and solve complex problems;</li> <li>Select and use a range of interface features and system facilities effectively to meet needs;</li> <li>Select and adjust system settings as appropriate to individual needs;</li> <li>Respond to ICT problems and take appropriate action;</li> <li>Understand the danger of computer viruses and how to minimise risk.</li> </ul>	
3. Manage information storage to enable efficient retrieval.	<ul style="list-style-type: none"> <li>Manage files, folders and other media storage to enable efficient information retrieval.</li> </ul>	
Finding and selecting information 4. Use appropriate search techniques to locate and select relevant information.	<ul style="list-style-type: none"> <li>Search engines, queries and AND/NOT/OR, &gt;,=,&lt;=, contains, begins with, use of wild cards.</li> </ul>	10-20%
5. Select information from a variety of sources to meet requirements of a complex task.	<ul style="list-style-type: none"> <li>Recognise and take account of copyright and other constraints on the use of information;</li> <li>Evaluate fitness for purpose of information.</li> </ul>	
Developing, presenting and communicating information 6. Enter, develop and refine information using appropriate software to meet requirements of a complex task.	<ul style="list-style-type: none"> <li>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</li> </ul>	50-70%
7. Use appropriate software to meet the requirements of a complex data-handling task.	<ul style="list-style-type: none"> <li>Process and analyse numerical data;</li> <li>Display numerical data in appropriate graphical format;</li> <li>Use appropriate field names and data types to organise information;</li> </ul>	

	<ul style="list-style-type: none"> <li>Analyse and draw conclusions from a data set by searching, sorting and editing records.</li> </ul>	
8. Use communications software to meet requirements of a complex task.	<ul style="list-style-type: none"> <li>Organise electronic messages, attachments and contacts;</li> <li>Use collaborative tools appropriately;</li> <li>Understand the need to stay safe and to respect others when using ICT-based communication.</li> </ul>	
9. Combine and present information in ways that are fit for purpose and audience.	<ul style="list-style-type: none"> <li>Organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate;</li> <li>Work accurately and check accuracy, using software facilities where appropriate.</li> </ul>	
10. Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information.	<ul style="list-style-type: none"> <li>At each stage of a task and at the task's completion</li> </ul>	

## Section Four

### Registration and Certification

#### 4.1 Functional Skills delivery model – XAMS®

The FutureQuals Functional Skills Qualifications are available on-screen and on-demand, and delivered through the XAMS electronic delivery system.

Centres need to confirm that their learners are ready for assessment with FutureQuals and can schedule the assessment session within 3 hours of registering the learner(s) in QMIS. Tests can be taken 48 hours after scheduling, learners can then take the test at any time through the FutureQuals on-screen system.

Once completed, the learner submits their assessment for marking and awarding through the electronic platform. Centres will be issued with results within 16 working days. Learners will be certificated in line with the timescales published in our Customer Service Statement.

While the system is designed to be highly flexible and to meet learners' diverse needs, it is the responsibility of centres to ensure that the assessment conditions meet stringent quality assurance protocols for all assessment sessions. These will be subject to comprehensive external quality assurance procedures by FutureQuals.

A User Guide for XAMS is available for download from [www.futurequals.com](http://www.futurequals.com)

#### 4.2 Certification

The Functional Skills qualifications are single component qualifications. Learners who achieve the component for the qualification will be awarded the formal certificate of achievement. This will include the full qualification title and the title of the components achieved, for example: **FAQ Functional Skills Qualification in Information Communication Technology (Level 1)**

Centres can generate a formal statement of results which will report the result (i.e. Achieved or Not Achieved), the level at which the qualification has been awarded, and level at which the individual components have been achieved.

FutureQuals Functional Skills Qualification certificates will be printed in traditional paper format. FutureQuals delivers all certificates to the Approved Centre's registered address using the Royal Mail Recorded Delivery service, where a signature is required upon receipt. In the unlikely event that certificates have been lost during delivery, the centre must inform FutureQuals as soon as they are aware.

## Section Five

### Assessment and Moderation

#### 5.1 Assessment Delivery:

##### How are the skills assessed?

The Functional ICT assessments are a single assessment at each level.

Learners take the assessment on-screen whenever they are ready.

At both levels learners are presented with a series of purposeful tasks relating to a realistic scenario. The tasks are usually based upon a request for assistance or an instruction from a manager, colleague or peer.

Learners are required to use ICT to help produce various documents and spreadsheets, ensuring that they contain accurate information and data, and to amend, present and communicate them effectively. Some of these activities will be based upon data files provided in the request, and some details will need to be sourced electronically.

At Level 1 and Level 2, there are four integrated tasks. They generally relate to the four main areas of skills proficiency in Functional Skills ICT:

- Finding information
- Processing information
- Presenting information
- Sharing information

Learners will be required to use the internet to source some of the electronic information required to complete the tasks.

The Ofqual criteria sets out the skills standard that each learner must meet, centres must ensure that learners are familiar with the standards before assessment.

#### 5.2 Moderation

The Functional ICT assessment is externally assessed, therefore it does not require a moderation visit.

For further information on the responsibilities of Assessors, Internal Quality Assurers and External Quality Assurers, please refer to our Functional Skills Operational Handbook.

## Section Six

### Support

#### 6.1 Centre support and guidance

FutureQuals has a diverse team of highly experienced staff who are available to provide all necessary training, guidance and support for the delivery of their full range of qualifications, including Functional Skills.

Centres can access our dedicated Functional Skills web pages with free support materials and Sample assessments from the FutureQuals website [www.futurequals.com](http://www.futurequals.com)

Other resources to support the delivery of functional skills can be found on our website, including;

- Functional Skills Operational Handbook, containing assessment guidance and forms
- Functional Skills Criteria for ICT - sets out rules and regulations for Functional Skills ICT.
- Functional Skills Fact Sheets – provides an overview of the key areas of the qualification
- FAQ's for Functional Skills

#### 6.2 Learner support

Centres should ensure that learners are informed of the title and level of the qualification they have been entered for and that FutureQuals is the awarding body for their chosen qualification.

Centres should ensure that learners are fully prepared for Functional Skills assessments through appropriate teaching and learning strategies. Centres are encouraged to ensure that learners have the opportunity to practise their skills in real-life contexts, which are likely to be stimulating, vocationally-relevant tasks prior to taking the assessment.

# FutureQuals<sup>TM</sup>

INSPIRING LEARNING AND SKILLS

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