Qualification specification

NCFE Functional Skills Qualification in Information and Communication Technology (ICT) at Entry Level 1
QN: 600/1780/6

NCFE Functional Skills Qualification in Information and Communication Technology (ICT) at Entry Level 2
QN: 600/1353/9

NCFE Functional Skills Qualification in Information and Communication Technology (ICT) at Entry Level 3
QN: 600/1148/8

These qualifications are now withdrawn

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Summary of changes

This section summarises the changes to this qualification specification since the last version (Issue 4.2 August 2020). Please check the qualification page on our website for the most recent version.

- Information regarding the <u>wellbeing and safeguarding</u> of learners added to Section 1 (page 17)
- Removal of information regarding Qualification Support Packs (page 15 and 16)
- Removal of out of date information (pages 13,15 and 17)
- June 2022 – Updated to include English language assessment requirements
- June 2022 – Amended to include updated registration information
- June 2022 – Updated to include information about the mandatory support handbook

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Section 1

Qualification overview

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Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about these qualifications and should be used by everyone involved in the planning, delivery and assessment of the NCFE Functional Skills qualifications in Information and Communication Technology (ICT) at Entry Levels 1, 2 and 3.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise these qualifications using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Functional Skills qualification in Information and Communication Technology (ICT) at Entry Level 1, 2 or 3.

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About these qualifications

These are regulated qualifications. The regulated numbers for these qualifications are 600/1780/6, 600/1353/9, 600/1148/8.

These qualifications focus on the development of effective communication skills and encourage learners to demonstrate their skills in:

- using ICT systems
- finding and selecting information
- developing, presenting and communicating information in a range of contexts and for various purposes.

These are ideal qualifications for learners wishing to develop practical, transferable skills in Information and Communication Technology in order to work confidently, effectively and independently in life. They are suitable for a wide range of individuals and are fundamental to the successful completion of various wider qualifications and frameworks.

These qualifications may be eligible for funding. For further guidance on funding, please contact your local funding provider

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Things you need to know

Entry Level 1

- Qualification number (QN): 600/1780/6
- Aim reference: 60017806
- Total Qualification Time (TQT): 48
- Guided learning hours (GLH): 45
- Level: Entry Level 1
- Assessment requirements: summative, task-based assessment (please see Section 2 (page 16) for more information) taken in a controlled environment, which is then internally assessed and moderated and externally moderated.

Entry Level 2

- Qualification number (QN): 600/1353/9
- Aim reference: 60013539
- Total Qualification Time (TQT): 48
- Guided learning hours (GLH): 45
- Level: Entry Level 2
- Assessment requirements: summative, task-based assessment (please see Section 2 (page 16) for more information) taken in a controlled environment, which is then internally assessed and moderated and externally moderated.

Entry Level 3

- Qualification number (QN): 600/1148/8
- Aim reference: 60011488
- Total Qualification Time (TQT): 48
- Guided learning hours (GLH): 45
- Level: Entry Level 3
- Assessment requirements: summative, task-based assessment (please see Section 2 (page 16) for more information) taken in a controlled environment, which is then internally assessed and moderated and externally moderated.

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Total Qualification Time (TQT)

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

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- 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 as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or
- other appropriate provider of education or training.

Purpose and objectives of these qualifications

The purpose of this qualification is to provide learners with ICT skills to help them gain the most from life, learning and work.

The objectives of this qualification are to help learners to:

- gain skills when using ICT systems, finding and selecting information, developing, and presenting and communicating information
- apply their knowledge and understanding to everyday life
- engage competently and confidently with others
- solve problems in both familiar and unfamiliar situations
- develop personally and professionally as positive citizens who can actively contribute to society.

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Entry guidance

These qualifications are designed for a wide range of learners who want to develop a basic level of practical and transferable skills in ICT.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

There are no specific recommended prior learning requirements for these qualifications.

These qualifications are suitable for learners aged pre-16 and above. Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of these qualifications.

Learners registered on these qualifications shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

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Achieving these qualifications

These qualifications consist of one mandatory component:

- component 1: Information and Communication Technology.

To be awarded these qualifications learners are required to successfully complete the mandatory component by achieving the task-based assessment. Grades are **not** awarded.

The qualification skills standards each learner must meet in order to successfully complete these qualifications are available from the gov.uk website www.gov.uk/government/collections/functional- skills-qualifications-requirements.

Learners who aren't successful can resit their assessment within the registration period; however, a charge may apply.

Progression opportunities

Learners who achieve these qualifications could progress to:

- NCFE Functional Skills qualification in Information and Communication Technology (ICT) at Level 1.

As the qualifications develop transferable skills which will be useful in work and life, learners could also progress onto a variety of NCFE qualifications in employability, money management or in vocational areas.

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Qualification dates

Regulated qualifications have review dates, operational end dates and certification end dates.

The qualification review date is the date by which we'll have carried out a review of the qualification.

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification, and set a new review date. If we make the decision to withdraw a qualification, we'll set an operational end date.

If we extend the review date then approved centres will be kept updated.

The operational end date will only show on the Register if we've made the decision to withdraw a qualification. After this date we can no longer accept learner registrations.

The certification end date will only show on the Register once an operational end date has been set. After this date we can no longer process certification claims.

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Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors

All Assessors of NCFE qualifications should be appropriately qualified to make assessment decisions. Although it is not a specific requirement of these qualifications, it is considered by NCFE to be good practice for Assessors to hold, or be working towards, a recognised qualification in assessment. Where a recognised qualification is not held, Assessors should be able to demonstrate relevant and current experience of assessment.

In order to assess knowledge-based units, the Assessor should be occupationally knowledgeable, ie hold relevant knowledge to assess units designed to test knowledge and understanding of learners. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

In order to assess competence-based units, the Assessor should be occupationally competent, ie able to carry out the requirements of the units they're assessing. This competence should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

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Internal Quality Assurance

All staff involved in the internal quality assurance of NCFE qualifications should be appropriately qualified to make quality assurance decisions. Although it is not a specific requirement of this qualification, it is considered by NCFE to be good practice for internal quality assurance staff to hold, or be working towards, a recognised qualification in internal quality assurance. Where a recognised qualification is not held, Internal Quality Assurers should be able to demonstrate relevant and current experience of internal quality assurance.

In order to carry out quality assurance of assessment decisions, internal quality assurance staff should be occupationally knowledgeable, ie hold relevant knowledge across units they will be quality assuring. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

Examples of relevant qualifications/experience

This section provides examples of relevant qualifications/experience to demonstrate occupational knowledge/competence for Assessors and Internal Quality Assurers.

The guidance in this section is not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment/internal quality assurance roles.

To deliver/assess the NCFE Functional Skills qualification in Information and Communication Technology (ICT) at Entry Levels 1, 2 and 3 it is recommended that staff hold, or are working towards:

- Qualified Teacher Status (QTS)
- PGCE
- relevant teaching qualifications at same level or above

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Staff should also be personally competent to teach/assess Functional Skills Information and Communication Technology (ICT) at Entry Level 1, 2 and 3, which may be demonstrated through:

- Functional Skills Information and Communication Technology (ICT) Level 1
- GCSE or IGCSE in Information and Communication Technology (ICT) to at least grade E
- Key Skills qualification in Information and Communication Technology (ICT) to Level 1
- A level or AS level qualification in Information and Communication Technology (ICT) to at least grade E
- any other Level 1 Information and Communication Technology (ICT) qualifications such as HNC in Computing, ECDL, CLAiT

Staff must be able to demonstrate current experience/knowledge of Functional Skills Information and Communication Technology (ICT) criteria at Entry Levels 1, 2 and 3 and evidence of this should be continually updated in their CPD. This could be in the form of training, delivery, mentoring and quality assurance etc.

They should also have a detailed understanding of the qualification specifications for each level in order to efficiently and consistently apply the assessment criteria.

NCFE is not responsible for any complications that arise in the delivery, assessment or internal quality assurance process as a result of internal recruitment and training decisions. Decisions regarding staff recruitment and training should be made at the discretion of centres. Centres should be aware of their obligations under their agreement with NCFE to ensure that all staff involved in the delivery, assessment and internal quality assurance of NCFE qualifications are suitably qualified/experienced.

Resource requirements

To assist in the delivery of these qualifications, learners will need access to a personal computer with internet connection, email and printing facilities to carry out their assessment. They'll also need access to non-ICT sources of information. Full details of this are provided in the relevant Entry Level ICT assessment pack.

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Support for centres

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Materials to support the delivery of these qualifications can be downloaded free from the NCFE website and consist of the following:

- Functional Skills Amplification - our Amplification Guides are perfect for centres that are upskilling their vocational staff and Assessors to support the delivery of Functional Skills, and also for subject specialists looking for practical examples of how to explain the application of Functional Skills
- Functional Skills Criteria for ICT – the qualification skills standards each learner must meet in order to successfully complete these qualifications
- Functional Skills summary sheets - this document provides an overview of the key areas of delivery for these qualifications
- NCFE Instructions and Guidance - Functional Skills Internal Controlled Assessments – this document is designed to assist centres in the delivery and assessment of the controlled assessment component(s) of these qualifications.

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Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current Fees and Pricing guide is available on the NCFE website.

Training and support

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

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Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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Section 2

Assessment and moderation

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Assessment and moderation

How the qualifications are assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

Each learner is required to undertake a summative, task-based assessment at Entry Level 1, 2 or 3.

Learners will create evidence during their assessment, which will then be internally assessed and moderated by centre staff, and externally moderated by NCFE.

Centres are free to choose the date, time and location of the assessment.

Learners will be issued with an individual result of 'achieved' or 'not yet achieved' for their assessment. If learners do not achieve their assessment they are able to resit. Grades are **not** awarded.

Learners can take their assessment at any time. However, as it is a summative assessment, it should only be taken when the centre is confident that the learner is able to achieve the assessment at the relevant level.

During the assessment learners will be assessed against all of the skills standards and a sample of the indicative coverage and range statements that comprise the skill standards at Entry Level 1, 2 or 3. Each coverage and range statement will be covered at least once by task sets used across one academic year. Centres should therefore ensure that learners are familiar with all aspects of the skills standards and coverage and range statements before taking their assessment. Sampling of coverage and range statements may differ slightly across the bank of assessment tasks.

The skills standards are available to download from the NCFE website
Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

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Controlled assessment

Controlled assessment is a form of internal assessment in which control levels are set for each stage of the assessment process:

- task setting
- task taking
- task marking.

The assessments are set by NCFE to create evidence which demonstrates achievement of the skills standards and coverage and range statements associated with the relevant qualification level. The qualification skills standards each learner must meet in order to successfully complete their qualification are available from the NCFE website.

Learners have a minimum of 1 hour and a maximum of 2 hours to complete their assessment.

Task setting

NCFE provides templates in the Internal Assessment Pack which must be used during learner assessments.

The templates supplied by NCFE must not be amended other than to change from landscape to portrait page layout to allow for the recording of multiple learners, or to change the paper size from A4 to A3, where necessary.

NCFE will undertake a review of the assessment task(s) yearly and replace these as necessary.

Task taking

The controlled assessments for NCFE Functional Skills qualifications in ICT at Entry Level 1, 2 and 3 must be undertaken in controlled, supervised conditions.

Learners must be formally supervised during their assessment. Preparatory work (where required by the task) may be completed with limited supervision.

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Task marking

Learners must be assessed using the mark scheme or marking criteria (as appropriate) supplied by NCFE, and the Assessor's decision (along with justification) recorded here.

Each learner will be given a single Pass (achieved) or Fail (not yet achieved) result for their assessment.

Moderation

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately.

We do this through:

- internal moderation – which you carry out
- external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that
- assessments meet nationally agreed standards and that your
- quality assurance systems continue to meet our centre approval criteria.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

If you'd like to know more about the responsibilities of Assessors and Internal and External Moderators please refer to the NCFE website.

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Section 3

Structure and content

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Structure and content

These qualifications have one mandatory component:

- Information and Communication Technology (ICT)

The component is assessed through a task-based assessment. For more details please see Section 2 (page 18) of this qualification specification.

To be awarded this qualification learners are required to meet the requirements of the mandatory component and the associated skills standards by successfully achieving the mandatory assessment.

The qualification standards each learner must meet in order to successfully complete their qualification are available from the NCFE website.

For further information or guidance about these qualifications please contact our Product Development team on 0191 239 8000.

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Section 4

General information

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General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

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Contact us

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*
Fax: 0191 239 8001
Email: customersupport@ncfe.org.uk
Website: www.ncfe.org.uk

*** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.**