Functional Skills Criteria for ICT

Entry 1, Entry 2, Entry 3, Level 1 and Level 2

Contents

The criteria

Introduction

1.   Functional skills qualifications in information and communication technology (ICT) assess three interrelated skill areas:

   ■   using ICT systems

   ■   finding and selecting information

   ■   developing, presenting and communicating information.

2.   Functional skills qualifications in ICT are available at Entry 1, Entry 2, Entry 3, level 1 and level 2. The criteria for these qualifications specify the requirements in terms of skill standards, coverage and range at each level. At each level of the qualification these subsume the previous level's skill standards, coverage and range, supporting a progression-based suite of skills qualifications.

3.   These criteria should be used in conjunction with the *Functional Skills Qualifications Criteria* publication which includes the criteria common to all functional skills qualifications, and the controlled assessment regulations for the qualifications: *Controlled Assessment Regulations for Functional Skills: Entry 1, Entry 2, Entry 3 in English, Mathematics and ICT; English Speaking, Listening and Communication at Entry 1, Entry 2, Entry 3, Level 1 and Level 2.*

4.   In completing assessment leading to a functional skills qualification in ICT, candidates can have access to all forms of equipment and software that constitute their normal independent 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.

Skill standards and assessment weightings

5. Functional skills qualifications in ICT must require candidates to demonstrate their ability in relation to:

Entry 1

Skill standards	Coverage and range	Assessment weighting
Using ICT 1. Interact with ICT for a given purpose.	a) Recognise and use interface features.	20–30%
Using ICT 2. Follow recommended safe practices.	a) Minimise the physical stress of seating, lighting and hazards; b) Keep access information secure by using password.	
Finding and selecting information 3. Find given information from an ICT-based source.	a) Use text message, voicemail and on-screen information.	10–20%
Developing, presenting and communicating information 4. Enter and edit single items of information.	a) Identify and correct simple errors; b) Label an image.	50–70%
Developing, presenting and communicating information 5. Use ICT-based communication.	a) Receive and open electronic messages.	

Entry 2

Skill standards	Coverage and range	Assessment weighting
Using ICT 1. Interact with ICT for a purpose.	a) Use computer hardware; b) Use software applications for a purpose; c) Recognise and use interface features.	20–30%
Using ICT 2. Follow recommended safe practices.	a) Minimise physical stress; b) Keep access information secure by using password; c) 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.	a) Use simple search facilities.	10–20%
Developing, presenting and communicating information 5. Enter and edit information for a simple given purpose.	a) Use simple editing and formatting techniques.	50–70%
Developing, presenting and communicating information 6. Bring together two given types of information.	a) Print and view on screen; b) Identify and correct simple errors.	
Developing, presenting and communicating information	a) Read, send and receive	

	electronic messages.	
7. Use ICT-based communication.		

Entry 3

Skill standards	Coverage and range	Assessment weighting
Using ICT 1. Interact with and use an ICT system to meet given needs.	a) Use correct procedures to start and shut down an ICT system; b) Use input and output devices; c) Use software applications to meet needs and solve given problems; d) Recognise and use interface features; e) Change simple software settings.	20–30%
Using ICT 2. Store information.	a) Open and save files; b) Know how to insert and remove media.	
Using ICT 3. Follow safety and security practices.	a) Use and change passwords; b) Minimise physical stress.	
Finding and selecting information 4. Use simple searches to find information.	a) Search stored information; b) Search web-based sources of information.	10–20%
Finding and selecting information		

5. Select relevant information that matches requirements of given task.		
Developing, presenting and communicating information 6. Enter and develop different types of information to meet given needs.	a) Enter, edit and format information, including text, graphics, numbers or other digital content, to achieve the required outcome; b) Insert and position graphics or other digital content to achieve a purpose; c) Process numbers to meet needs.	
Developing, presenting and communicating information 7. Bring together different types of information for a given purpose.	a) For print and for viewing on screen; b) Check for accuracy and meaning; c) Check suitability of information.	50–70%
Developing, presenting and communicating information 8. Use ICT-based communication.	a) Read, send and receive electronic messages; b) Use contacts; c) Understand the need to stay safe and to respect others when using ICT-based communication.	

Level 1

Skill standards	Coverage and range	Assessment weighting
Using ICT 1. Identify the ICT requirements of a straightforward task.	a) Use ICT to plan and organise work.	20–30%
Using ICT 2. Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context.	a) Select and use software applications to meet needs and solve straightforward problems; b) Select and use interface features effectively to meet needs; c) Adjust system settings as appropriate to individual needs.	
Using ICT 3. Manage information storage.	a) Work with files, folders and other media to access, organise, store, label and retrieve information.	
Using ICT 4. Follow and demonstrate understanding of the need for safety and security practices.	a) Demonstrate how to create, use and maintain secure passwords; b) Demonstrate how to minimise the risk of computer viruses.	
Finding and selecting information 5. Use search techniques to locate and select relevant information.	a) Use of search engines to (answer) queries.	10–20%

Finding and selecting information 6. Select information from a variety of ICT sources for a straightforward task.	a) Recognise and take account of currency, relevance, bias and copyright when selecting and using information.	
Developing, presenting and communicating information 7. Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks.	a) Apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content.	
Developing, presenting and communicating information 8. Use appropriate software to meet requirements of straightforward data-handling tasks.	a) Process numerical data; b) Display numerical data in a graphical format; c) Use field names and data types to organise information; d) Enter, search, sort and edit records.	50–70%
Developing, presenting and communicating information 9. Use communications software to meet requirements of a straightforward task.	a) Read, send and receive electronic messages with attachments; b) Demonstrate understanding of the need to stay safe and to respect others when using ICT-based communication.	
Developing, presenting and communicating information 10. Combine information within a publication for a familiar audience and purpose.	a) Print and view on screen; b) Check for accuracy and meaning.	

Developing, presenting and communicating information		
11. Evaluate own use of ICT tools.	a) At each stage of a task and at the task's completion.	

Level 2

Skill standards	Coverage and range	Assessment weighting
Using ICT 1. Plan solutions to complex tasks by analysing the necessary stages.	a) Use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches.	
Using ICT 2. Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts.	a) Select and use software applications to meet needs and solve complex problems; b) Select and use a range of interface features and system facilities effectively to meet needs; c) Select and adjust system settings as appropriate to individual needs; d) Respond to ICT problems and take appropriate action; e) Understand the danger of computer viruses and how to minimise risk.	20–30%
Using ICT 3. Manage information storage to enable efficient retrieval.	a) 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.	a) Search engines, queries and AND/ NOT/OR, >,<,>=,<=, contains, begins with, use of wild cards.	10–20%
Finding and selecting information 5. Select information from a variety of sources to meet requirements of a complex task.	a) Recognise and take account of copyright and other constraints on the use of information; b) Evaluate fitness for purpose of information.	
Developing, presenting and communicating information 6. Enter, develop and refine information using appropriate software to meet requirements of a complex task.	a) 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.	50–70%
Developing, presenting and communicating information 7. Use appropriate software to meet the requirements of a complex data-handling task.	a) Process and analyse numerical data; b) Display numerical data in appropriate graphical format; c) Use appropriate field names and data types to organise information; d) Analyse and draw conclusions from a data set by searching, sorting and editing records.	
Developing, presenting and communicating information 8. Use communications software to meet requirements of a	a) Organise electronic messages, attachments and contacts; b) Use collaborative tools	

complex task.	appropriately; c) Understand the need to stay safe and to respect others when using ICT-based communication.	
Developing, presenting and communicating information 9. Combine and present information in ways that are fit for purpose and audience.	a) Organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate; b) Work accurately and check accuracy, using software facilities where appropriate.	
Developing, presenting and communicating information 10. Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information.	a) At each stage of a task and at the task's completion .	

Scheme of assessment

6. Functional skills qualifications in ICT must be single component qualifications with assessment that focuses on the three interrelated skill areas identified in the skill standards.

7. Assessment must focus on functionality and the effective application of the three interrelated ICT skill areas in purposeful contexts and scenarios that reflect real-life situations.

8. Assessment must assess all of the skill standards and sample the coverage and range.

9. Specifications must reflect the assessment weightings outlined in the skill standards.

10. Assessment of functional skills qualifications in ICT must include a minimum of 80 per cent open-response assessment.

11. The duration of the assessment leading to a functional skills qualification in ICT at levels 1 and 2 must be a minimum of two hours and a maximum of three hours. At Entry 1, 2 and 3 the duration of the assessment should be a minimum of one hour and must not exceed two hours.

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