



openawards

Functional Skills

ICT

Level 2

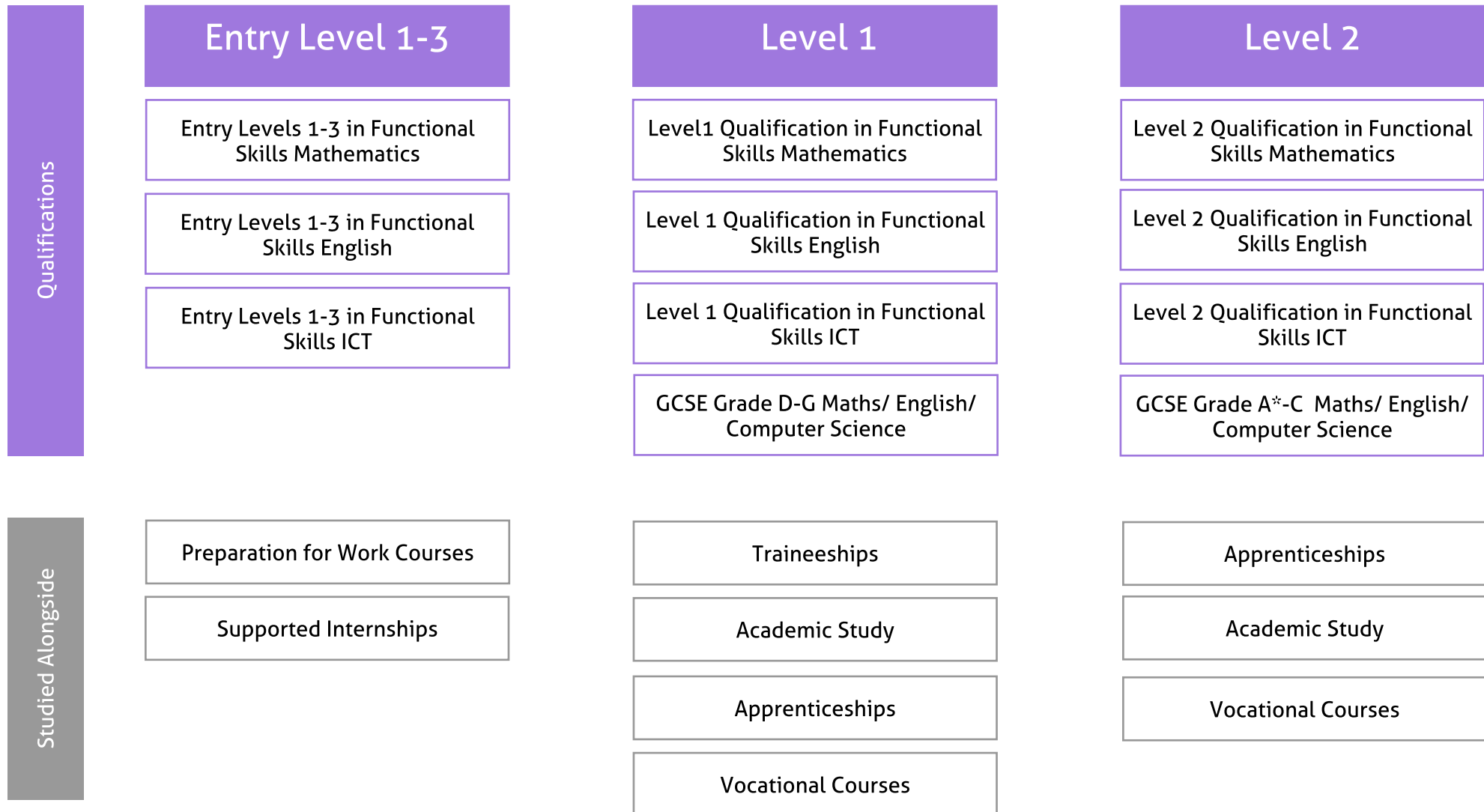


QUALIFICATION GUIDE

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Pathway to Progression Functional Skills



About the Qualification

| | |
|----------------------------|---|
| Title | Functional Skills Qualification in Information & Communication Technology (ICT) |
| QAN | 600/7272/6 |
| Sector | 14.1 Foundations For Learning and Life |
| Level | 2 |
| Funding | Please click here for more information |
| Pricing Information | Please click here for more information |
| Review Date | 31 st December 2016 |

| | |
|---------------------------|---|
| Ofqual Purpose | Prepare for further learning or training and/or develop knowledge and/or skills in a subject area |
| Ofqual Sub-Purpose | Prepare for further learning or training |

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| Rules of Combination |
| To achieve the qualification learners successfully pass a single, externally marked, assessment. |

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|-------------------------|----|
| Guided Learning | |
| Guided Learning (hours) | 45 |

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|---|------|
| Age Range and Restrictions: | |
| Pre -16 | ✓ |
| 16 – 18 | ✓ |
| 19+ | ✓ |
| Any other restrictions specific to the qualification(s) | None |

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| Any specified entry requirements |
| There are no restrictions on learner entry to these qualifications. However, it is recommended that learners undertake a comprehensive initial diagnostic assessment to ensure that they are following an appropriate learning programme leading to a summative assessment. |

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| Assessment Method |
| The assessments for ICT cover all three interrelated skills areas and are externally set and marked by Open Awards. Office 2007 or above is required to deliver the assessments. Sample assessments are available here . |
| The three interrelated skill areas are: <ul style="list-style-type: none"> • Using ICT systems • Finding and selecting information • Developing, presenting and communicating information |

The assessments are designed as assessment tasks based on real-life contexts. Contexts may be based on:

- Work and education
- Community, citizenship and environment or
- Family, home and social issues

All assessments are to be carried out using assessment externally set by Open Awards and delivered on-screen assessments via our XAMS system.

Reasonable adjustments and special considerations may be required for individual learners to enable them to undertake assessments fairly. Please see our [Access to Fair Assessment Policy](#) for details on how to apply for and implement these measures.

The Awarding Consortium

Awarding Consortium

PARTNERS IN YOUR SUCCESS

These Functional Skills qualifications are offered through a partnership called The Awarding Consortium which is comprised of five awarding organisations and the designers of our XAMS® platform.

Through working together we have been able to invest in our systems and assessment papers to deliver a market leading product that is:

- competitively priced
- certificated efficiently
- simple to administer through approval and registration
- securely delivered through our online assessment system XAMS®
- supported by a network of External Verifiers experienced in Functional Skills delivery and a dedicated team of account managers
- complemented by a growing range of teaching and learning materials including free online practice assessments

You can find out more about the Awarding Consortium at: www.awardingconsortium.co.uk

Other Qualifications in this suite

Open Awards Functional Skills Qualification in Information & Communication Technology (ICT) at Entry 1

Open Awards Functional Skills Qualification in Information & Communication Technology (ICT) at Entry 2

Open Awards Functional Skills Qualification in Information & Communication Technology (ICT) at Entry 3

Open Awards Functional Skills Qualification in Information & Communication Technology (ICT) at Level 1

Purpose Statement

The primary purpose of the Open Awards Functional Skills Qualification in Information and Communication Technology (ICT) at Level 2 is to support you to progress to the next level of learning in this subject. It could also support your entry to employment or your development within employment. The qualification was designed to help you develop your ICT skills in a practical rather than academic context.



Who is it for?

- Those operating at Level 2 who prefer to study ICT in an applied context
- Learners undertaking vocational learning or an apprenticeship that need ICT skills to support their main programme of learning
- Individuals taking alternative routes to GCSEs wishing to develop ICT skills

What does this qualification cover?

To achieve the qualification you will be required to commit to approximately 45 hours of guided learning.

You learn to deal with ICT problems that will help you develop skills using ICT systems, finding and selecting information and developing, presenting and communicating information.

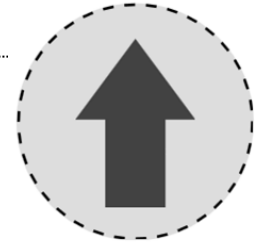
Examples of the types of skills you will develop include, but not limited to:

- Selecting and using software to meet needs and solve complex problems
- Selecting and using a range of interface features and system facilities effectively to meet needs
- Recognising and taking account of copyright and other constraints on the use of information
- Evaluating fitness for purpose of information
- Processing and analysing numerical data
- Displaying numerical data in an appropriate graphical format
- Using appropriate field names and data types to organise information
- Analysing and drawing conclusions from a data set by searching, sorting and editing records



What are the Entry Requirements?

There are no age restrictions for working towards this qualification and no specific prior achievements required. However, it may be useful to have completed an ICT qualification at Level 1.



What are the Progression Opportunities?

The qualification provides a mechanism for you to recognise and develop your skills in ICT. Skills in this subject are highly sought after by employers according to sources such as the Confederation of British Industry (CBI) and the Institute of Directors.

Functional Skills can be your passport to other types of learning, for example:

- **An Apprenticeship**

This is a programme that combines practical training in a job with study. They are available in all types of sectors, from administration to law, engineering to finance. Many apprentices will be required to use ICT skills on a daily basis as part of their roles. By achieving this qualification you will be able to demonstrate to prospective employers that you already have some of the skills needed to work for them, boosting your chances of your application being successful.

At the same time the achievement of the qualification will prepare you for progression to the next stage of learning in ICT. Examples of this include, but are not exclusive to:

- **A Level 3 IT Professional User qualification**
- **A Level 3 Diploma in ICT Professional Competence**



What are the Assessment Methods?

You will be required to pass an externally set and marked assessment which tests your ability to use ICT in practical settings such as:

- Work and education
- Community, citizenship and environment
- Family, home and social issues



Who supports this qualification?

The qualification was developed with and is supported by a diverse range of training providers and Further Education Colleges including Liverpool Adult Learning, Cheshire West and Chester Council and The Manchester College.

Subject Content

The external assessments for the Open Awards Functional Skills Qualification in ICT at Level 2 have been designed to cover the three inter-related skill areas of:

- using ICT systems
- finding and selecting information
- developing, presenting and communicating information

Each assessment opportunity covers all the skill standards at the level of assessment. In order to assess the skill standards a number of coverage and range statements will be assessed by individual external assessments. Open Awards will ensure that all the coverage and range statements are covered over a rolling period.

| Skill Standard | Coverage and Range |
|---|---|
| <p>Using ICT Systems</p> <ol style="list-style-type: none"> 1. Plan solutions to complex tasks by analysing necessary stages 2. Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts 3. Manage information storage to enable efficient retrieval <p>Assessment weighting 20-30%</p> | <ol style="list-style-type: none"> 1a) Use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches 2a) Select and use software applications to meet needs and solve complex problems 2b) Select and use a range of interface features and system facilities effectively to meet needs 2c) Select and adjust system settings as appropriate to individual needs 2d) Respond to ICT problems and take appropriate action 2e) Understand the danger of computer viruses and how to minimise risk 3a) Manage files, folders and other media storage to enable efficient information retrieval |
| <p>Finding and selecting information</p> <ol style="list-style-type: none"> 4. Use appropriate search techniques to locate and select relevant information 5. Select information from a variety of sources to meet the requirements of a complex task <p>Assessment weighting 10-20%</p> | <ol style="list-style-type: none"> 4a) Search engines, queries and AND/NOT/OR, , >=, <=, contains, begins with, use of wild cards 5a) Recognise and take account of copyright and other constraints on the use of information 5b) Evaluate fitness for purpose of information |

| | |
|--|---|
| <p>Developing, presenting and communicating information</p> <p>6. Enter, develop and refine information using appropriate software to meet requirements of a complex task</p> <p>7. Use appropriate software to meet the requirements of a complex data handling task</p> <p>8. Use communications software to meet requirements of a complex task</p> <p>9. Combine and present information in ways that are fit for purpose and audience</p> <p>10. Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information</p> <p>Assessment weighting 50-70%</p> | <p>6a) 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</p> <p>7a) Process and analyse numerical data</p> <p>7b) Display numerical data in appropriate graphical format</p> <p>7c) Use appropriate field names and data types to organise information</p> <p>7d) Analyse and draw conclusions from a data set by searching, sorting and editing records</p> <p>8a) Organise electronic messages, attachments and contacts</p> <p>8b) Use collaborative tools appropriately</p> <p>8c) Understand the need to stay safe and to respect others when using ICT-based communication</p> <p>9a) Organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate</p> <p>9b) Work accurately and check accuracy, using software tools where appropriate</p> <p>10a) At each stage of a task and at the task's completion</p> |
|--|---|

Delivering this Qualification

Becoming a Centre

To deliver this qualification you must be a recognised Open Awards centre. For more information, [click here](#) or contact us on 0151 494 2072

Already Recognised? How to Deliver

If you are already a recognised Open Awards centre, you can deliver this qualification by completing an [New Qualification Notification Form](#) via the Open Awards portal. For more information, see the [Centre Handbook](#), or [speak to your Customer Service Advisor](#).

Registering Learners

Once you are ready to deliver this qualification, you will need to register your learners in line with the timescales below:

Short courses (15 weeks or less) within 25 working days of the course start date.

Long courses (over 15 weeks) within 60 working days of the course start date.

You will need to register your learners via the Open Awards portal. More information can be found on [our website](#) or the [Centre Handbook](#).

Quality Assurance

Delivery of this qualification must be done so in accordance with Ofqual regulatory guidelines and in line with Open Awards' quality assurance processes. Please [see our website](#) for more information.

Centre Staff Requirements

To deliver our Functional Skills qualifications Open Awards expects that centre staff meet the following minimum requirement:

- Tutors have relevant teaching experience and/or a qualification, and experience and/or a qualification in the relevant subject area, as a minimum at a level above that which is being taught

Centres are responsible for ensuring that their staff are occupationally competent and have access to appropriate training and support. They are also responsible for notifying Open Awards of staff changes.

External Assessment

Assessment is through a single externally set and marked assessment which is carried out online. Centres must ensure that these assessments are carried out in controlled conditions to minimise the potential for plagiarism. In order to ensure these conditions are enforced external assessments must be delivered in accordance with our:

- [Assessment Venue Requirements](#)
- [Invigilation Requirements](#)

Centres must ensure that there are no conflicts of interest between the invigilator and learners by checking in advance of the assessment (e.g. a relative of a learner or there is a personal interest in the outcome of the assessment).

Confidential Materials

The contents of all assessment materials must be treated as strictly confidential and should not be shared with anyone other than those taking or administering the assessment. Copies may not be issued to anyone, including teaching staff. Open Awards must be notified immediately if any known or suspected infringement of these conditions takes place. Should the centre be found responsible for compromising the security of the assessment then they may be charged for redevelopment costs.

Unannounced Visits

Open Awards operates a system of unannounced visits in order to ensure that centres are complying with the rules set out within this specification around the delivery of assessments. These visits ensure ongoing confidence in the qualification as well as maintaining and improving quality. Such checks will create the opportunity to comment on good practice and also identify areas for improvement.

We have [Unannounced Visits Guidance](#) with details on how these visits work.

ICT Assessment Delivery Guidance

Centres will be expected to support their learners prior to any live assessments being attempted, using equipment that is identical or at least closely comparable to the equipment that they will use for the actual assessment. This should include learners being able to practice on the type of equipment (desktop, laptop, portable device etc.) using the version of software and the operating system which will be the same as when the learner takes a live assessment. This will enable learners to become acquainted with any unfamiliar layout or functionality.

To use XAMS you will need access to a mainstream browser, this includes any of the following (or later versions): Internet Explorer 9 (version 10 if delivering ICT); Chrome 34.0.1847; Microsoft Edge; Firefox 31.0; Safari 6.2.

For ICT assessments, you will also need to have access to Microsoft Office 2007 (or later).

Learners should also have the opportunity to gain experience of using the XAMS platform, including the navigation of the screens and the functionality of the system prior to live testing. Sample papers are available [here](#).

Some functionality is not supported in the XAMS system, for example: drag and drop and right mouse click to access actions. Therefore, learners must be made aware of these differences, have the opportunity to practice in the XAMS system and learn alternative methods to achieve the same functionality. The XAMS system also does not support the upload of 'simple' folders, they have to be zipped or uploaded as individual files. Learners should be made aware of this and learn techniques for zipping files before attempting the assessment.

Prior to the assessment

The minimum specification to deliver the ICT assessments should be met in relation to the XAMS delivery platform.

The computer should be set up for a learner to be able to successfully access and complete the assessment prior to the learner having access to it. Pop-ups should be enabled and access to the Internet enabled and any Wi-Fi passwords obtained. Use of a dongle is permitted if testing is to take place on employer premises or where reliable internet access is not available. Internet access is available for Part A of the assessment but not Part B. However, the learner will need to remain connected to the Internet throughout the assessment in order to upload files and folders. It will be the responsibility of the invigilator to ensure that learners only access permitted applications as and when allowed.

It is recommended that the invigilator/IT technician who has overseen testing removes any downloaded resources and learner-generated evidence once the assessment has concluded and files/folders have been uploaded. All computers to be used for the ICT assessments must be security checked before an assessment commences to ensure that no files remain from previous ICT assessments that have been undertaken by learners.

IT technical support should be available for the duration of the assessment in the event of issues arising such as files/folders failing to download/upload, questions not being visible on screen etc.

During the assessment

As part of the ICT assessment, learners will be required to download, amend and then upload a range of files or folders. You will need to ensure that learners are familiar with zipping folders and password protection of files and folders, should they be required to use this functionality in their assessments.

When downloading the resources required for the ICT assessments it is the responsibility of Centres and Invigilators to ensure that learners are aware of the location of the downloads as this could be different for each computer and is dependent upon the local system administrator. Invigilators must also ensure that downloads are not directed to a shared drive where they might potentially be visible to multiple learners.

In some cases the assessment requires an email to be produced. This is during Part B of the assessment and therefore cannot be a web-based email system as internet access is not allowed during Part B. Learners will need access to Microsoft Outlook or a similar application in which a draft email can be prepared and saved in the form of a screen shot / screen dump of the email as evidence of completion. Learners will only have to prepare the email and do not need to send it.

Files and folders are automatically “tagged” by the system in the sense that when they are uploaded they are stored against the particular learner’s account.

Learners will need to upload all of their completed work to the XAMS system in the Upload area identified on the screen. They have the opportunity to upload individual files ongoing throughout the assessment or at the end within zipped folders according to the requirements of individual questions. Any work that has not been uploaded once the assessment is completed and the learner has pressed Finish cannot be marked and therefore will not be considered as part of the result.

Invigilator additional guidance / instructions

The Invigilator to Learner ratio for Functional Skills ICT Assessments should be a maximum of 1:10 to allow the invigilator to monitor Internet usage.

Scheduling Assessments

Learners must be registered in accordance with Open Awards policy prior to any Functional Skills assessments taking place.

Assessments can be scheduled in the XAMS system shortly after registration, centres must allow at least 48 hours before the planned time of assessment. Please see our [XAMS User Guidance](#) for further information.

Marking and Results

All assessments are marked by qualified Open Awards markers. Standardisation and marker checks are carried out regularly to ensure the quality of marking.

Following completion of the marking process, learners' results will be available to the centre through XAMS. Results will be available within 16 working days from the date the assessment was taken.

Resits

Learners are permitted to resit an external assessment, where they are not successful. Resit charges will apply and be made upon the publication of results.

Centres are responsible for preparing their learners for the assessment and should ensure that the approach to resits is appropriate. Learners should be discouraged from repeated resits and be provided with further teaching and learning to support successful achievement of the qualifications where learners have not passed the assessment.

A learner can resit an assessment in the XAMS system after a period of two weeks from the time that a result is returned in the system. Once the time has elapsed the resit can be scheduled in the system in the usual way. Please see our [XAMS User Guidance](#) for further information.

Verification and Standardisation

Verification is the process by which assessment decisions are confirmed. Centres delivering this qualification have a responsibility to conduct internal verification led by a trained internal verifier.

Centre approval compliance monitoring and External verification is carried out by Open Awards Quality Reviewers/External Verifiers who will confirm that the centre is assessing to standard and ensure that there are robust quality assurance systems embedded.

Further guidance on Internal Verification and Training Support for centres can be found on [our website](#)

Centres are required to contribute to national standardisation as requested by Open Awards and also to carry out appropriate internal standardisation. Open Awards offers standardisation events that are held throughout the year. Such events will also provide an opportunity to identify and share best practice. Up to date details of training and standardisation events can be found on [our website](#)

Internal standardisation involves ensuring that, where there is more than one tutor/assessor delivering Open Awards provision or at more than one site, internally set tasks and the outcomes of internal assessment are consistent across the range of courses.

Appendices and Links

| Appendix Name |
|---|
| Functional Skills Centres' Information Page |
| Glossary of Terms |
| Malpractice and Maladministration Policy |
| Sanctions Policy |
| Standardisation Policy |
| Guidelines for Use of the Open Awards Logo |
| Centre Handbook |
| Recognition of Prior Learning Policy and Procedures |
| Plagiarism Policy |
| Invoicing Policy |
| Equality and Diversity Policy |
| Customer Service Statement |
| Complaints Policy and Procedures |
| Enquiries and Appeals Policy and Procedures |
| Access to Fair Assessment Policy |
| Report of Suspected Malpractice (M1 Form) |

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