

# Specification

# Functional Skills ICT, Entry Levels 1, 2, & 3

# Why choose Edexcel for functional skills?

Easier to deliver. *More opportunities for success.*

There are sound reasons for choosing Edexcel if you want to be sure of giving your learners the best chance of success. Our papers are clearer and more extensively tested than any other awarding organisations. Whether you are a teacher, a tutor, an employer or a training provider, you'll find that Edexcel offers more of the practical support needed for seamless delivery.

## **You'll benefit from our experience**

We've invested in the largest national functional skills pilot, by far (250,000 entries at over 1,300 centres). You can rely on our experience and expertise to help you achieve the best results.

## **Clear, straightforward specifications for easier delivery**

Our specifications have a simple structure and are easy to understand. It will tell you clearly what you need to teach, making delivery that much easier.

## **Optimum opportunities for assessment**

Our assessment for functional skills ICT at Entry Levels 1, 2, & 3 is internally assessed by you, and can be carried out on-demand when your learners are ready.

## **Clear, accessible papers for improved achievement**

Lastly - and most important of all - our papers are clear, well written and accessible to all. Our aim is to give every learner the best chance of attaining a functional skills qualification.



# What are functional skills in ICT and how are they assessed?

Functional skills are designed to equip learners with the skills to operate confidently, effectively and independently in education, work and every day life. They have been designed in response to employers' perceptions that many students are not achieving a firm enough grounding in the basics.

Functional Skills ICT at Entry Levels 1, 2 & 3, aims to ensure that each individual is:

- confident and capable when using ICT systems and tools
- able to find and select information
- able to develop, present and communicate information in both life and work.

The following table summarises the assessment structure:

## Assessment structure – Entry Levels 1, 2 & 3

	Level 1	Level 2	Level 3
Assessment	Internally assessed.	Internally assessed.	Internally assessed.
Tasks	Controlled assessment task.	Controlled assessment task.	Controlled assessment task.
Assessment duration	Minimum 1 hour. Maximum 2 hours.	Minimum 1 hour. Maximum 2 hours.	Minimum 1 hour. Maximum 2 hours.
Marks	10 marks in total.	20 marks in total.	40 marks in total.
Additional information	<p>There are opportunities to contextualise the assessment.</p> <p>The time can be spread out over a number of sessions, providing centres retain assessment materials securely.</p> <p>Edexcel will provide three assessment papers (including assessment materials) each academic year, which tutors can access from the Edexcel website at the start of each academic year.</p> <p>Assessment is available on-demand.</p> <p>Internet and email access is allowed.</p>	<p>There are opportunities to contextualise the assessment.</p> <p>The time can be spread out over a number of sessions, providing centres retain assessment materials securely.</p> <p>Edexcel will provide three assessment papers (including assessment materials) each academic year, which tutors can access from the Edexcel website at the start of each academic year.</p> <p>Assessment is available on-demand.</p> <p>Internet and email access is allowed.</p>	<p>There are opportunities to contextualise the assessment.</p> <p>The time can be spread out over a number of sessions, providing centres retain assessment materials securely.</p> <p>Edexcel will provide three assessment papers (including assessment materials) each academic year, which tutors can access from the Edexcel website at the start of each academic year.</p> <p>Assessment is available on-demand.</p> <p>Internet and email access is allowed.</p>

# How are functional skills linked with our qualifications?

Functional Skills ICT at Entry Level 1, 2, & 3 and Levels 1 & 2 can be offered as stand alone qualifications for Key Stage 3, 4 and post-16 learners.

Functional skills are a component part of the Diploma and Foundation Learning programmes of study. They are also embedded within the programme of study of the new GCSE ICT, where there is an opportunity for learners to sit the separate functional skills assessment and gain additional attainment points.

We have also sign-posted functional skills learning opportunities within our new BTEC specifications. This will boost capabilities of those learners working towards achieving a Foundation Learning programme of study.

## The different learning pathways for all levels of functional ICT

**Diploma** – all learners studying for the Diploma will take functional skills as a mandatory component. They must achieve functional skills in English, mathematics and ICT if they intend to gain the full Diploma.

Diplomas require learners to achieve functional skills at:

- Level 1 for the Diploma at Level 1 (Foundation)
- Level 2 for the Diplomas at Levels 2 and 3 (Higher and Advanced).

**BTECs** – our BTEC suite of qualifications provides excellent opportunities for the teaching of functional skills in vocational contexts.

**Foundation Learning** – this is a new framework for Entry and Level 1 qualifications. It can incorporate our exclusive-to-Edexcel vocational BTECs and stand alone functional skills qualifications.

**GCSEs** – Functional Skills ICT at Levels 1 & 2 are embedded within the new 2010 ICT GCSE, allowing you to co-teach both functional skills and the GCSE course. Decide to add Functional Skills ICT as a stand alone qualification, and your learners could earn additional attainment points, equivalent to half a GCSE.



# Support you can count on from Edexcel

## Training events

We will be running a series of face-to-face and online training events to fully prepare you for delivering functional skills. Further information can be found online, at [www.edexcel.com/fs](http://www.edexcel.com/fs)

## Expert people on hand – to ensure all your questions are answered quickly

Our free 'Ask the Expert' service for specific functional skills queries puts you in direct contact with senior examiners, moderators and external verifiers. Please visit [www.edexcel.com/asktheexpert](http://www.edexcel.com/asktheexpert) for further information.

Our National Managers and Regional Account Managers can provide you with face-to-face support and consultation. Visit [www.edexcel.com/regionaloffices](http://www.edexcel.com/regionaloffices) to find out whom to contact.

For general enquiries, please call our customer services team on **0844 576 0028** or email [functionalskills@edexcel.com](mailto:functionalskills@edexcel.com)

## Subscribe to our free functional skills newsletters

To keep up-to-date with the latest developments, you can join our Functional Skills Development Group (commitment-free). We will periodically send you e-newsletters and other information you'll find useful. Please email [fsdevelopment@edexcel.com](mailto:fsdevelopment@edexcel.com) to subscribe.

## Useful publications

Further copies of this document and related publications can be obtained from:

**Edexcel Publications, Adamsway, Mansfield, Nottinghamshire NG18 4FN. Tel 01623 467467 Fax: 01623 450481**

Please note: there may be a charge for some publications, as well as a charge for postage and packaging.

Publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on our website [www.edexcel.com](http://www.edexcel.com) and in the Edexcel publications catalogue.

A free range of teacher support materials for functional skills will be made available on our website, and will be offered in hard-copy to those centres offering our qualifications.





# Specification

## Edexcel Entry Level

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

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

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

For first teaching September 2010

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which helps to raise attainment.

*References to third party material made in this specification are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

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# Qualification titles covered by this specification

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

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

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

These qualifications have been accredited onto the National Qualifications Framework (NQF) and are eligible for public funding as determined by the Department for Children, Schools and Families (DCSF) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DCSF and the regularly updated website [www.dcsf.gov.uk/](http://www.dcsf.gov.uk/). The Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners.

These qualification titles and codes will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

The QANs for the qualifications in this publication are:

Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Entry 1	500/9112/8
Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Entry 2	500/9104/9
Edexcel Functional Skills qualification in Information and Communication Technology (ICT) at Entry 3	500/8500/1

# Structure of qualifications

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

Entry 1	
<ul style="list-style-type: none"><li>• Internally assessed</li><li>• Availability of tasks: on demand</li><li>• Certification opportunities: please see the Edexcel website</li></ul>	<b>100% of the total qualification</b>
Overview of content	
<ul style="list-style-type: none"><li>• Using ICT</li><li>• Finding and selecting information</li><li>• Developing, presenting and communicating information</li></ul>	
Overview of assessment	
<ul style="list-style-type: none"><li>• Three tasks will be available within each academic year. Tasks will be replaced annually</li><li>• The assessor may amend the context to make it more appropriate to the learner</li><li>• The total number of marks available is 10</li><li>• 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</li></ul>	

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

Entry 2	
<ul style="list-style-type: none"> <li>• Internally assessed</li> <li>• Availability of tasks: on demand</li> <li>• Certification opportunities: please see the Edexcel website</li> </ul>	<b>100% of the total qualification</b>
<p>Overview of content</p> <ul style="list-style-type: none"> <li>• Using ICT</li> <li>• Finding and selecting information</li> <li>• Developing, presenting and communicating information</li> </ul>	
<p>Overview of assessment</p> <ul style="list-style-type: none"> <li>• Three tasks will be available within each academic year. Tasks will be replaced annually</li> <li>• The assessor may amend the context to make it more appropriate to the learner</li> <li>• The total number of marks available is 20</li> <li>• 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</li> </ul>	

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

Entry 3	
<ul style="list-style-type: none"> <li>• Internally assessed</li> <li>• Availability of tasks: on demand</li> <li>• Certification opportunities: please see the Edexcel website</li> </ul>	<b>100% of the total qualification</b>
<p>Overview of content</p> <ul style="list-style-type: none"> <li>• Using ICT</li> <li>• Finding and selecting information</li> <li>• Developing, presenting and communicating information</li> </ul>	
<p>Overview of assessment</p> <ul style="list-style-type: none"> <li>• Three tasks will be available within each academic year. Tasks will be replaced annually</li> <li>• The assessor may amend the context to make it more appropriate to the learner</li> <li>• The total number of marks available is 40</li> <li>• 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</li> </ul>	

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

NQF Entry: Level 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
<b>Using ICT</b>	
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
<b>Finding and selecting information</b>	
3 find given information from an ICT-based source	3.1 text message, voicemail and on-screen information
<b>Developing, presenting and communicating information</b>	
4 enter and edit single items of information	4.1 identify and correct simple errors
5 use ICT-based communication	5.1 label an image 5.2 receive and open electronic messages

## Assessment structure Entry Level 1

<b>Assessment</b>	<b>One internally assessed assessment</b>
Assessment-taking time	<p>Minimum 1 hour. Maximum 2 hours.</p> <p>The time can be spread over a number of sessions, provided centres retain assessment materials securely.</p>
Marks	10 marks in total.
Assessment availability	<p>On demand.</p> <p>Edexcel will provide three assessment papers (including assessment materials) each academic year, which tutors can access from the Edexcel website at the start of each academic year.</p>
Assessment preparation	<p>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.</p>

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

NQF Entry: Level 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
<b>Using ICT</b>	
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
<b>Finding and selecting information</b>	
3 use ICT-based sources of information	
4 find specified information from ICT-based sources	4.1 use simple search facilities
<b>Developing, presenting and communicating information</b>	
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

<b>Assessment</b>	<b>One internally assessed assessment</b>
Assessment-taking time	<p>Minimum 1 hour.</p> <p>Maximum 2 hours.</p> <p>The time can be spread over a number of sessions, provided centres retain assessment materials securely.</p>
Marks	20 marks in total.
Assessment availability	<p>On demand.</p> <p>Edexcel will provide three assessment papers (including assessment materials) each academic year, which tutors can access from the Edexcel website at the start of each academic year.</p>
Assessment preparation	<p>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.</p>

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

NQF Entry: Level 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
<b>Using ICT</b>	
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
<b>Finding and selecting information</b>	
4 use simple searches to find information	4.1 search stored information
5 select relevant information that matches requirements of given task	5.1 search web-based sources of information

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

## Assessment structure Entry Level 3

<b>Assessment</b>	<b>One internally assessed assessment</b>
Assessment-taking time	<p>Minimum 1 hour. Maximum 2 hours.</p> <p>The time can be spread over a number of sessions, provided centres retain assessment materials securely.</p>
Marks	40 marks in total.
Assessment availability	<p>On demand.</p> <p>Edexcel will provide three assessment papers (including assessment materials) each academic year, which tutors can access from the Edexcel website at the start of each academic year.</p>
Assessment preparation	<p>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.</p>



# Assessment

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Assessment at entry level should take place when the learner is ready – ie 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

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 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

Edexcel'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 Disability Discrimination Act 1995 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 ([www.edexcel.com](http://www.edexcel.com)) 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  
Edexcel  
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

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## Task setting: medium control

A *medium level of control* means that Edexcel 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 the Edexcel 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 the Edexcel website ([www.edexcel.com](http://www.edexcel.com)).

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.

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

Edexcel will sample the assessment outcomes through standards verification.

# Quality assurance

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Edexcel 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.

## Edexcel 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.

Edexcel's qualification specifications clearly set out the standard to be achieved by each learner in order to be awarded the qualification. Edexcel 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. Edexcel fully supports the use of the centre's own quality assurance systems where this ensures robust internal standardisation. Centres should refer to the *Handbook for Quality Assurance for Edexcel Entry Level Functional Skills* (updated annually).

## External verification

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

# Entry, awarding and reporting

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## Learner entry

Details of learner entry requirements, and the number of assessment opportunities, can be found in our *Information Manual*, which is sent to all examinations officers. Our Information Manual is updated regularly and can be found on our website ([www.edexcel.com](http://www.edexcel.com)).

## 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: Policies and Procedures* document on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)).

## Progression

Learners could progress from these qualifications to:

- Edexcel Functional Skills Qualification in Information and Communication Technology (ICT) at Level 1
- Edexcel BTEC Level 1 qualifications for IT users
- Edexcel Level 1 qualifications in Digital Applications for IT users
- other related qualifications.

# Annexe A

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## Codes

Type of code	Use of code	Code number
National Qualifications Framework (NQF) codes	<p>Each qualification title is allocated an Ofqual National Qualifications Framework (NQF) code.</p> <p>The Ofqual National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DCSF Funding Schedule, Sections 96 and 97, and is to be used for all qualification funding purposes. The Ofqual QAN is the number that will appear on the learner's final certification documentation.</p>	<p>The QANs for the qualification in this publication are:</p> <p>Entry 1 – 500/9112/8</p> <p>Entry 2 – 500/9104/9</p> <p>Entry 3 – 500/8500/1</p>
Entry codes	<p>The entry codes are used to:</p> <ul style="list-style-type: none"><li>• enter a learner for the assessment of a qualification/component</li><li>• aggregate the learner's unit scores to obtain the overall grade for the qualification.</li></ul>	<p>Please refer to the <i>Edexcel Information Manual</i>, available on the Edexcel website.</p>



# Annexe B

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## Glossary of qualification format terms

All 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**

The title is accredited on the National Qualifications Framework (NQF) and this form of words will appear on the learner's Notification of Performance (NOP).

### **NQF level**

All units and qualifications within the NQF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the NQF level descriptors.

### **GLH**

This is the guided learning hours required to teach the qualification.

### **Cash-in code**

This is the Edexcel 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.

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