



**IQ Functional Skills Qualification in ICT at**  
**Entry Level 1**  
**Entry Level 2**  
**Entry Level 3**  
**Level 1**  
**Level 2**

**Specification**

<b>Entry 1</b>	<b>Regulation No: 601/1399/6</b>
<b>Entry 2</b>	<b>Regulation No: 601/1584/1</b>
<b>Entry 3</b>	<b>Regulation No: 601/1400/9</b>
<b>Level 1</b>	<b>Regulation No: 601/1418/6</b>
<b>Level 2</b>	<b>Regulation No: 601/1761/8</b>

<b>Contents</b>	<b>Page</b>
Industry Qualifications (IQ).....	3
Definitions .....	3
About these qualifications .....	3
Relationship and equivalence to other qualifications .....	4
Delivery .....	4
Assessment.....	4
Age range and geographical coverage .....	5
Learner entry requirements.....	5
Tutor requirements.....	6
Access arrangements .....	6
Functional Skills Qualification in ICT at Entry Level 1 – Unit K/505/3407 .....	8
Functional Skills Qualification in ICT at Entry Level 2 – Unit R/505/3420 .....	9
Functional Skills Qualification in ICT at Entry Level 3 – Unit D/505/3422 .....	10
Functional Skills Qualification in ICT at Level 1 – Unit H/505/3423.....	12
Functional Skills Qualification in ICT at Level 2 – Unit K/505/3424.....	14
Guidance on delivery and assessment .....	16
Resources .....	16

## About Industry Qualifications (IQ)

Industry Qualifications' (IQ) founding principle is to provide qualifications that are responsive to the needs of the vocational sector to ensure that learners are provided with a learning experience relevant to their industry. We aim to provide qualifications that are valued and recognised as being best in class by ensuring the highest levels of assessment integrity and customer service. We are approved by UK's regulators of qualifications: Ofqual, CCEA, Qualification Wales and SQA Accreditation.

## The IQ Group

IQ Group of Companies seek to provide an internationally recognised mark of quality assurance for skills, management systems, products and services. IQ promotes quality, partnership and integrity through its group of companies spanning education, professional membership and standards certification markets. Our focus is on high growth, highly specialised sectors with potential for international growth.

## Contact Us

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For guidance on any fees we charge for the services we provide, please see the IQ Price Guide:

[www.industryqualifications.org.uk/centre-portal/iq-price-guide](http://www.industryqualifications.org.uk/centre-portal/iq-price-guide)

## Introduction

This specification is intended for trainers, centres and learners. General information regarding centre approval, registration, IQR (IQs candidate management system), assessment papers, certification, conducting external and controlled assessment, reasonable adjustments, special consideration, appeals procedure are available from the website

It should be read in conjunction with the following documents:

- IQ Functional Skills Centre Guide
- Assessment @ IQ Online Assessments Guide for Centres, Candidates and Invigilators

## Version number

Please ensure that you have the latest and most up to date version of documents. Please check the website for the most up to date version. To check which version you have please see the footer which will give you the version number.

V4 updated January 2017: All pages re-formatted, updates to pages 3, 4 and 6

V6 updated June 2018: new office address added

## Definitions

**Controlled assessment:** Assessment is internally set and marked to IQ guidelines. Assessments are taken under supervised conditions, using prepared notes, if applicable.

**On-demand assessment:** Assessment is available on a 'when ready' basis.

**On-screen assessment:** Assessment is delivered and taken and using a computer.

## About these qualifications

Functional Skills ICT are free standing qualifications designed to give learners skills to operate confidently, effectively and independently in education, work and everyday life. They have been created in response to employers recommendations that learners would benefit from a thorough grounding in the basics and the ability to problem-solve. IQ Functional skills qualifications are available in English, ICT and mathematics at Entry level 1, 2, 3 and levels 1 and 2. They assess the Functional Skills standards, coverage and range.

## Objective

Preparing learners for employment

## Purpose

A Recognise personal growth and engagement in learning  
 A4. Recognise development of employability skills and/or knowledge

## Sector

14.1 Foundations for learning and life

## Structure

Each IQ Functional Skills Qualification in ICT consists of one unit with a single assessment. Each qualification is worth a notional five QCF credits.

## Relationship and equivalence to other qualifications

Functional skills have replaced the Key Skills qualifications for Communication, Application of Number and ICT for post-16 learners and in Apprenticeship frameworks; they have also replaced Skills for Life qualifications at Levels 1 and 2. They are part of Foundation Learning programmes. GCSEs in English, ICT and mathematics contain functional elements.

Level equivalences				
Functional Skills ICT	Adult ICT(SFL)	GCSE	National Curriculum ICT	Key Skills Application of Number
Entry 1	Entry 1		Level 1	
Entry 2	Entry 2		Levels 1-2	
Entry 3	Entry 3		Levels 1-3	
Level 1	Level 1	D - G	Levels 1-4	Level 1
Level 2	Level 2	A* - C	Levels 1-6	Level 2

## Delivery

There are 45 guided learning hours for each qualification. It is the responsibility of centres to decide the appropriate course duration, based on the learners' ability and level of existing knowledge. It is possible, therefore, that the number of guided learning hours can vary according to learners' needs. Guided learning hours are defined as all times when a member of staff is working in a supervisory capacity to give specific guidance towards the learning aim. IQ recommends that an initial assessment is undertaken so that the appropriate guided learning hours are attributed to the individual learner.

## Assessment

Assessment for these qualifications is summative and should only be attempted when the learner has acquired the functional ICT skills and knowledge to achieve success. Assessment can take place in any supervised environment which can support an electronic or paper-based assessment (depending on centre choice) and includes the learner's workplace.

The assessment tasks cover all the skill standards for the level and sample the coverage and range. All of the coverage and range are assessed over a one year cycle of assessments.

This qualification is not graded, successful learners achieve a pass.

Qualification	Assessment description	Time allowed (unless access arrangements apply).	Assessment
Entry 1	One IQ externally set and internally marked, externally quality assured assessment (Total 15 marks)	Entry 1, 2 One and a half hours  Entry 3. Two hours	Centres set up the computer to IQ guidance. Assessments are accessed through the IQ portal and are available for up to 6 months. Learners record their answers on the computer Assessment is internally marked and externally verified by IQ
Entry 2	One IQ externally set and internally marked, externally quality assured assessment (Total 20 marks )		
Entry 3	One IQ externally set and internally marked and externally quality assured assessment (Total 30 marks)		
Level 1	One IQ externally set and marked assessment (Total 45 marks)	Two hours	Assessments are accessed through the IQ portal. Learners receive the assessments electronically and record their answers on the computer Assessment is externally marked by IQ
Level 2	One IQ externally set and marked assessment (Total 50 marks)		

**Entry level qualifications** are taken under controlled assessment regulations. This means that the assessments and their mark schemes are provided by IQ and marked by the centre. The centre will be offered a choice of assessment papers and should choose the most appropriate one for their learners. The assessment tasks have been designed so that centres can contextualise (adapt them) to reflect their learners' characteristics and culture if required.

Each Functional Skills Entry Level assessment paper and Guidance, Mark Scheme and Resources document contains detailed instructions for the assessor and the learner. Centres should familiarise themselves with the assessment before it takes place in order to prepare the learner, source any materials that may be required and set up the computer.

**Level 1 and level 2 qualifications** are taken under examination conditions and must take place in an environment free from extraneous noise to enable the learner to complete their tasks without disruption or interruption. This can be the learner's workplace.

### Age range and geographical coverage

These qualifications are approved for learners aged 14+ in England only.

### Learner entry requirements

There are no formal entry requirements for Functional Skills ICT qualifications; however centres should ensure that learners have the maturity and experience to access functional skills assessment before they are entered.

### Progression

Learners can progress to further Functional Skills ICT qualifications as they have been designed to encourage progress through each of the levels. Each level subsumes the previous level.

### Tutor requirements

IQ requires that all tutors are competent and/or qualified in ICT to at least Level 2 if delivering Entry Level, Level 1, and Level 2 Functional Skills ICT. All tutors must be conversant with the qualifications and their assessment. Tutors must have the relevant teaching or assessor qualification for their industry. Centres are expected to support their staff in ensuring that their knowledge of functional skills standards, delivery and assessment requirements remain current.

Tutors responsible for delivering and assessing controlled assessment must undertake the relevant IQ training available from the IQ website.

### Centre Requirements

Centres must be approved by IQ in order to offer this qualification.

### Access arrangements

Functional skills qualifications have been designed to be inclusive and to minimise the need to make reasonable adjustments or exemptions. Learners taking Functional Skills ICT assessments should have access to the support and equipment that reflect their normal way of working during their teaching and learning. However, these arrangements should not give unfair advantage over other learners.

Eligibility for applying access arrangements should be evidenced by a learner assessment from a Specialist Assessor and the record kept by the centre. There is no requirement for the centre to inform IQ that they are applying access arrangements, reasonable adjustments or special considerations, unless they fall outside of the permitted arrangements. If access arrangements have been applied this must be recorded on the attendance form for the examination/assessment. A record of the Specialist Assessor assessment should be available for the IQ EV and Regulators.

The following access arrangements for levels of Functional Skills ICT can be made available if eligibility is established by assessment.

- Extra time
- Reader
- Oral Language Modifier
- Sign Language Interpreter
- Scribe
- Word Processor
- Transcript
- Practical Assistant, a practical assistant may switch on the computer and insert the disk at the learners instruction but must not perform any skill for which marks will be accredited
- Modified Question Papers (including Braille)
- Models, visual/tactile aids, speaking scales
- 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.

A process map for 'Understanding Access Arrangements and Special Consideration for General Qualifications' can be downloaded from the Ofqual website. <http://www2.ofqual.gov.uk/help-and-support/94-articles/442-understanding-access-arrangments-and-special-consideration>

**Functional Skills Qualification in ICT at Entry Level 1 – Unit K/505/3407**

Coverage and range: provides the knowledge and techniques that learners would be expected to apply at each level, however these are a guide to the minimum content.

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



**Functional Skills Qualification in ICT at Entry Level 2 – Unit R/505/3420**

Coverage and range: provides the knowledge and techniques that learners would be expected to apply at each level, however these are a guide to the minimum content.

Skills Standards	Coverage and Range	Assessment Weighting
<p><b>Using ICT</b></p> <p>1. Interact with ICT for a purpose</p>	<p>a) Use computer hardware</p> <p>b) Use software applications for a purpose</p> <p>c) Recognise and use interface features</p>	20-30%
<p><b>Using ICT</b></p> <p>2. Follow recommended safe practices</p>	<p>a) Minimise physical stress</p> <p>b) Keep access information secure by using password</p> <p>c) Understand the need to stay safe</p>	
<p><b>Finding and selecting information</b></p> <p>3. Use ICT base sources of information</p> <p>4. Find specified information from ICT-based sources</p>	<p>a) Use simple search facilities</p>	10-20%
<p><b>Developing, presenting and communication information</b></p> <p>5. Enter and edit information for a simple purpose</p>	<p>a) Use simple editing and formatting techniques</p>	50-70%
<p><b>Developing, presenting and communication information</b></p> <p>6. Bring together two given types of information</p>	<p>a) Print and view on-screen</p> <p>b) Identify and correct simple errors</p>	
<p><b>Developing, presenting and communication information</b></p> <p>7. Use ICT-based communication</p>	<p>a) Read, send and receive electronic messages</p>	

**Functional Skills Qualification in ICT at Entry Level 3 – Unit D/505/3422**

Coverage and range: provides the knowledge and techniques that learners would be expected to apply at each level, however these are a guide to the minimum content.

Skills Standards	Coverage and Range	Assessment Weighting
<p><b>Using ICT</b></p> <p>1. Interact with and use an ICT system to meet given needs</p>	<p>a) Use correct procedures to start and shut down an ICT system</p> <p>b) Use input and output devices</p> <p>c) Use software applications to meet needs and solve given problems</p> <p>d) Recognise and use interface features</p> <p>e) Change simple software settings</p>	<p>20-30%</p>
<p><b>Using ICT</b></p> <p>2. Store information</p>	<p>a) Open and save files</p> <p>b) Know how to insert and remove media</p>	
<p><b>Using ICT</b></p> <p>3. Follow safety and security practices</p>	<p>a) Use and change password</p> <p>b) Minimise physical stress</p>	
<p><b>Finding and selecting information</b></p> <p>4. Use simple searches to find information</p>	<p>a) Search stored information</p> <p>b) Search web-based sources of information</p>	<p>10-20%</p>
<p><b>Finding and selecting information</b></p> <p>5. Select relevant information that matches requirements of given task</p>		

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

**Functional Skills Qualification in ICT at Level 1 – Unit H/505/3423**

Coverage and range: provides the knowledge and techniques that learners would be expected to apply at each level, however these are a guide to the minimum content.

Skills Standards	Coverage and Range	Assessment Weighting
<p><b>Using ICT</b></p> <p>1. Identify the ICT requirements of a straightforward task</p>	<p>a) Use ICT to plan and organise work</p>	<p>20-30%</p>
<p><b>Using ICT</b></p> <p>2. Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context</p>	<p>a) Select and use software applications to meet needs and solve straightforward problems</p> <p>b) Select and use interact features effectively to meet needs</p> <p>c) Adjust system settings as appropriate to individual needs</p>	
<p><b>Using ICT</b></p> <p>3. Manage information storage</p>	<p>a) Work with files, folders and other media to access, organise, store, label and retrieve information</p>	
<p><b>Using ICT</b></p> <p>4. Follow and demonstrate understanding of the need for safety and security practices</p>	<p>a) Demonstrate how to create, use and maintain secure passwords</p> <p>b) Demonstrate how to minimise the risk of computer viruses</p>	
<p><b>Finding and selecting information</b></p> <p>5. Use search techniques to locate and select relevant information</p>	<p>a) Use of search engines to (answer) queries</p>	<p>10-20%</p>
<p><b>Finding and selecting information</b></p> <p>6. Select information from a variety of ICT sources for a straightforward task</p>	<p>a) Recognise and take account of currency relevance, bias and copyright when selecting and using information</p>	

<p><b>Developing, presenting and communication information</b></p> <p>7. Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks</p>	<p>a) Apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content</p>	<p>50-70%</p>
<p><b>Developing, presenting and communication information</b></p> <p>8. Use appropriate software to meet requirements of straightforward data-handling task</p>	<p>a) Process numerical data                      b) Display numerical data in graphical format                      c) Use field names and data types to organise information                      d) Enter, search, sort and edit records</p>	
<p><b>Developing, presenting and communication information</b></p> <p>9. Use communication software to meet requirements of a straightforward task</p>	<p>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</p>	
<p><b>Developing, presenting and communication information</b></p> <p>10. Combine information within a publication for a familiar audience and purpose</p>	<p>a) Print and view on screen                      b) Check for accuracy and meaning</p>	

**Functional Skills Qualification in ICT at Level 2 – Unit K/505/3424**

Coverage and range: provides the knowledge and techniques that learners would be expected to apply at each level, however these are a guide to the minimum content.

Skill Standard	Coverage and Range	Assessment Weighting
<p><b>Using ICT</b></p> <p>1. Plan solutions to complex tasks by analysing the necessary stages</p>	<p>a) Use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches</p>	<p>20-30%</p>
<p><b>Using ICT</b></p> <p>2. Select, interact with use ICT systems safety and securely for a complex task in non-routine and unfamiliar</p>	<p>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</p>	
<p><b>Using ICT</b></p> <p>3. Manage information storage to enable efficient retrieval</p>	<p>a) Manage files, folders and other media storage to enable efficient information retrieval</p>	
<p><b>Finding and selecting information</b></p> <p>4. Use appropriate search techniques to locate and select relevant information</p>	<p>a) Search engines, queries and AND/NOT/OR&gt;, &gt;=, &lt;=, contains, begins with, use of wild cards</p>	<p>10-20%</p>
<p><b>Finding and selecting information</b></p> <p>5. Select information from a variety of sources to meet requirements of a complex task</p>	<p>a) Recognise and take account of copyright and other constraints on the use of information                      b) Evaluate fitness for purpose of information</p>	

<p><b>Developing, presenting and communication information</b></p> <p>6. Enter, develop and refine information using appropriate software to meet requirements of a complex task</p>	<p>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</p>	
<p><b>Developing, presenting and communication information</b></p> <p>7. Use appropriate software to meet the requirements of a complex data-handling task</p>	<p>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</p>	
<p><b>Developing, presenting and communication information</b></p> <p>8. Use communications software to meet requirements of a complex task</p>	<p>a) Organise electronic messages, attachments and contacts                  b) Use collaborative tools appropriately                  c) Understand the need to stay safe and to respect others when using ICT-based communication</p>	
<p><b>Developing, presenting and communication information</b></p> <p>9. Combine and present information in ways that are fit for purpose and audience</p>	<p>a) Organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate                  b) Work accurately and check accurately, using software facilities where appropriate.</p>	50-70%
<p><b>Developing, presenting and communication information</b></p> <p>10. Evaluate the selection, use and effectiveness of ICT tools and facilitates used to present information</p>	<p>a) At each stage of a task and at the task's completion</p>	

## Guidance on delivery and assessment

Functional Skills ICT qualifications are designed to assess the three interrelated skill areas identified in skills standards:

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

The assessment will focus on the effective application of the three interrelated ICT skill areas in purposeful contexts and scenarios based on real-life situations and therefore centres should prepare their learners accordingly.

## Resources

Centres may use their own, or published learner support materials in delivering the qualification. Whatever support materials centres choose to use, they should ensure that their delivery methodology adequately prepares the learner for assessment.

IQ endorses published training resources and learner support materials by submitting the materials to a rigorous and robust quality assurance process, thus ensuring such materials are relevant, valid and appropriately support the qualification.

## Qualification support materials

IQ provides a range of support to centres delivering and assessing these qualifications. Resources include:

- Sample assessments
- Training for those delivering and assessing functional skills
- Teaching and learning materials

## Useful websites

Ofqual The regulators for Functional Skills qualifications	<a href="http://www.ofqual.gov.uk">www.ofqual.gov.uk</a>
Joint Council of Qualifications (JCQ) Regulate the access arrangements for Functional Skills	<a href="http://www.jcq.org.uk/">http://www.jcq.org.uk/</a>
Learning and Skills Improvement Service (LSIS) Excellence Gateway has Functional Skills materials	<a href="http://tlp.excellencegateway.org.uk/tlp/fs/fs-resources/">http://tlp.excellencegateway.org.uk/tlp/fs/fs-resources/</a>