



PART OF **nocn** GROUP

QUALIFICATION SPECIFICATION

Suite of Entry Level Functional Skills Qualifications in Information and Communication Technology (ICT)

NOCN Functional Skills Qualification in ICT at Entry 1

Qualification No: 500/9762/3

NOCN Functional Skills Qualification in ICT at Entry 2

Qualification No: 500/9763/5

NOCN Functional Skills Qualification in ICT at Entry 3

Qualification No: 501/0749/5

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To know more about NOCN:

- Visit the NOCN website: www.nocn.org.uk
- Call the Customer Service Team: **0300 999 1177**

www.nocn.org.uk



Introduction

NOCN has been providing a qualification and accreditation service to providers across the UK for over 25 years and is justifiably proud of its reputation as, "...a provider of fully accessible, trusted and flexible qualification and accreditation services".

Over the years, NOCN has worked effectively with centres for the benefit of learners across the country, with a mutual interest in providing a continuously improving service. NOCN, whilst retaining all the advantages of being a national body, has always provided a personal, bespoke service to its customers and prides itself on its local presence and expertise within communities.

This document details the qualification specification and provides guidance to the training provider on assessment criteria and evidence requirements.



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1. About the Functional Skills qualifications

Introduction to Functional Skills

Functional Skills are practical skills in English, mathematics and Information and Communication Technology (ICT). They are defined as:

...practical skills in English, mathematics and Information and Communication Technology (ICT) that allow individuals to operate confidently, effectively and independently in everyday life, including in the workplace.¹

Development of Functional Skills

Following the *14-19 Education and Skills White Paper* (February 2005) and the *Skills White Paper* (March 2005), the DfES gave QDCA a remit to develop Functional Skills in English, mathematics and ICT.

Employers and educators have identified these skills as vital for enabling young people and adults to have the practical skills to succeed in further learning, employment and life in modern society.

In 2006 the FE Reform White Paper: *Raising Skills, Improving Life Chances* built on the existing *14-19 Education and Skills White Paper* and the *Skills Strategy* to set out a series of reforms which will raise skills and qualification levels for young people and adults to world standards.

These reforms, including the introduction of Functional Skills qualifications, will all contribute to addressing the skills shortages identified in the 2006 Leitch Review of Skills: *Prosperity for all in the global economy – world class skills*. The Government response to this is included in *World Class Skills: Implementing the Leitch Review of Skills in England*.

To ensure that Functional Skills are readily accessible to the full range of learners, they will be available as an integral part of the new Diplomas, Foundation Learning and Apprenticeships.

The qualifications have been designed to be suitable, therefore, for a wide range of candidates, from young people involved in GCSEs in schools to adults involved in learning programmes to help them find and progress in work.

Functional Skills Criteria

Working with a wide range of partners, QDCA produced final versions of the Functional Skills criteria. These were published in November 2009. Functional Skills criteria are available for

¹ QDCA <http://webarchive.nationalarchives.gov.uk/+http://www.ofqual.gov.uk/68.aspx>

English, mathematics and ICT at Entry 1, Entry 2, Entry 3, Level 1 and Level 2. The criteria determine the knowledge and skills proficiency required by learners at each level.

The Functional Skills criteria are designed to provide a framework for assessment and to be sufficiently flexible to be interpreted in a variety of contexts, for example in school and workplace settings, and by a range of users.

This criteria has since been updated by Ofqual and can be found on their website www.ofqual.gov.uk/qualifications-assessments.

Functional Skills Assessments

Functional Skills assessments are based primarily on task-based scenario questions with a limited duration. The qualifications at each sub-level of Entry Level are internally assessed under controlled assessment conditions through a single component assessment consisting of a number of short tasks. The assessments will use and reinforce skills-based, problem-solving learning techniques. Assessment opportunities will be offered throughout the year, on demand so that learners may access the assessments when their tutors feel they are ready. Learners may complete the assessments task by task with short breaks in between, provided that the short assessment sessions do not total more than the permitted duration of the assessment and that learners cannot access the assessments or further teaching between the sessions.

Centres may download the assessments from the secure Functional Skills section of the NOCN website (www.nocn.org.uk). Centres should contact functionalskills@nocn.org.uk if they do not have a Functional Skills login for the site. The assessments may be contextualised by the centre using the guidance on the assessment mark sheet. A copy of the contextualised assessment should be made available to NOCN or the regional external verifier on request. If a centre decides to design a totally new assessment, they should submit it to NOCN at least 15 working days before the planned use of the assessment with learners to allow the assessment to be standardised in the same way as other NOCN devised assessments. When NOCN is satisfied that the assessment meets the criteria, the centre will receive confirmation that it approved. The centre must give permission for the assessment to be added to the assessment bank available to all other centres.

A minimum of 10% of assessments at Entry 1 must be observed by an experienced internal verifier alongside the Functional Skills ICT tutor to check that the assessment is taking place within the NOCN guidelines and to verify the assessment decisions. A written record must be made of the observation. An exemplar Observation of Internal Assessment Record Sheet may be found in Appendix 2 which identifies the minimum information required, but centres may develop their own recording sheet as long as it captures the minimum information required by NOCN. Once the assessment records are completed by the assessor, the centre should complete an internal verification sample of the documents.

An external verifier will visit the centre to check the quality of the assessment and verification systems. See section 7 for further details of quality systems.

The NOCN Functional Skills qualification in Information and Communication Technology (ICT) at Entry 1, Entry 2 and Entry 3 qualifications comprise of one single summative assessment which focuses on the three interrelated skill areas of using ICT, finding and selecting Information and developing, presenting and communicating information. The assessments contain a number of tasks which cover the whole of the criteria and sample from the coverage and range statements at this level, and also sampling from the range of contexts. 20-30% of marks are allocated to using ICT, 10-20% of marks are allocated to finding and selecting information and 50-70% of marks are allocated to developing, presenting and communicating information. All assessments, regardless of the sample, will cover all three skill areas. Each assessment will cover a minimum of 60% of the coverage and range statements and across four different live assessments, the whole of the coverage and range statements will be evidenced at least twice.

Entry 1 and Entry 2 assessments are one hour in duration. Entry 3 assessments are one and a half hours in duration.

All tasks must be completed. All assessments are internally assessed and centres may use either the NOCN devised assessment or contextualise the assessment in line with the guidance in the assessment mark scheme. Each assessment has detailed guidelines which outlines how the assessment must administered and the level and type of support available to the learners and a detailed mark scheme identifies how marks should be allocated by assessors.

2. NOCN Functional Skills qualification in Information and Communication Technology (ICT) at Entry 1, Entry 2 and Entry 3

Aims and Objectives of the Qualifications

The term *functional* should be considered in the broad sense of providing learners with the skills and abilities they need to take an active and responsible role in their communities, in their workplace and in educational settings. It requires learners to be able to communicate in ways that make them effective and involved as citizens, operate confidently and to convey their ideas and opinions clearly in a wide range of contexts.

The Functional Skills criteria in Information and Communication Technology (ICT) aim to equip learners with the skills and confidence to apply, combine and adapt their ICT knowledge and problem solving skills to new situations in their life and work in a range of contexts and for various purposes.

The aim of the Functional Skills in Information and Communication Technology (ICT) qualifications are therefore to equip learners with the skills and confidence to apply, combine and adapt their ICT knowledge to new situations in their life and work. They are concerned with developing and recognising the ability of learners to apply and transfer skills in ways that are appropriate to their situation. The assessments therefore focus on functionality and the application of skills as articulated by the Functional Skills criteria in Information and Communication Technology (ICT).

The NOCN Functional Skills qualification in Information and Communication Technology (ICT) at Entry 1, Entry 2 and Entry 3 qualifications are designed to assess Functional Skills in ICT at each sub-level of Entry Level as determined by the Functional Skills criteria. The qualifications require learners to successfully achieve summative assessment tasks that are externally set. Candidates can take these when they have undergone a relevant teaching and learning programme that covers the functional Information and Communication Technology criteria in their entirety at the relevant sub-level of Entry Level and have developed the appropriate skills ready for assessment.

Subject Matter and Content of the Qualifications

To achieve the NOCN Functional Skills qualification in Information and Communication Technology (ICT) at Entry 1, Entry 2 and Entry 3 qualifications learners would be expected to:

- Apply their knowledge and understanding to identify the ICT requirements to produce an appropriate solution to practical problems (**complexity**).
- Apply a range of techniques across an increasingly wide range of situations and contexts to generate successful outcomes (**technical demand**).
- Use ICT skills with increasing levels of independence, drawing on a range of approaches to obtain answers to problems (**independence**).
- Apply their knowledge, skills and understanding within familiar contexts (**familiarity**).

There are no units of assessment within the Functional Skills qualifications, which are achieved by successful completion of externally set summative assessments. All learners must complete some element of the assessment and cannot, therefore, be exempt from the entire assessment for a qualification. There can be no exemptions from Functional Skills ICT and mathematics as these are integrated, single component qualifications.

Administrative guidance may be found in the Centre Guidance for Functional Skills document.

Assessments focus on functional real-life situations. They assess the effective application of ICT skills in purposeful familiar contexts and straightforward scenarios at each sub-level of ICT. They assess how learners approach familiar tasks in a range of contexts and straightforward situations, using a range of techniques to identify solutions to practical problems. Assessments are developed around a broad theme, for example, Getting Fit.

Guided Learning Hours

The total recommended guided learning hours for all qualifications are 45 hours.

Guided Learning Hours (GLH) are a guide to the amount of teacher-supervised or directed study time a learner will need to complete the learning needed for a qualification. NOCN recognises that every learner is different and the actual time taken may vary beyond the maximum and minimum shown.

Training providers not reliant on public funding measured by glh may find them a useful guide to the recommended length of a programme of study. The learning hours can be divided in any way, for example, a 20 glh hour programme could be delivered in 2 hours a week for 10 weeks or 8 hours a day for 3 days, depending on the course and learners.

Total Qualification Time (TQT)

The Total Qualification Time for all qualifications is 45 hours.

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve this qualification.

TQT is split into two areas:

- **Guided Learning Hours (GLH):**
 - learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training
 - includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.
- **Other Learning Hours (OLH):**

- an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including:
 - preparatory work
 - self-study
 - or any other form of education or training, including assessment.

Examples of GLH activities include:

- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teacher in real time
- E-learning supervised by a teacher in real time
- All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training
- Exam time

Examples of OLH activities include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning

The agreed Total Qualification Time has been used to identify the qualification's Credit Value.

Relationship with National Criteria

The NOCN Functional Skills qualification in Information and Communication Technology (ICT) at Entry 1, Entry 2 and Entry 3 are qualifications related to the Functional Criteria: Information and Communication Technology (ICT) November 2009 developed by QCDA. They assess understanding and skills development that underpins functional competence in ICT as identified in these criteria. The Functional Skills criteria for Information and Communication Technology (ICT) Entry Level 1, Entry 2 and Entry 3 can be found in Appendix 1.

Language Requirements

The Functional Skills qualifications are only available in England and therefore these qualifications are only available in English.

Progression Opportunities

NOCN Entry Level Award in Functional Skills Information and Communication Technology (ICT) Entry 1, Entry 2 and Entry 3 enable progression to further learning, employment, and learning and development opportunities within employment.

Functional Skills qualifications are designed from Entry 1 to Level 2 to ensure clear progression pathways and personal development opportunities. The levels comply with the level descriptors for positioning units within the Regulated Qualifications Framework. This will ensure that learner achievement is clearly understood by both the learner and audiences outside of the education environment.

The NOCN Functional Skills qualification in Information and Communication Technology (ICT) at Entry 1 and Entry 2 allows learners to progress to:

- higher levels of Entry Functional Skills Information and Communication Technology (ICT) qualifications;
- further study for vocational, vocational-related or general qualifications at Entry or Level 1 (for example, Level 1 NVQs or Level 1 Diplomas).

After successfully achieving the NOCN Functional Skills qualification in Information and Communication Technology (ICT) at Entry 3 learners may be able to progress to:

- Level 1 Functional Skills Information and Communication Technology (ICT);
- further study for vocational, vocational-related or general qualifications at Entry Level or Level 1 (for example, Level 1 NVQs or Level 1 Diplomas).

The NOCN Functional Skills qualification in Information and Communication Technology (ICT) at Entry 1, Entry 2 and Entry 3 will support study in the full range of subjects and sectors.

3. Who are the qualifications for

There are no age restrictions for these qualifications.

Functional Skills are vital to the personal development of all learners.

The qualification is suitable for a wide range of candidates including:

- adults involved in learning programmes to prepare them for work;
- adults in work to provide progression opportunities; □ young people involved in GCSEs in schools;
- those involved in Diplomas and Apprenticeships.

These new qualifications are assessed primarily through tasks, rather than traditional knowledge-based tests, helping learners to enhance and apply their problem solving skills effectively.

Adults and young people will develop vital problem-solving skills, ensuring that they are well equipped for success in employment, further learning and life.

Employers will also benefit as Functional Skills qualifications will help to ensure that employees are able to apply fundamental problem-solving skills in work situations, improving effectiveness and productivity.

Functional Skills Assessments

Functional Skills assessments are designed:

- As summative assessments, for example they can be used when the learner is ready for assessment, that is, they have developed the appropriate skills through a teaching and learning programme. This should cover the Functional Skills criteria in their entirety at the relevant sub-level of Entry Level.
- To assess the whole of the Functional Skills criteria and a sample of the coverage and range statements.
- To assess confident and competent use of the three interrelated skills of using ICT, finding and selecting information and developing, presenting and communicating information

The assessments will be externally developed by NOCN and will be designed as assessment tasks based on 'real life' contexts. Contexts may be based on for example:

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

All assessments at Entry 1, Entry 2 and Entry 3 are internally assessed and externally verified and the assessments should take place under controlled conditions. These assessments are downloaded from www.nocn.org.uk with a secure Functional Skills login and may be contextualised by the centre in line with the guidance available on the assessment mark sheet or centres may use the NOCN devised assessments. Further guidance on the controlled assessment may be found in the Centre Guidance for Functional Skills document, within the assessment mark sheet or in section 1 of this qualification specification.

Restrictions on Learner Entry

There are no restrictions on learner entry to these qualifications. However learners should have undertaken relevant initial assessments to ensure that they are following an appropriate learning programme leading to the summative assessment.

Recommended Prior Learning

There is no recommended prior knowledge, attainment or experience needed by learners wishing to enrol on these qualifications.

Learners with Particular Requirements

Assessment within the NOCN Functional Skills qualification in Information and Communication Technology (ICT) at Entry 1, Entry 2 and Entry 3 is designed to be accessible and inclusive. The assessment methodology is appropriate and rigorous for individuals or groups of learners.

If you have learners with particular requirements you should refer to the 'Access to Fair Assessment Policy and Procedure' which can be found in the NOCN Centre Handbook area of the NOCN website within the Learning Providers section.

This section gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without comprising the achievement of the assessment criteria.

The NOCN Centre Recognition process requires policy statements on Equal Opportunities and Diversity and Disability Discrimination. These policy statements are then checked and confirmed through the Quality Review and Risk Assessment processes.

In addition, the Functional Skills Information and Communication Technology (ICT) criteria outline additional support which may be made available to the learners (see the next page for details).

In completing assessment leading to Functional Skills ICT qualifications, candidates can have access to all forms of equipment and software that constitute 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 Functional Skills qualifications criteria require awarding organisations to develop assessment materials that anticipate the needs of disabled learners and which minimise, as far as possible, the need to make reasonable adjustments (whilst still assessing the skills criteria) or exemptions.

For details of access arrangements and reasonable adjustments for Functional Skills ICT qualification, please see the JCQ publication ‘Access Arrangements, Reasonable Adjustments and Special Consideration, General and Vocational Qualifications’.

The table below summarises arrangements to which candidates can have access in meeting the requirements of Functional Skills ICT qualifications.

Does the assessment allow the use of these access arrangements?

Access arrangements	Yes/No	Type of assessment
Reader/screen reader	Yes	
Scribes	Yes	
Practical Assistants	Yes	For assessment of the application of skills described by the criteria, a practical assistant may switch on the computer and insert a disk at the candidate’s instruction but must not perform any skill for which marks are credited. (For more detail please see commentary against individual skills criteria) Assistants can be used in written assessments.
Word Processors	Yes	
Transcripts	Yes	
BSL interpreters	Yes	
Oral language modifiers	Yes	
Modified question papers (including Braille)	Yes	
Extra Time	Yes	
External device to load personal settings	Yes	Permitted as a reasonable adjustment provided this does not compromise the assessment or give the candidate any advantage not available to other candidates.

4. Achieving the qualifications

There is no requirement for unit achievement. Learners will undergo appropriate teaching and learning programmes as would normally be delivered by centres. Curriculum teaching and learning must cover the Functional Skills criteria ICT in their entirety at Entry 1, Entry 2 or Entry

3. Learners can take the summative assessment for the qualifications when they have developed the appropriate skills and are ready for assessment.

The summative assessment consists of externally set assessment tasks that assess the whole of the skill criteria and samples from the underpinning coverage and range. Sample assessments and detailed mark schemes, which are mapped to the Functional Skills criteria for ICT, are available on the NOCN website in the Learning Providers section under Functional Skills.

The assessment tasks must be taken under controlled conditions. The duration of the assessments will be one hour for Entry 1 and Entry 2 and one and half hours at Entry 3. The assessments may take place in the classroom but the learners should not be disadvantaged by the environment.

Assessment Conditions and Procedures

Full guidance on the administrative procedures may be found within the Centre Guidance for Functional Skills.

It is intended that learners will take assessments for the qualifications 'on demand' when they are ready.

All assessments are internally assessed.

Centres may download the assessments from the secure Functional Skills section of www.nocn.org.uk. Centres should contact functionalskills@nocn.org.uk if they do not have a Functional Skills login for the site. The assessments may be contextualised by the centre using the guidance on the assessment mark sheet. A copy of the contextualised assessment should be made available to NOCN or the regional external verifier on request. Centres should use the NOCN devised mark scheme wherever possible and amend as required to meet the requirements of the task.

Where a centre wishes to write their own totally new assessments, these must be submitted to NOCN for standardisation in line with all other NOCN devised assessments a minimum of 15 working days before the planned assessment date with learners. NOCN will confirm to the centre that the assessment is approved and the assessment will form part of the live assessment bank available to all centres. Full details of the standardisation process may be found in the NOCN Administrative Guidance for Functional Skills which is available from functionalskills@nocn.org.uk. The assessments are internally marked and internally verified. A minimum of 10% of Entry 1 assessments must be observed by an experienced internal verifier working alongside the Functional Skills ICT tutor and a written record made of the observation. An exemplar Observation of Internal Assessment Record Sheet may be found in Appendix 2 which identifies the minimum information required, but centres may develop their own recording sheet as long as it captures the minimum information required by NOCN. Once the assessment records are completed by the assessor, the centre should complete an internal verification sample of the assessment documents.

Embedding Functional Skills Assessments

The qualifications can be delivered on a standalone basis or embedded into vocational/other qualifications.

The Functional Skills Entry 1, Entry 2 and Entry 3 ICT assessment is delivered as a qualification at a stage when the learner has developed the appropriate skills following a relevant teaching and learning programme. The assessment could therefore be used alongside other provision. For example, learners working towards the NOCN Qualifications in Progression could undertake the Functional Skills Entry 1, Entry 2 or Entry 3 ICT assessment at any point appropriate for the learner in order to provide evidence of achievement in ICT skills.

Embedded teaching and learning combines the development of literacy, language and numeracy with vocational, ICT or other skills. Using this approach, learners have the opportunity to achieve a Functional Skills Entry 1, Entry 2 or Entry 3 Information and Communication Technology (ICT) qualification as well as the vocational/other qualification.

5. How the qualifications will be assessed

The qualifications are awarded to learners who successfully achieve the summative task-based assessment as per the qualification specification, indicated in section 4. Achieving the qualifications.

Assessment

Achievement of the qualifications is through successful completion of a single component task based assessment which is:

- externally set by NOCN and may be internally contextualised by the centre; □ internally marked by centre;
- externally verified by NOCN.

NOCN will be required to retain completed assessments for NOCN standardisation and question analysis activity. These will also be subject to national Awarding Bodies' standardisation activities to inform ongoing developing of assessment materials during the pilot.

Assessment Design

Mark schemes specify how the assessments may be contextualised by the centres to meet the needs of their learners without altering the level of the assessment. Tasks, whether NOCN or centre devised, will be replaced annually.

Entry 1

Although there is an assessment paper, the level of tutor mediation is such that there are minimal requirements for learners to record answers on the paper. Tutors may read questions to the learner. The language used on the assessment paper is clear and straightforward.

The assessments cover the whole of the Entry 1 Functional Skills Information and Communication Technology (ICT) criteria and a sample of coverage and range statements. They sample from the range of contexts identified for the level. The mark scheme specifies the performance evidence that is necessary to achieve the full range of marks. The assessment papers indicate how many marks are available for each task. The whole of the coverage and range statements will be covered at least twice across the series of papers which are available for one year before being replaced with a new series. Each individual assessment paper will cover a minimum of 60% of the coverage and range statements. This will be tracked on a summary Sampling Grid.

No pre-release material is used. Learners must complete the assessment in one hour.

Assessments are 80% open response assessments and allow demonstration of all the process skills within functional contexts.

Mark schemes clearly indicate how marks are allocated for each of the process skills: using ICT, finding and selecting information and developing, presenting and communicating information.

Entry 2

Tutors may read questions to the learner but learners should work independently to complete the tasks. The mark scheme clearly identifies the amount and type of tutor mediation allowed at this level. The language used on the assessment paper is clear and straightforward.

The assessments cover the whole of the Entry 2 Functional Information and Communication Technology (ICT) criteria and a sample of coverage and range statements. They sample from the range of contexts identified for the level. The mark scheme specifies the performance evidence that is necessary to achieve the full range of marks. The assessment papers indicate how many marks are available for each task. The whole of the coverage and range statements will be covered at least twice across the series of papers which are available for one year before being replaced with a new series. Each individual assessment paper will cover a minimum of 60% of the coverage and range statements. This will be tracked on a summary Sampling Grid.

No pre-release material is used. Learners must complete the assessment in one hour.

Assessments are 80% open response assessments and allow demonstration of all the process skills within functional contexts.

Mark schemes clearly indicate how marks are allocated for each of the process skills: using ICT, finding and selecting information and developing, presenting and communicating information.

Entry 3

Tutors may read questions to the learner but learners should work independently through the tasks set. The mark scheme clearly identifies the amount of tutor mediation allowed at this level. The language used on the assessment paper is clear and straightforward.

The assessments cover the whole of the Entry 3 Functional Information and Communication Technology (ICT) criteria and a sample of coverage and range statements. They sample from the range of contexts identified for the level. The mark scheme specifies the performance evidence that is necessary to achieve the full range of marks. The assessment papers indicate how many marks are available for each task. The whole of the coverage and range statements will be covered at least twice across the series of papers which are available for one year before being replaced with a new series. Each individual assessment paper will cover a minimum of 60% of the coverage and range statements. This will be tracked on a summary Sampling Grid.

No pre-release material is used. Learners must complete the assessment in one and a half hours.

Assessments are 80% open response assessments and allow demonstration of all the process skills within functional contexts.

Mark schemes clearly indicate how marks are allocated for each of the process skills: using ICT, finding and selecting information and developing, presenting and communicating information.

Marking Tasks

All assessments are internally assessed using the NOCN assessment mark sheet. 10% of the Entry 1 assessments must be observed by an internal verifier and a written record produced. (See Appendix 2 for an exemplar record sheet). See section 4 for further guidance on marking these assessments.

Summative/Externally Set Assessment

All assessments are internally marked using an NOCN mark sheet although the NOCN devised assessment may be contextualised by the centre in line with the guidance on the mark sheet.

Assessment Summary

To achieve the qualification the learner must pass the assessment at the appropriate sub-level of ICT.

Certification

At the external verification visit, a Recommendation for the Award of Credit form will be signed by the external verifier to allow certification of the qualification.

No exemption is allowed for Functional Skills Information and Communication Technology (ICT); learners must pass the assessment of Functional Skills Information and Communication Technology (ICT) at one of the sub-levels of Entry Level to be awarded the qualification. The qualification certificate will show the level achieved.

6. Offering the qualification

Recognised Centres

If you are already recognised to offer NOCN qualifications and would like more information contact: business-enquiries@nocn.org.uk.

If you are ready to add the qualification to your curriculum offer, please log in to the NOCN website, under Centres/Processes and Documents, and complete the 'Additional Qualification Approval Request Form,' which can then be returned to business-enquiries@nocn.org.uk for the attention of your Account and Sector Manager.

New Centres

If you are interested in offering this qualification, but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering this qualification please see **Become a Registered Centre** on our website <https://www.nocn.org.uk/customers/nocn-centres/> and click Become a Centre.

A dedicated NOCN Functional Skills email address is available for all assessment queries: functionalskills@nocn.org.uk.

7. How are the qualifications quality assured

7.1 General Information

All providers wishing to deliver these qualifications will need to demonstrate the ability to manage and deliver the assessments, including adherence to quality assurance and assessment regulations.

NOCN will provide guidance and give support in enabling you to deliver the qualification.

All assessments are internally assessed,

Direct Claims Status (DCS) and Approved Lead Assessors (ALA)

If a centre already has an approved internal verifier (AIV) for Sector 14, this person will not automatically be able to sign off Recommendation for Award of Credit (RAC) forms for Functional Skills. The centre may still attain Direct Claims Status (DCS) through the process outlined here. The following process replaces the AIVs process on Page 24 of the Centre Handbook.

Entry Level

Centres may have DCS for all Entry Level provision after two clear external verification visits. However, even when DCS has been attained, all assessments must be retained until after the next external verification visit and then sent to NOCN for monitoring and standardisation purposes. External Verifiers must see a current curriculum vitae (CV) for all assessors and internal verifiers for the Functional Skills qualifications and will sign them before confirming in their report to the centre that they are satisfied that both the skills and experience on the CV and the assessment and verification of assessments meet the required standard and show good practice. External Verifiers will recommend that the centre is approved for DCS for Functional Skills on their second report and will recommend which internal verifiers are now ALAs. ALAs will normally be approved for specific subject areas and levels. These ALAs will be able to sign off specific RACs for Entry Level provision and the RACs for Level 1 and 2 speaking, listening and communication.

Assessors should have, or be working towards teaching qualifications and should have evidence of relevant Continuous Professional Development in Functional Skills. When LLUK has issued guidance on the qualifications a Functional Skills assessor should hold, NOCN will apply this criteria to the approval process. CVs for new assessors will be checked at the next external verification visit.

To become an ALA for Functional Skills, an internal verifier has to provide the external verifier with a current CV showing a minimum of two years' experience in Skills for Life or Key Skills or Functional Skills delivery and assessment plus a relevant teaching qualification. It is also desirable that the ALA has experience of internal verification in Skills for Life, Functional

Skills or Key Skills qualifications. In addition the ALA must evidence recent Continuous Professional Development in Functional Skills. When LLUK has issued guidance on qualifications required to deliver and assess Functional Skills, this will become an additional requirement.

The ALA **will not** be required to complete the NOCN Approved Internal Verifier (AIV) training.

The centre must send at least one ALA to NOCN Functional Skills training on a yearly basis which should then be cascaded in the centre. The training will be available at a number of venues throughout the country.

Withdrawal of Direct Claims Status (DCS) and Approved Lead Assessors (ALA)

Where there is evidence that the required standards have not been met, NOCN may decide to withdraw DCS and/or the approved status of an individual ALA.

7.2 Standardisation

Standardisation is a process that promotes consistency in the understanding and application of standards, as it:

- establishes statements on the standard of evidence required to meet the assessment criteria for the units in NOCN qualifications
- makes recommendations on assessment practice □ produces advice and guidance for the assessment of units □ identifies good practice in assessment.

It is a requirement of the Centre Recognition Process that each Centre offering the units from the qualification must contribute assessment materials and learners' evidence for NOCN standardisation if requested.

NOCN will notify Centres of the required sample for standardisation purposes. Assessment materials, learners' evidence and tutor feedback will be collected by External Verifiers on behalf of NOCN.

Outcomes from standardisation will be available to Centres through NOCN.



APPENDIX 1

FUNCTIONAL SKILLS CRITERIA: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

CRITERIA

ENTRY LEVEL 1 ICT

Functional Skills Performance	Functional Skills Coverage and Range
<p><u>Using ICT systems</u></p> <p>Interact with ICT for a purpose.</p> <p>Follow recommended safe practices.</p>	<p><input type="checkbox"/> Recognise and use interface features.</p> <ul style="list-style-type: none"> • Minimise the physical stress of seating, lighting and hazards. • Keep access information secure by using password.
<p><u>Find and select information</u></p> <p>Find given information from an ICT based source.</p>	<p><input type="checkbox"/> Text message, voicemail and on-screen information.</p>
<p><u>Develop, present and communicate Information</u></p> <p>Enter and edit single items of information.</p> <p>Use ICT-based communication.</p>	<ul style="list-style-type: none"> • Identify and correct simple errors. • Label an image <p><input type="checkbox"/> Receive and open electronic messages.</p>

CRITERIA

ENTRY LEVEL 2 ICT

Functional Skills Performance	Functional Skills Coverage and Range
<p><u>Using ICT systems</u></p> <p>Interact with ICT for a purpose.</p> <p>Follow recommended safe practices.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use computer hardware. <input type="checkbox"/> Use software applications for a purpose. <input type="checkbox"/> Recognise and use interface features. <input type="checkbox"/> minimise physical stress. <input type="checkbox"/> keep access information secure by using password. <input type="checkbox"/> understand the need to stay safe.
<p><u>Find and select information</u></p> <p>Use ICT based sources of information.</p> <p>Find specified information from ICT based sources.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use simple search facilities.
<p><u>Develop, present and communicate information</u></p> <p>Enter and edit information for a simple given purpose.</p> <p>Bring together two given types of information.</p> <p>Use ICT based communication.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use simple editing and formatting techniques. <input type="checkbox"/> For print and viewing onscreen. <input type="checkbox"/> Identify and correct simple errors. <input type="checkbox"/> Read, send and receive electronic messages.

CRITERIA

ENTRY LEVEL 3 ICT

Functional Skills Performance	Functional Skills Coverage and Range
<p><u>Using ICT systems</u></p> <p>Interact with and use an ICT system to meet needs.</p> <p>Store information.</p> <p>Follow safety and security practices.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use correct procedures to start and shut down an ICT system. <input type="checkbox"/> Use input and output devices. <input type="checkbox"/> Use software applications to meet needs and solve given problems. <input type="checkbox"/> Recognise and use interface features. <input type="checkbox"/> Change simple software settings. <input type="checkbox"/> Open and save files. <input type="checkbox"/> Know how to insert and remove media. <input type="checkbox"/> Use and change passwords. <input type="checkbox"/> Minimise physical stress.
<p><u>Find and select information</u></p> <p>Use simple searches to find information.</p> <p>Select relevant information that matches the requirements of given task.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Search stored information. <input type="checkbox"/> Search web-based sources of information.

<p><u>Develop, present and communicate information</u></p> <p>Enter and develop different types of information to meet given needs.</p> <p>Bring together different types of information for a given purpose.</p> <p>Use ICT-based communication.</p>	<ul style="list-style-type: none"> • Enter, edit and format information including text, graphics, numbers or other digital content to achieve the required outcome. • Insert and position graphics or other digital content to achieve a purpose. • Process numbers to meet needs. • For print and for viewing on screen. • Check for accuracy and meaning. • Check suitability of information. • Read, send and receive electronic messages. • Use contacts. • Understand the need to stay safe and to respect others when using ICT-based communication.
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APPENDIX 2

OBSERVATION OF INTERNAL ASSESSMENT RECORD SHEET

NOCN Functional Skills

Report on Observation of Internal Assessment

Instructions for Centres

Centres must ensure that an appropriate second tutor/assessor carries out formal observation, including a written report of performance for a minimum of 10% of the cohort for specific components of Functional Skills English and specific levels of Functional Skills mathematics. This is to ensure that the assessments, which require very limited learner recording of responses, are being conducted appropriately.

These are:

- Functional Skills English speaking, listening and communication at **all** levels
- Entry Level 1 Functional Skills mathematics.

A minimum 10% of the cohort must be observed proportionately across the relevant levels for **each** of these components/qualifications.

When more than one tutor conducts the assessments, the observation of assessments should be spread proportionately across all tutors.

Although there is no requirement to make an audio/visual recording of the assessment, this may be done to further strengthen the quality assurance process.

A separate copy of this Report on Observation of Internal Assessment should be completed by the observer for each tutor carrying out assessment

At Entry Level the form should be retained and made available for the external verification visit

At Level 1 and 2, the form should be retained and made available for the external verification visit.

NOCN Functional Skills

Report on Observation of Internal Assessment

Name of Centre	
Functional Skill	
Functional Skill Level	
Date(s) of assessment	
Name of Tutor/Assessor	
Name of Observer	
Learners observed (names and ULNs)	
Were assessments conducted in accordance with the NOCN Functional Skills guidance?	
Do you agree with the assessor's decisions? Give details of any adjustments applied to the assessor's assessment of the performance of the learners as an outcome of this observation process (with reference to specific learners)	
Other comments or feedback to assessor	
Have you attached a list of all learners (at the same level) in this assessment cohort? (This can be a copy of the CLRF, class list or RAC.)	
Observer's signature and date	
Tutor/Assessor's signature and date	



APPENDIX 3

NOMINATION FORM FOR APPROVED LEAD ASSESSOR ROLE

Nomination Form

Approved Lead Assessor

1 CENTRE DETAILS

Centre name:

Centre no:

Quality Assurance
Contact



2 PERSONAL DETAILS

Full Name

Telephone Email

Role at Centre

3 PREVIOUS EXPERIENCE

Please provide details of all Functional Skills, Basic/ Key Skills experience you have and any Internal / External Verification or Moderation experience you have attained.

4 QUALIFICATIONS

Please provide details of any teaching qualifications you hold, i.e. PGCE, Cert Ed, DTLLS including dates achieved. Also include details of CPD training attended and any specialist Skills for Life qualifications.

5 CONFIRMATION AND SIGNATURE

I hereby declare that the information given in this application is true to the best of my knowledge and belief.

Applicant Quality Assurance Contact

Dated _____ Dated _____

NOCN office use only

Route Agreed:

NOCN External Verifier: Date:



NOCN

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