

# Functional Skills

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

# Key updates to this specification

Section	Title of section and change	Version and date issued
All sections	Amended reference to the Admin Guide to the new Administration area on the <a href="#">OCR website</a>  Reference to learner changed to student	Version 02 December 2019
2	The following information has been updated: 2.5 Unique Learner Numbers and the Personal Learning Record 2.9 Qualification size 2.10 Funding - information and links 2.11 Mode of delivery 2.13 Delivery in Wales and Northern Ireland 2.15 Centre malpractice guidance	
4	4.3 Reference to Fair Access by Design removed- Document no longer available	
7	Further support and information – updated	

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# 1 Introduction

The information provided in this specification is correct at the time of production. Occasionally we may update it so please check the qualification [webpage](#) for the most up-to-date information.

This specification contains what you need to know about the planning, delivery and assessment of these qualifications. Staff involved in the delivery of these qualifications must have access to and understand the requirements in this specification.

**OCR Functional Skills qualification in Information and Communication Technology (ICT) at Entry 1 (QN 500/8503/7)**

**OCR Functional Skills qualification in Information and Communication Technology (ICT) at Entry 2 (QN 500/8502/5)**

**OCR Functional Skills qualification in Information and Communication Technology (ICT) at Entry 3 (QN 500/8473/2)**

You should ensure students are informed of the title and level of the qualification they have been entered for and that Oxford Cambridge and RSA Examinations (OCR) is the awarding body for their chosen qualification.

## 1.1 The OCR Functional Skills suite of qualifications

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Functional skills are practical skills in English, mathematics and Information and Communication Technology (ICT) that allow individuals to work confidently, effectively and independently in life.

OCR Functional Skills qualifications are offered at Entry level, level 1 and level 2 and meet the functional skills criteria approved by Ofqual.

OCR Functional Skills assessments are based primarily on task-based scenarios with a limited duration and must be undertaken under controlled assessment conditions. The assessments use and reinforce skills-based, problem-solving learning techniques. There is more information on assessment in Section 4.

OCR Functional Skills qualifications in English, mathematics and ICT are designed to develop and assess functional skills as determined by a set of skills standards. The skills standards contained within each qualification provide students with knowledge, skills and a problem-solving approach that can be used in work, life and further learning.

These qualifications will encourage students to develop their English, mathematics or ICT skills and transfer skills in ways that are appropriate to their situation.

## 1.2 Administration arrangements for these qualifications

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For information on how to administer these qualifications please follow the link to OCR's Administration area, <https://www.ocr.org.uk/administration/functional-skills/>.

You'll find all the details about how the qualifications run, what you need to do and when. It covers everything from becoming an OCR centre, to making entries, claiming certificates, special arrangements and contacting us for advice.

## 2 General information

### 2.1 Qualification profile

Title	OCR Functional Skills qualification in Information and Communication Technology (ICT) at Entry 1, Entry 2, Entry 3			
OCR code	Entry 1 09873, Entry 2 09874, Entry 3 09875			
Level	Entry level			
Qualification structure	<p>The OCR Functional Skills qualification in ICT at Entry level contains three sub levels: Entry 1, Entry 2 and Entry 3.</p> <p>Assessment material is available for Entry 1, Entry 2 and Entry 3. Students need to complete one of the sub levels to achieve an Entry level qualification.</p>			
QN	Entry 1 500/8503/7 (Qualification Number)			
	Entry 2 500/8502/5 (Qualification Number)			
	Entry 3 500/8473/2 (Qualification Number)			
Age group approved	Pre-16	16-18	18+	19+
	✓	✓	✓	✓
Total Qualification Time (TQT)	45			
This qualification is suitable for	<p>These qualifications recognise achievement of functional skills in ICT at Entry level. Students who achieve at Entry 1 will have ICT abilities that range from the most elementary of achievements to beginning to make use of skills, knowledge or understanding that relate to the immediate environment.</p> <p>Students who achieve at Entry 2 will have ICT skills, knowledge and understanding to carry out simple, familiar tasks with guidance. Students who achieve at Entry 3 will have ICT skills, knowledge and understanding to carry out structured tasks in familiar contexts, with appropriate guidance where needed. It is also for students who want to progress to level 1 but currently need greater support to achieve level 1.</p>			
Entry requirements	There are no formal entry requirements for this qualification.			
Assessment and grading	<p>These qualifications are internally assessed by the centre staff (e.g. teachers, trainers, support workers, carers, assessors) and externally moderated by OCR. Assessments are set by OCR.</p> <p>Units will be graded Pass or Fail.</p>			
Funding	<p>When seeking public funding, centres will need to provide the Qualification Number (QN) shown above.</p> <p>For further information refer to <a href="#">Section 2.10</a>.</p>			

## 2.2 Target market

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The OCR Functional Skills qualifications in ICT at Entry level are suitable for both young people and mature students who wish to be recognised for their achievement of a wide range of practical ICT skills for use in everyday life. The qualifications are also suitable for those preparing to progress to level 1 Functional Skills ICT qualifications.

## 2.3 Qualification aims

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The OCR Functional Skills qualifications in ICT at Entry level aim to:

- Provide accreditation of achievements of a range of Information and Communication Technology skills in real life settings so that students can use ICT skills in a functional way throughout life
- Provide a flexible assessment structure that can be adapted to meet the needs of individual students
- Provide a progression route to achievement at higher levels.

## 2.4 Entry requirements

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These qualifications are available to anyone who can reach the required standards. They have been developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

All centre staff involved in the assessment or delivery of these qualifications should understand the requirements of each qualification and match them to the needs and capabilities of individual students before entering them for one of these qualifications.

There are no formal requirements for entry to the assessments. Students will be expected to have the potential to achieve the level of knowledge and skills appropriate for a person working at the level at which they will be assessed.

## 2.5 Entry restrictions

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There are no entry restrictions for OCR's Functional Skills qualifications.

## 2.6 Progression opportunities

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The OCR Functional Skills qualifications in ICT at Entry level have been designed to encourage progression through each of the entry sub-levels. In addition, the Entry level 3 assessment is structured to assist in a student's progression to level 1 Functional Skills ICT qualifications.

However, it is not assumed that students will achieve the lower level qualifications before progressing on to the higher level qualifications.

## 2.7 Supporting students

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Centres should ensure that students are fully prepared for functional skills assessments through appropriate teaching and learning strategies. Centres are encouraged to ensure that students have the opportunity to practise their skills in real life contexts prior to taking the assessment.

## 2.8 Wider issues

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These qualifications provide the potential for centres to develop students' understanding of spiritual, moral, ethical, social and cultural issues and heighten students' awareness of environmental issues, health and safety considerations and European developments.

### Spiritual, moral, ethical, social and cultural issues

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Although there are no specific requirements in relation to spiritual, moral, ethical, social and cultural issues, teachers delivering OCR Functional Skills qualifications have opportunities to address all of these issues through their choice of teaching materials.

The texts used in these qualifications may relate to social and cultural issues and may, therefore, provide an opportunity for teachers to address these issues. For example, the source material used to extract numerical information may relate to social and cultural issues and may therefore provide an opportunity for teachers to address these issues. Alternatively, the rights of an individual to be informed of and to have access to, data held about them by an organisation (Data Protection Act) could be addressed.

### Environmental issues, health and safety considerations and European developments

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Teachers may have opportunities to address all of these issues through their choice of teaching materials. The exploration of examples such as correct procedures for working with Information and Communication Technology equipment or repetitive strain injury may address some of the health and safety issues.

## 2.9 Qualification size

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The size of the qualification is described in terms of Guided Learning Hours (GLH) and Total Qualification Time (TQT).

GLH indicates the approximate time (in hours) that the student will be supervised during any teaching, learning or assessment activities. We have worked with people who are experienced in delivering these qualifications to determine what content needs to be taught and how long it will take to deliver.

TQT is comprised of two elements: GLH, and an estimate of the number of hours a student will reasonably spend on any unsupervised learning or assessment activities (including homework) so they can successfully achieve their qualification.

Each qualification requires the following GLH and TQT:

<b>Title</b>	<b>GLH (Indicative)</b>	<b>Total Qualification Time (TQT)</b>
OCR Functional Skills qualification in ICT at Entry level 1	45	45
OCR Functional Skills qualification in ICT at Entry level 2	45	45
OCR Functional Skills qualification in ICT at Entry level 3	45	45

## 2.10 Funding

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These qualifications are available in England only.

Funding arrangements can be subject to change. For the latest details about approval and funding eligibility, we recommend you visit the following websites:

- [Register of Regulated Qualifications](#) – Ofqual’s register of regulated qualifications
- Department for Education (DfE) [Section 96](#) – for confirmation of the approval of qualifications to be delivered to specific age ranges
- [Education and Skills Funding Agency](#) for funding education and training for children, young people and adults in England

Use the Ofqual Qualification Number (QN) when you’re looking for information on qualification eligibility for public funding.

If you have any queries about funding for this qualification email us at [funding@ocr.org.uk](mailto:funding@ocr.org.uk).

## 2.11 Mode of delivery

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You are free to deliver these qualifications using any mode of delivery that meets the needs of your student. Whatever mode of delivery is used, you must ensure that students have appropriate access to the resources.

You should consider the students complete learning experience when designing learning programmes. This is particularly important where students are studying part time alongside work commitments as they may bring with them a wealth of experience that should be utilised to maximum effect by your staff.

We do not specify the mode of study or a time limit for the achievement of these qualifications other than the last entry/last certification dates. If we're going to withdraw a qualification we'll set an end date for entries and certification and we'll tell you what the arrangements are for the last date to enter students and make claims for certificates.

## 2.12 Resources

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OCR strongly advises that teaching and development of subject content and associated skills be referenced to real life situations, to ensure that students are operating functionally within different contexts. The practical skills prescribed in the functional skills criteria should form the basis of the individualised student programme.

A number of bodies have been tasked with producing support for functional skills. It is recommended that centres attend relevant training events and visit support sites to help with the delivery of these qualifications. A list of appropriate support websites is available on the OCR website: [www.ocr.org.uk/functionalskills](http://www.ocr.org.uk/functionalskills)

Centres will need to provide appropriate assessment facilities for students in line with the requirements and guidance laid down by OCR and the *JCQ Instructions for conducting coursework*. (JCQ publications are available to download from [www.jcq.org.uk](http://www.jcq.org.uk).) Centres should ensure that, for each unit, basic workplace equipment should be available to include a PC with access to the internet and email software.

## 2.13 Wales and Northern Ireland

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These qualifications have been approved by Ofqual for delivery in England only.

## 2.14 Access to Entry level Functional Skills

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Arrangements for students with special needs for Entry level specifications are based on the principle that the centre is best able to assess the needs of the student and the appropriateness of the arrangement required. Arrangements for students with special needs should neither advantage nor disadvantage a particular student, nor should they reduce the reliability and validity of the assessment.

The arrangements available at Entry level are more flexible than those at Functional Skills level 1 and level 2. As such it should not be assumed that any arrangements made at Entry level will automatically be available at levels 1 and 2. Please also be aware that at Entry level centres do not need to apply to OCR for Access Arrangements; however, at level 1 and level 2 this is not the case. Please consult chapter 5 in the JCQ booklet *Access Arrangements and Reasonable Adjustments* for further guidance. Forms are available on the JCQ website, [www.jcq.org.uk](http://www.jcq.org.uk).

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

Access arrangements	Yes/No	Type of assessment
Reader/screen reader	Yes	
Scribes	Yes	
Practical assistants	Yes	For assessment of the application of the skills described by the skills standards, a practical assistant may switch on the computer and insert a disk at the student's instruction but must not perform any skill for which marks are credited.
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	

## 2.15 Reporting suspected malpractice

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It is the responsibility of the Head of Centre<sup>1</sup> to report all cases of suspected malpractice involving centre staff or candidates. A JCQ Report of Suspected Malpractice form (JCQ/M1 for candidate suspected malpractice or JCQ/M2a for staff suspected malpractice) is available to download from the [JCQ website](#) and should be completed as soon as possible and emailed to [malpractice@ocr.org.uk](mailto:malpractice@ocr.org.uk).

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice promptly and report the outcomes to OCR.

Further information regarding reporting and investigating suspected malpractice and the possible sanctions and penalties which could be imposed, is contained in the JCQ publication: *General and Vocational Qualifications – Suspected Malpractice in Examinations and Assessments*; this is available from the [JCQ website](#). Centres may also like to refer to the [OCR Website](#) for more details.

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<sup>1</sup> This is the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, e.g. the Head Teacher or Principal of a school/college. The Head of Centre accepts full responsibility for the correct administration and conduct of OCR exams

# 3 Qualification structure

## 3.1 Qualification structure

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Wherever possible, teachers should tailor learning programmes to meet individual student needs. It is recommended that centres should adopt a holistic approach to the delivery of this qualification and identify opportunities to link Functional Skills (ICT) to other areas of the curriculum.

At Entry level there are three sub-levels:

OCR Functional Skills qualification in Information and Communication Technology (ICT) at Entry 1 (Qualification Number 500/8503/7)

OCR Functional Skills qualification in Information and Communication Technology (ICT) at Entry 2 (Qualification Number 500/8502/5)

OCR Functional Skills qualification in Information and Communication Technology (ICT) at Entry 3 (Qualification Number 500/8473/2)

Each sub-level contains one mandatory unit:

Unit 1 = Entry level 1 (Unit Reference Number J/601/2292)

Unit 2 = Entry level 2 (Unit Reference Number R/601/2344)

Unit 3 = Entry level 3 (Unit Reference Number L/601/2343)

The ICT standards are essentially concerned with developing and recognising the ability of students to apply and transfer skills in ways that are appropriate to their situation. For ICT to be useful, students must have the skills and confidence to apply, combine and adapt their ICT knowledge to new situations in their life and work. The capacity to identify and understand the role that ICT plays in the world is crucial in enabling students to function as effective citizens.

At **Entry level** 'real life' contexts can appear complex. This should be approached by identifying familiar aspects. Entry level students need to be able to; apply their basic knowledge and understanding to produce an appropriate solution to a complex problem apply their understanding within a routine and familiar context apply a limited range of techniques to simple activities solve problems that are essentially instructor/teacher led.

## 3.2 Unit format

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### Skills standards

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The skills standards describe the criteria against which students will be assessed. At each level, the skills standards subsume the previous level's skills standards and coverage and range, supporting a progression-based suite of qualifications.

The Entry level Award in Functional Skills Information and Communication Technology assesses all of the skills standards and samples the coverage and range.

### Coverage and range

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The coverage and range provides the knowledge and techniques that students would be expected to apply at each level. These sections are not intended as exhaustive lists to which students should be confined but are intended as a guide to the minimum type of content that students will need to demonstrate and apply to meet the requirements of the skills standards.

### Assessment weightings

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The assessment weightings indicate the percentage of the overall assessment that must be covered in relation to the individual skills standards. All assessments reflect the assessment weightings as outlined in the skills standards.

### 3.3 Units

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The OCR Functional Skills qualification in ICT at Entry level contains three sub levels: Entry 1, Entry 2 and Entry 3. Assessment material is available for Entry 1, Entry 2 and Entry 3. Students need to complete one of the sub levels to achieve an Entry level qualification.

#### Entry 1 (Unit 1)

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In successfully achieving the criteria below the use of ICT is implicit and is therefore not separately specified.

<b>Skill standards</b> and assessment weightings	<b>Coverage and range</b>
<b>Using ICT</b> Assessment weighting: 20-30% <ul style="list-style-type: none"><li>• (E1.1) interact with ICT for a given purpose</li><li>• (E1.2) follow recommended safe practices</li></ul>	<ul style="list-style-type: none"><li>• (E1.1.1) recognise and use interface features</li><li>• (E1.2.1) minimise the physical stress of seating, lighting and hazards</li><li>• (E1.2.2) keep access information secure by using password</li></ul>
<b>Finding and selecting information</b> Assessment weighting: 10-20% <ul style="list-style-type: none"><li>• (E1.3) find given information from an ICT-based source</li></ul>	<ul style="list-style-type: none"><li>• (E1.3.1) text message, voicemail and on-screen information</li></ul>
<b>Developing, presenting and communicating information</b> Assessment weighting: 50-70% <ul style="list-style-type: none"><li>• (E1.4) enter and edit single items of information</li><li>• (E1.5) use ICT-based communication</li></ul>	<ul style="list-style-type: none"><li>• (E1.4.1) identify and correct simple errors</li><li>• (E1.4.2) label an image</li><li>• (E1.5.1) receive and open electronic messages</li></ul>

## Entry 2 (Unit 2)

Skill standards and assessment weightings	Coverage and range
<p><b>Using ICT</b> Assessment weighting: 20-30%</p> <ul style="list-style-type: none"> <li>• (E2.1) interact with ICT for a purpose</li>   <li>• (E2.2) follow recommended safe practices</li> </ul>	<ul style="list-style-type: none"> <li>• (E2.1.1) use computer hardware</li> <li>• (E2.1.2) use software applications for a purpose</li> <li>• (E2.1.3) recognise and use interface features</li>   <li>• (E2.2.1) minimise physical stress</li> <li>• (E2.2.2) keep access information secure by using password</li> <li>• (E2.2.3) understand the need to stay safe</li> </ul>
<p><b>Finding and selecting information</b> Assessment weighting: 10-20%</p> <ul style="list-style-type: none"> <li>• (E2.3) use ICT-based sources of information</li>   <li>• (E2.4) find specified information from ICT-based sources</li> </ul>	<ul style="list-style-type: none"> <li>• (E2.4.1) use simple search facilities</li> </ul>
<p><b>Developing, presenting and communicating information</b> Assessment weighting: 50-70%</p> <ul style="list-style-type: none"> <li>• (E2.5) enter and edit information for a simple given purpose</li>   <li>• (E2.6) bring together two given types of information</li>   <li>• (E2.7) use ICT-based communication</li> </ul>	<ul style="list-style-type: none"> <li>• (E2.5.1) use simple editing and formatting techniques</li>   <li>• (E2.6.1) for print and for viewing on screen</li> <li>• (E2.6.2) identify and correct simple errors</li>   <li>• (E2.7.1) read, send and receive electronic messages</li> </ul>

## Entry 3 (Unit 3)

Skill standards and assessment weightings	Coverage and range
<p><b>Using ICT</b> Assessment weighting: 20-30%</p> <ul style="list-style-type: none"> <li>• (E3.1) interact with and use an ICT system to meet given needs</li> <li>• (E3.2) store information</li> <li>• (E3.3) follow safety and security practices</li> </ul>	<ul style="list-style-type: none"> <li>• (E3.1.1) use correct procedures to start and shut down an ICT system</li> <li>• (E3.1.2) use input and output devices</li> <li>• (E3.1.3) use software applications to meet needs and solve given problems</li> <li>• (E3.1.4) recognise and use interface features</li> <li>• (E3.1.5) change simple software settings</li> <li>• (E3.2.1) open and save files</li> <li>• (E3.2.2) know how to insert and remove media</li> <li>• (E3.3.1) use and change passwords</li> <li>• (E3.3.2) minimise physical stress</li> </ul>
<p><b>Finding and selecting information</b> Assessment weighting: 10-20%</p> <ul style="list-style-type: none"> <li>• (E3.4) use simple searches to find information</li> <li>• (E3.5) select relevant information that matches requirements of given task</li> </ul>	<ul style="list-style-type: none"> <li>• (E3.4.1) search stored information</li> <li>• (E3.4.2) search web-based sources of information</li> </ul>
<p><b>Developing, presenting and communicating information</b> Assessment weighting: 50-70%</p> <ul style="list-style-type: none"> <li>• (E3.6) enter and develop different types of information to meet given needs</li> <li>• (E3.7) bring together different types of information for a given purpose</li> <li>• (E3.8) use ICT-based communication</li> </ul>	<ul style="list-style-type: none"> <li>• (E3.6.1) enter, edit and format information, including text, graphics, numbers or other digital content, to achieve the required outcome</li> <li>• (E3.6.2) insert and position graphics or other digital content to achieve a purpose</li> <li>• (E3.6.3) process numbers to meet needs</li> <li>• (E3.7.1) for print and for viewing on screen</li> <li>• (E3.7.2) check for accuracy and meaning</li> <li>• (E3.7.3) check suitability of information</li> <li>• (E3.8.1) read, send and receive electronic messages</li> <li>• (E3.8.2) use contacts</li> <li>• (E3.8.3) understand the need to stay safe and to respect others when using ICT-based communication</li> </ul>

# 4 Assessment and moderation

## 4.1 Internal assessment

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These qualifications are designed around the principle that students will build evidence towards the achievement of a level within a prescribed period of time under controlled assessment conditions.

Once all skills standards have been met, for the level, the evidence is then submitted to OCR for external moderation.

In order for students to be able to effectively progress towards meeting the requirements of each assessment criterion, teachers must make sure that the coverage and range requirements for each standard are fully addressed. The identified coverage and range are not exhaustive and may be expanded upon or tailored to particular contexts to which the qualification is being taught and the skills standards applied.

We recommend that teaching and development of subject content and associated skills be referenced to real life situations, through the utilisation for example, of appropriate work-based contact and vocationally-experienced delivery personnel.

Assessment of these qualifications will be conducted in accordance with the controlled assessment regulations for functional skills (see section 4.2).

### Centre-assessed unit

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The OCR Functional Skills qualifications in ICT at Entry level are assessed in the centre and are then externally moderated by OCR.

When students complete an assessment, the centre assessor (usually the teacher) assesses their work. Centres will need to identify staff who will act as assessors. Centres must ensure that its assessors have the appropriate expertise and are adequately informed and supported to fulfil their responsibilities including providing suitable training.

Assessors must:

- ensure that summative assessment complies with the controlled assessment conditions specified by OCR for the qualification
- judge students' work against the standard identified in the skills standards
- identify valid and sufficient evidence
- identify gaps in evidence
- give feedback to students and ensure it is in line with requirements for controlled assessment
- liaise with other assessors in the centre to ensure assessment decisions are standardised
- verify student achievement by completing and signing OCR documentation (i.e. Witness Statement forms, Assessment Record Forms)
- maintain records of students' achievements.

## 4.2 Controlled assessment

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Controlled assessment is a form of internal assessment. Controls are set for each of the three stages in the assessment process: task setting, task taking and task marking. Controls are set within assessments so that validity and reliability are ensured and that assessors can confidently authenticate students' work. Controls will also make assessments more manageable for teachers and students. Within each of the stages the level of control will vary. *The level of controls for Functional Skills are not described as limited, medium or high but are defined by what this means in terms of practical application within the assessment.*

This section sets out the overall OCR approach for the OCR Functional Skills qualifications in ICT at Entry level.

Centre staff involved in the assessment of Functional Skills controlled assessments should also familiarise themselves with the JCQ document *Instructions for conducting coursework*. This document is reviewed annually and republished each September and can be downloaded from [www.jcq.org.uk](http://www.jcq.org.uk).

## 4.3 Task setting

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### The OCR approach

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For these qualifications OCR will set the assessment tasks. The assessment tasks are designed so that they can be used as they are or centres can contextualise or adapt them. Assessment materials will be issued on a bi-annual basis for use within the 12 months following the issue date.

The OCR assessments have been designed to meet the full assessment requirements of the unit. Students will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit in preparation for completing the designated assessment tasks.

### Using the assessment material

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Centres have the option of adjusting some aspects of the assessment tasks to best suit their students. The assessment tasks can be altered in terms of the context to ensure that the student is not disadvantaged, and to ensure that tasks can be delivered using the centre resources available. However, the context must still meet the prescribed skills standards, be set within a real life context and must have a clear purpose that their students will find meaningful, relevant and engaging.

The assessment tasks form a coherent whole addressing all the skills standards. **No changes to the skills standards are permitted.**

The assessment includes information on which aspects of the task can be adapted. If adaptations are made to the task contexts it is up to the centre to ensure that all skills standards are adequately covered.

OCR has ensured that, in the language used and tasks provided, we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the guidance given in the Ofqual publication *Fair access by design*, notably this includes

- using language and layout in assessment materials that does not present barriers to students

- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to students.

**Any assessment material that is used by students as practice material must not be given to them again for use as live assessment material.**

An Assessment Record Form will be provided as part of the assessment handbook and will also be available to download from the OCR website. The record is designed to be used as a summative record of a student's assessment, and identifies the criteria the student needs to achieve in order to pass the Entry level 1 assessment. The Assessment Record Form must be submitted to OCR as evidence of achievement for the student, together with supporting evidence.

The Assessment Record Form has been designed so that it can also be used as a contents page by inserting references/page numbers in the boxes provided.

## 4.4 Task taking

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### The OCR approach

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Under the process of task taking, levels of control are set for the unit under the key aspects of authenticity, time, resources and collaboration

### Definitions of the controls

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(a) **Authenticity control:** Assessors/teachers must be confident that the work they mark is the student's own. Within functional skills ICT OCR expects assessors to supervise and guide students who are undertaking work for internal assessment.

Students must complete all work for assessment under formal supervision, that is, in direct sight of the teacher/supervisor at all times. It is acceptable for any preparatory work for assessment to be under limited supervision. For example, students may wish to practice labelling an image or searching for information using the internet.

With all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the student's own work and be able to authenticate it – they can insist on acknowledgement and referencing of any sources used. The centre must ensure for all students who participate in the assessment; that plagiarism does not take place; sources used by students are clearly recorded and each student's preparation for the final production of work is the student's own.

When supervising tasks, assessors are expected to:

- Offer students advice about how best to approach such tasks
- Exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- Exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements
- Ensure that the work is completed in accordance with the qualification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Students must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to students being disqualified. Plagiarism sometimes occurs innocently when students are unaware of the need to reference or acknowledge their sources. It is therefore important that

centres ensure that students understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Students may refer to quotations or evidence, but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to students as well as the potential risks of failing to acknowledge such material. Students may be asked to sign a declaration to confirm that the work they submit is their own. Centres should reinforce this message to ensure students understand what is expected of them.

**Please note:** Centres must confirm to OCR that the evidence produced by students is authentic. The Centre Authentication Form which can be downloaded from our website ([www.ocr.org.uk](http://www.ocr.org.uk)) includes a declaration for assessors to sign. It is a requirement of the Ofqual Common Criteria for all Qualifications that proof of authentication is received.

(b) **Feedback control:** The degree of assessor guidance in students' work will vary according to the kinds of work being undertaken. It should be remembered, however, that students are required to reach their own judgements and outcomes. Whilst feedback that remains at the general level may be provided to students, centres **must** ensure that the work submitted for final assessment is the student's own work. It is not acceptable for assessors to provide model answers or to work through answers in detail. For more information and advice on giving feedback to students on the work they have produced for assessment centres should refer to JCQ document *Instructions for conducting coursework*.

Any advice to individual students over and above that given to the class as a whole and that is not of a general nature should be recorded on the OCR Assessment Record Form and a Centre Authentication Form must be signed.

(c) **Time control:** The time available to students to complete the assessment task varies according to the level of the assessment. There is no requirement to complete the whole assessment in one sitting. Guidance within the OCR assessment materials indicates suitable ways in which to split the tasks, however, any attempt by the student at a task that is used for summative assessment must be completed under controlled assessment conditions.

There is no time limit for any preparatory work so this will be over and above the guided learning hours designated for the assessment.

(d) **Resource control:** Access to resources will be limited to those appropriate to the learning and assessment and as required by the unit. Students will need to be provided with the most appropriate materials and equipment to allow them full access to the assessment. For each unit, basic workplace equipment should be available to include a PC with access to the internet and email software.

(e) **Collaboration control:** Students must provide evidence of their own individual work. The work of individual students can be informed by working with others **during preparatory work** for formal discussion, for example, but all students must be assessed on their own performance.

## General guidance on completing the tasks

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Centres are free to deliver assessment tasks in any order appropriate to the student, as long as the clear purpose is still maintained.

Students should be allowed sufficient time to complete all of the tasks. It is suggested that evidence is produced in several sessions, each focusing on a specific task within the overall task or scenario. These may be interspersed with opportunities to gain knowledge and develop appropriate practical skills. The OCR assessment materials give guidance on appropriate ways in which to split the assessment into manageable sections for the student.

Each student must produce individual and authentic evidence for each of the tasks. Centre staff may give support and guidance to students. This support and guidance should focus on checking that students understand what is expected of them. It is not acceptable for assessors

to provide model answers or to work through answers in detail.

Students may use information from any relevant source to help them with producing evidence for the tasks unless there are any restrictions on any evidence or resources to be used, if this is the case it will be clearly identified within the unit.

Where a dataset or case material is provided it is acknowledged that students in their responses will refer to situations in the assessment material but as this is fictitious this does not break any rules of confidentiality or copyright. However, in general, students must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

## Presentation of work

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Centres should discourage students from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage students to present their work so that it is easily accessible, e.g. spiral bound, stapled booklet, treasury tag.

## 4.5 Task marking

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### The OCR approach

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All internally assessed units will be marked by the centre assessor(s) using OCR marking schemes or guidance and the Assessment Record Form and moderated by the OCR external moderator.

External moderation will take the form of postal moderation.

### Applying the skills standards

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The starting point for marking the tasks is the Assessment Record Form within each assessment. Centres should use the marking scheme provided.

### Use of 'best fit' approach to mark scheme

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A mark scheme is provided in the OCR assessment materials and the assessment task(s) should be marked by the assessor according to the given mark scheme. Where it is possible to choose from a range of marks assessors must award marks using a 'best fit' approach, choosing the descriptor that most closely describes the work being marked.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the mark scheme.

## 4.6 Quality assuring the controls

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It is the responsibility of the Head of Centre to ensure that the controls set out in this section of this centre handbook are imposed. OCR will quality assure this through a system of centre inspection which will include assuring the centre processes and observing some local assessment on a sampling basis. For this reason centres may be asked to notify OCR of dates and times when students are undertaking the tasks which comprise the assessment of the locally assessed units.

## 4.7 Quality assuring assessment

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Each centre is required to provide evidence of its quality assurance process that ensure its assessment decisions are accurate and consistent across all assessors.

Centres must identify an individual who is accountable to OCR for the centre's assessment decisions. This individual will be responsible for:

- maintaining a list of current assessors
- ensuring that the assessment decisions of all current assessors are accurate
- ensuring standardisation of assessment decisions across all assessors
- maintaining records of the outcome of standardisation activities
- regularly sampling the assessment decisions of all assessors and recording the outcome
- recording advice and actions given to assessors in relation to any discrepancies in assessment.

Centres are required to keep evidence of moderation and records of any decisions/issues for a minimum of one year.

## 4.8 External moderation

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External moderation ensures centres' assessment decisions are accurate and meet the national requirements of these qualifications.

OCR Moderators are appointed by OCR to quality assure centre assessment decisions.

OCR requires centres to submit only the appropriate documentation for external moderation. OCR anticipates that centres will wish to create programmes of learning for students towards the completion of this qualification that will generate additional items of evidence. However, OCR does not require centres to submit for moderation additional evidence produced by the student in the course of an activity.

OCR requires that all Assessment Record Forms submitted in support of achievement are signed by the teacher and student prior to submission for external moderation.

Teachers must check that each aspect of the skill standard has been successfully met by the student before work is signed and submitted for external moderation.

Centres must send students' work and assessment records to the OCR external moderator.

External moderation of a centre's assessment decisions is achieved through systematic sampling. The assessment decisions of each assessor submitting work will be sampled. The outcomes of external moderation will apply to all work submitted in each batch for moderation. No substitution of students' work will be allowed unless prior agreement of the OCR external moderator has been obtained.

The moderator will complete a Centre Feedback Report Form for the batch. If the centre assessment is inaccurate, the centre will be notified of the necessary amendments to the students' achievements, and certification will reflect these amendments.

Moderators are not empowered to enter into direct contact with centres. In no circumstances must centres attempt to contact their moderator in any way other than through posting student work to the address provided to them by OCR. Any queries concerning the units or assessment must be directed to OCR, Coventry (see section 7.1).

## 4.9 Re-sits

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There are no limits on the number of times a student may re-sit individual assessment components, but centres must ensure that students undertake a different assessment on each occasion.

# 5 Certification

At Entry level, there are three sub-levels. Each sub-level is a single unit qualification. Students who achieve a pass for the unit will be awarded the certificate, giving the full qualification title at the appropriate sub-level, and the title of the components achieved:

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

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

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

## 5.1 Claiming certificates

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Certificates will be issued for successful students. In order to ensure that these are automatically issued centres must ensure that the OCR student number is **always** used where a student has already achieved one or more units. See the OCR's Administration area, <https://www.ocr.org.uk/administration/functional-skills/> for full details.

## 5.2 Enquiries about results

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Under certain circumstances, you may wish to query the result(s) issued to one or more learners.

To find out more about this, please refer to the JCQ Post-Results Services booklet and the Administration area, post results services, <http://www.ocr.org.uk/administration/>.

## 5.3 Replacement certificates

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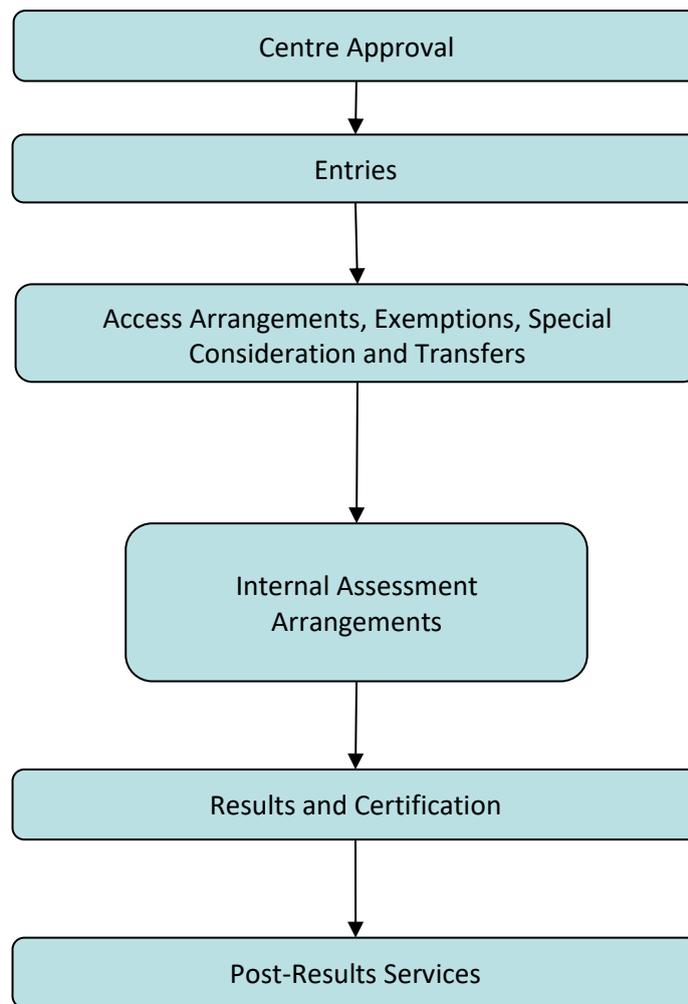
For details on replacement certificates refer to the Administration area, certificates, <https://www.ocr.org.uk/administration/functional-skills/certificates/>.

# 6 Administration arrangements

The flow chart below provides a brief summary of the administration process for these qualifications.

For detailed information refer to the OCR's Administration area,

<https://www.ocr.org.uk/administration/functional-skills/>



## 6.1 How to apply for centre approval

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For detailed information on centre approval please refer to the OCR's Administration area, [website](#)

If you have any queries about centre approval contact our Customer Support Centre on 024 7685 1509.

## 6.2 Making entries

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- **Named entry** – This is where you provide specific candidate information (e.g. name and date of birth) for each qualification. In general this is our preferred entry route. **Unnamed entry** – This allows you to order a number of units in bulk without specifying who will be taking them. Although this increases the flexibility of the administration, it may increase the administrative burden later in the process.

Entries must be made via Interchange - our secure extranet facility. For full details of the process you should read this document in conjunction with the documents in the OCR's Administration area, <https://www.ocr.org.uk/administration/functional-skills/> Including the Interchange step- by-step guide for [Making entries for functional skills qualifications via Interchange](#).

- **Named entry** – is the only route for making computer-based tests. Adding candidates in the computer based test system is the **only** requirement for candidate entry. Centres must be approved for Functional Skills before signing up for on-screen Functional Skills

## 6.3 Unique Learner Numbers (ULN)

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This is a personal ten-digit number, which is used to ensure learner achievement information can be provided to their Personal Learning Record (PLR). ULNs are provided and administered by the Learning Records Service (LRS).

Learners over the age of 14 in UK education or training can access the PLR using their ULN. Learners keep the same ULN to access their PLR throughout their lives and whatever their level of learning.

Candidates that claim certification for publically funded qualifications must have a valid ULN.

Where a learner has a ULN, you must enter their ten digit number in the ULN field when making entries via Interchange. For learners who do not have a ULN, a claim will still be accepted if you leave this field blank, but OCR will not be able to send these achievements to the PLR.

For more information, and to generate a ULN, please refer to the Learning Records Service.

## 6.4 How to make certificate claims

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All claims should be carried out via Interchange. For full details of the process see our step-by-step guide [Making online claims for functional skills qualifications](#).

# 7 Further Support and Information

## 7.1 Feedback and enquiries

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We aim to provide consistently great customer service and your feedback is invaluable in helping us to achieve our goal. For questions about our qualifications, products and services, please contact the Customer Support Centre. To leave your feedback on the OCR website, people and processes please use our feedback form.

**Write to:** Customer Support Centre  
OCR  
Progress House  
Westwood Way  
Coventry  
CV4 8JQ

Telephone: 024 76 851509

Fax: 024 76 421944

Email: [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

Alternatively, you could visit OCR's website at [www.ocr.org.uk](http://www.ocr.org.uk) for further information about OCR qualifications.

## 7.2 Complaints

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We are committed to providing a high quality service but understand that sometimes things can go wrong. We welcome your comments and want to resolve your complaint as efficiently as possible. To make a complaint please follow the process set out on our website.

## 7.3 Documents and links

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Please go to <https://www.ocr.org.uk/administration/functional-skills/> for further information on the following:

- making entries for Functional Skills
- making claims for Functional Skills qualifications
- results and certificates
- querying results.

For JCQ Publications please go to [www.jcq.org.uk](http://www.jcq.org.uk) for information on the following:

- Suspected Malpractice in Examinations and Assessments
- Instructions for conducting coursework

## 7.4 OCR assessment material

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OCR assessment material is available for all Entry levels. Centres must use these assessments for the summative assessment of students. OCR assessment material is available from Interchange our secure extranet facility, see our Administration area [www.ocr.org.uk](http://www.ocr.org.uk).

### **Assessment materials**

The OCR assessment materials for the OCR Functional Skills Qualifications in Information and Communication Technology (ICT) at Entry level include teacher guidance, sample assessment tasks for each entry sub-level and Assessment Record Forms. Assessment materials will be issued on a bi-annual basis for use within the 12 months following the issue

Centres must adhere to the guidance given in the assessment materials handbook.

### **Assessment Record Forms**

Assessment Record Forms allow centres and students to track achievement of each part of the Entry level assessment. The Assessment Record Forms are available and are available to download as Word documents from Interchange our secure extranet facility see our Administration area [www.ocr.org.uk](http://www.ocr.org.uk).