Functional Skills

Information and Communication Technology

Specification

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

Entry code 09876

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

Entry code 09877

Contents

Key updates to this specification

Section	Title of section and change	Version and date issued
All sections	Hyperlinks updated	Version 03 June 2021
The following information has been updated:		
1	1.4 Funding - information and links	
7	7.10 Arrangements for learners with access-related needs – requesting modified papers	
8	8.1 Feedback and enquiries – contact details	
All sections	Amended reference to the Admin Guide to the new Administration area on the [OCR website](#) Reference to learner changed to student	Version 02 December 2019
The following information has been updated:		
1	1.4 Funding - information and links 1.5 Qualification size	
4	4.7 Centre malpractice guidance	
5	5.2 Documents referred to in this specification	
6	6.4 Unique Learner Numbers and the Personal Learning Record	
7	7.7 Mode of Delivery 7.9 Delivery in Wales and Northern Ireland	
8	8.1 Feedback and enquiries 8.2 Complaints	

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1   Introduction

The information provided in this specification is correct at the time of production. Occasionally we may update this information. Please refer to the qualification webpages 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.

To access information on how to administer these qualifications please follow the link to the Administration area.

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

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.

These Functional Skills qualifications are offered at Entry level, level 1 and level 2 appear on the Register of Regulated Qualifications and meet the Functional Skills criteria approved by Ofqual.

Assessment is:

- set by OCR

- available on-demand, to suit you and your students

- either paper-based or on-line

- externally assessed by OCR.

The assessments use and reinforce skills-based, problem-solving and learning techniques. There is more information on assessment in section 4.

Our Functional Skills qualifications in English, mathematics and Information and Communication Technology 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 equip your students with the functional skills required for day-to day life, education and work.

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1.2   Why choose Functional Skills in Information and Communication Technology (ICT)

The aim of these qualifications is to give students the opportunity to:

- develop an understanding of functional skills in ICT at level 1 and 2

- develop their skills and competences in ICT

- achieve a nationally recognised qualification

- prepare for employment

- progress to further study.

1.3   Entry requirement

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

These qualifications have been developed so they are free from any barriers that restrict access or progression and therefore promote equal opportunities.

There is no requirement for any specific prior learning. We recommend that an initial assessment should take place to ensure your students are capable of reaching the required standards.

See section 4.1 for information about our free Functional Skills Level Checker.

1.4   Funding

These qualifications are available in England only. Education and Skills Funding Agency (ESFA) has advised that funding for Level 1 ICT qualifications is being removed from 1st August 2022.

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

- Education and Skills Funding Agency for funding education and training for students 14-19 years in England. This list was formerly known as the section 96.

Use the 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.

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1.5   Qualification size

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 guided learning hours:

Title	GLH (Indicative)	Total Qualification Time (TQT)
OCR Functional Skills qualification in Information and Communication Technology (ICT) at level 1	45	45
OCR Functional Skills qualification in Information and Communication Technology (ICT) at level 2	45	45

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2   Qualification summary

2.1   OCR Functional Skills qualification in Information and Communication Technology (ICT) at level 1 summary

OCR entry code	09876	Qualification Number (Q)N		500/8505/0
Approved age group	Pre-16	16-18	18+	19+
	✓	✓	✓	✓
Total Qualification Time (TQT)	45			
This qualification is suitable for	Anyone who has achieved the entry level qualification or anyone wanting to gain a practical grounding in how to apply ICT skills to everyday situations.			
Entry requirement	There are no formal entry requirements for this qualification.			
Structure and options	This qualification contains one mandatory unit.			
Assessment model	Assessments are computer-based and paper-based, on-demand, and are set by OCR and externally assessed by OCR Examiners. This qualification is pass/fail.			

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2.2 OCR Functional Skills qualification in Information and Communication Technology (ICT) at level 2 summary

OCR entry code	09877	Qualification Number (Q)N		500/8509/8
Approved age group	Pre-16	16-18	18+	19+
	✓	✓	✓	✓
Total Qualification Time (TQT)	45			
This qualification is suitable for	Anyone who has achieved the level 1 qualification or anyone wanting to gain a practical grounding in how to apply ICT skills to everyday situations.			
Entry requirement	There are no formal entry requirements for this qualification.			
Structure and options	This qualification contains one mandatory unit.			
Assessment model	Assessments are computer-based and paper-based, on-demand, and are set by OCR and externally assessed by OCR Examiners. This qualification is pass/fail.			

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3   Structure and content

3.1   Qualification structure

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

(Qualification Number 500/8505/0)

This qualification contains one mandatory unit (Unit Reference Number M/601/2349)

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

(Qualification Number 500/8509/8)

This qualification contains one mandatory unit (Unit Reference Number K/601/2284)

3.2   Teaching and Learning

Wherever possible, tutors 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 Information and Communication Technology (ICT) to other areas of the curriculum.

We strongly advise 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.

You should ensure that students are fully prepared for Functional Skills assessments through appropriate teaching and learning strategies. You are encouraged to ensure they have the opportunity to practice their subject skills in real-life contexts prior to taking the assessment Unit format.

3.2.1   Skills standards

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 them to function as effective citizens.

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 Functional Skills qualification in Information and Communication Technology (ICT) at level 1 and 2 assesses all of the skills standards and samples the coverage and range.

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At level 1 students need to be able to:

- identify the ICT requirements needed to solve a straightforward task and apply their knowledge and understanding to produce an appropriate solution (complexity)

- apply their knowledge and skills within a non-routine but familiar context (familiarity)

- apply a range of techniques in a number of applications to produce an appropriate outcome (technical demand)

- solve problems that are essentially tutor guided, demonstrating the confidence to make informed choices and knowing when to seek guidance (independence).

At level 2 students need to be able to:

- analyse multi-step tasks and separate the components, identifying the relevant ICT requirements and applying their knowledge and understanding to produce an appropriate solution (complexity)

- apply their knowledge, skills and understanding within non-routine and non-familiar contexts (familiarity)

- demonstrate the application of a wide range of techniques across several applications to produce an appropriate outcome (technical demand)

- solve problems independently, overcoming challenges to produce successful outcomes (independence).

3.2.2   Coverage and range

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 they will need to demonstrate and apply to meet the requirements of the skills standards.

3.2.3   Assessment weightings

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.

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3.3   Level 1 Unit M/601/2349

For the level 1 qualification students must achieve this one mandatory unit.

Skill standards and assessment weighting	Coverage and range
Using ICT Assessment weighting: 20-30% • (1.1) identify the ICT requirements of a straightforward task • (1.2) interact with and use ICT systems to meet requirements of a straightforward task in a familiar context • (1.3) manage information storage • (1.4) follow and demonstrate understanding of the need for safety and security practices	• (1.1.1) use ICT to plan and organise work • (1.2.1) select and use software applications to meet needs and solve straightforward problems • (1.2.2) select and use interface features effectively to meet needs • (1.2.3) adjust system settings as appropriate to individual needs • (1.3.1) work with files, folders and other media to access, organise, store, label and retrieve information • (1.4.1) demonstrate how to create, use and maintain secure passwords • (1.4.2) demonstrate how to minimise the risk of computer viruses
Finding and selecting information Assessment weighting: 10-20% • (1.5) use search techniques to locate and select relevant information • (1.6) select information from a variety of ICT sources for a straightforward task	• (1.5.1) search engines, queries • (1.5.2) recognise and take account of currency, relevance, bias and copyright when selecting and using information
Developing, presenting and communicating information Assessment weighting: 50-70% • (1.7) enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	• (1.7.1) apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content

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Skill standards and assessment weighting	Coverage and range
• (1.8) use appropriate software to meet requirements of straightforward data-handling task	• (1.8.1) process numerical data • (1.8.2) display numerical data in a graphical format • (1.8.3) use field names and data types to organise information • (1.8.4) enter, search, sort and edit records
• (1.9) use communications software to meet requirements of a straightforward task	• (1.9.1) read, send and receive electronic messages with attachments • (1.9.2) demonstrate understanding of the need to stay safe and to respect others when using ICT-based communication
• (1.10) combine information within a publication for a familiar audience and purpose	• (1.10.1) for print and for viewing on screen (1.10.2) check for accuracy and meaning
• (1.11) evaluate own use of ICT tools	• (1.11.1) at each stage of a task and at the task's completion

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3.4 Level 2 Unit K/601/2284

For the level 2 qualification students must achieve this one mandatory unit.

Skill standards and assessment weighting	Coverage and range
Using ICT Assessment weighting: 20-30% • (2.1) plan solutions to complex tasks by analysing the necessary stages • (2.2) select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts • (2.3) manage information storage to enable efficient retrieval	 • (2.1.1) use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches • (2.2.1) select and use software applications to meet needs and solve complex problems • (2.2.2) select and use a range of interface features and system facilities effectively to meet needs • (2.2.3) select and adjust system settings as appropriate to individual needs • (2.2.4) respond to ICT problems and take appropriate action • (2.2.5) understand the danger of computer viruses and how to minimise risk • (2.3.1) manage files, folders and other media storage to enable efficient information retrieval
Finding and selecting information Assessment weighting: 10-20% • (2.4) use appropriate search techniques to locate and select relevant information • (2.5) select information from a variety of sources to meet requirements of a complex task	 • (2.4.1) search engines, queries and AND/NOT/OR, >,<,>=,<=, contains, begins with, use of wild cards • (2.5.1) recognise and take account of copyright and other constraints on the use of information • (2.5.2) evaluate fitness for purpose of information
Developing, presenting and communicating information Assessment weighting: 50-70% • (2.6) enter, develop and refine information using appropriate software to meet requirements of a complex task	 • (2.6.1) apply a range of editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numerical data, charts, graphs or other digital content

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Skill standards and assessment weighting	Coverage and range
• (2.7) use appropriate software to meet the requirements of a complex data-handling task	• (2.7.1) process and analyse numerical data • (2.7.2) display numerical data in appropriate graphical format • (2.7.3) use appropriate field names and data types to organise information
	• (2.7.4) analyse and draw conclusions from a data set by searching, sorting and editing records
• (2.8) use communications software to meet requirements of a complex task	• (2.8.1) organise electronic messages, attachments and contacts • (2.8.2) use collaborative tools appropriately (2.8.3) understand the need to stay safe and to respect others when using ICT-based communication
• (2.9) combine and present information in ways that are fit for purpose and audience	• (2.9.1) organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate • (2.9.2) work accurately and check accuracy, using software facilities where appropriate
• (2.10) evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	• (2.10.1) at each stage of a task and at the task's completion

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4   Assessment

4.1   Initial assessment of students

It is important that your centre carry out an initial assessment to identify students' levels of competence, knowledge and understanding and any potential gaps that need to be addressed.

We have a free online Functional Skills Level Checker, in the resources section, on Interchange. You will need to login and then you can access maths and English online level checking. You can also download paper-based level checking for maths, English and ICT.

These assessments can help you identify the profile of skills that a candidate has, to help pinpoint the most appropriate level as a starting point, before further diagnostic screening.

4.2   How these qualifications are assessed

Assessments for Level 1 and 2 are paper-based or on-screen, on-demand, and are set by OCR and externally assessed by OCR Examiners.

At level 1, the specification will subsume the Entry level skill standards and coverage and range. At level 2, the specification will subsume the level 1 skill standards and coverage and range.

Assessment focuses on the three interrelated skill areas identified in the skills standards:

- Using ICT

- Finding and selecting information

- Developing, presenting and communicating information

OCR's Functional Skills paper-based assessments are available on-demand.

Once you have made entries you will receive the papers within five working days. For further details please see the Administration area.

ICT assessments consist of practical tasks using a computer and take place under examination conditions. Please refer to the *Instructions for conducting examinations (OCR ICE),* available on our website.

The assessments are 2 hours for both level 1 and level 2. Each assessment is divided into two parts, which must be taken in one sitting as one test:

- Part A – access to email software[1] and the internet is required

- Part B – access to email software and the internet must be removed.

Students will need access to a computer, a printer and the Internet (as above).

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[1] Please note the email software in Part A and B is to construct a message. Students are not required to send a message.

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4.3   Assessment structure and content

Assessments are available as a question paper (a paper-based test). Centres may enter students for paper-based tests at any time. Papers will be despatched to centres per daily cohort of entries and must be taken within opening the assessment package.

The paper-based externally assessed components are distributed by secure post to the centre for each daily cohort of candidate entries, and should be stored within centres as per our Please refer to the *Instructions for conducting examinations (OCR ICE),* available on our website.

Assessments are available as on-screen tests on demand

The on-screen externally assessed components are made available to approved centres registered in the test delivery system. Once available, centres can schedule tests to take place at any time.

Centres are responsible for timetabling Functional Skills tests. Centres can timetabled tests back- to-back and hold tests for more than one qualification on the same day.

Assessment availability	Assessment details	Duration
Level 1 Assessment is available on demand throughout the year	1 tests (Part A and Part B) taken under examination conditions, as specified in our *Instructions for conducting OCR Functional Skills and Cambridge Progression qualification*. 80 per cent of the assessment is open response questions, set in a generic and realistic context. The assessment tasks assess all of the skills standards but will sample from the coverage and range. The test consists of tasks which are a combination of short answer questions and tasks which must be completed using a PC. Part A requires students to search for information on the internet and Part B requires students to use the information they found from the internet to complete the tasks. Data files are provided as pre-release. A PC with email software, internet access and a printer must be provided.	2 hours

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Level 2	1 test (Part A and Part B) with Resource Documentation, taken under examination conditions, as specified in our *Instructions for conducting OCR Functional Skills and Cambridge Progression qualification.*	2 hours
Assessment is available on demand throughout the year	80 per cent of the assessment is open response questions, set in a generic and realistic context.	
	The assessment tasks assess all of the skills standards but will sample from the coverage and range.	
	The test consists of tasks which are a combination of short answer questions and tasks which must be completed using a PC.	
	Part A requires students to search for information on the internet and Part B requires students to use the information they found from the internet to complete the tasks.	
	Data files are provided as pre-release.	
	A PC with email software, internet access and a printer must be provided	

4.4   Resources for assessment

In order to complete the assessment, students will need access to a PC with email software, internet access and a printer. Please note the email software is to construct a message. They are not required to send a message.

4.5   Re-sits

There are no limits on the number of times an assessment may be taken.

4.6   Suitable to the needs of the candidate

We have designed these qualifications so that achievement is accessible to all students, in the context of the units.

For students who have access requirements see *Arrangements for learners with access-related needs* in Section 7.10.

If you think that any aspect of these qualifications unfairly restricts access and progression, please contact our Customer Support Centre by phone: 024 76 851509 or by email at vocational.qualifications@ocr.org.uk

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4.7   Reporting suspected malpractice

It is the responsibility of the Head of Centre[1] 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 as follows:

- **Internal assessments and paper-based examined tests** – malpractice@ocr.org.uk.
- **On-screen tests** – etest@ocr.org.uk. You should title your email '[Qualification name] Suspected Malpractice Notification' as the subject, inserting the qualification name where indicated.

When asked to do so by OCR, Heads of Centres are required to investigate instances of suspected 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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[1] 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

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5   Support

5.1   Free resources

The following materials are available on our website:

- This specification

- Interactive exemplar material

- Sample assessment materials

- Past papers

- Teacher resource activity bank

- Curriculum Guide

5.2   Documents referred to in this specification

Please go to Administration at a glance for further information on the following:

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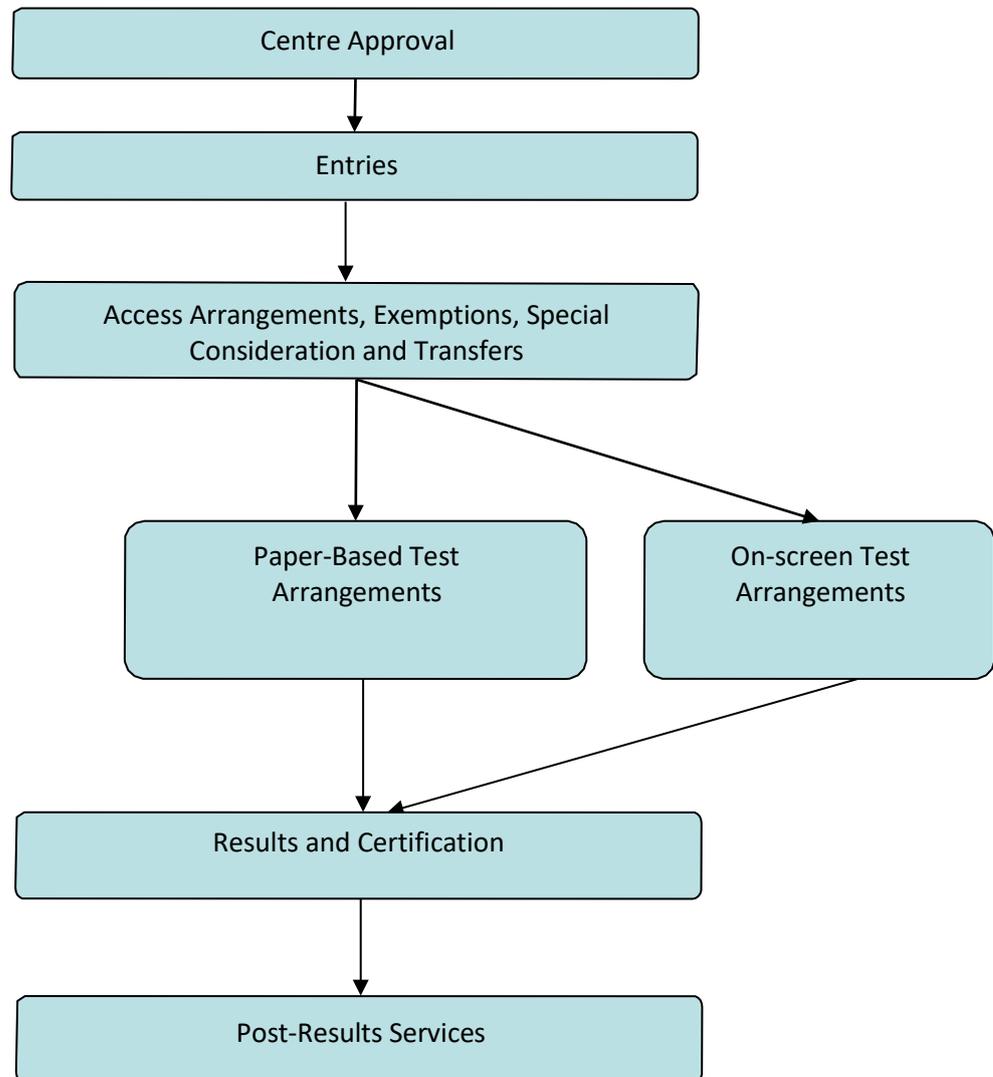- querying results.
- Instructions for conducting examinations

For JCQ Publications please go to www.jcq.org.uk for information on the following:

- Suspected Malpractice in Examinations and Assessments

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6 Administration

6.1 Overview of full process

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,

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┌─────────────────────────────────────────┐
│              Centre Approval              │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│                 Entries                   │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│  Access Arrangements, Exemptions, Special │
│     Consideration and Transfers           │
└─────────────────────────────────────────┘
              │               │
              ▼               ▼
┌───────────────────┐   ┌───────────────────┐
│  Paper-Based Test │   │  On-screen Test   │
│    Arrangements   │   │   Arrangements    │
└───────────────────┘   └───────────────────┘
              │               │
              ▼               ▼
┌─────────────────────────────────────────┐
│         Results and Certification         │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│          Post-Results Services            │
└─────────────────────────────────────────┘
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6.2 How to apply for centre approval

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.

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6.3   Making entries

For Functional Skills qualifications, you make unit entries only.

Centres must have been approved to offer these qualifications in order to make entries. We recommend your centre applies to become an approved centre well in advance of making your first entries.

There are two main routes for making entries for paper-based tests:

- **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 Students 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

6.4   Unique Learner Numbers (ULN)

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.

6.5   How to make certificate claims

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.

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7 Certification

These are single unit qualifications. Students who achieve a pass for the unit will be awarded the appropriate certificate, giving the full qualification title.

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

OR

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

7.1   Claiming certificates

Certificates will be issued directly to your centre for successful students. In order to ensure that these are automatically issued, you must ensure that the OCR candidate number is **always** used where a candidate has already achieved one or more units. See the OCR's Administration area, for full details.

For details on how to make online claims see the step-by-step guide; Making online claims for functional skills qualifications.

7.2   Enquiries about results

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.

7.3   Replacement certificates

For details on replacement certificates refer to the Administration area, certificates,

7.4   Avoidance of bias

We have taken great care in the preparation of these qualifications to avoid bias of any kind. Special focus is given to the eight strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

7.5   Regulatory requirements

These qualifications comply with Ofqual's General Conditions of Recognition, Criteria for Functional Skills Qualification and Functional Skills subject criteria.

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7.6 Language

These qualifications and any associated assessment materials are in English only. Only answers provided in English will be assessed.

7.7 Mode of delivery

You are free to deliver these qualifications using any mode of delivery that meets the needs of your students. 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.

7.8 Centre resources and requirements

Your centre must provide appropriate assessment facilities for students that comply with our regulations stated in our *Instructions for conducting examinations Progression qualification*s, which are available to download from the website.

ICT equipment should be available for both teaching and assessment, i.e. a computer, a printer and the Internet. Sample assessment material for the OCR Functional Skills qualification in ICT at level 1 and 2 is available to download from our website www.ocr.org.uk. Centres can use these sample assessments as practice papers to prepare students for the final assessment.

The sample assessment materials for OCR Functional Skills qualification in Information and Communication Technology at level 1 and 2 include the assessment task, resource booklet and mark scheme.

7.9 Delivery in Wales and Northern Ireland

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

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7.10 Arrangements for learners with access-related needs

In line with the guidance provided by Ofqual for Functional Skills, students can have access to all forms of equipment and software that constitute their normal way of working. However, these must not affect the reliability or validity of assessment outcomes or give the candidate an assessment advantage over other students undertaking the same or similar assessments.

Centres must apply to OCR Special Requirements team for access arrangements using a JCQ Form 8. (It is presently not possible to submit applications for access arrangements for Functional Skills using *Access Arrangements Online.*).
To place an order for modified papers for Functional Skills, complete the OCR modified paper order form and email to modified.papers@ocr.org.uk.

The access arrangements permissible for use in these qualifications are as follows:

Access arrangements	Yes/No	Type of assessment
Readers	Yes	
Scribes	Yes	
Practical assistants	Yes	For assessment of the application of the skills described by the 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. (For more detail please see commentary against individual skills standards below). 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 student any advantage not available to other students

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7.11 Wider issues

There are no requirements to address wider issues through Functional Skills qualifications. Tutors may have opportunities to address wider issues (e.g. spiritual, moral, ethical, social and cultural) through your choice of teaching or source materials.

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8 Further Support and Information

8.1 Feedback and enquiries

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: 01223 553998
Email: support@ocr.org.uk

Alternatively, you could visit OCR's website at https://www.ocr.org.uk/ for further information about OCR qualifications.

8.2 Complaints

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.

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