SUBJECT SPECIFICATIONS

Functional Skills ICT Subject Specification and Tutor/ Assessor Guide

June 2018
Version 4.0

City&
Guilds

Qualification at a glance

Subject area	Functional Skills qualifications in ICT
City & Guilds number	3748-03
Purpose of this document	This document sets out the qualification and assessment specifications for City & Guilds' Functional Skills ICT qualifications. These are derived from the Ofqual-published Functional Skills ICT Subject Criteria. This document also provides guidance for tutors and assessors on preparing candidates for assessment in the component of Functional Skills ICT, and information about each of the following assessment delivery mechanisms: • Entry level (internal) task-based assessments • Level 1-2 (external) practical tasks assessments **Please note this document must be read in conjunction with the Functional Skills qualifications handbook.**

Version and date	Change detail	Section
2.0 September 2015	Document created – to replace v2	**n/a**
3.0 September 2016	Assessment specifications amended due to errors for Entry 1- Entry 3	**Assessment Specification**
3.1 February 2018	Number of sample assessments and FAQs updated; hyperlinks updated, typos amended	**3.2, 4**

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1   Functional Skills ICT qualification specifications

1.1 Functional Skills ICT at Entry 1

Structure:
One assessment paper: 2 hours.

Subject matter/ content:
There is a choice of assessment titles (scenarios) allowing centres to meet the needs of individual learners.

Assessment design:
All skill areas are assessed. Specifications are developed to ensure sufficient coverage of the criteria and consistency/ reliability of assessments over time.

The assessment consists of one practical activity completed on a one-to-one basis with the tutor/ assessor. The assessment comprises a series of task-based questions with the tutor/ assessor able to provide instructions and explain overall assessment requirements. The candidate is supported throughout the activity by the tutor/ assessor and prompts or second chances can be given as directed.

The assessments are internally marked in the centre according to a given marking scheme and accompanying marking guidance.

Assessment conditions and procedures:
Assessments are completed under supervised (controlled) assessment conditions. Full details are provided in the Assessment Pack accompanying each assessment title.

The tutor may supervise and mark the assessment.

The centre is required to operate a system of internal quality assurance to ensure all marking decisions by all assessors within the centre are consistently in line with the mark scheme, and that the required assessment conditions are applied in all cases. The process of internal and external quality assurance is described more fully in the City & Guilds Centre Manual.

Diversity, access and inclusion details:
There is a choice of assessment titles to enable one to be selected that best meets the needs for individual learners. Minor changes in the assessment are allowed and the changes allowed in each case are indicated within the Assessment Pack.

Please refer to **Section 2 Inclusion Statement: Functional Skills ICT**.

Assessment specification
Entry 1

Skill standard	Coverage and range
Percentage of paper: 20-30%	**Using ICT**
1. Interact with ICT for a given purpose	Recognise and use interface features
2. Follow recommended safe practices	**A** Minimise the physical stress of: seating, lighting and hazard
	B Keep access information secure by using passwords
Percentage of paper: 10-20%	**Finding and selecting information**
3. Find given information from an ICT-based source	**A** Text messages
	B Voicemail
	C On-screen information
Percentage of paper: 50-70%	**Developing, presenting and communicating information**
4. Enter and edit single items of information	**A** Identify and correct a simple error
	B Label an image
5. Use ICT-based communication	Receive and open electronic messages

1.2 Functional Skills ICT at Entry 2

Structure:
One assessment paper: 2 hours.

Subject matter/ content:
There is a choice of assessment titles (scenarios) allowing centres to meet the needs of individual learners.

Assessment design:
All skill areas are assessed. Specifications are developed to ensure sufficient coverage of the criteria and consistency/ reliability of assessments over time.

The assessment comprises a series of task-based questions with the tutor/assessor able to provide instructions and explain overall assessment requirements. The candidate is supported throughout the activity by the tutor/assessor and prompts or second chances can be given as directed.

The assessments are internally marked in the centre according to a given marking scheme and accompanying marking guidance.

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The tutor may supervise and mark the assessment.

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Diversity, access and inclusion details:
There is a choice of assessment titles to enable one to be selected that best meets the needs for individual learners. Minor changes in the assessment are allowed and the changes allowed in each case are indicated within the Assessment Pack.

Please refer to **Section 2 Inclusion Statement: Functional Skills ICT**.

Assessment specification

Entry 2

Skill standard	Coverage and range
Percentage of paper: 20-30%	**Using ICT**
1. Interact with ICT for a purpose	**A** Use computer hardware
	B Use software applications for a purpose
	C Recognise and use interface features
2. Follow recommended safe practices	**A** Minimise physical stress
	B Keep access information secure by using passwords
	C Understand the need to stay safe
Percentage of paper: 10-20%	**Finding and selecting information**
3. Use ICT-based sources of information	
4. Find specified information from ICT-based sources	Use simple search facilities
Percentage of paper: 50-70%	**Developing, presenting and communicating information**
5. Enter and edit information for a simple given purpose	Use simple editing and formatting techniques
6. Bring together two given types of information	**A** For print and viewing on-screen
	B Identify and correct simple errors
7. Use ICT-based communication	**A** Receive and read electronic messages
	B Send electronic messages

1.3 Functional Skills ICT at Entry 3

Structure:
One assessment paper: 2 hours.

Subject matter/ content:
There is a choice of assessment titles (scenarios) allowing centres to meet the needs of individual learners. Minor changes in the assessment are allowed and the changes allowed in each case are indicated within the Assessment Pack.

Assessment design:
All skill areas are assessed. Specifications are developed to ensure sufficient coverage of the criteria and consistency/ reliability of assessments over time.

The assessment comprises a series of task-based questions with the tutor/ assessor able to provide instructions and explain overall assessment requirements.
The assessments are internally marked in the centre according to a given marking scheme and accompanying marking guidance.

Assessment conditions and procedures:
Assessments are completed under supervised (controlled) assessment conditions. Full details are provided in the Assessment Pack accompanying each assessment title.

The tutor may supervise and mark the assessment.

The centre is required to operate a system of internal quality assurance to ensure all marking decisions by all assessors within the centre are consistently in line with the mark scheme, and that the required assessment conditions are applied in all cases. The process of internal and external quality assurance is described more fully in the City & Guilds Centre Manual.

Diversity, access and inclusion details:
There is a choice of assessment titles to enable one to be selected that best meets the needs for individual learners.

Please refer to **Section 2 Inclusion Statement: Functional Skills ICT**.

Skill standard	Coverage and range
Percentage of paper: 20-30%	**Using ICT**
1. Interact with and use ICT system to meet given needs	**A** Use correct procedures to start and shut down an ICT system
	B Use input and output devices
	C Use software applications to meet needs and solve given problems
	D Recognise and use interface features
	E Change simple software settings
2. Store information	**A** Open files
	B Save files
	C Know how to insert and remove media
3. Follow safety and security practices	**A** Use and change passwords
	B Minimise physical stress
Percentage of paper: 10-20%	**Finding and selecting information**
4. Use simple searches to find information	**A** Search stored information
	B Search web-based sources of information
5. Select relevant information that matches requirements of given task	
Percentage of paper: 50-70%	**Developing, presenting and communication information**
6. Enter and develop different types of information to meet given needs	**A** Enter, edit and format (to achieved the required outcome): i) text ii) graphics iii) numbers or other digital content
	B Insert and position graphics or other digital content to achieve a purpose
	C Process numbers to meet needs
7. Bring together different types of information for a given purpose	**A** For print and viewing on screen
	B Check for accuracy and meaning
	C Check suitability of information
8. Use ICT-based communication	**A** Receive and read electronic messages
	B Send electronic messages
	C Use contacts
	D Understand the need to stay safe and to respect others when using ICT-based communication

1.4 Functional Skills ICT at Level 1

Structure:
One assessment paper: 2 hours.

Two alternative delivery models:
Paper-based: Assessment instructions supplied on paper; source files downloaded by centre and made available to candidates; tasks completed using locally installed standard office software; printouts used to evidence candidates' work.
On-screen: Assessment instructions are delivered on-screen and candidates use commercial applications (MS Office) to complete tasks. Data files are downloaded, and candidate evidence uploaded, within the testing environment.

Subject matter/ content:
Each assessment is based on a given theme with a purpose that is accessible to a broad range of learners.

Assessment design:
All skill areas are assessed. Specifications are developed to ensure sufficient coverage of the criteria and consistency/ reliability of assessments over time. The assessment involves completing a series of related tasks to reach a purposeful outcome using office applications.

Candidates work through tasks and follow instructions to solve problems and reach given solutions. Work is either evidenced by printouts (paper delivery) or uploaded within the testing environment (on-screen).

The three skill standards are addressed as follows:

Use ICT: The assessment provides a series of practical tasks in a non-routine and unfamiliar context that can be understood by the candidate. The tasks require the candidate to tackle a problem to achieve a purposeful outcome. Candidates will be given the opportunity to:
- understand the context of the problem/ requirements of the task
- plan what ICT tools they can use to achieve the outcome
- select independently the ICT tools they might use to approach the problem.

Find and select information: The candidate is required to understand the context and desired outcome, plan what ICT tools they might use and select those tools. The candidate is given the opportunity to:
- access the information and data required to solve the problem
- perform any relevant searches for information/ data
- select information appropriate for completion of the task.

Develop, present and communicate information: In addition to the candidate accessing information and data, performing any relevant searches and selecting appropriate data or information to complete the task, the candidate is given the opportunity to:
enter, develop and amend the information to achieve a purposeful outcome
- present the results in an appropriate format
- draw simple conclusions about the effectiveness of using ICT tools
- communicate the results as required by the task.

Assessment conditions and procedures:

The assessment must take place under supervised conditions (distinct from JCQ ICE conditions).

Please refer to **Section 2 Inclusion Statement: Functional Skills ICT**.

Assessment specification
Level 1
Total marks available: 40

	Skill Standard	Coverage and Range
Using ICT Weighting: 20 - 30%	1. Identify the ICT requirements of a straightforward task	Use ICT to plan and organise work
	2. Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	**A** Select and use software applications to meet needs and solve straightforward problems
		B Select and use interface features effectively to meet needs
		C Adjust system settings as appropriate to individual needs
	3. Manage information storage	Work with files, folders and other media to access, organise, store, label and retrieve information
	4. Follow and demonstrate understanding of the need for safety and security practices	**A** Demonstrate how to create, use and maintain secure passwords
		B Demonstrate how to minimise the risk of computer viruses
Find and Select Weighting: 10 - 20%	5. Use search techniques to locate and select relevant information	Search engines and queries
	6. Select information from a variety of ICT sources for a straightforward task	**A** Recognise currency, relevance and bias when selecting and using information
		B Recognise copyright when selecting and using information

Developing presenting and communicating Weighting: 50 - 70%	7. Enter, develop and refine information using appropriate software to meet requirements of straightforward tasks	Apply editing, formatting and layout techniques to meet needs, including:
		A1 Text
		A2 Tables
		A3 Graphics
		A4 Records
		A5 Numbers
		A6 Charts and graphs
		A7 Other digital content
	8. Use appropriate software to meet requirements of straightforward data-handling task	**A** Process numerical data
		B Display numerical data in a graphical format
		C1 Use field names to organise information
		C2 Use data types to organise information
		D1 Enter records
		D2 Search records
		D3 Sort records
		D4 Edit records
	9. Use communications software to meet requirements of a straightforward task	**A1** Receive and read electronic message with attachments
		A2 Send electronic message with attachments
		B1 Demonstrate understanding of the need to stay safe when using ICT-based communication
		B2 Understand the need to respect others when using ICT-based communication
	10. Combine information within a publication for a familiar audience and purpose	**A** For printing and viewing on screen
		B Check for accuracy and meaning
	11. Evaluate own use of ICT tools	At each stage of a task and at the task's completion

1.5 Functional Skills ICT at Level 2

Structure:
One assessment paper: 2 hours.

Two alternative delivery models:
Paper-based: Assessment instructions supplied on paper; source files downloaded by centre and made available to candidates; tasks completed using locally installed standard office software; printouts used to evidence candidates' work.
On-screen: Assessment instructions are delivered on-screen and candidates use commercial applications (MS Office) to complete tasks. Data files are downloaded, and candidate evidence uploaded, within the testing environment.

Subject matter/ content:
Each assessment is based on a given theme with a purpose that is accessible to a broad range of learners.

Assessment design:
All skill areas are assessed. Specifications are developed to ensure sufficient coverage of the criteria and consistency/ reliability of assessments over time. The assessment involves completing a series of related tasks to reach a purposeful outcome using office applications.

Candidates work through tasks and follow instructions to solve problems and reach given solutions. Work is either evidenced by printouts (paper delivery) or uploaded within the testing environment (on-screen).

The three skill standards are addressed as follows:

Use ICT: The assessment provides a series of practical tasks in a non-routine and unfamiliar context that can be understood by the candidate. The tasks require the candidate to tackle a problem to achieve a purposeful outcome. Candidates will be given the opportunity to:
- understand the context of the problem/ requirements of the task
- plan what ICT tools they can use to achieve the outcome
- select independently the ICT tools they might use to approach the problem.

Find and select information: The candidate is required to understand the context and desired outcome, plan what ICT tools they might use and select those tools. The candidate is given the opportunity to:
- access the information and data required to solve the problem
- perform any relevant searches for information/ data
- select information appropriate for completion of the task.

Develop, present and communicate information: In addition to the candidate accessing information and data, performing any relevant searches and selecting appropriate data or information to complete the task, the candidate is given the opportunity to:
enter, develop and amend the information to achieve a purposeful outcome
- present the results in an appropriate format
- draw simple conclusions about the effectiveness of using ICT tools
- communicate the results as required by the task.

Assessment conditions and procedures:
The assessment must take place under supervised conditions (distinct from JCQ ICE conditions).

Diversity, access and inclusion details:
Please refer to Section 2 Inclusion Statement: Functional Skills ICT.

Assessment specification

Level 2
Total marks available: 50

	Skill Standard	Coverage and Range
Using ICT Weighting: 20 - 30%	1. Plan solutions to complex tasks by analysing the necessary stages	Use ICT to plan and organise work
	2. Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	**A** Select and use software applications to meet needs and solve complex problems
		B Select and use interface features and system facilities effectively to meet needs
		C Select and adjust system settings as appropriate to individual needs
		D Respond to ICT problems and take appropriate action
		E Understand the danger of computer viruses and how to minimise risk
	3. Manage information storage to enable efficient retrieval	Manage files, folders and other media storage to enable efficient information retrieval
Find and Select Weighting: 10 - 20%	4. Use appropriate search techniques to locate and select relevant information	Search engines and queries, AND/NOT/OR, $>$,$<$, $>=$, $<=$, use of wild cards
	5. Select information from a variety of sources to meet requirements of a complex task	**A** Recognise and take account of copyright and other constraints on the use of information
		B Evaluate fitness for purpose of information

Developing presenting and communicating Weighting: 50 - 70%	6. Enter, develop and refine information using appropriate software to meet requirements of a complex task	Apply editing, formatting and layout techniques to meet needs, including:
		A1 Text
		A2 Tables
		A3 Graphics
		A4 Records
		A5 Numerical data
		A6 Charts and graphs
		A7 Other digital content
	7. Use appropriate software to meet requirements of a complex data handling task	**A** Process and analyse numerical data
		B Display numerical data in appropriate graphical format
		C1 Use appropriate field names to organise information
		C2 Use appropriate data types to organise information
		D1 Searching records
		D2 Sorting records
		D3 Editing records
	8. Use communications software to meet requirements of a complex task	**A** Organise electronic messages, attachments and contacts
		B Use collaborative tools appropriately
		C Understand the need to stay safe and respect others when using ICT-based communication
	9. Combine and present information in ways that are fit for purpose and audience	**A1** Organise and integrate information of different types to achieve a purpose
		A2 Use accepted layouts and conventions as appropriate
		B Work accurately and check accuracy, using software facilities where appropriate
	10. Evaluate own use of ICT tools	At each stage of a task and at the task's completion

2 Functional Skills ICT qualification specifications

In completing assessment leading to Functional Skills ICT qualifications, candidates can have access to all forms of equipment and software that constitute their normal way of working, provided that these do not affect the reliability or validity of assessment outcomes or give the learner an assessment advantage over other learners undertaking the same or similar assessments.

The Functional Skills qualifications criteria require awarding organisations to develop assessment materials that anticipate the needs of candidates with disabilities and which minimise, as far as possible, the need to make reasonable adjustments (whilst still assessing the skills standards) or exemptions.

Candidates may be permitted access to any of the following when undertaking Functional Skills ICT assessments:

- reader/ computer reader
- scribes
- practical assistants
  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 candidate's instruction but must not perform any skill for which marks are credited. Assistants can be used in written assessments.
- word processors
- BSL interpreters
- oral language modifiers
- modified question papers (including Braille)
- extra Time
- external device to load personal settings
  Permitted as a reasonable adjustment provided this does not compromise the assessment or give the candidate any advantage not available to other candidates.

For more information on how to apply for **access arrangements** please refer to the Functional Skills Qualification Handbook, **Section 4, 'Access Arrangements and Reasonable Adjustments**.'

Exemptions – please note
Disability Discrimination legislation (now incorporated into the 2010 Equality Act) permits the granting of exemptions for specific assessment components within qualifications in certain circumstances. In the case of Functional Skills ICT this is **not** possible since the whole qualification comprises only one assessment component.

3 Assessment

3.1 Functional Skills ICT Assessment

Functional Skills ICT qualifications are assessed summatively with no on-going 'portfolio' assessment. Candidates complete a one-off series of supervised tasks once they are felt to be capable of achieving the required standard (known as when-ready).

At **Entry level** all assessments are externally set by City & Guilds; they are internally marked and quality assured by the centre.

At **Level 1** and **Level 2** all assessments are externally set by City & Guilds; they are also externally marked by City & Guilds.

3.2 Sample Assessment Material

Sample assessment papers can be downloaded from our **Functional Skills ICT qualifications webpage**. In all cases there are multiple examples of each assessment component. There are also various 'worked' examples.

ICT Qualification	Samples Currently Available
Entry 1	3
Entry 2	3
Entry 3	3
Level 1 Paper	4
Level 1 On-screen*	2
Level 2 Paper	4
Level 2 On-screen*	2

Candidates should be given adequate opportunity to familiarise with the sample assessments before attempting the live assessment. This is particularly important if they intend to use on-screen delivery.

3.3   Pass marks

The normal pass mark ranges for each of the externally-marked ICT components are shown below. The actual pass mark varies slightly between assessment papers, to take into account slight variations in accessibility or difficulty and to ensure the standard of work required to achieve a pass is consistent. Each assessment typically has a pass mark within the following ranges:

Functional Skills ICT	Pass mark
Level 1	26-28 out of 40
Level 2	30-34 marks out of 50

See **Appendix 1 for Performance Codes** guidance

3.4   On-screen assessments tutor guidance

Administering an assessment:
All assessments must be taken under supervised conditions. This means that the candidate must be supervised at all times during the assessment.

Assessments are summative and must be taken when the candidate is ready and deemed to have the skills and knowledge necessary to achieve (known as 'when ready'). On-screen assessments must be taken in one session.

Functionality of the on-screen assessments:
On-screen assessments at Levels 1 and 2 are delivered via our *e-volve* testing platform using a new assessment method called 'In-app'.

In-app assessment is easily administered by centres and allows assessments to be taken with or without a live internet connection. Candidates use commercial software applications (MS Office) to complete tasks and upload these for marking via the testing environment.

For more information about this assessment method, please see the dedicated In-app webpage on our website:
https://www.cityandguilds.com/what-we-offer/centres/maths-and-english/functional-skills/supporting-the-delivery-of-functional-skills/in-application-testing

4   Frequently asked questions (FAQs)

General ICT assessment FAQs

When do results become available?
Both paper-based and on-screen assessments are examiner marked. Final grades are issued via Walled Garden following a review process within 20 working days (though often significantly more quickly for on-screen) while provisional results are available within *SecureAssess* a number of days in advance.

Note that tests taken offline must be uploaded to *SecureAssess* before the above timeframe applies.

What feedback will learners get and where can I find it?
See **Appendix 1 Accessing feedback**.

Why do you assess database skills?
Database skills are assessed at level 2 only. All awarding organisations must meet the full ICT standards for Level 2. For centres, providing Level 2 ICT ultimately means teaching to a certain standard of complexity regardless of the applications in use.

The alternative to a database task does not mean less teaching for tutors, but rather the additional teaching of more complex functions in other applications, eg a V-Look-Up function in the spreadsheet. A general understanding of database functions is also valuable to employers seeking people to use customised or bespoke administration systems. Accordingly it is the opinion of City & Guilds that including database tasks in Level 2 assessments means, in practice, a generally lower level of difficulty for tutors and learners and a more 'functional' assessment that provides learners with a greater breadth of ICT skills.

How can I prepare learners for tasks involving the database application?
While it is not assessed at Level 1, some tasks at Level 2 require the use of a database application equivalent to MS Access. The use of such an application is necessary as certain elements of Ofqual's Functional Skills ICT Standards – wild cards, field names etc – cannot be covered sufficiently by a spreadsheet application.

What should we do if MS Access (database) is not included in the copy of MS Office our centre has purchased?
In the event that MS Access has not come with an MS Office package, centres may source similar software online, eg 'Open Office', 'Google Docs' etc. Many of these resources are free.

Note that candidates are not required to upload MS Access files. Please see the In-app assessor guidance for more information.

How much time do learners get for each live assessment?
Learners have a maximum of two hours to complete live assessments at all levels.

What software packages or applications will learners need to be familiar with?

The applications/ utilities assessed are:

- web browser and search engine
- email (including contacts and diary)
- spreadsheet
- database (Level 2 only)
- presentation graphics
- word processing.

Our learners don't use certain applications or tools at work – why must they be assessed on these?

The purpose of the Functional Skills ICT is to provide learners with a certificate which recognises their abilities across a range of skills and functions as defined by Ofqual's ICT standards and sector skills councils (SSCs) have included FS ICT in those qualifications/ apprenticeships as they feel necessary.

Learners must complete all aspects of the required learning in order to demonstrate their competence and achieve their certificate. Employers and learners alike can therefore rely on the certificate as a standard measure of a learner's abilities.

What is the reading level for the FS ICT assessments?

The level of reading ability required is always at least one level below the level of the assessment, eg Entry 3 for a Level 1 assessment.

What equipment can be used during FS ICT assessments?

There is no definitive list of permitted/ prohibited items. Besides access to a computer, candidates should be able to access other items that would normally be available to them as long as these do not enable them to collude with a third party.

Can tutors supervise/ invigilate their own learners?

No. Candidates must **not** be invigilated solely by the main teacher/tutor who has prepared them for the functional skill being assessed.

What training do supervisors/ invigilators need to have beforehand?

Invigilators must be trained and should follow standard test invigilation procedures, no further training on ICT assessments specifically is required. They can sit the sample assessments and familiarise themselves with the navigation screen if they feel this would be beneficial.

On-screen test delivery FAQs

What is In-app assessment?
In-app is a new way of delivering on-screen assessment for Functional Skills ICT. In-app uses our existing on-screen testing system, *e-volve*, to deliver the assessment tasks and source data securely to learners, whilst allowing them to complete the tasks using familiar MS Office applications (for example, Word and Excel) and upload the completed document within *e-volve* during their test.

In-app is easily administered by centres and allows assessments to be taken with or without a live internet connection.

What are the benefits of in-app?
In-app has been developed following extensive customer research to offer:
- an on-screen, self-contained test with no need to retrieve or prepare data files in advance, print or retain learner evidence, or manage local email accounts
- the use of familiar MS Office applications (for example, Word and Excel) to complete key tasks
- on-screen assessments that can be scheduled on-demand and booked just 30-minutes prior to the assessment
- assessments that can be downloaded to a laptop in advance and taken with or without a live internet connection.

Is there more information on In-app?
Our dedicated In-app webpage contains all of the information needed for centres to familiarise themselves with the benefits and functionality of In-app:
https://www.cityandguilds.com/what-we-offer/centres/maths-and-english/functional-skills/supporting-the-delivery-of-functional-skills/in-application-testing

The **in-app assessor guidance** document, in particular, provides detailed information on functionality, how each task/ application is assessed, a **trouble-shooting guide** for invigilators and links directly to all of our In-app support material:
http://cdn.cityandguilds.com/ProductDocuments/Skills_for_Work_and_Life/English_Mathematics_and_ICT_Skills/3748/Assessment_materials/3748_ICT_In_app_Assessment_Guidance_v0-2.pdf

Can In-app be taken into the workplace? Is a live internet connection required?
In-app assessments can be downloaded on to a laptop and taken out into the workplace. It is important, however, that any laptop used meets the minimum technical requirements.

In-app has been purposefully designed to allow for testing to take place with need for a live internet connection, even for internet and e-mail tasks.

What equipment and software do candidates need access to?

For on-screen In-app assessments, candidates must have access to computer (PC with Windows O/S), with MS Office 2007 or later installed, including MS Access.

It is the centre's responsibility to ensure that any equipment used during the assessment is fit for purpose and correctly configured. For more information, please see the **In-app assessor guidance** document:

https://cdn.cityandguilds.com/ProductDocuments/Skills_for_Work_and_Life/English_ Mathematics_and_ICT_Skills/3748/Assessment_materials/FS%20ICT%20In- app%20Assessment%20Guidance%20v3-6.pdf

How quickly will learners be able to retake an assessment if unsuccessful?

Once a booking has been made a learner can retake the test straight away. However it is advised that learners and tutors are given an opportunity to reflect on the outcome and address any areas that a learner may have struggled with before a re-sit is scheduled.

Are on-screen assessments compatible with Apple Macs?

No, the *e-volve* platform will only work with Microsoft operating systems. For further details on the technical specifications necessary, please see **www.cityandguilds.com/e-volve**

Are on-screen assessments split into Parts A and B?

No. While assessments are divided into manageable tasks, there are no separate sections.

Learners will access a simulated web browser so there is no requirement to limit their access to the 'live' internet as with paper-based assessments.

Paper based delivery FAQs

What equipment and software do candidates need access to?

The assessments require candidates to complete a series of tasks using office applications. A computer (PC or Mac) is required, along with access to a printer and software products with the following features: web browser, email software, spreadsheet, database, presentation graphics and word processor. Please note candidates are only allowed internet/email access for part of their assessment.

It is the centre's responsibility to ensure that any equipment used during the assessment is fit for purpose and correctly configured.

Candidates should be familiar with the products they will be using during the assessment, although because FS ICT is designed to assess learners' ability to problem-solve and apply their ICT skills to a range of software types and versions, they should not be taught **solely** to use one particular product/version.

How do candidates access the data files?

A series of data files (relating to each FS ICT assessment currently in use) is available to download from the **Functional Skills qualifications webpage**. These files must be downloaded and the relevant set made available to candidates during their assessment.

Please note that audio (mp3) files are included in some of the file sets – where this is the case candidates are **not** required to listen to the contents of these files.

All of the files on the website **must** be downloaded and stored locally well in advance of the assessment taking place.

Each set of files is contained in a ZIP folder labelled with the **final** letter of the assessment paper version number (eg for paper 12VER**C**, the Version C data files are required)

Candidates must be given access to the set of files they need for the paper version they are taking – this can be set up in advance and **without** needing to open the assessment paper envelope as the version number is visible through the envelope window.

Why is there a Part A and a Part B within the paper delivered assessments?

The FS ICT Criteria only allow internet access for a limited period during the assessment. We describe the period where internet access is permitted as 'Part A'; the remainder of the assessment is described as 'Part B'. More detailed guidance is given in the **Functional Skills handbook**.

Please note there is no Part A-B distinction within the on-screen FS ICT assessments as the whole assessment takes place within the *e-volve* system.

How is candidates' work evidenced?

Candidates' work is evidenced and marked via printouts. Candidates are provided with an Evidence Document into which they must paste screen prints of their work as directed. This document, along with any other documents the candidate is instructed to print, must have the candidate's name clearly visible. Printing itself can be completed either during or after the assessment and does not carry any marks.

Do we need to send any electronic evidence to City & Guilds?

No – all of the evidence required can be found on the Evidence Document and print outs.

Is there an alternative way of providing evidence if a printer isn't available?

City & Guilds can only accept printed evidence, however this can be printed out after the assessment as long as candidates' outputs are put into a suitable format (eg print files or PDF).

Appendix 1 Accessing feedback

Please refer to the Functional Skills Qualification Handbook, section 'Accessing candidate performance feedback' for information about how to access the performance feedback for both Named On Demand and *e-volve* assessments.

FS ICT

Code	Description
HY	**Spreadsheet – good performance**
HZ	Spreadsheet – partial performance
IA	Spreadsheet – poor performance
IB	**Database – good performance**
IC	Database – partial performance
ID	Database – poor performance
IE	**Text processing – good performance**
IF	Text processing – partial performance
IG	Text processing – poor performance
IH	**Presentation graphics – good performance**
II	Presentation graphics – partial performance
IJ	Presentation graphics – poor performance
IK	**Email/ internet – good performance**
IL	Email/ internet – partial performance
IM	Email/ internet – poor performance
IN	**File management – good performance**
IO	File management – partial performance
IP	File management – poor performance

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Useful contacts

UK learners **General qualification information**	**E: learnersupport@cityandguilds.com**
International learners General qualification information	Please contact your local office: **http://www.cityandguilds.com/about-us/international**
UK Centres Registrations, Exam entries (Dated/On-Demand/e-volve Scheduling), Invoices, Missing or late exam materials, Results entries, Certification, Publications.	F: +44 (0)20 7294 2413 E: **centresupport@cityandguilds.com**
International centres Results, Entries, Enrolments, Invoices, Missing or late exam materials	Please contact your local office: **http://www.cityandguilds.com/about-us/international**
Walled Garden New account enquiries or amendment of existing account details, password resets and on-line technical problems.	F: +44 (0)20 7294 2413 E: **online@cityandguilds.com**
General e-assessment support enquiries	E : **evolvesupport@cityandguilds.com**
SmartScreen General SmartScreen queries	**E: subscribe@Smartscreen.co.uk**
Employers Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	If you are an employer, please contact City & Guilds Kineo: **www.kineo.com/contact-us** E: **business@cityandguilds.com**
Feedback and complaints	E: **feedbackandcomplaints@cityansguilds.com**

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