AIM Awards Suite of Functional Skills Qualifications in Information and Communication Technology at Entry 1, Entry 2 and Entry 3
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AIM Awards Functional Skills Qualification in Information and Communication Technology (ICT) at Entry 1
600/9334/1

AIM Awards Functional Skills Qualification in Information and Communication Technology (ICT) at Entry 2
600/9335/3

AIM Awards Functional Skills Qualification in Information and Communication Technology (ICT) at Entry 3
600/9336/5
Contents Page

Section One – Qualification Overview ................................................. 5
Section Two - Structure and Content ................................................. 10
Section Three – Assessment and Quality Assurance ......................... 13
Section Four – Operational Guidance .............................................. 23
Section Five – Appendices ................................................................ 27

Appendix 1 – AIM Awards Qualification Approval Form ....................... 29
Appendix 2 – Qualification Description (Summary) ................................. 32
Appendix 3 – Functional Skills Criteria for ICT .................................... 35
Appendix 4 – Invigilation of Assessments ............................................ 50
Appendix 5 – Conditions for Storing Confidential Material .................... 54
Appendix 6 – Functional Skills Entry Level Registration and Awards Process ............................................. 56
AIM Awards Suite of Functional Skills Qualifications in **ICT** (Entry Levels)

Section 1
Qualification Overview
Section One
Qualification Overview

Introduction

Welcome to the AIM Awards Qualification Specification. We want to make your experience of working with AIM Awards as pleasant as possible.

AIM Awards is an Ofqual approved National Awarding Organisation able to submit a wide range of qualifications to the Qualifications Credit Framework (QCF). Our qualifications are learner focused, flexible and promote both progression and employability. We aim to provide outstanding customer service and have invested in our systems to bring you cutting edge services. Our values and ethos support our belief in rewarding learning and promoting progression, with success as the focus of what we know makes a difference.

This Qualification Specification contains everything you need to know about this qualification/qualification suite and should be used by everyone involved with planning, delivery, assessment and internal quality assurance.

The Qualification Description (Summary) (see Appendix 2) gives an overview of the qualification/qualification suite including rules of combination and unit titles.

This is a live document and as such will be updated when required. Centres will be informed via email when changes are made and it is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

This Qualification Specification is mapped to the Ofqual General Conditions of Recognition with references cited for each section as appropriate and the whole document is mapped to Ofqual General Conditions of Recognition C2.5 and E3.2.
AIM Awards offer Functional Skills that assess practical skills in:
- English
- Information and Communication Technology (ICT)
- Mathematics

The AIM Awards Entry 1, 2 and 3 Qualifications in Functional Skills are qualifications developed under the QCA Functional Skills programme, which is available in England only. The qualifications have been designed for a wide range of learners, from young people involved in GCSEs in schools to adults involved in learning programmes, to help them find and progress in work.

To offer the AIM Awards Suite of Functional Skills qualifications, centres must be an AIM Awards recognised centre and must also be approved to run Functional Skills qualifications (see Section 4: Operational Guidance for further information).

AIM Awards offer Functional Skills Induction training. Please contact AIM Awards for further details functionalskills@aimawards.org.uk.

This qualification specification gives details for Functional Skills Qualifications in ICT at Entry 1, Entry 2 and Entry 3 only.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Assessment</th>
<th>Grading</th>
<th>Progression Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIM Awards Functional Skills Qualification in Information and Communication Technology (ICT) at Entry 1</td>
<td>Successful completion of externally set summative assessments</td>
<td>Assessment is competent/not competent. There is no grading</td>
<td>These qualifications allow learners to progress to:</td>
</tr>
<tr>
<td>AIM Awards Functional Skills Qualification in Information and Communication Technology (ICT) at Entry 2</td>
<td></td>
<td></td>
<td>- Higher levels of Entry Level Functional Skills qualifications</td>
</tr>
<tr>
<td>AIM Awards Functional Skills Qualification in Information and Communication Technology (ICT) at Entry 3</td>
<td></td>
<td></td>
<td>- Further study for vocational, vocational-related or general qualifications at Entry Level or Level 1 (for example, Level 1 NVQs or Level 1 Diploma and Apprenticeships)</td>
</tr>
</tbody>
</table>

After successfully achieving the AIM Awards Functional Skills qualification in ICT at Entry 3, learners may be able to progress to:
- Level 1 Functional Skills ICT
- Further study for vocational, vocational-related or
Functional Skills Criteria

AIM Awards Functional Skills qualifications in ICT at Entry 1, 2 and 3 are based on the Functional Skills Criteria for ICT September 2011 (see Appendix 3). They assess understanding and skills development that underpins functional competence in ICT as identified in these criteria.

Entry Guidance

Mapped to Ofqual General Conditions of Recognition: E3.2b/c

There are no restrictions on learner entry to these qualifications. However, it is recommended that learners undertake comprehensive initial diagnostic assessments to ensure that they are following an appropriate learning programme leading to the summative assessment. Initial diagnostic assessment should be flexible, inclusive and appropriate.

The End of the Accreditation Period

We review qualifications that are near the end of their accreditation period, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments.

We will post information relating to changes or extensions to qualifications on our website and centres approved to offer the qualification will be kept updated.
**Certificate End Date**
The final date that certificates can be issued for these qualifications is three years from the Last Registration Date.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Certificate End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIM Awards Functional Skills Qualification in Information and Communication Technology (ICT) at Entry 1</td>
<td>31-Jul-2021</td>
</tr>
<tr>
<td>AIM Awards Functional Skills Qualification in Information and Communication Technology (ICT) at Entry 2</td>
<td>31-Jul-2021</td>
</tr>
<tr>
<td>AIM Awards Functional Skills Qualification in Information and Communication Technology (ICT) at Entry 3</td>
<td>31-Jul-2021</td>
</tr>
</tbody>
</table>

**Resource Requirements**
These qualifications have externally set summative assessments that must be invigilated (see Appendix 4 for further information). Centres must ensure they have the appropriate resources in place for these qualifications.

A range of free materials are now available online to assist with Functional Skills delivery and assessment. Please contact AIM Awards for further information functionalskills@aimawards.org.uk.
Section 2
Structure and Content
Section Two
Structure and Content
Mapped to Ofqual General Conditions of Recognition E3.3a/b

Qualification Structure
Mapped to GCR E3.2d
AIM Awards Functional Skills Qualifications in ICT at Entry 1, 2 and 3 comprise one single externally set, internally marked and verified, summative assessment which focuses on the three interrelated skill areas of:
- using ICT systems
- finding and selecting information
- developing, presenting and communicating information

The assessment contains tasks which cover the whole of the criteria and a sample of the coverage and range statements. Functional Skills assessments are mainly task-based scenario questions with a specified duration. The assessment uses and reinforces skills-based, problem-solving learning techniques.

Aims and Objectives of Qualifications
Mapped to GCR E3.2d/e/f/g/h/j
The term ‘functional’ should be considered in the broad sense of providing learners with the skills and abilities they need to take an active and responsible role in their communities, workplace, educational settings and in their everyday life. It requires learners to be able to communicate in ways that make them effective and involved as citizens, operate confidently and to convey their ideas and opinions clearly in a wide range of contexts.

The purpose of the AIM Awards Functional Skills qualifications in ICT at Entry 1, 2 and 3 is to develop and equip learners with the skills and confidence to apply, combine, adapt and transfer their ICT knowledge to new situations in their life and work. They recognise the ability of learners to apply and transfer skills in ways that are appropriate to their situation. The assessments therefore focus on functionality and the application of skills as articulated by the Functional Skills Standards and Criteria in ICT (see Appendix 3).

The AIM Awards Functional Skills qualifications in ICT at Entry 1, 2 and 3 are designed to assess Functional Skills in ICT at each sub-level of Entry as determined by the Functional Skills Criteria. Each of the qualifications requires learners to achieve successfully externally set summative assessment tasks. Learners can take assessments when they have undergone a structured period of teaching and learning – a programme of learning that covers the skills criteria in their entirety at the relevant sub-level of Entry. This is to ensure that the learner has developed the appropriate skills and is deemed fully prepared for the rigours of assessment.
Subject Matter and Content of Qualifications

The qualifications are awarded to learners who successfully achieve the summative task-based assessment. To achieve the AIM Awards Functional Skills Qualifications in ICT at Entry 1, 2 and 3 learners are expected to:

- apply their knowledge and understanding to identify the ICT required to produce an appropriate solution to a problem in increasingly unfamiliar and non-routine contexts and situations - complexity
- apply a range of ICT across an increasingly wide range of situations to find solutions - technical demand
- solve problems with increasing levels of independence, overcoming challenges to produce successful outcomes - independence
- apply their knowledge, skills and understanding within non-routine and increasingly unfamiliar contexts – familiarity

The Entry 1, 2 and 3 assessments focus on functional real-life situations. They assess the effective application of ICT skills in purposeful familiar contexts and straightforward scenarios. They assess how learners approach familiar tasks in a range of contexts and straightforward situations, using a range of techniques to identify solutions to practical problems. Assessments are developed around a broad theme, for example, A Day Out.
Section 3
Assessment and Quality Assurance
Section 3
Assessment and Quality Assurance

Centre Staff Requirements
As an Awarding Organisation, we require that:

- Tutors have relevant teaching experience and/or a qualification, and experience and/or a qualification in the relevant subject area. Suitable teaching qualifications include:
  - Level 3 or 4 Preparing to Teach in the Lifelong Learning Sector (PTLLS) (QCF) or above
  - Level 3 Education and Training (QCF) or above
  - Diploma or Certificate in Education
  - Bachelors or Masters Degree in Education

- Assessors should have an Assessor qualification or evidence of recent relevant experience. Suitable Assessor qualifications include:
  - Level 3 Award in Assessing Competence in the Work Environment (QCF)
  - Level 3 Certificate in Assessing Vocational Achievement (QCF)
  - A1 Assess Learner Performance using a Range of Methods
  - D32 Assess Learner Performance and D33 Assess Learner using Differing Sources of Evidence

- Internal Verifiers (IV) should have an internal verification qualification or evidence of recent relevant experience. Suitable internal verification qualifications include:
  - Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice (QCF)
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF)
  - V1 Conduct Internal Quality Assurance of the Assessment Process
  - D34 Internally Verify the Assessment Process

How the Qualification is Assessed
Achievement of these qualifications is through successful completion of a task-based assessment which is:

- Externally set by AIM Awards (but may be internally contextualised by the centre with approval from AIM Awards - see here for further details)
- Internally marked and internally verified by the centre
- Externally verified by AIM Awards

The marks are weighted for the three interrelated skill areas:

- using ICT systems: 20 - 30%
- finding and selecting Information: 10 - 20%
- developing, presenting and communicating information: 50 - 70%
Each assessment will cover a minimum of 60% of the coverage and range statements, but will include the whole of the coverage and range statements at least once across the series of different live assessments. The assessments are designed as assessment tasks based on real-life contexts. Contexts may be based on:

- work and education
- community, citizenship and environment or
- family, home and social issues

**Assessment of Functional Skills Entry Level ICT Qualifications**

All assessments are to be carried out using assessment papers externally set by AIM Awards which must be downloaded from the AIM Awards Portal along with the mark scheme (see Section 4: Operational Guidance). Assessment papers are subject to continual review to ensure they meet the Functional Skills criteria and standards and are fit for purpose; therefore centres are responsible for ensuring they download the correct papers for each assessment taken each time. Any failure to do so may be deemed as Malpractice.

Centres must ensure that these externally set assessments are carried out in controlled conditions to minimise the potential for plagiarism.

**Invigilation of Assessments**

Centres are responsible for appointing Invigilators (for Entry Level Functional Skills in ICT, this may be the ICT tutor) according to the Invigilation of Assessments in Appendix 4.

Centres must ensure that there are no conflicts of interest between the Invigilator and learners by checking in advance of the assessment (e.g. a relative of a learner or someone with a personal interest in the outcome of the assessment).

There must be at least one Invigilator present per thirty learners. Where there are less than thirty learners and a sole Invigilator, assistance must be available for the Invigilator without them having to leave the room or disturb the learners.

All learners in the room must be able to be seen by an Invigilator at all times.

In accordance with JCQ guidance, centres in the UK are allowed to start examinations by **up to 30 minutes earlier than, or later than**, the publishing starting time for the session, without the need to complete any paperwork. Prior permission from an awarding body is not required. Where this policy is followed, to avoid any possible breach of security, late arriving candidates or early departing candidates must be supervised as if the specified starting time had been in place.

Invigilators must follow the instructions in Appendix 4 – Invigilation of Assessments and have a copy of these instructions to hand at all times during the assessment.
Invigilators must confirm and be satisfied with the identity of all learners sitting the assessment. By signing the Recommendation for the Award of Credit (RAC) (see Section 4: Operational Guidance for further information), the Invigilator takes responsibility for confirmation of learner attendance at the assessment and that there are no conflicts of interest between themselves and learners. Assessment papers must be packed by the Invigilator and sealed securely.

Should a conflict of interest be identified before, at the start of or during the invigilation of an assessment, the procedures below must be followed:

Where there is a known potential conflict of interest, the Invigilator/Assessor must complete and submit a **Conflict of Interest Declaration form** (available on the AIM Awards website here) declaring the potential conflicts of interest prior invigilating an assessment.

AIM Awards will consider all declarations and inform the centre of one of the following possible outcomes:

1. The Invigilator is accepted to manage the assessment / Assessor approved to assess
2. Further information is required to demonstrate suitability
3. Further appropriate steps agreed to have the invigilation or assessment subject to scrutiny by another person
4. The Invigilator/ Assessor has a conflict of interest and the application has been rejected.

If an applicant is dissatisfied with the decision, they can appeal to AIM Awards within two weeks of receiving the outcome.

Should a conflict of interest between staff and learner be identified at the start of or during the assessment, you must:

1. Replace the Invigilator/Assessor with another suitable member of staff
2. If this is not possible, move the learner to another assessment room
3. If this is not possible, add an additional member of staff to invigilate/assess those learners
4. If this is not possible and there are no other opportunities for the learner to be assessed, the assessment may take place. Immediately following the assessment, you must complete and submit by email (to the centre’s AIM Awards Customer Support Officer) the **Conflict of Interest: Change in Circumstance Form** (available on the AIM Awards website here) explaining this. Any assessments that have taken place where a Conflict of Interest: Change in Circumstance Form has been submitted will be moderated to ensure that no unfair advantage has been given to those learners.

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**Reasonable Adjustments for Functional Skills Entry Level ICT Qualifications**

Reasonable adjustments are adjustments made to an assessment for a qualification so as to enable a learner to demonstrate their knowledge, skills and understanding. The nature of any reasonable adjustments depends on the particular requirements as well as on the qualification and assessment methods. Reasonable adjustments are generally not appropriate where the
learner’s particular difficulty directly affects performance in the actual attributes to be assessed.

If reasonable adjustments are required for learners, the centre must gain approval from AIM Awards prior to the date of the Functional Skills assessment:

1. The Tutor should complete and submit a Request for Reasonable Adjustments Form for each learner with supporting evidence to AIM Awards at least 14 days before the planned assessment date
2. AIM Awards will confirm receipt of the form within 2 working days
3. AIM Awards will consider the application and give a decision within 10 working days of receipt. AIM Awards will inform the centre if we will be unable to reach a decision in this timescale.

Types of evidence acceptable:
- Educational Psychologist’s report – must be current/valid within two years of the date of the examinations
- Specialist teachers assessment report - must be current/valid within two years of the date of the examinations
- Medical letter – must be specific AND recommend, in detail, the support being requested. For a long term physical/medical condition which is not going to change i.e. hearing/visual impairment – a letter from a doctor/optician or hospital report is acceptable in most cases. A condition which is not permanent, but will not go away, will require a new letter confirming the diagnosis each academic year.

Further details are provided in our Reasonable Adjustments and Special Considerations document available on the AIM Awards website.

**Special Considerations**

Special consideration is consideration to be given to a learner who has temporarily experienced:
- an illness or injury, or
- some other event outside of their control which has had or is reasonably likely to have had an effect on their ability to take an assessment or on their level of attainment in an assessment. Special consideration is not appropriate for a minor illness or a minor disturbance.

It may not be possible to apply special consideration where an assessment requires the learner to demonstrate practical competence. In some circumstances it may be more appropriate to offer the learner an opportunity to take the assessment at a later date rather than apply special considerations.

In the case of assessments:
1. The Head of Centre should complete and submit a Request for Special Consideration Form for each learner requesting special consideration with supporting evidence, which may
include medical/psychological evidence or a statement from the Invigilator/Verifier to AIM Awards no later than 24 hours after the assessment date
2. AIM Awards will confirm receipt of the form within 2 working days
3. AIM Awards will consider your application and give a decision within 10 working days of receipt. AIM Awards will inform the centre if we are unable to reach a decision in this timescale.

Further details are provided in our Reasonable Adjustments and Special Considerations document available on our website.

**Malpractice/Maladministration**
Confidentiality of assessment papers, mark schemes and learner work must be maintained at all times. Centres must ensure that the instructions set out in this document are followed and inform AIM Awards of any potential breach of confidentiality. Further details on Malpractice can be found on the AIM Awards website [here](#).

**Assessment Design and Format**
Mapped to GCR H1.2/H1.3/H5.2
The ‘Information, Advice and Assessment Guidance’ document (which is available alongside each assessment) covers the requirements for assessment marking and quality assurance including modification/design of assessments.

Assessments/tasks, whether AIM Awards or centre-devised, will be replaced as is deemed necessary by AIM Awards. All assessments are on-going live assessments and assessments and mark schemes MUST NOT be released into the public domain.

**Entry 1 Assessments**
Although there is an assessment paper, the level of tutor mediation is such that there are minimal requirements for learners to record answers on the paper. **Tutors may read questions to the learner.**

The assessments cover the whole of the Entry 1 Functional Skills in Information and Communication Technology (ICT) criteria and a sample of coverage and range statements. They sample from the range of contexts identified for the level. The mark schemes specify the performance evidence that is necessary to achieve the full range of marks.

The assessment papers indicate how many marks are available for each task. **The whole of the coverage and range statements will be covered at least twice across the series of papers which are available for one year before being replaced with a new series. Each individual assessment paper will cover a minimum of 60% of the coverage and range statements. This will be tracked on a summary Sampling Grid.**

**No pre-release material is used. Learners must complete the assessment in one hour.**
Assessments are 80% open response and allow demonstration of all the process skills within functional contexts. Mark schemes clearly indicate how marks are allocated for each of the process skills using ICT, finding and selecting information and developing, presenting and communicating information. The language used on the assessment paper is clear and straightforward.

**Entry 2 Assessments**

*Tutors may read questions to the learner* but learners should work independently to complete the tasks. The mark scheme clearly identifies the amount and type of tutor mediation allowed at this level.

The assessments cover the whole of the Entry 2 Functional Skills in Information and Communication Technology (ICT) criteria and a sample of coverage and range statements. They sample from the range of contexts identified for the level. The mark scheme specifies the performance evidence that is necessary to achieve the full range of marks.

The assessment papers indicate how many marks are available for each task. The whole of the coverage and range statements will be covered at least twice across the series of papers which are available for one year before being replaced with a new series. Each individual assessment paper will cover a minimum of 60% of the coverage and range statements. This will be tracked on a summary Sampling Grid.

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

Assessments are 80% open response and allow demonstration of all the process skills within functional contexts. Mark schemes clearly indicate how marks are allocated to each of the process skills: using ICT, finding and selecting information and developing, presenting and communicating information. The language used on the assessment paper is clear and straightforward.

**Entry 3 Assessments**

Tutors may read questions to the learner but learners should work independently through the tasks set. The mark scheme clearly identifies the amount of tutor mediation allowed at this level.

The assessments cover the whole of the Entry 3 Functional Skills in Information and Communication Technology (ICT) criteria and a sample of coverage and range statements. They sample from the range of contexts identified for the level. The mark scheme specifies the performance evidence that is necessary to achieve the full range of marks.

The assessment papers indicate how many marks are available for each task. The whole of the coverage and range statements will be covered at least twice across the series of papers which are available for one year before being replaced with a new series. Each individual assessment...
paper will cover a minimum of 60% of the coverage and range statements. This will be tracked on a summary Sampling Grid.

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

Assessments are 80% open response and allow demonstration of all the process skills within functional contexts. Mark schemes clearly indicate how marks are allocated to each of the process skills: using ICT, finding and selecting information and developing, presenting and communicating information. The language used on the assessment paper is clear and straightforward.

**Contextualising Entry Level Assessments**

**Modification of Entry Level Assessments:**
The Assessment Information and Guidance (available alongside each assessment paper) specifies how assessments may be contextualised by centres to meet the needs of their learners without altering the level or compromising the integrity of the assessment.

**Centre-Devised Entry Level Assessments:**
Any centre wishing to devise their own assessment (based upon the Functional Skills Standards September 2011 and Criteria for Functional Skills Qualifications January 2012) must seek the approval of AIM Awards. It is essential that the assessments meet the criteria as laid down in the Ofqual requirements and can be standardised against approved AIM Awards assessments. Centre-devised assessments will only be considered where the centre has followed the guidance of AIM Awards and gained permission to submit assessments. AIM Awards retains the right to reject any assessments that have been developed outside of these guidelines.

Centres who wish to modify or design their own Entry level assessments as above must:

1. Seek the approval of AIM Awards
2. Submit their revised assessment and mark schemes to AIM Awards for approval at least 20 working days before the proposed date for use with learners.

**Marking Assessments**
Assessments must be conducted by a Functional Skills ICT tutor (this may also be the Invigilator) and internally marked using the AIM Awards assessment marking guidance and mark scheme found in the Assessment Information and Guidance (available alongside each assessment paper).

Assessors must make it clear to the Internal Verifier and External Verifiers where tasks have been achieved. Once the assessment has been marked and signed off as achieved by the Assessor, final feedback should be provided to the learner. A Recommendation for the Award of Credit (RAC/eRAC) form will be produced once learners are registered, and the Assessor must tick the RAC/eRAC to indicate achievement and sign to confirm the certificate. See [Section 4: Operational Guidance](#) for further information.
Internal Verification of Assessments

The completed marked assessments should be presented to the second Assessor or Internal Verifier for sampling according to the centre’s internal verification plan. The second Assessor or Internal Verifier must check the marking to confirm achievement, review all borderline cases and any reasonable adjustments that have been implemented. They must complete an Internal Verification of Assessment Decisions form (see below for sample internal verification documentation) with written feedback to the Assessor about their practice.

Once this process has been completed, the Internal Verifier must sign the RAC/eRAC to confirm their approval of learner achievement. See Section 4: Operational Guidance for further information.

Sample Internal Verification Documentation

AIM Awards provide sample internal verification documentation available to centres on the website here. These sample forms include:
- Assessment and Internal Verification Plan
- Internal Verification of Assessment Decisions
- Internal Verifier Report of Observed Assessor Performance

External Verification

All assessment papers, including those that did not achieve, the completed mark schemes, internal verification documentation, any special consideration requests and the completed and signed RAC/eRAC must be returned to AIM Awards by registered post for external verification within the allocated marking window (see Appendix 6 for Entry level marking windows). If the External Verifier is satisfied with the standards of assessment and verification, they will sign the RAC/eRAC and learners will be certificated. Results must not be issued to learners before this process has been completed.

Direct Claims Status (DCS) and Approved Internal Verifier (AIV)

Direct Claim Status is the mechanism whereby AIM Awards recognise named individuals as Approved Internal Verifiers (AIVs) authorised to sign the Recommendation of the Award of Credit (RAC/eRAC) for specific courses at a recognised centre. The AIV will sign RACs/eRACs when they are satisfied, on the basis of their verification activities, that the learners have met the appropriate assessment criteria.

Direct Claims Status for Entry Level Functional Skills is through an Approved Internal Verifier (AIV):

Approved Internal Verifier (AIV) Entry 1, 2 and 3 Assessments
To become an AIV for Functional Skills at Entry 1, 2 and 3, an Internal Verifier has to provide the Quality Reviewer or External Verifier at AIM Awards with a current CV showing a minimum of two years’ experience in Skills for Life or Key Skills or Functional Skills delivery and
assessment plus a relevant teaching qualification (or equivalent). It is also essential that the AIV has experience of internal verification in Skills for Life, Functional Skills or Key Skills qualifications. In addition, the AIV must evidence recent Continuous Professional Development in Functional Skills. Centres may apply for Direct Claims Status and Approved Internal Verifier status for named staff for Entry Level Functional Skills provision after two clear external verification reports.

**Withdrawal of Direct Claims Status (DCS) and Approved Internal Verifier (AIV) Status**

Where there is evidence that the required standards have not been met, AIM Awards retains the right to withdraw DCS and/or the approved status of an individual AIV as per the AIM Awards Sanctions policy. Direct Claims Status approval remains at the discretion of AIM Awards.
AIM Awards Suite of Functional Skills Qualifications in **ICT** (Entry Levels)

**Section 4**

Operational Guidance
Section 4
Operational Guidance

Offering the Qualification
Centres wishing to offer the AIM Awards Functional Skills qualifications must be an AIM Awards Recognised Centre and be able to meet the criteria for the safe and secure award of credit. This means they may need to apply for Centre Recognition Status (see www.aimawards.org.uk) and following this must also be approved to run the Functional Skills qualification/s.

We can advise you on the best and most efficient methods for offering this qualification to learners. All procedures for the use of these qualifications including approval, registration of learners, verification and certification will be completed through us and you will have an identified officer to support your centre. If you have any queries or difficulties at any time there is always someone from our experienced customer service team ready to offer advice.

AIM Awards offer Functional Skills Induction training. Please contact AIM Awards for further details functionalskills@aimawards.org.uk.

Approval to Offer the Qualifications
Centres wishing to offer the AIM Awards Functional Skills ICT Qualifications must complete and submit a Functional Skills Qualification Approval Form (see Appendix 1) to AIM Awards.

If the centre has had approval from another Awarding Organisation to deliver Functional Skills ICT Entry Level, then they must provide evidence. If the centre does not have previous experience of delivering Functional Skills Qualifications an approval visit may be required before approval is granted. Functional Skills Induction training is highly recommended for these centres.

Registration and Awards of Entry Level Functional Skills Qualifications
Once approval to deliver Functional Skills Entry Level ICT Qualifications has been granted, the Centre Administrator or Examinations Manager will receive training on the administration of Functional Skills and the AIM Awards Portal (see Appendix 6 – Functional Skills Entry Level Registrations and Awards Process).

A summary of this process is provided below:

1. Learners must be registered onto the appropriate Functional Skills Qualification on the AIM Awards Portal once they are enrolled at the centre

2. Centres must download a Recommendation of Award of Credit (RAC/eRAC) form from the AIM Awards Portal which provides the names of the learners that have been registered
3. **Centres must download the Functional Skills Entry Level ICT Assessment papers from the AIM Awards Portal each time learners are ready to take the assessment**

4. Assessment papers are subject to continual review to ensure they meet the Functional Skills criteria and standards and are fit for purpose; therefore centres are responsible for downloading the correct assessment paper

5. Papers must be kept secure until the time of assessment (see Appendix 5 - Conditions for Storing Confidential Material)

6. If reasonable adjustments are required for learners, the centre must gain approval from AIM Awards prior to the date of the assessment (see Reasonable Adjustments for further details).

7. Learners must complete the assessment papers under controlled conditions (see Appendix 4 – Invigilation of Assessments)

8. Assessors must mark the papers to assess the learner’s achievement of the tasks according to the mark scheme

9. Internal verification of the assessment decisions must take place as per the guidance in Section 3: Assessment and Quality Assurance

10. All assessment papers (including those that have not achieved), the completed mark schemes, internal verification documentation, any special consideration requests and the completed and signed RAC/erAC must be returned to AIM Awards by registered post in accordance with the next marking period (see Appendix 6 for Entry Level Marking Periods) for external verification and processing. Centres must retain the tracking details

11. AIM Awards External Verifiers (EVs) verify the assessment of learner work and IV practice following standard AIM Awards Quality Assurance procedures. EV events for Functional Skills ICT qualifications are scheduled and completed monthly (schedule is detailed in Appendix 6 – Functional Skills Entry Level Registrations and Awards Process)

12. Certificates will be issued to the centre for those learners that have achieved.

**Fees and Charges**

The AIM Awards Fees and Charges Brochure includes all qualification charges and is available on our website. Please note that registrations will not be processed until the annual centre recognition fee has been paid.
Resits of Entry Level Functional Skills Assessments

Learners who do not achieve a pass in any component of the Entry Level Functional Skills qualifications are eligible to be entered for a resit. Further teaching and learning must take place in-between assessments.

Learners must be registered onto the appropriate Functional Skills Qualification they are resitting (See Registration and Awards of Entry Level Functional Skills Qualifications for further information).
Section 5
Appendices
Appendix 1 – AIM Awards Qualification Approval Form 29

Appendix 2 – Qualification Description (Summary) 32

Appendix 3 – Functional Skills Criteria for ICT 35

Appendix 4 – Invigilation of Assessments 50

Appendix 5 – Conditions for Storing Confidential Material 54

Appendix 6 – Functional Skills Entry Level Registration and Awards Process 56
APPENDIX 1

AIM AWARDS QUALIFICATION APPROVAL FORM (QAF)
Qualification Approval Form

1 CENTRE DETAILS

Centre name: ____________________________ Centre Number: ________________

Centre Curriculum Contact: __________________________
Position: __________________________
Contact Details: __________________________

2 QUALIFICATION APPROVAL DETAILS

The centre requests approval to run the following qualification(s):

Please select qualifications you wish to deliver

AIM Awards Functional Skills Qualification in ICT at Entry 1  Yes/No
AIM Awards Functional Skills Qualification in ICT at Entry 2  Yes/No
AIM Awards Functional Skills Qualification in ICT at Entry 3  Yes/No
AIM Awards Functional Skills Qualification in ICT at Level 1  Yes/No
AIM Awards Functional Skills Qualification in ICT at Level 2  Yes/No

Intended target learner group/age: __________________________
Intended number of learners: __________________________

Has the centre delivered the qualification(s) requested above previously? Yes/No

If yes, please specify with which Awarding Organisation: __________________________
### SPECIALIST REQUIREMENTS

**Specialist resources required**  
(taken from qualification specification):  

| N/A       | N/A       |

**Centre confirmation of required resources:**

| N/A       | N/A       |

**Specialist staffing qualifications required**  
(taken from qualification specification):  

<table>
<thead>
<tr>
<th>Assessors should have an Assessor qualification or evidence of recent relevant experience.</th>
<th>Centre confirmation of required staff qualifications:</th>
<th>I have attached proof of qualifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(please confirm here)</td>
<td>(please confirm here)</td>
<td>Yes/No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internal Verifiers should have an Internal Verification qualification or evidence of recent relevant experience.</th>
<th>Centre confirmation of required staff qualifications:</th>
<th>I have attached proof of qualifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(please confirm here)</td>
<td>(please confirm here)</td>
<td>Yes/No</td>
</tr>
</tbody>
</table>

### CONFIRMATION & APPROVAL

I confirm that the course has been internally approved and will be delivered in accordance with the information contained within this document, the qualification specification and in accordance with the terms and conditions agreed in the centre agreement. I agree to maintain the security of the AIM Awards Functional Skills assessments in line with the specified guidelines set out in the qualification specification.

<table>
<thead>
<tr>
<th>Centre Curriculum Contact Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Admin confirmation of AIM Awards QR and CDM approval</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Description of the Qualifications

AIM Awards offer Functional Skills that assess practical skills in:

- English
- Information and Communication Technology (ICT)
- Mathematics

The AIM Awards Qualifications in Functional Skills are qualifications developed under the QCA Functional Skills programme, which is available in England only. The qualifications have been designed for a wide range of learners, from young people involved in GCSEs in schools to adults involved in learning programmes, to help them find and progress in work.

These qualifications allow learners to progress to:

- Higher levels of Functional Skills qualifications
- Further study for vocational, vocational-related or general qualifications (for example NVQs or Apprenticeships)
- GCSE ICT

Approval Details

<table>
<thead>
<tr>
<th>Qualification Title</th>
<th>AIM Awards Functional Skills Qualification in Information and Communication Technology (ICT) at Entry 1</th>
<th>AIM Awards Functional Skills Qualification in Information and Communication Technology (ICT) at Entry 2</th>
<th>AIM Awards Functional Skills Qualification in Information and Communication Technology (ICT) at Entry 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ofqual Qualification Number</td>
<td>600/9334/1</td>
<td>600/9335/3</td>
<td>600/9336/5</td>
</tr>
<tr>
<td>Guided Learning Hours</td>
<td>45</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Minimum Age</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Qualification Start Date:</td>
<td>01-Feb-2013</td>
<td>01-Feb-2013</td>
<td>01-Feb-2013</td>
</tr>
<tr>
<td>Charge per learner:</td>
<td>£13</td>
<td>£13</td>
<td>£13</td>
</tr>
</tbody>
</table>
How to Achieve the Qualifications

Entry Levels
Achievement of these qualifications is through successful completion of single individual task-based assessments which are:

- externally set by AIM Awards (but may be internally contextualised by the centre)
- internally marked by the centre
- externally verified by AIM Awards

The marks are weighted for the three interrelated skill areas:

- using ICT systems: 20 - 30%
- finding and selecting Information: 10 - 20%
- developing, presenting and communicating information: 50 - 70%

Level 1 and Level 2
The assessments cover all three interrelated skills areas and are:

- Externally set by AIM Awards
- Externally marked by AIM Awards

Functional Skills ICT assessments are designed to assess confident and competent use of the three interrelated skills.

The marks are weighted as follows for the three interrelated skill areas:

- using ICT systems: 20 - 30%
- finding and selecting information: 10 - 20%
- developing, presenting and communicating information: 50 - 70%

At Level 1 and Level 2, centres must be able to comply with JCQ Examination procedures and guidelines. Please contact AIM Awards for further information.
APPENDIX 3

FUNCTIONAL SKILLS CRITERIA FOR INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)
Functional Skills Criteria for ICT

Entry 1, Entry 2, Entry 3, Level 1 and Level 2

September 2011

Ofqual/11/4952

AIM Awards Suite of Functional Skills Qualifications in ICT (Entry Levels) V2
Contents

The criteria ........................................................................................................................................... 2
Introduction .......................................................................................................................................... 2
Skill standards and assessment weightings ....................................................................................... 3
Entry 1 ................................................................................................................................................ 3
Entry 2 ................................................................................................................................................ 4
Entry 3 ................................................................................................................................................ 5
Level 1 ................................................................................................................................................ 7
Level 2 ................................................................................................................................................ 9
Scheme of assessment ....................................................................................................................... 11
The criteria

Introduction

1. Functional skills qualifications in information and communication technology (ICT) assess three interrelated skill areas:
   - using ICT systems
   - finding and selecting information
   - developing, presenting and communicating information.

2. Functional skills qualifications in ICT are available at Entry 1, Entry 2, Entry 3, level 1 and level 2. The criteria for these qualifications specify the requirements in terms of skill standards, coverage and range at each level. At each level of the qualification these subsume the previous level’s skill standards, coverage and range, supporting a progression-based suite of skills qualifications.

3. These criteria should be used in conjunction with the Functional Skills Qualifications Criteria publication which includes the criteria common to all functional skills qualifications, and the controlled assessment regulations for the qualifications: Controlled Assessment Regulations for Functional Skills: Entry 1, Entry 2, Entry 3 in English, Mathematics and ICT; English Speaking, Listening and Communication at Entry 1, Entry 2, Entry 3, Level 1 and Level 2.

4. In completing assessment leading to a functional skills qualification in ICT, candidates can have access to all forms of equipment and software that constitute their normal independent 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.
Skill standards and assessment weightings

5. Functional skills qualifications in ICT must require candidates to demonstrate their ability in relation to:

Entry 1

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

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

**Entry 3**

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

### Developing, presenting and communicating information

6. Enter and develop different types of information to meet given needs.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) Enter, edit and format information, including text, graphics, numbers or other digital content, to achieve the required outcome;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Insert and position graphics or other digital content to achieve a purpose;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Process numbers to meet needs.</td>
<td></td>
</tr>
</tbody>
</table>

### Developing, presenting and communicating information

7. Bring together different types of information for a given purpose.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) For print and for viewing on screen;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Check for accuracy and meaning;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Check suitability of information.</td>
<td></td>
</tr>
</tbody>
</table>

### Developing, presenting and communicating information

8. Use ICT-based communication.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) Read, send and receive electronic messages;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Use contacts;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Understand the need to stay safe and to respect others when using ICT-based communication.</td>
<td></td>
</tr>
</tbody>
</table>
## Level 1

<table>
<thead>
<tr>
<th>Skill standards</th>
<th>Coverage and range</th>
<th>Assessment weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Using ICT</strong></td>
<td>a) Use ICT to plan and organise work.</td>
<td></td>
</tr>
<tr>
<td>1. Identify the ICT requirements of a straightforward task.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Using ICT</strong></td>
<td>a) Select and use software applications to meet needs and solve straightforward problems;</td>
<td></td>
</tr>
<tr>
<td>2. Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context.</td>
<td>b) Select and use interface features effectively to meet needs;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Adjust system settings as appropriate to individual needs.</td>
<td>20–30%</td>
</tr>
<tr>
<td><strong>Using ICT</strong></td>
<td>a) Work with files, folders and other media to access, organise, store, label and retrieve information.</td>
<td></td>
</tr>
<tr>
<td>3. Manage information storage.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Using ICT</strong></td>
<td>a) Demonstrate how to create, use and maintain secure passwords;</td>
<td></td>
</tr>
<tr>
<td>4. Follow and demonstrate understanding of the need for safety and security practices.</td>
<td>b) Demonstrate how to minimise the risk of computer viruses.</td>
<td></td>
</tr>
<tr>
<td><strong>Finding and selecting information</strong></td>
<td>a) Use of search engines to (answer) queries.</td>
<td></td>
</tr>
<tr>
<td>5. Use search techniques to locate and select relevant information.</td>
<td></td>
<td>10–20%</td>
</tr>
</tbody>
</table>
Finding and selecting information

6. Select information from a variety of ICT sources for a straightforward task.

Developing, presenting and communicating information

7. Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks.

Developing, presenting and communicating information

8. Use appropriate software to meet requirements of straightforward data-handling tasks.

Developing, presenting and communicating information

9. Use communications software to meet requirements of a straightforward task.

Developing, presenting and communicating information

10. Combine information within a publication for a familiar audience and purpose.

<table>
<thead>
<tr>
<th>Finding and selecting information</th>
<th>a) Recognise and take account of currency, relevance, bias and copyright when selecting and using information.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing, presenting and communicating information</td>
<td>a) Apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content.</td>
</tr>
<tr>
<td>Developing, presenting and communicating information</td>
<td>a) Process numerical data; b) Display numerical data in a graphical format; c) Use field names and data types to organise information; d) Enter, search, sort and edit records.</td>
</tr>
<tr>
<td>Developing, presenting and communicating information</td>
<td>a) Read, send and receive electronic messages with attachments; b) Demonstrate understanding of the need to stay safe and to respect others when using ICT-based communication.</td>
</tr>
<tr>
<td>Developing, presenting and communicating information</td>
<td>a) Print and view on screen; b) Check for accuracy and meaning.</td>
</tr>
</tbody>
</table>

Ofqual 2011
### Developing, presenting and communicating information

11. Evaluate own use of ICT tools.

<table>
<thead>
<tr>
<th>Skill standards</th>
<th>Coverage and range</th>
<th>Assessment weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using ICT</td>
<td>a) Use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches.</td>
<td>20–30%</td>
</tr>
<tr>
<td>Using ICT</td>
<td>a) Select and use software applications to meet needs and solve complex problems; b) Select and use a range of interface features and system facilities effectively to meet needs; c) Select and adjust system settings as appropriate to individual needs; d) Respond to ICT problems and take appropriate action; e) Understand the danger of computer viruses and how to minimise risk.</td>
<td></td>
</tr>
<tr>
<td>Using ICT</td>
<td>a) Manage files, folders and other media storage to enable efficient information retrieval.</td>
<td></td>
</tr>
<tr>
<td>Finding and selecting information</td>
<td>10–20%</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>4. Use appropriate search techniques to locate and select relevant information.</td>
<td>a) Search engines, queries and AND/ NOT/OR, &gt;,&lt;,&gt;=,&lt;=, contains, begins with, use of wild cards.</td>
<td></td>
</tr>
<tr>
<td>Finding and selecting information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Select information from a variety of sources to meet requirements of a complex task.</td>
<td>a) Recognise and take account of copyright and other constraints on the use of information; b) Evaluate fitness for purpose of information.</td>
<td></td>
</tr>
<tr>
<td>Developing, presenting and communicating information</td>
<td>50–70%</td>
<td></td>
</tr>
<tr>
<td>6. Enter, develop and refine information using appropriate software to meet requirements of a complex task.</td>
<td>a) Apply a range of editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numerical data, charts, graphs or other digital content.</td>
<td></td>
</tr>
<tr>
<td>Developing, presenting and communicating information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Use appropriate software to meet the requirements of a complex data-handling task.</td>
<td>a) Process and analyse numerical data; b) Display numerical data in appropriate graphical format; c) Use appropriate field names and data types to organise information; d) Analyse and draw conclusions from a data set by searching, sorting and editing records.</td>
<td></td>
</tr>
<tr>
<td>Developing, presenting and communicating information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Use communications software to meet requirements of a</td>
<td>a) Organise electronic messages, attachments and contacts; b) Use collaborative tools</td>
<td></td>
</tr>
</tbody>
</table>
complex task. appropriately;
c) Understand the need to stay safe and to respect others when using ICT-based communication.

<table>
<thead>
<tr>
<th>Developing, presenting and communicating information</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Combine and present information in ways that are fit for purpose and audience.</td>
</tr>
<tr>
<td>a) Organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate;</td>
</tr>
<tr>
<td>b) Work accurately and check accuracy, using software facilities where appropriate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Developing, presenting and communicating information</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information.</td>
</tr>
<tr>
<td>a) At each stage of a task and at the task’s completion</td>
</tr>
</tbody>
</table>

Scheme of assessment

6. Functional skills qualifications in ICT must be single component qualifications with assessment that focuses on the three interrelated skill areas identified in the skill standards.

7. Assessment must focus on functionality and the effective application of the three interrelated ICT skill areas in purposeful contexts and scenarios that reflect real-life situations.

8. Assessment must assess all of the skill standards and sample the coverage and range.

9.Specifications must reflect the assessment weightings outlined in the skill standards.

10. Assessment of functional skills qualifications in ICT must include a minimum of 80 per cent open-response assessment.
11. The duration of the assessment leading to a functional skills qualification in ICT at levels 1 and 2 must be a minimum of two hours and a maximum of three hours. At Entry 1, 2 and 3 the duration of the assessment should be a minimum of one hour and must not exceed two hours.

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Any enquiries regarding this publication should be sent to us at:

Office of Qualifications and Examinations Regulation
Spring Place 2nd Floor
Coventry Business Park Glendinning House
Herald Avenue 6 Murray Street
Coventry CV5 6UB Belfast BT1 6DN

Telephone 0300 303 3344
Textphone 0300 303 3345
Helpline 0300 303 3346

AIM Awards Suite of Functional Skills Qualifications in ICT (Entry Levels) V2
APPENDIX 4

INVIGILATION OF ASSESSMENTS
Assessment Venue Requirements

Centres must ensure that assessments take place in a suitable assessment environment. This means that:

- Any room in which an assessment is held must provide learners with appropriate conditions for taking the assessment. Particular attention should be given to conditions such as heating, lighting, ventilation and the level of outside noise.
- Display material, such as posters, wall charts, information leaflets, which might be helpful to learners must not be visible in the assessment room.
- A reliable clock (or other suitable time keeping device, e.g. time displayed via a computer screen) must be visible to each learner in the assessment room. The clock/display must be large enough for all learners to read clearly.
- The following items must be on display in the assessment room:
  - A poster advising learners that mobile phones should be switched off
  - Assessment notice for learners
  - Centre appeals procedure
  - Emergency/evacuation procedures
- There must be a sign, clearly visible to others in the building, that an assessment is taking place.
- Information must be visible to all learners showing the centre number and the start and finish times of the assessment.
- Seating arrangements must prevent learners from overlooking the work of others. In particular, the minimum distance in all directions from centre to centre of learners’ chairs must be 1.25 metres. All learners should be seated facing the same direction.
- For written assessments, each learner should have a separate desk or table large enough to hold question papers. Learners who are not seated at individual desks must be far enough apart (minimum 1.25m) so that their work cannot be seen by, and contact cannot be made with, other learners.
- For computer-based assessments: the room layout must be planned to prevent screens being read by other learners; there must be at least 1.5 metres from the centre of each screen to the centre of the next screen; the clock is displayed on every computer screen in use; a trained administrator must be available during the assessment to deal with any technical queries that may arise.
- There must be space for the Invigilator to sit.

Centres are required to maintain records of how assessment venues meet these criteria, which must be made available to AIM Awards on request. False or misleading statements by centres in respect of assessment venues may result in immediate suspension or withdrawal of centre approval, and assessment papers may be declared void.
Invigilator Instructions and Checklist

Starting the assessment:
Before the assessment starts, the assessment Invigilator must:

- Check that all learners have the required identity documents and photograph (where applicable) and that the relevant section of the Assessment Front Cover Sheet has been completed to show attendance
- Confirm there are no conflicts of interest between Invigilator and learners (see instructions in Section 3 of the qualification specification)
- Advise learners who are unable to provide the required identity documents and photograph that they cannot sit the assessment, and that they must leave the assessment room unless they can be identified by their Assessor
- Make sure that the seating arrangements meet awarding body requirements (see assessment venue requirements)
- Inform learners that they must follow the regulations of the assessment
- Open the packets of assessment papers, in the assessment room in front of the learners, and distribute to learners
- Check that learners have the correct paper
- Advise learners of emergency/evacuation procedures

The Invigilator must advise learners that:

- They must write in blue or black ink
- All mobile phones, or other electronic devices, must be switched off
- Any course material should be removed from their desk, and placed at either the front or back of the room
- They must not ask for, and will not be given, any explanation of the questions and answers
- If they leave the assessment room, unaccompanied by a member of centre staff, they will not be able to return during the assessment

The Invigilator must:

- Announce clearly to learners when they may begin
- Specify the start and finish time of the assessment, and the earliest time that learners can leave the assessment room
- Remind learners that they cannot communicate in any way with, ask for help from or give help to another learner while they are in the assessment room

The Invigilator must not:

- Make any comment where a learner believes that there is an error or omission on the question paper. However, in this situation, the Invigilator must refer the matter to the Head of the Centre, who should send a report to AIM Awards
- Give any information to learners about possible mistakes in the question paper, unless there is an erratum notice, or permission has been given by AIM Awards
- Comment on the content of the question paper
• Offer any advice or comment on the work of a learner

During the assessment:
Invigilators must supervise learners throughout the whole time that an assessment is in progress. This means that:
• Invigilators must give complete attention to this duty at all times
• Invigilators must not carry out any other task (e.g. doing other work, using a mobile phone) in the assessment room
• Invigilators are required to move around the assessment room, quietly and at frequent intervals
• Invigilators must give frequent time checks

Summoning help during an assessment:
When one Invigilator is present in an assessment, they must be able to summon help, in case of an emergency, without leaving the room or disturbing learners. A mobile phone may be used, and must be switched to silent alert, so as not to disturb learners.

Learners who arrive late:
In accordance with JCQ guidance, centres in the UK are allowed to start examinations by up to 30 minutes earlier than, or later than, the publishing starting time for the session, without the need to complete any paperwork. Prior permission from an awarding body is not required. Where this policy is followed, to avoid any possible breach of security, late arriving candidates or early departing candidates must be supervised as if the specified starting time had been in place.

Leaving the assessment room:
Learners are not permitted to leave the assessment room until at least twenty minutes assessment time has elapsed (other than in an emergency/medical situation). Where learners have completed their assessment and are permitted to leave before the finish time, they must be instructed to do so quietly, without causing undue distraction to others.

Ending the assessment:
When ending the assessment, Invigilators should give sufficient notice to learners. This is normally achieved by giving fifteen minute and five minute warnings prior to the published finish time. All assessment papers must be collected and placed in secure storage prior to marking.
APPENDIX 5

CONDITIONS FOR STORING CONFIDENTIAL MATERIAL
**Conditions for Storing Confidential Material**

Question papers and any other confidential material, e.g. answer booklets, must be stored securely at the centre’s registered address in a secure room solely assigned to examinations, **restricted to two to four key holders only**. This is commonly referred to as a “box within a box”. The following requirements must be met.

<table>
<thead>
<tr>
<th>Requirement- “a box within a box”</th>
<th>Note</th>
</tr>
</thead>
</table>
| Secure room solely assigned to examinations in a fixed building, i.e. not a Portakabin or similar, meeting all of the following requirements:  
  - Walls, ceiling and floor of strong, solid construction  
  - Solid door or reinforced door with  
    - Strong secure/heavy duty hinges  
    - Security lock e.g. 5 lever mortice lock or coded keypad lock or electronic security lock  
    - 2 to 4 key holders only  
  The following must also be met (where applicable):  
  - If question papers are stored in a room with windows, which are easily accessible, bars must be fitted or the room alarmed.  
  - If the room has a glass panel in or above the door, e.g. for health and safety reasons, the glass must be toughened safety glass.  
  - If the volume of question papers is too great for secure storage in one room, you must use additional rooms within the centre. These additional rooms must also meet the requirements for secure storage.  
| Preferably on an upper floor with no windows.  
  Stud partition walls are only acceptable with metal reinforcement.  
  A hollow panel door would require extra metal reinforcement.  
  Upper floor window(s) with a balcony or flat roof must be fitted with bars or the room alarmed.  
  The room must not have a door which directly leads out to the exterior of the building.  

| The secure room(s) must contain one of the following: (with 2 to 4 key holders only)  
  - Strong non-portable safe  
  or  
  - Non-portable security cabinet with multi point locking system  
  or  
  - Metal cabinet with full length external locking bar, bolted to wall or floor  
  or where a centre has large numbers of question papers to store:  
  - Metal security screen, e.g. roll down shutter, directly in front of open shelving.  
| Small safes must be fixed securely in place.  
  A full length external locking bar will ensure that question papers are stored in a secure environment at all times. |
APPENDIX 6

FUNCTIONAL SKILLS ENTRY LEVEL REGISTRATIONS AND AWARDS PROCESS
Summary

FS Qualification Approval Form (QAF) completed and issued to AIM Awards Customer Support Officer

FS QAF checked and initial meeting/training held if necessary

Programme set up for Centre

Centre registers learners using Portal

Papers, mark schemes and RAC downloaded from Portal, printed and stored in a sealed envelope in a locked cupboard

Papers taken out of locked cupboard on day of assessment and issued to Assessor

Assessments completed by Learners

Completed assessments marked against mark scheme by Assessor

Assessments sampled, especially borderline cases and any reasonable adjustments by IV / Second Assessor

RAC completed and signed by Assessor and IV / Second Assessor

Completed papers, mark schemes, IV documentation and RAC returned to AIM Awards by registered post within marking window
All Entry Level Functional Skills assessments are externally set and internally marked. No learner may sit a Functional Skills assessment before they are registered with the Awarding Organisation. Failure to comply with this will be deemed as malpractice. Learners must be registered in line with the following:

- **Short Courses** - Courses of **15 weeks or less**. Registrations must be received within **25 working days** of the start date of the course (this is not the assessment date).

- **Long Courses** - Courses **over 15 weeks**. Registrations must be received within **60 working days** of the start date of the course (this is not the assessment date).

Any registrations received after the specified deadline will incur a late registration charge of £13 per learner in addition to the standard qualification charge.
Registration Process/Learner Registration

In order to register your Functional Skills learners, you must have access to the Portal. If you do not currently have an account, please contact functionalskills@aimawards.org.uk 01332 861 999.

- After you have logged onto the AIM Awards Portal (https://quartz.aimawards.org.uk/), select ‘EDI Registration Submission’ from the left-hand side of your home screen. Once selected you should see the below screen:
- Download and complete the ‘Standard EDI Registration Template’ as shown below. This must be completed with learner details under the appropriate columns.
- Once completed and saved to your computer, return to the Portal to submit this form.

You can download a ‘Standard EDI Registration’ submission form here. We advise that you download a new form every time you use the Portal to ensure that the version of the LRF you are using is the most current. When presented with the file options, click ‘Open’. The template will open in Excel format.
On the Portal, please complete the registration submission details in accordance with guidance below:

<table>
<thead>
<tr>
<th>Field</th>
<th>Guidance</th>
<th>Mandator</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Programme/ Provider Course of Learning</td>
<td>Select the relevant Functional Skills course from the drop down menu. All Functional Skills programmes contain all Entry Level assessments for each the qualifications. If it does not appear in the menu, please contact AIM Awards</td>
<td>Yes</td>
</tr>
<tr>
<td>The Qualification</td>
<td>Select the relevant Qualification from the drop down menu. If for any reason this needs to be altered, please contact AIM Awards</td>
<td>Yes</td>
</tr>
<tr>
<td>Run Start Date</td>
<td>Enter the start date of end of the teaching and learning – calendar is available when entering or selecting dates</td>
<td>Yes</td>
</tr>
<tr>
<td>Run End Date</td>
<td>Enter the date of end of the teaching and learning – calendar is available when entering or selecting dates</td>
<td>Yes</td>
</tr>
<tr>
<td>Provider Reference</td>
<td>This is the unique reference identifier provided by your organisation for the course Run. This is alphanumeric.</td>
<td>No</td>
</tr>
<tr>
<td>Purchase Order Number</td>
<td>If you require a purchase order number to be quoted on your invoice, please provide this here</td>
<td>No</td>
</tr>
<tr>
<td>Assessment Date</td>
<td>This date must be within the course start and end dates. Please enter the date of when the assessment will take place, if known.</td>
<td>No</td>
</tr>
<tr>
<td>The Site</td>
<td>Choose Site. If it does not appear in the menu, please add site using the Administration page</td>
<td>Yes</td>
</tr>
<tr>
<td>The Course Leader</td>
<td>Select the name of the Course Leader (ICT tutor) who will be delivering the course from the drop down menu (they will be responsible for signing the RAC). If the Course Leader’s name is not available in the drop down list, tick the ‘Add Course Leader’ box and enter details in the provided boxes</td>
<td>Yes</td>
</tr>
<tr>
<td>The Internal Verifier</td>
<td>This is the Internal Verifier (IV) who will be internally verifying the course for the organisation. To add an IV to this list, please contact AIM Awards</td>
<td>Yes</td>
</tr>
<tr>
<td>Notes on this Submission</td>
<td>Any notes you wish AIM Awards to see regarding this registration</td>
<td>No</td>
</tr>
<tr>
<td>Choose the EDI Registration file to submit</td>
<td>Select the EDI Registration File that was completed with the learner details earlier.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Once you have submitted your registrations by ticking 'Continue' and then 'Submit', you will receive an email stating 'QuartzWeb - Your Registrations File has been Submitted'. This is confirming that your registration has been received by AIM Awards, but has not yet been processed.

Important note: It may take up to 5 working days for your registration to be processed.

Once your registration has been processed by AIM Awards, you will receive an email stating – ‘QuartzWeb - Registrations File Submission has been Processed’. This email will contain a link to the Portal and you are ready to download the RAC and assessment papers (48 hours before the assessment).

### Downloading Assessment Papers

In order to be given the correct permission to access the Entry Level Functional Skills documents on the Portal, you must be the named contact on the Qualification Approval Form. If you do not currently have the correct permissions, please contact functionalskills@aimawards.org.uk 01332 861 999.

In order to maintain confidentiality:

- Papers must be downloaded, printed and stored in a sealed envelope in a secure place
- Access to papers is to be restricted to the centre’s Examinations Manager and Assessors
- Papers must be issued to learners only at the time of the assessment and must be collected at the end of the assessment
- Completed assessment papers must be kept in a secure location on site as above (in a sealed envelope in a secure locked cupboard)

Assessments will be available to download from the AIM Awards Portal a minimum of 48 hours before your assessment is due to take place (if your learners have been registered):

- Select ‘Documents’ from the left-hand side of your home screen. Once selected you should see the below screen:
• Select the drop down box from the ‘View Document’ Section.
  NB – this will only return the results for the qualifications that your centre has approval for.

Once the relevant qualification has been selected, all of the documentation for the assessment will be listed below available to download.
Find, select and download your relevant Paper, and Guidance and Marking documents.

All hard and electronic copies of the materials must be stored securely at all times.

For ICT Assessments
Save the assessment paper and the Guidance and Marking document separately 24 hours before the assessment, print the relevant paper

At this stage, the RAC must be downloaded and saved to your computer ready to be completed once the assessments have taken place.

Downloading RACs

Once your run and learner registrations have been validated at AIM Awards, you will be able to download your RAC:

- Click on ‘Review Runs’. Your Runs will be displayed.
- Click on the ‘Run ID’ OR ‘Run Description’ to access the Run. The run details will be displayed
- Click on the RAC button called ‘EDI RAC Submission Form’ (Shown below)
- Click the button ‘Generate RAC’
- Click ‘Open’ once prompted and then save to your Computer
The Recommendation for the Award of Credit form (RAC) will appear in Excel format showing the Functional Skills assessments running and learners registered.

There are two sections to this form (the form opens in Excel to the ‘Learner’s page)

- Summary: This is the verification page
- Learners: This is the page you recommend learners for credits (assessments) to be awarded

To navigate between the sections of the RAC use the Excel tabs at the bottom of the page.
If a learner has achieved an assessment previously, then the date of the Award will appear against the learner/assessment in shaded light grey colour. Please contact AIM Awards if this is the case.

You are now ready for your assessment/s to take place.

Claiming Learner Achievements

In order to claim your learner’s achievements, the following people need to have access to the AIM Awards Portal:

<table>
<thead>
<tr>
<th>Role</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre Administrator/Administration Contact</td>
<td>• Register Course Runs and Learners&lt;br&gt;• Check Registration Details&lt;br&gt;• Download RACs&lt;br&gt;• Completes RACs&lt;br&gt;• Uploads RACs&lt;br&gt;• Submits Documents</td>
</tr>
<tr>
<td>Course Leader</td>
<td>• Confirms Learner Achievement Details online&lt;br&gt;• Register Course Runs and Learners</td>
</tr>
<tr>
<td>Internal Verifier</td>
<td>• Checks RACs&lt;br&gt;• Verifies RACs online, once internal verification activity has been completed</td>
</tr>
</tbody>
</table>
For ICT Assessments

- All completed assessments need to be returned to AIM Awards
- Each learner’s assessment paper must detail all learner details
- Centre Assessors mark papers at centre against the mark scheme, identifies those that have achieved/not achieved on the mark scheme and completes RAC with ‘achieved’ or ‘not achieved’
- A second Assessor or Internal Verifier must check marking to confirm achievement/ no achievement, review all borderline cases and any reasonable adjustments. Internal verification documentation must be completed and feedback given to the Assessor about their practice
- All assessment papers, including those of learners that have not achieved, the completed mark schemes, internal verification documentation (including all Observation of Internal Assessment reports) must be returned to AIM Awards by registered post in accordance with the next marking period (see Entry Level Marking Periods below).
- The RAC/eRAC must be submitted to AIM Awards using the Portal (see RAC Completion below)
- Once received, your assessments will be put forward for External Verification, within that particular marking period as detailed below.

RAC Completion

Please Note: If you are missing any of the functionality from your EDI RAC and/or cannot edit the results in accordance with the instructions below, then please contact your IT Systems Department as there may be Macro permissions issues and/or editing restrictions in place. You will need to remove these restrictions to access some of the functionality listed below.

To Recommend Learners for Credit:
Click the box against the learners name under the assessment to be awarded. Click the arrow and select “achieved” (highlighted below).
If you do not currently have the correct permissions, please contact functionalskills@aimawards.org.uk 01332 861 999

**Uploading RACs to Portal**

Once you have completed and saved a copy of the RAC to your computer as an Excel document (.xls or .xlsx) with a unique filename, you will be able to upload the RAC to allow for electronic Internal and External Verification.

RACs can be uploaded by either Centre Administrator/Administration Contact or Course leader Portal roles.

To upload your RAC:
- Log onto the portal and go to the ‘EDI ERAC Submission’ page
- Click on the ‘Choose file’ button to locate the completed RAC from your computer
- Double click the required file, this will appear in the ‘Choose an EDI RAC file to submit’ box
- Click on the ‘submit’ button

Confirm that you wish to submit the RAC with the Notes and File Name shown

Once the RAC has been submitted a confirmation page will be shown containing the unique Reference and Run numbers.

You can now either press “View Run” to view the submitted RACs Run, any other navigation buttons to move to another part of the Portal or Log Out.

Once an RAC is submitted, you will be able to track its progress through the Administration page. The submitted RAC will have a status for each stage of the process, explained in the table below.
Course Leader/Assessor Verification of an RAC

This stage can be reached either directly on the ‘EDI ERAC Submission’ page or via the administrator submitting the ERAC. Once the RAC has been uploaded, it can then be electronically signed by the Course Leader to confirm that the results entered for certification on the RAC are correct.

To confirm the RAC for a Run, the Course Leader assigned to that Run at registration will need to:

- Log onto the portal and go to the ‘EDI ERAC Confirmation’ page
- Click the Confirm link next to the relevant Run

To view the RAC and the assessments to be claimed by each learner, click on the link under Review EDI RAC.
To confirm learner achievement and electronically authorise the RAC, click on the Confirm button. If you wish to amend the learner achievement to be claimed the RAC must be returned and re-submitted.

To do this, you will need to enter a reason in the Mini Report comment box to explain the return of the RAC and then click on Return. The RAC can then be amended and re-submitted, this should be done by modifying the original file to reflect the amended learner achievement, saving and then submitting the RAC as above.

A confirmation screen will be shown when the run has been confirmed and an email will be sent to the assigned Internal Verifier (IV) to notify them that a Run is ready for verification.

If the Course Leader assigned to the Run submitted the RAC, then they will not need to confirm the RAC, the Portal will automatically confirm the RAC and send it to the assigned IV for verification.

**Internal Verifier Verification of an RAC**

Once the Course Leader has confirmed the Run, then the Internal Verifier (IV) must verify it.

To verify the RAC for a Run, the IV assigned to that run at registration will need to:

- Log onto the portal and go to the ‘EDI ERAC IV Verification’ page
- Click the Verify link next to the relevant Run
To view the RAC and the units to be claimed by each learner, click on the link under Review EDI RAC.

To confirm learner achievement and electronically authorise the RAC, click on the Verify button. If the learner achievement to be claimed needs to be amended, the RAC must be returned and re-submitted.

To do this, you will need to enter a reason in the Mini Report comment box to explain the return of the RAC and then click on Return. The RAC can then be amended and re-submitted, this should be done by modifying the original file to reflect the amended learner achievement, saving and then submitting the RAC as above.

A confirmation screen will be shown when the Run has been verified and an email will be sent to the assigned AIM Awards External Verifier to notify them that a Run is ready for verification.
Entry Level External Verification Marking Periods

This RAC will now be put forward for External Verification, within that particular marking period as stated below. **Please note that the assessment documentation (including IV documentation) must be received by AIM Awards, along with the electronically submitted RAC before the Marking Period cut-off date:**

<table>
<thead>
<tr>
<th>Period</th>
<th>Cut Off Date (Received by AIM Awards)</th>
<th>Certificates Sent to Centre</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Monday 8th September 2014</td>
<td>Friday 26th September 2014</td>
</tr>
<tr>
<td>October</td>
<td>Monday 13th October 2014</td>
<td>Friday 31st October 2014</td>
</tr>
<tr>
<td>November</td>
<td>Monday 10th November 2014</td>
<td>Friday 28th November 2014</td>
</tr>
<tr>
<td>December</td>
<td>Monday 8th December 2014</td>
<td>Friday 19th December 2014</td>
</tr>
<tr>
<td><strong>2015 Period</strong></td>
<td><strong>Cut Off Date (Received by AIM Awards)</strong></td>
<td><strong>Certificates Sent to Centre</strong></td>
</tr>
<tr>
<td>February</td>
<td>Monday 9th February 2015</td>
<td>Friday 27th February 2015</td>
</tr>
<tr>
<td>March</td>
<td>Monday 9th March 2015</td>
<td>Friday 27th March 2015</td>
</tr>
<tr>
<td>April</td>
<td>Monday 13th April 2015</td>
<td>Friday 1st May 2015</td>
</tr>
<tr>
<td>June</td>
<td>Monday 8th June 2015</td>
<td>Friday 26th June 2015</td>
</tr>
<tr>
<td>July</td>
<td>Monday 13th July 2015</td>
<td>Friday 31st July 2015</td>
</tr>
<tr>
<td>August</td>
<td>Monday 10th August 2015</td>
<td>Friday 28th August 2015</td>
</tr>
<tr>
<td>September</td>
<td>Monday 14th September 2015</td>
<td>Friday 2nd October 2015</td>
</tr>
<tr>
<td>October</td>
<td>Monday 12th October 2015</td>
<td>Friday 30th October 2015</td>
</tr>
<tr>
<td>November</td>
<td>Monday 9th November 2015</td>
<td>Friday 27th November 2015</td>
</tr>
<tr>
<td>December</td>
<td>Monday 7th December 2015</td>
<td>Friday 18th December 2015</td>
</tr>
</tbody>
</table>

This file is also available to download from the AIM Awards Portal under ‘Functional Skills Documents’. 
For any queries, please contact AIM Awards:

AIM Awards
10 Newmarket Court
Newmarket Drive
Off Ascot Drive
Derby
DE24 8NW

01332 861999

enquiries@aimawards.org.uk