QUALIFICATION SPECIFICATION

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Suite of Mathematics Qualifications (Entry 1 – Level 2)

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Apprenticeships

Personal &

ESOL

Professional Developmen



This qualification specification covers the following qualifications:

Qualification Number	Qualification Title
601/0627/X	Entry Level Award in Mathematics – Adding and Subtracting (Entry 1)
601/0641/4	Entry Level Award in Mathematics – Addition, Subtracting and Multiplication (Entry 2)
601/0702/9	Entry Level Award in Mathematics – Making Calculations (Entry 3)
601/0828/9	Level 1 Award in Mathematics – Making Calculations
601/0834/4	Level 2 Award in Mathematics – Making Calculations

Qualification Number	Qualification Title
601/0628/1	Entry Level Award in Mathematics – Money and Time (Entry 1)
601/0643/8	Entry Level Award in Mathematics – Money, Time and Temperature (Entry 2)
601/0703/0	Entry Level Award in Mathematics – Money, Time and Temperature (Entry 3)
601/0829/0	Level 1 Award in Mathematics – Money, Time and Temperature
601/0835/6	Level 2 Award in Mathematics – Money, Time and Temperature

Qualification Number	Qualification Title
601/0631/1	Entry Level Award in Mathematics – Using Whole Numbers (Entry 1)
601/0645/1	Entry Level Award in Mathematics – Using Whole Numbers and Fractions (Entry 2)
601/0705/4	Entry Level Award in Mathematics – Using Whole Numbers, Decimals, Fractions and Percentages (Entry 3)
601/0830/7	Level 1 Award in Mathematics – Numbers, Decimals, Fractions and Percentages
601/0836/8	Level 2 Award in Mathematics – Numbers, Decimals, Fractions and Percentages

Qualification Number	Qualification Title
601/0831/9	Level 1 Award in Mathematics – Numerical Relationships, Algebra and Ratios
601/0837/X	Level 2 Award in Mathematics – Numerical Relationships, Algebra and Ratio

Qualification Number	Qualification Title
601/0629/3	Entry Level Award in Mathematics – Using and Communicating Data (Entry 1)
601/0644/X	Entry Level Award in Mathematics – Using and Communicating Data (Entry 2)



Qualification Number	Qualification Title
601/0704/2	Entry Level Award in Mathematics – Using and Communicating Data (Entry 3)
601/0832/0	Level 1 Award in Mathematics – Using and Communicating Data
601/0838/1	Level 2 Award in Mathematics – Using and Communicating Data

Qualification Number	Qualification Title
601/0630/X	Entry Level Award in Mathematics – Using Size, Shape and Space (Entry 1)
601/0667/0	Entry Level Award in Mathematics – Using Size, Shape and Measure (Entry 2)
601/0706/6	Entry Level Award in Mathematics – Using Size, Shape and Measures (Entry 3)
601/0840/X	Level 1 Award in Mathematics – Using Size, Shape and Space
601/0841/1	Level 2 Award in Mathematics – Using Size, Shape and Space

Qualification Number	Qualification Title
601/0833/2	Level 1 Award in Mathematics – Using Probability
601/0839/3	Level 2 Award in Mathematics – Using Probability

Qualification Number	Qualification Title
601/0707/8	Entry Level Certificate in Mathematics (Entry 1)
601/0708/X	Entry Level Certificate in Mathematics (Entry 2)
601/0709/1	Entry Level Certificate in Mathematics (Entry 3)
601/1062/4	Level 1 Certificate in Mathematics
601/1063/6	Level 2 Certificate in Mathematics



Version and date	Change detail	Section/Page Reference
1.2 (Jan 2023)	Updated the Funding section, removed the address and changed the back cover	Page 10 & 36
1.1 (October 2021)	Guidance for Pre 16 age range.	Page14
1.0 (April 2021)	Qualification approval from Qualifications Wales removed.	Pg12

About this qualification specification

This qualification specification is intended for tutors, assessors, internal quality assurers, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements.

The specification should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer the qualification/s within this specification you must be a Gateway Qualifications recognised centre and be approved to deliver the qualification/s.

If your centre is not yet recognised and/or not yet approved to deliver the qualification, please contact our Development Team:

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

Website: www.gatewayqualifications.org.uk/advice-guidance/delivering-ourqualifications/become-recognised-centre/



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1. Qualification Information

1.1 About the Qualifications

The qualifications have been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England.

The Gateway Qualifications Awards/Certificates in Mathematics have been designed as stepping stones for learners and to recognise and reward progress towards achieving an A*-C in GCSE Mathematics or the Level 1 or Level 2 Functional Skills Mathematics Qualification. These qualifications address the needs of learners with Mathematics skills below Level 2 and provide the necessary flexibility and responsiveness required by adult learners.

The learning outcomes and assessment criteria reflect the national adult numeracy standards from Entry 1 to level 2.

The qualifications in Mathematics are built from a number of small units at each level. Each unit covers a curriculum area or an aspect of a curriculum area and is a qualification in its own right and is also included in rules of combination for a certificate which covers all the curriculum areas.

Each unit is underpinned by the national standards for adult numeracy (QCA 2005) and mapped to the Adult Numeracy Core Curriculum (DfES 2001, revised 2006-7 and updated 2009). The units have also been mapped to the Functional Skills standards and where appropriate to the GCSE grade descriptions for Mathematics.

The Mathematics qualifications cover:

- understand and use mathematical information
- calculate and manipulate mathematical information
- interpret results and communicate mathematical information

The design of the qualifications reflects the announcements by the Skills Funding Agency with regard to the development of Mathematics skills. They have been developed in collaboration with representatives of Further Education Colleges, Adult and Community Learning Providers, the voluntary sector and Offender Learning providers.

The unit and qualification design provides maximum flexibility with the opportunity to certificate either a specific curriculum area according to an identified need, for example a particular aspect of number, or the opportunity to develop and certificate all three curriculum areas.

1.2 Objective

The Gateway Qualifications Mathematics Qualifications are intended for learners who need to develop Mathematics skills at the level necessary to progress in further study, work or life. For many learners the qualifications will support progression to a GCSE in Mathematics or Level 1 or Level 2 Functional Skills.

1.3 Funding

For information on potential sources of funding in England please visit the Education and Skills Funding Agency:

https://www.gov.uk/government/organisations/education-and-skills-funding-agency

https://www.gov.uk/government/collections/qualifications-approved-for-public-funding

https://hub.fasst.org.uk/Pages/default.aspx

1.4 Geographical Coverage

These qualifications have been approved by Ofqual to be offered in England.

If a centre based in Northern Ireland or overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Gateway Qualifications.

1.5 Progression Opportunities

These qualifications allow learners to progress through a framework of Mathematics units and qualifications from Entry 1 to Level 2. They have been designed to allow flexibility as well as clear progression opportunities and enable learners to follow highly personalised programmes. The units/qualifications give learners the flexibility to develop knowledge and skills and complete units/qualifications at their own pace and include breaks in learning where necessary.

The Mathematics qualifications allow learners to progress:

- towards a GCSE in Mathematics
- towards a Level 1 or Level 2 Functional Skills qualification in Mathematics
- to further study including to a Gateway Qualifications vocational qualification
- to a Traineeship
- to an Apprenticeship programme
- to employment.

Given the breadth of units/qualifications available, it is likely that an individual learner's programme would be highly personalised to their needs

1.6 Equality, diversity and inclusion

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

2 Learner Entry Requirements

2.1 Key information

Qualification Titles	
Age	The qualifications have been approved for learners aged pre-16, 16-18 and 19+ Whilst some of our qualifications are regulated for pre 16 learners our minimum age is 14.
Prior qualifications or units	There is no requirement for learners to have achieved prior qualifications.
Prior skills/knowledge/ understanding	There is no requirement for learners to have prior skills, knowledge or understanding.
Restrictions	There are no restrictions to entry. However learners should have undertaken relevant initial assessments to ensure that they are following an appropriate learning programme leading to the summative assessment.
Additional requirements/guidance	There are no additional rules or guidance regarding learner entry requirements.

2.2 Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled. Please refer to <u>Section 4.11 Access Arrangement, Reasonable Adjustments and Special Considerations</u> for further details

2.3 Recruiting learners with integrity

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification(s).

3 Achieving the Qualification

3.1 Achievement Methodology

A qualification will be awarded to learners who successfully achieve the rules of combination for a given qualification through completion of an approved unit or combination of units through a portfolio of evidence that has been successfully internal quality assured and monitored through Gateway Qualifications' quality assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

3.2 Qualification Size

Qualification Title	Credit Value	Total Qualification Time	Guided Learning Hours
Entry Level Award in Mathematics – Adding and Subtracting (Entry 1)	3	30	30
Entry Level Award in Mathematics – Addition, Subtracting and Multiplication (Entry 2)	3	30	30
Entry Level Award in Mathematics – Making Calculations (Entry 3)	3	30	30
Level 1 Award in Mathematics – Making Calculations	3	30	30
Level 2 Award in Mathematics – Making Calculations	3	30	30
Entry Level Award in Mathematics – Money and Time (Entry 1)	3	30	30
Entry Level Award in Mathematics – Money, Time and Temperature (Entry 2)	3	30	30
Entry Level Award in Mathematics – Money, Time and Temperature (Entry 3)	3	30	30
Level 1 Award in Mathematics – Money, Time and Temperature	3	30	30
Level 2 Award in Mathematics – Money, Time and Temperature	3	30	30
Entry Level Award in Mathematics – Using Whole Numbers (Entry 1)	2	20	20
Entry Level Award in Mathematics – Using Whole Numbers and Fractions (Entry 2)	2	20	20
Entry Level Award in Mathematics – Using Whole Numbers, Decimals, Fractions and Percentages (Entry 3)	2	20	20
Level 1 Award in Mathematics – Numbers, Decimals, Fractions and Percentages	3	30	30
Level 2 Award in Mathematics – Numbers, Decimals, Fractions and Percentages	3	30	30
Level 1 Award in Mathematics – Numerical Relationships, Algebra and Ratios	2	20	20
Level 2 Award in Mathematics – Numerical Relationships, Algebra and Ratio	2	20	20
Entry Level Award in Mathematics – Using and Communicating Data (Entry 1)	3	30	30
Entry Level Award in Mathematics – Using and Communicating Data (Entry 2)	3	30	30



Qualification Title	Credit Value	Total Qualification Time	Guided Learning Hours
Entry Level Award in Mathematics – Using and Communicating Data (Entry 3)	3	30	30
Level 1 Award in Mathematics – Using and Communicating Data	3	30	30
Level 2 Award in Mathematics – Using and Communicating Data	3	30	30
Entry Level Award in Mathematics – Using Size, Shape and Space (Entry 1)	3	30	30
Entry Level Award in Mathematics – Using Size, Shape and Measure (Entry 2)	3	30	30
Entry Level Award in Mathematics – Using Size, Shape and Measures (Entry 3)	3	30	30
Level 1 Award in Mathematics – Using Size, Shape and Space	3	30	30
Level 2 Award in Mathematics – Using Size, Shape and Space	3	30	30
Level 1 Award in Mathematics – Using Probability	2	20	20
Level 2 Award in Mathematics – Using Probability	2	20	20
Entry Level Certificate in Mathematics (Entry 1)	14	140	140
Entry Level Certificate in Mathematics (Entry 2)	14	140	140
Entry Level Certificate in Mathematics (Entry 3)	14	140	140
Level 1 Certificate in Mathematics	19	190	190
Level 2 Certificate in Mathematics	19	190	190

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

• the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

3.3 Qualification Structure (Rules of Combination and Unit List)

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within the unit specifications. These include the learning outcomes and associated assessment criteria. To obtain unit information, please contact Gateway Qualifications who will enable access to our unit library. Please refer to the Appendix for details of barred units.

For information on Recognition of Prior Learning/Exempt and Equivalent units please see section **3.2 Recognition of Prior Learning (RPL)/Exemptions/Equivalencies.**

Gateway Qualifications Entry Level Award in Mathematics – Adding and Subtracting (Entry 1)

Learners must complete one unit, totalling 3 credits.

Unit Number	Title	Level	Credit Value	GLH
A/505/4853	Adding and Subtracting	Entry 1	3	30

Gateway Qualifications Entry Level Award in Mathematics – Addition, Subtracting and Multiplication (Entry 2)

Learners must complete one unit, totalling 3 credits.

Unit Number	Title	Level	Credit Value	GLH
Y/505/4861	Addition, Subtraction and Multiplication	Entry 2	3	30

Gateway Qualifications Entry Level Award in Mathematics – Making Calculations (Entry 3)

Learners must complete one unit, totalling 3 credits.

Unit Number	Title	Level	Credit Value	GLH
K/505/4864	Making Calculations	Entry 3	3	30

Gateway Qualifications Level 1 Award in Mathematics – Making Calculations

Learners must complete one unit, totalling 3 credits.

Unit Number	Title	Level	Credit Value	GLH
F/505/4868	Making Calculations	1	3	30

Gateway Qualifications Level 2 Award in Mathematics – Making Calculations

Unit Number	Title	Level	Credit Value	GLH
Y/505/4875	Making Calculations	2	3	30

Gateway Qualifications Entry Level Award in Mathematics – Money and Time (Entry 1)

Learners must complete one unit, totalling 3 credits.

Unit Number	Title	Level	Credit Value	GLH
F/505/4854	Money and Time	Entry 1	3	30

Gateway Qualifications Entry Level Award in Mathematics – Money, Time and Temperature (Entry 2)

Learners must complete one unit, totalling 3 credits.

Unit Number	Title	Level	Credit Value	GLH
Y/505/4858	Money, Time and Temperature	Entry 2	3	30

Gateway Qualifications Entry Level Award in Mathematics – Money, Time and Temperature (Entry 3)

Learners must complete one unit, totalling 3 credits.

Unit Number	Title	Level	Credit Value	GLH
D/505/4862	Money, Time and Temperature	Entry 3	3	30

Gateway Qualifications Level 1 Award in Mathematics – Money, Time and Temperature

Learners must complete one unit, totalling 3 credits.

Unit Number	Title	Level	Credit Value	GLH
M/505/4882	Money, Time and Temperature	1	3	30

Gateway Qualifications Level 2 Award in Mathematics – Money, Time and Temperature

Unit Number	Title	Level	Credit Value	GLH
D/505/4876	Money, Time and Temperature	2	3	30

Gateway Qualifications Entry Level Award in Mathematics – Using Whole Numbers (Entry 1)

Learners must complete one unit, totalling 2 credits.

Unit Number	Title	Level	Credit Value	GLH
T/505/4852	Using Whole Numbers	Entry 1	2	20

Gateway Qualifications Entry Level Award in Mathematics – Using Whole Numbers and Fractions (Entry 2)

Learners must complete one unit, totalling 2 credits.

Unit Number	Title	Level	Credit Value	GLH
R/505/4857	Using Whole Numbers and Fractions	Entry 2	2	20

Gateway Entry Level Award in Mathematics – Using Whole Numbers, Decimals, Fractions and Percentages (Entry 3)

Learners must complete one unit, totalling 2 credits.

Unit Number	Title	Level	Credit Value	GLH
T/505/4866	Using Whole Numbers, Decimals, Fractions and Percentages	Entry 3	2	20

Gateway Qualifications Level 1 Award in Mathematics – Numbers, Decimals, Fractions and Percentages

Learners must complete one unit, totalling 3 credits.

Unit Number	Title	Level	Credit Value	GLH
A/505/4867	Numbers, Decimals, Fractions and Percentages	1	3	30

Gateway Qualifications Level 2 Award in Mathematics – Numbers, Decimals, Fractions and Percentages

Learners must complete one unit, totalling 3 credits.

Unit Number	Title	Level	Credit Value	GLH
H/505/4877	Numbers, Decimals, Fractions and Percentages	2	3	30

Unit List – Gateway Qualifications Entry Level Certificate in Mathematics (Entry 3)



Gateway Qualifications Level 1 Award in Mathematics – Numerical Relationships, Algebra and Ratios

Learners must complete one unit, totalling 3 credits.

Unit Number	Title	Level	Credit Value	GLH
J/505/4869	Numerical Relationships, Algebra and Ratios	1	2	20

Gateway Qualifications Level 2 Award in Mathematics – Numerical Relationships, Algebra and Ratio

Unit Number	Title	Level	Credit Value	GLH
K/505/4878	Numerical Relationships, Algebra and Ratio	2	2	20

Gateway Qualifications Entry Level Award in Mathematics – Using and Communicating Data (Entry 1)

Learners must complete one unit, totalling 3 credits.

Unit Number	Title	Level	Credit Value	GLH
L/505/4856	Using and Communicating Data	Entry 1	3	30

Gateway Qualifications Entry Level Award in Mathematics – Using and Communicating Data (Entry 2)

Learners must complete one unit, totalling 3 credits.

Unit Number	Title	Level	Credit Value	GLH
R/505/4860	Using and Communicating Data	Entry 2	3	30

Gateway Qualifications Entry Level Award in Mathematics – Using and Communicating Data (Entry 3)

Learners must complete one unit, totalling 3 credits.

Unit Number	Title	Level	Credit Value	GLH
H/505/4863	Using and Communicating Data	Entry 3	3	30

Gateway Qualifications Level 1 Award in Mathematics – Using and Communicating Data

Learners must complete one unit, totalling 3 credits.

Unit Number	Title	Level	Credit Value	GLH
J/505/4872	Using and Communicating Data	1	3	30

Gateway Qualifications Level 2 Award in Mathematics – Using and Communicating Data

Unit Number	Title	Level	Credit Value	GLH
M/505/4879	Using and Communicating Data	2	3	20

Gateway Qualifications Entry Level Award in Mathematics – Using Size, Shape and Space (Entry 1)

Learners must complete one unit, totalling 3 credits.

Unit Number	Title	Level	Credit Value	GLH
J/505/4855	Using Size, Shape and Space	Entry 1	3	30

Gateway Qualifications Entry Level Award in Mathematics – Using Size, Shape and Measure (Entry 2)

Learners must complete one unit, totalling 3 credits.

Unit Number	Title	Level	Credit Value	GLH
D/505/4859	Using Size, Shape and Measure	Entry 2	3	30

Gateway Qualifications Entry Level Award in Mathematics – Using Size, Shape and Measure (Entry 3)

Learners must complete one unit, totalling 3 credits.

Unit Number	Title	Level	Credit Value	GLH
M/505/4865	Using Size, Shape and Measures	Entry 3	3	30

Gateway Qualifications Level 1 Award in Mathematics – Using Size, Shape and Space

Learners must complete one unit, totalling 3 credits.

Unit Number	Title	Level	Credit Value	GLH
L/505/4890	Using Size, Shape and Space	1	3	30

Gateway Qualifications Level 2 Award in Mathematics – Using Size, Shape and Measure

Unit Number	Title	Level	Credit Value	GLH
K/505/4881	Using Size, Shape and Space	2	3	30

Gateway Qualifications Level 1 Award in Mathematics – Using Probability

Learners must complete one unit, totalling 2 credits.

Unit Number	Title	Level	Credit Value	GLH
A/505/4870	Using Probability	1	2	20

Gateway Qualifications Level 1 Award in Mathematics – Using Probability

Unit Number	Title	Level	Credit Value	GLH
H/505/4880	Using Probability	2	2	20

Gateway Qualifications Entry Level Certificate in Mathematics (Entry 1)

Learners must achieve a minimum of 14 credits. A minimum of 8 credits must come from Entry 1 units within the Mandatory Group (M) and the remaining credits can be achieved from either the Mandatory Group or Optional Group (O).

Learners cannot include more than one unit with the same or similar title. For full details see list of barred units.

Mandatory Group

Learners must achieve a minimum of 8 credits from this group.

Unit Number	Title	Level	Credit Value	GLH
A/505/4853	Adding and Subtracting	Entry 1	3	30
F/505/4854	Money and Time	Entry 1	3	30
L/505/4856	Using and Communicating Data	Entry 1	3	30
J/505/4855	Using Size, Shape and Space	Entry 1	3	30
T/505/4852	Using Whole Numbers	Entry 1	2	20

Optional Group

Learners must achieve up to 6 credits from this group.

Unit Number	Title	Level	Credit Value	GLH
Y/505/4861	Addition, Subtraction and Multiplication	Entry 2	3	30
K/505/4864	Making Calculations	Entry 3	3	30
Y/505/4858	Money, Time and Temperature	Entry 2	3	30
D/505/4862	Money, Time and Temperature	Entry 3	3	30
R/505/4860	Using and Communicating Data	Entry 2	3	30
H/505/4863	Using and Communicating Data	Entry 3	3	30
D/505/4859	Using Size, Shape and Measure	Entry 2	3	30
M/505/4865	Using Size, Shape and Measures	Entry 3	3	30
R/505/4857	Using Whole Numbers and Fractions	Entry 2	2	20
T/505/4866	Using Whole Numbers, Decimals, Fractions and Percentages	Entry 3	2	20

Gateway Qualifications Entry Level Certificate in Mathematics (Entry 2)

Learners must achieve a minimum of 14 credits. A minimum of 8 credits must come from Entry 2 units within the Mandatory Group (M) and the remaining credits can be achieved from either the Mandatory Group or Optional Group (O).

Learners cannot include more than one unit with the same or similar title. For full details see list of barred units.

Mandatory Group

Learners must achieve a minimum of 8 credits from this group.

Unit Number	Title	Level	Credit Value	GLH
Y/505/4861	Addition, Subtraction and Multiplication	Entry 2	3	30
Y/505/4858	Money, Time and Temperature	Entry 2	3	30
R/505/4860	Using and Communicating Data	Entry 2	3	30
D/505/4859	Using Size, Shape and Measure	Entry 2	3	30
R/505/4857	Using Whole Numbers and Fractions	Entry 2	2	20

Optional Group

Learners must achieve up to 6 credits from this group.

Unit Number	Title	Level	Credit Value	GLH
A/505/4853	Adding and Subtracting	Entry 1	3	30
K/505/4864	Making Calculations	Entry 3	3	30
F/505/4868	Making Calculations	1	3	30
T/505/4852	Using Whole Numbers	Entry 1	2	20
	Using Whole Numbers, Decimals,			
T/505/4866	Fractions and Percentages	Entry 3	2	20
	Numbers, Decimals, Fractions and			
A/505/4867	Percentages	1	3	30
F/505/4854	Money and Time	Entry 1	3	30
D/505/4862	Money, Time and Temperature	Entry 3	3	30
M/505/4882	Money, Time and Temperature	1	3	30
L/505/4856	Using and Communicating Data	Entry 1	3	30
H/505/4863	Using and Communicating Data	Entry 3	3	30
J/505/4872	Using and Communicating Data	1	3	30
J/505/4855	Using Size, Shape and Space	Entry 1	3	30
M/505/4865	Using Size, Shape and Measures	Entry 3	3	30
L/505/4890	Using Size, Shape and Space	1	3	30
	Numerical Relationships, Algebra and			
J/505/4869	Ratios	1	2	20
A/505/4870	Using Probability	1	2	20

Gateway Qualifications Entry Level Certificate in Mathematics (Entry 3)

Learners must achieve a minimum of 14 credits. A minimum of 8 credits must come from Entry 3 units within the Mandatory Group (M) and the remaining credits can be achieved from either the Mandatory Group or Optional Group (O).

Learners cannot include more than one unit with the same or similar title. For full details see list of barred units.

Mandatory Group

Learners must achieve a minimum of 8 credits from this group.

Unit Number	Title	Level	Credit Value	GLH
K/505/4864	Making Calculations	Entry 3	3	30
D/505/4862	Money, Time and Temperature	Entry 3	3	30
H/505/4863	Using and Communicating Data	Entry 3	3	30
M/505/4865	Using Size, Shape and Measures	Entry 3	3	30
T/505/4866	Using Whole Numbers, Decimals,	Entry 3	2	20
	Fractions and Percentages			

Optional Group

Learners must achieve up to 6 credits from this group.

Unit Number	Title	Level	Credit Value	GLH
A/505/4853	Adding and Subtracting	Entry 1	3	30
Y/505/4861	Addition, Subtraction and Multiplication	Entry 2	3	30
F/505/4868	Making Calculations	1	3	30
Y/505/4875	Making Calculations	2	3	30
T/505/4852	Using Whole Numbers	Entry 1	2	20
R/505/4857	Using Whole Numbers and Fractions	Entry 2	2	20
A/505/4867	Numbers, Decimals, Fractions and	1	3	30
	Percentages			
H/505/4877	Numbers, Decimals, Fractions and	2	3	30
	Percentages			
F/505/4854	Money and Time	Entry 1	3	30
Y/505/4858	Money, Time and Temperature	Entry 2	3	30
M/505/4882	Money, Time and Temperature	1	3	30
D/505/4876	Money, Time and Temperature	2	3	30
L/505/4856	Using and Communicating Data	Entry 1	3	30
R/505/4860	Using and Communicating Data	Entry 2	3	30
J/505/4872	Using and Communicating Data	1	3	30
M/505/4879	Using and Communicating Data	2	3	30
J/505/4855	Using Size, Shape and Space	Entry 1	3	30
D/505/4859	Using Size, Shape and Measure	Entry 2	3	30
L/505/4890	Using Size, Shape and Space	1	3	30
K/505/4881	Using Size, Shape and Space	2	3	30



Unit Number	Title	Level	Credit Value	GLH
J/505/4869	Numerical Relationships, Algebra and Ratios	1	2	20
K/505/4878	Numerical Relationships, Algebra and Ratio	2	2	20
A/505/4870	Using Probability	1	2	20
H/505/4880	Using Probability	2	2	20

Gateway Qualifications Level 1 Certificate in Mathematics

Learners must achieve a minimum of 19 credits. A minimum of 12 credits must come from Level 1 units within the Mandatory Group (M) and the remaining credits can be achieved from either the Mandatory Group or Optional Group (O).

Learners cannot include more than one unit with the same or similar title. For full details see list of barred units.

Mandatory Group

Unit Number	Title	Level	Credit Value	GLH
A/505/4867	Numbers, Decimals, Fractions and Percentages	1	3	30
F/505/4868	Making Calculations	1	3	30
M/505/4882	Money, Time and Temperature	1	3	30
L/505/4890	Using Size, Shape and Space	1	3	30
J/505/4872	Using and Communicating Data	1	3	30
J/505/4869	Numerical Relationships, Algebra and Ratios	1	2	20
A/505/4870	Using Probability	1	2	20

Learners must achieve a minimum of 12 credits from this group.

Optional Group

Learners must achieve up to 7 credits from this group.

Unit Number	Title	Level	Credit Value	GLH
Y/505/4861	Addition, Subtraction and Multiplication	Entry 2	3	30
K/505/4864	Making Calculations	Entry 3	3	30
Y/505/4875	Making Calculations	2	3	30
Y/505/4858	Money, Time and Temperature	Entry 2	3	30
D/505/4862	Money, Time and Temperature	Entry 3	3	30
D/505/4876	Money, Time and Temperature	2	3	30
R/505/4860	Using and Communicating Data	Entry 2	3	30
H/505/4863	Using and Communicating Data	Entry 3	3	30
M/505/4879	Using and Communicating Data	2	3	30
R/505/4857	Using Whole Numbers and Fractions	Entry 2	2	20
T/505/4866	Using Whole Numbers, Decimals, Fractions and Percentages	Entry 3	2	20
H/505/4877	Numbers, Decimals, Fractions and Percentages	2	3	30
D/505/4859	Using Size, Shape and Measure	Entry 2	3	30
M/505/4865	Using Size, Shape and Measures	Entry 3	3	30
K/505/4881	Using Size, Shape and Space	2	3	30
K/505/4878	Numerical Relationships, Algebra and Ratio	2	2	20

Gateway Qualifications Level 2 Certificate in Mathematics

Learners must achieve a minimum of 19 credits. A minimum of 12 credits must come from Level 2 units within the Mandatory Group (M) and the remaining credits can be achieved from either the Mandatory Group or Optional Group (O).

Learners cannot include more than one unit with the same or similar title. For full details see list of barred units.

Mandatory Group

Unit Number	Title	Level	Credit Value	GLH
H/505/4877	Numbers, Decimals, Fractions and Percentages	2	3	30
Y/505/4875	Making Calculations	2	3	30
D/505/4876	Money, Time and Temperature	2	3	30
K/505/4881	Using Size, Shape and Space	2	3	30
M/505/4879	Using and Communicating Data	2	3	30
K/505/4878	Numerical Relationships, Algebra and Ratio	2	2	20
H/505/4880	Using Probability	2	2	20

Learners must achieve a minimum of 12 credits from this group.

Optional Group

Learners must achieve up to 7 credits from this group.

Unit Number	Title	Level	Credit Value	GLH
K/505/4864	Making Calculations	Entry 3	3	30
F/505/4868	Making Calculations	1	3	30
D/505/4862	Money, Time and Temperature	Entry 3	3	30
M/505/4882	Money, Time and Temperature	1	3	30
T/505/4866	Using Whole Numbers, Decimals,	Entry 3	2	20
	Fractions and Percentages			
A/505/4867	Numbers, Decimals, Fractions and	1	3	30
	Percentages			
M/505/4865	Using Size, Shape and Measures	Entry 3	3	30
L/505/4890	Using Size, Shape and Space	1	3	30
H/505/4863	Using and Communicating Data	Entry 3	3	30
J/505/4872	Using and Communicating Data	1	3	30
	Numerical Relationships, Algebra and			
J/505/4869	Ratios	1	2	20
A/505/4870	Using Probability	1	2	20

3.4 Recognition of prior learning

Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

*The recognition of prior learning is permitted for this qualification and includes the prior attainment of units on a qualification offered by Gateway Qualifications, e.g. where a learner progresses from a smaller qualification to a larger qualification and where the qualifications have shared content such as an Award, Certificate and/or Diploma.

Centres should refer to the Gateway Qualifications' Recognition of Prior Learning policy and follow the process available on the website.

Qualification Number	Qualification Title	RPL Permitted
601/0627/X	Entry Level Award in Mathematics – Adding and Subtracting (Entry 1)	No
601/0641/4	Entry Level Award in Mathematics – Addition, Subtracting and Multiplication (Entry 2)	No
601/0702/9	Entry Level Award in Mathematics – Making Calculations (Entry 3)	No
601/0828/9	Level 1 Award in Mathematics – Making Calculations	No
601/0834/4	Level 2 Award in Mathematics – Making Calculations	No

Qualification Number	Qualification Title	RPL Permitted
601/0628/1	Entry Level Award in Mathematics – Money and Time (Entry 1)	No
601/0643/8	Entry Level Award in Mathematics – Money, Time and Temperature (Entry 2)	No
601/0703/0	Entry Level Award in Mathematics – Money, Time and Temperature (Entry 3)	No
601/0829/0	Level 1 Award in Mathematics – Money, Time and Temperature	No
601/0835/6	Level 2 Award in Mathematics – Money, Time and Temperature	No

Qualification Number	Qualification Title	RPL Permitted
601/0631/1	Entry Level Award in Mathematics – Using Whole Numbers (Entry 1)	No
601/0645/1	Entry Level Award in Mathematics – Using Whole Numbers and Fractions (Entry 2)	No



Qualification Number	Qualification Title	RPL Permitted
601/0705/4	Entry Level Award in Mathematics – Using Whole Numbers, Decimals, Fractions and Percentages (Entry 3)	No
601/0830/7	Level 1 Award in Mathematics – Numbers, Decimals, Fractions and Percentages	No
601/0836/8	Level 2 Award in Mathematics – Numbers, Decimals, Fractions and Percentages	No

Qualification Number	Qualification Title	RPL Permitted
601/0831/9	Level 1 Award in Mathematics – Numerical Relationships, Algebra and Ratios	No
601/0837/X	Level 2 Award in Mathematics – Numerical Relationships, Algebra and Ratio	No

Qualification Number	Qualification Title	RPL Permitted
601/0629/3	Entry Level Award in Mathematics – Using and Communicating Data (Entry 1)	No
601/0644/X	Entry Level Award in Mathematics – Using and Communicating Data (Entry 2)	No
601/0704/2	Entry Level Award in Mathematics – Using and Communicating Data (Entry 3)	No
601/0832/0	Level 1 Award in Mathematics – Using and Communicating Data	No
601/0838/1	Level 2 Award in Mathematics – Using and Communicating Data	No

Qualification Number	Qualification Title	RPL Permitted
601/0630/X	Entry Level Award in Mathematics – Using Size, Shape and Space (Entry 1)	No
601/0667/0	Entry Level Award in Mathematics – Using Size, Shape and Measure (Entry 2)	No
601/0706/6	Entry Level Award in Mathematics – Using Size, Shape and Measures (Entry 3)	No
601/0840/X	Level 1 Award in Mathematics – Using Size, Shape and Space	No
601/0841/1	Level 2 Award in Mathematics – Using Size, Shape and Space	No

Qualification Number	Qualification Title	RPL Permitted
601/0833/2	Level 1 Award in Mathematics – Using Probability	No
601/0839/3	Level 2 Award in Mathematics – Using Probability	No



Qualification Number	Qualification Title	RPL Permitted
601/0707/8	Entry Level Certificate in Mathematics (Entry 1)*	Yes
601/0708/X	Entry Level Certificate in Mathematics (Entry 2)*	Yes
601/0709/1	Entry Level Certificate in Mathematics (Entry 3)*	Yes
601/1062/4	Level 1 Certificate in Mathematics*	Yes
601/1063/6	Level 2 Certificate in Mathematics*	Yes

3.5 Links to other qualifications

These qualifications offer progression to the Functional Skills Qualifications in Mathematics and to GCSE Mathematics.

The small qualifications that make up the suite of qualifications in Mathematics can also be used to support the development of Mathematics skills of learners undertaking other qualifications including the Suite of Skills qualifications offered by Gateway Qualifications.

3.6 Relationship with other frameworks

The Gateway Qualifications Mathematics qualifications are related to the national standards for adult numeracy and fully mapped to the Adult Numeracy Core Curriculum. They also align with Functional Skills and GCSE standards.



4 Assessment

The following are in addition to the standard assessment and quality assurance requirements set out in the Gateway Qualifications Centre Handbook.

4.1 Method of Assessment

The method of assessment for the qualifications is through a portfolio of evidence.

4.2 Assessment language

The qualifications are assessed in English only.

4.3 Assessment Materials

- Assessment Guide and sample assessment activities, including additional information to support assessment and example activities for each unit
- Learner Assessment Tracking document with examples of how to record information for each unit.

4.4 Assessment booking

Centres must first register learners on the qualification. <u>See Section 7 Learner Registration</u> and <u>Results.</u>

4.5 Support materials and resources

In addition to this qualification specification, the following resources are available on the Gateway Qualifications website:

Centre Handbook

The following will also be available for centres approved to offer the qualifications:

• Centre Handbook

4.6 Access Arrangements, Reasonable Adjustments and Special Considerations

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:



- adapting assessment materials;
- adaptation of the physical environment for access purposes;
- adaptation to equipment;
- assessment material in an enlarged format or Braille;
- assessment material on coloured paper or in audio format;
- British Sign Language (BSL);
- changing or adapting the assessment method;
- changing usual assessment arrangements;
- extra time, e.g. assignment extensions;
- language modified assessment material;
- practical assistant;
- prompter;
- providing assistance during assessment;
- reader;
- scribe;
- transcript;
- use of assistive software;
- using assistive technology;
- use of CCTV, coloured overlays, low vision aids;
- use of a different assessment location;
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular learner may be unique to that individual and may not be included in the list of available access arrangements specified above.

Special Considerations

Requests for special consideration should be submitted as soon as possible. Please refer to the <u>Reasonable Adjustments and Special Consideration Policy</u>.



5 Centre Recognition and Qualification Approval

5.1 Centre Recognition

Both centre recognition and qualification approval must be gained before centres are permitted to deliver these qualifications. Guidance on the centre recognition and qualification approval processes is available on the website:

https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/centrerecognition/

5.2 Qualification-Specific Centre Requirements

Delivering the qualification

Initial assessment and induction

Initial and diagnostic assessment of each learner should be conducted before the start of their programme to ensure they are working at the correct level, and that specific skills in need of development are clearly identified.

We recommend that centres provide an induction programme so that learners fully understand:

- the units/qualifications they will be working towards and how these relate to any identified skills in need of development
- the requirements of the units/qualifications
- their responsibilities as a candidate
- the responsibilities of the centre
- any possible progression routes.

Learners also need to understand relevant centre policies and procedures, including health and safety and equality and diversity statements.

5.3 Qualification-specific staffing requirements

Guidance on staffing requirements can be found in the Centre Handbook: <u>https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-gualifications/centre-handbook/quality-compliance/</u>

6 Quality Assurance

6.1 Qualification-Specific Access Arrangements

Centres need to refer to the Gateway Qualifications Reasonable Adjustments and Special Consideration Policy and Centre Guidance.

Summary of permitted adjustments – Mathematics

Learners can have access to all forms of equipment, software and practical assistance, such as a reader or a scribe that reflect their normal way of working, provided that these do not affect the reliability or validity of the units or give the learner an advantage over other learners undertaking the same or similar units.

The table below only lists provisions that should be regarded as an access arrangement. Please note all learners may have use relevant ICT applications to produce their work.

Access Arrangement	Yes/No
Extra time	Yes
Reader	Yes
Oral Language Modifier	Yes
Sign Language Interpreter	Yes
Scribe	Yes
Transcript	Yes
Practical Assistant	Yes
Modified units (including Braille)	Yes
Models, visual/tactile aids, speaking scales	Yes

6.2 Qualification-Specific Tutor/Assessor Requirements

Assessors and those delivering the Gateway Qualifications Mathematics qualifications should be knowledgeable and competent within areas of Mathematics in which they are making assessment decisions/delivering the qualifications.

Assessors must be qualified to make assessment decisions. Relevant qualifications include:

- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning Sectors (DTLLS)
- Award in Assessing Vocational Related Achievement
- Certificate in Assessing Vocational Achievement



Legacy qualifications such as A1, A2, D23, D33

Legacy qualifications remain valid providing the assessor has up to date experience of assessing and has undertaken relevant annual Continued Professional Development.

Those delivering these qualifications should ideally hold a recognised teaching qualification or be working towards such a qualification.

6.3 Qualification-Specific Quality Assurance Requirements

There are no specific or additional internal quality assurance requirements. Centres should refer to the Gateway Qualifications Centre Handbook.


7 What to do next

For existing centres please contact your named Development Manager or Development Officer.

For organisations, not yet registered as a Gateway Qualifications centre please contact:

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

8 Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).

9 Appendices

9.1 Appendix 1 - Unit Details

Entry 1: Adding and Subtracting

Unit code	A/505/4853
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Numeracy and fully referenced to the Adult Numeracy Core Curriculum.
Aim	In this unit, learners will manipulate, add and subtract numbers up to 10 in order to use and understand numbers in everyday situations.

Lea	irning outcomes	Assessment criteria	Additional information
1.	Be able to add whole numbers.	 1.1 Add single-digit numbers with totals to 10. 1.2 Interpret + and =. 1.3 Use related vocabulary, for example <i>and</i>, <i>plus</i>, <i>equals</i>. 	N1/E1.2 N1/E1.4 N1/E1.6
2.	Be able to subtract whole numbers.	 2.1 Subtract single-digit numbers from numbers up to 10. 2.2 Interpret - and =. 2.3 Use related vocabulary, for example <i>take away, minus, equals.</i> 	N1/E1.2 N1/E1.5 N1/E1.6
3.	Be able to solve everyday problems with and without a calculator.	 3.1 Identify and Interpret symbols -,= in practical situations. 3.2 Estimate number of items (up 10). 3.3 Be able to use primary functio of a calculator. 	+, N1/E1.2 N1/E1.6 to N1/E1.7 ns

Entry 1: Money and Time

Unit code	F/505/4854
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Numeracy and fully referenced to the Adult Numeracy Core Curriculum.
Aim	In this unit, learners will learn about common measures of time and money in order to use and understand them in everyday situations.

Learning outcomes		Assessment criteria		Additional information
1.	Know about money.	1.1	Recognise and select different coins.	MSS1/E1.1
		1.2	Recognise and select different notes.	
		1.3	Identify prices expressed in whole numbers up to 10.	
2.	Know about time.	2.1	Relate familiar events to different times, days, seasons.	MSS1/E1.2
		2.2	Demonstrate understanding of and use vocabulary related to time.	

Entry 1: Using and Communicating Data

Unit code	L/505/4856
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Numeracy and fully referenced to the Adult Numeracy Core Curriculum.
Aim	In this unit, learners will learn how to understand mathematical information and present results for use in everyday situations.

Learning outcomes		Ass	essment criteria	Additional information
1.	Be able to extract information.	1.1	Identify simple numerical information from a list.	HD1/E1.1
2.	Be able to sort and classify objects.	2.1	Identify criteria to sort familiar objects.	HD1/E1.2
		2.2	Sort and classify objects using a single criterion.	
		2.3	Make simple lists.	
3.	Be able to present results.	3.1	Use objects, simple images or whole numbers to present results.	HD1/E1.3
		3.2	Use basic terms when identifying outcomes.	

Entry 1: Using Size, Shape and Space

Unit code	J/505/4855
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Numeracy and fully referenced to the Adult Numeracy Core Curriculum.
Aim	In this unit, learners will learn about size, shape and related common measures for use in everyday situations.

Learning outcomes		Ass	sessment criteria	Additional information
1.	Know about size and weight.	1.1	Use simple terms to describe size.	MSS1/E1.3 MSS1/E1.4
		1.2	Use simple terms to describe dimensions.	MSS1/E1.5
		1.3	Use simple terms to describe weight.	MSS1/E1.6
		1.4	Use simple terms to describe capacity.	
		1.5	Use direct comparisons for size weight and dimensions.	
2.	Know about shape, positional vocabulary and space.	2.1	Identify common 2-D and 3-D shapes.	MSS2/E1.1 MSS2/E1.2
		2.2	Follow directions using everyday positional vocabulary, for example, <i>between, inside,</i> <i>near to.</i>	



Entry 1: Using Whole Numbers

Unit code	T/505/4852
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Numeracy and fully referenced to the Adult Numeracy Core Curriculum.
Aim	In this unit, learners will secure numbers up to 10 in order to understand numbers in everyday situations.

Learning outcomes	Assessment criteria	Additional information
 Be able to count and order whole numbers up to 10. 	 1.1. Count reliably up to ten items. 1.2. Order numbers up to ten. 1.3. Recognise simple patterns and sequences. 1.4. Solve missing number problems. 	N1/E1.1 N1/E1.3 N1/E1.8 N1/E1.8
2. Be able to read and write numbers.	2.1 Read whole numbers up to ten.2.2 Recognise numbers in different styles.2.3 Write whole numbers up to ten in words and figures.	N1/E1.2 N1/E1.3
3. Be able to compare whole numbers.	 3.1. Show understanding of the vocabulary of comparing numbers. 3.2. Use the vocabulary of comparing numbers. 3.3. Show understanding of ordinal numbers, for example <i>first, second, third.</i> 	N1/E1.3



Entry 2: Addition, Subtraction and Multiplication

Unit code	Y/505/4861
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Numeracy and fully referenced to the Adult Numeracy Core Curriculum.
Aim	In this unit, learners will add subtract and multiply numbers and make simple calculations in order to use and understand numbers in everyday situations.

Learning outcomes	Assessment criteria	Additional information
1. Be able to add and subtract whole numbers	1.1 Add two-digit whole numbers.	N1/E2.3
	1.2 Subtract two-digit whole	N1/E2.4
		N1/E2.6
	1.3 Round to the nearest 10.	N1/E2.7
	1.4 Recall addition and subtraction facts to 10.	
2. Be able to multiply whole numbers.	2.1 Multiply single-digit whole numbers.	N1/E2.5
3. Be able to solve everyday	3.1 Use and interpret +, - and = in	N1/E2.7
calculator.	problems.	N1/E2.9
	3.2 Use estimation in solving problems and to check if answers are sensible.	N1/E2.10
	3.3 Solve one step number and word problems.	



Entry 2: Money, Time and Temperature

Unit code	Y/505/4858
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Numeracy and fully referenced to the Adult Numeracy Core Curriculum.
Aim	In this unit, learners will learn about common measures of time, money and temperature in order to use and make observations about them in everyday situations.

Learning outcomes	Assessment criteria	Additional information
 Be able to work with money. 	 Make amounts up to a pound using different coins. 	MSS1/E2.1
	1.2 Calculate the cost in pence of more than one item.	WISS 1/E2.2
	1.3 Calculate the cost in whole pounds of more than one item.	
	1.4 Calculate the change from a transaction in pence and whole pounds.	
2. Be able to work	2.1 Read and record common date formats.	MSS1/E2.3
with time.	2.2 Express time on analogue clocks in hours, half, and understand time on 12 hour digital clocks in hours, half hours and quarter hours.	MSS1/E2.4
3. Know about temperature.	3.1 Read positive temperatures in everyday situations, for example from a weather chart.	MSS1/E2.8
	3.2 Identify the unit of measurement for temperature in the UK.	
	3.3 Compare temperatures in simple terms.	

Entry 2: Using and Communicating Data

Unit code	R/505/4860
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Numeracy and fully referenced to the Adult Numeracy Core Curriculum.
Aim	In this unit, learners will learn how to understand mathematical information and present results for use in everyday situations.

Lea	arning outcomes	Assessment criteria	Additional information
1.	Be able to extract information.	1.1 State the purpose of a table or graph and the associated	HD1/E2.1
		labels.	HD1/E2.2
		1.2 Extract information from lists, tables, simple diagrams and bar charts.	HD1/E2.4
		1.3 Compare numerical information from a bar chart.	
		1.4 Collect simple numerical information.	
2.	Be able to sort and classify objects.	2.1 Sort and classify objects using two criteria for example <i>size, colour, and shape</i> .	HD1/E2.3
3.	Be able to present information so it makes sense to others.	3.1 Use straightforward means, such as tables, whole numbers, simple charts and diagrams to present results to others.	HD1/E2.4 HD1/E2.5



Entry 2: Using Size, Shape and Measure

Unit code	D/505/4859
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Numeracy and fully referenced to the Adult Numeracy Core Curriculum.
Aim	In this unit, learners will learn about size, shape and related common measures for use in everyday situations.

Learning outcomes	Assessment criteria	Additional information
1. Be able to measure, estimate and compare length.	1.1 Measure length, using common standard and non-standard	MSS1/E2.5
	units, for example metre,	MSS1/E2.9
	4.0. Estimate las sites	MSS1/E2.10
	1.2 Estimate lengths.	
	1.3 Compare different lengths for example more than a metre, less than a metre.	
	1.4 Read simple scales for length to the nearest labelled division.	
	1.5 Choose and use appropriate units and measuring instruments.	
2. Be able to measure, estimate and	2.1 Measure weight, using common	MSS1/E2.6
compare weight.	grams, kilogrammes.	MSS1/E2.9
	2.2 Estimate weights.	MSS1/E2.10
	2.3 Compare weights, for example more than a kilogram, less than a kilogram.	



Learning outcomes	Assessment criteria	Additional information
	2.4 Read simple scales for weight to the nearest labelled division.	
	2.5 Choose and use appropriate units and measuring instruments.	
3. Be able to measure, estimate and	3.1 Measure capacity, using	MSS1/E2.9
compare capacity.	common standard and non- standard units, for example litre, cupful.	MSS1/E2.10
	3.2 Estimate capacity.	
	3.3 Compare capacity for example more than a litre, less than a litre.	
	3.4 Read simple scales for capacity to the nearest labelled division.	
	3.5 Choose and use appropriate units and measuring instruments.	
4. Know about shape, positional	4.1 Recognise and name common	MSS2/E2.1
vocabulary and space.	2-D and 3-D shapes	MSS2/E2.2
	4.2 Describe key properties of common 2-D and 3-D shapes	MSS2/E2.3
	4.3 Recognise right angles in everyday objects.	MSS2/E2.4
	4.4 Follow directions using everyday positional vocabulary, including left and right, in front, behind	

Entry 2: Using Whole Numbers and Fractions

Unit code	R/505/4857
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn about whole numbers and fractions in order to understand and use them in everyday situations.

Learning outcomes	Ass	essment criteria	Additional information
 Be able to work with whole numbers. 	1.1	Count reliably up to 100 items.	N1/E2.1
	1.2	Order numbers up to 100.	N1/E2.2
	1.3	Read whole numbers up to 100.	
	1.4	Write whole numbers up to 100.	
2. Be able to work with fractions.	2.1	Recognise and use the words half and quarter and symbols ¹ / ₂	N2/E2.1
		and ¼.	N2/E2.2
	2.2	Identify the relationship between a half and two	
		quarters.	
	2.3	Find halves and quarters of small numbers of items.	
	2.4	Find halves and quarters of simple shapes.	



Entry 3: Making Calculations

Unit code	K/505/4864
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Numeracy and fully referenced to the Adult Numeracy Core Curriculum.
Aim	In this unit, learners will manipulate numbers and make simple calculations in order to use and understand numbers in everyday situations.

Learning outcomes	Assessment	Additional
	criteria	information
1. Be able to add and subtract whole numbers.	1.1 Add using three-digit numbers.	N1/E3.2
	1.2 Subtract using three-digit numbers.	N1/E3.3
	1.3 Approximate by rounding	N1/E3.7
	numbers less than 1000 to the nearest 10 or 100.	N1/E3.8
	1.4 Recall addition and subtraction facts to 20.	
	1.5 Estimate answers to addition and subtraction calculations.	
2. Be able to multiply and divide	2.1 Multiply two- digit whole	N1/E3.4
whole numbers.	numbers by single-digit numbers.	N1/E3.5
	2.2 Recall simple multiplication	N1/E3.6
	tables 2, 3, 4, 5, 10.	N1/E3.8
	2.3 Divide two-digit whole numbers by single digit whole numbers.	



	2.4	Interpret remainders in division operations.	
	2.0	multiplication and division calculations.	
3. Be able to solve problems with and without a calculator.	3.1	Interpret +, -, x, \div and = in practical situations.	N1/E3.9 N1/E3.10
	3.2	Solve problems involving whole numbers and decimals.	N2/E3.4
	3.3	Use of the standard order of operations in practical situations to solve multi-step calculations.	
	3.4	Solve two-step word problems.	



Entry 3: Money, Time and Temperature

Unit code	D/505/4862
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Numeracy and fully referenced to the Adult Numeracy Core Curriculum.
Aim	In this unit, learners will learn about common measures of time, money and temperature in order to use and make observations about them in everyday situations.

Learning outcomes	Assessment criteria	Additional information
 Be able to work with money. 	1.1 Add amounts of money using decimal notation.	MSS1/E3.1 MSS1/E3.2
	1.2 Subtract amounts of money using decimal notation.	
	1.3 Round sums of money to the nearest £1 or 10p.	
	1.4 Estimate and make approximate calculations relating to cost.	
2. Be able to work with time.	2.1 Read time in common formats on analogue clocks and 12 and 24 hour digital clocks.	MSS1/E3.3
	2.2 Measure time in days, hours and minutes.	
	2.3 Record time in common formats and using 12 and 24 hour formats, including am and pm.	
3. Be able to work with	3.1 Read temperature using standard units.	MSS1/E3.9
	3.2 Measure temperature in standard units.	
	3.3 Compare temperatures.	

Entry 3: Using and Communicating Data

Unit code	H/505/4863
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Numeracy and fully referenced to the Adult Numeracy Core Curriculum.
Aim	In this unit, learners will learn how to understand mathematical information and present results for use in everyday situations.

Learning outcomes	Assessment criteria	Additional information
1. Be able to extract information.	1.1 Extract numerical information from lists, tables, diagrams, bar and tally charts.	HD1/E3.1 HD1/E3.2
	1.2 Make numerical comparisons from bar charts and pictograms.	
2. Be able to collect and record information.	2.1 Select categories before collecting data.	HD1/E3.3
	2.2 Collect data in familiar situations.	
	2.3 Record numerical data using a tally.	
	2.4 Make observations about results.	
3. Be able to organise and present information so it makes sense to others.	3.1 Use whole numbers, decimals and common fractions to present results.	HD1/E3.4
	3.2 Present data in tables, charts and diagrams, using key elements appropriately.	
	3.3 Use a simple scale to represent data in a bar chart or pictogram.	
	3.4 Provide simple descriptions of outcomes.	

Entry 3: Using Size, Shape and Measures

Unit code	M/505/4865
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Numeracy and fully referenced to the Adult Numeracy Core Curriculum.
Aim	In this unit, learners will learn about size, shape and related common measures for use in everyday situations.

Learning outcomes	Assessment criteria	Additional information
1. Be able to read, measure,	1.1 Estimate length and distance,	MSS1/E3.4
estimate and compare length.	standard units.	MSS1/E3.5
	1.2 Compare length and distance, using non-standard units and standard units.	MSS1/E3.8
	1.3 Select and use appropriate units for measuring length.	
	1.4 Select and use appropriate instruments for measuring length.	
	1.5 Read and measure length and distance, using standard and non-standard units, to the nearest labelled and unlabelled division e.g. with two or ten divisions between the numbered points on the scale.	
2. Be able to read, measure, estimate and compare weight.	2.1 Estimate and compare weight, using non-standard and standard units.	MSS1/E3.6 MSS1/E3.8
	2.2 Select and use appropriate units for measuring weight.	



Learning outcomes	Assessment criteria	Additional information
	 2.3 Select and use appropriate instruments for measuring weight. 2.4 Read and measure weight using standard and non- 	
	labelled and unlabelled division.	
 Be able to read, measure, estimate and compare capacity. 	3.1 Estimate and compare capacity.3.2 Select and use appropriate units for measuring capacity.	MSS1/E3.7 MSS1/E3.8
	3.3 Select and use appropriate instruments for measuring capacity.	
	3.4 Read and measure capacity using standard and non- standard units to the nearest labelled and unlabelled division.	
 Know about shape, positional vocabulary and space. 	4.1 Sort 2-D and 3-D shapes according to their properties (side length, angle, line of symmetry).	MSS2/E3.1 MSS2/E3.2 MSS2/E3.3
	4.2 Identify perimeter of simple shapes.	
	4.3 Understand and use straightforward vocabulary related to shape, for example, side, length, angle, line of symmetry.	
	4.4 Follow directions using positional vocabulary, including the four compass points.	



Entry 3: Using Whole Numbers, Decimals, Fractions and Percentages

Unit code	T/505/4866
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Numeracy and fully referenced to the Adult Numeracy Core Curriculum.
Aim	In this unit, learners will learn about whole numbers, fractions, decimals and percentages in order to understand and use them in everyday situations.

Learning outcomes	Assessment criteria	Additional information
1. Be able to work with whole numbers	1.1 Count up to 1000.	N1/E3.1
	1.2 Order numbers up to 1000.	
	1.3 Compare numbers up to 1000.	
	1.4 Read whole numbers up to 1000.	
	1.5 Write whole numbers up to 1000.	
2. Be able to work with fractions.	2.1 State the meaning of unit fractions, for example 1/5, 1/8, 1/10.	N2/E3.1 N2/E3.2
	2.2 Write common fractions.	
	2.3 Recognise and use fractions in equivalent forms, for example $5/10 = 1/2$.	
3. Be able to work with percentages.	3.1 Recognise and use common percentages, for example 25%, 50%.	N2/E3.2
	3.2 Recognise and use common percentage/fraction/equivalences, for example 1/2, 0.5, 50%.	



Learning outcomes	Assessment criteria	Additional information
4. Be able to work with decimals.	4.1 State the meaning of decimals up to two decimal places.	N2/E3.3
	4.2 Read up to two decimal places in practical contexts, for example measure to one place and money to two places.	
	4.3 Write up to two decimal places in practical contexts, for example measure to one place and money to two places.	
	4.4 Explain the use of a leading zero in contexts such as £0.35.	



Level 1: Making Calculations

Unit code	F/505/4868
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Numeracy and fully referenced to the Adult Numeracy Core Curriculum.
Aim	In this unit, learners will manipulate numbers and decimals and make calculations in order to use and understand numbers in everyday situations.

Learning outcomes	Assessment criteria	Additional information
 Be able to add and subtract whole numbers and decimals. 	 Add numbers and decimals up to 2 places using efficient written and mental methods. 	N1/L1.3 N1/L1.5
	 Subtract numbers and decimals up to 2 places using efficient written and mental methods. Approximate by rounding. Estimate answers to addition and subtraction calculations. 	N1/L1.8 N1/L1.9 N1/L1.10 N2/L1.5 N2/L1.7
 Be able to multiply and divide whole numbers and decimals. 	 2.1 Multiply and divide whole numbers and decimals by 10, 100 and 1000. 2.2 Multiply whole numbers and decimals up to 2 places using efficient written and mental methods. 2.3 Divide whole numbers and decimals up to 2 places using efficient written methods. 2.4 Recall tables up to 10X10 and make connections with division facts. 	N1/L1.3 N1/L1.5 N1/L1.9 N2/L1.5 N2/L1.6



Learning outcomes	Ass	essment criteria	Additional information
	2.5	Estimate answers to multiplication and divisions calculations.	
3. Be able to solve problems with and without a calculator.	3.1	Solve problems involving positive numbers using the standard order of operations to solve multi-step calculations.	N2/L1.10
	3.2	Solve problems involving whole numbers, fractions decimals and percentages.	
	3.3	Use an electronic or mechanical aid to calculate efficiently using whole numbers fractions, decimals and percentages.	
	3.4	Check calculations using an electronic or mechanical aid.	

Level 1: Money, Time and Temperature

Unit code	M/505/4882
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Numeracy and fully referenced to the Adult Numeracy Core Curriculum.
Aim	In this unit, learners will learn about common measures of time, money and temperature in order to use and make observations about them in everyday situations.

Learning outcomes	Assessment criteria	Additional information
1. Be able to work with money.	1.1 Add and subtract sums of money including through use of columns	MSS1/L1.1
	with decimal point aligned.	MSS1/L1.6
	1.2 Multiply and divide sums of money.	
	1.3 Record sums of money, using appropriate conventions.	
2. Be able to work with time.	2.1 Read time in common formats, on analogue clocks and 12 and 24 hour	MSS1/L1.2
	digital clocks and timetables.	MSS1/L1.3
	2.2 Use different instruments to measure time in days, hours,	
	minutes and seconds.	
	2.3 Record time in common formats and using 12 and 24 hour formats.	
	2.4 Add and subtract times in hours and minutes.	
	2.5 Convert units of time.	
3. Be able to work with temperature.	3.1 Read, estimate, measure and compare temperature using common units and instruments.	MSS1/L1.4
	3.2 Read temperature scales to the nearest labelled and unlabelled division.	



Level 1: Numbers, Decimals, Fractions and Percentages

Unit code	A/505/4867
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Numeracy and fully referenced to the Adult Numeracy Core Curriculum.
Aim	In this unit, learners will learn about numbers, fractions, decimals and percentages in order to understand and use them in everyday situations.

Learning outcomes	Assessment criteria	Additional information
1. Be able to work with numbers.	1.1 Read and write positive numbers including large numbers.	N1/L1.1 N1/L1.2
	1.2 Order and compare positive numbers including large numbers.	
	1.3 Recognise negative numbers in practical contexts, for example <i>temperatures</i> .	
2. Be able to work with fractions.	2.1 Read and write common fractions and mixed numbers.	N2/ L1.1 N2/ L1.2
	2.2 Order and compare common fractions and mixed numbers.	N2/L1.12
	2.3 Express one number as a fraction of another, for example <i>10 as a fraction of 30</i> .	
	2.4 Use fractions to find parts of whole number quantities or measurements, for example 2/3 or 3/4.	
3. Be able to work with decimals.	3.1 Read and write decimals up to three decimal places.	N2/ L1.4



Learning outcomes	Assessment criteria	Additional information
	3.2 Order and compare decimals up to three decimal places.	
4. Be able to work with percentages.	4.1 Read and write simple percentages, Order and compare simple percentages.	N2/ L1.8 N2/ L1.9
	4.2 Recognise simple percentage increase and decrease.	N2/ L1.10 N2/L1.3
	4.3 Find simple percentage parts of quantities and measures.	
	4.4 Recognise common percentage, fraction and decimal equivalences.	
	4.5 Use equivalences to find part or whole number quantities.	



Level 1: Numerical Relationships, Algebra and Ratios

Unit code	J/505/4869
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Numeracy and fully referenced to the Adult Numeracy Core Curriculum.
Aim	In this unit, learners will learn about numerical relationships, algebra and ratio to solve problems in everyday situations.

Learning outcomes	Assessment criteria	Additional information
 Know about numerical relationships. 	1.1 Recognise multiples of 2 to 9, up to 100.1.2 Recognise multiples of 10, 50, 100, 1000.	N1/L1.5 N1/L1.6
	1.3 Know square numbers up to 10 x10.	
	1.4 Identify factors of numbers.	
	 1.5 Recall multiplication facts up to 10x10 and make connections with division facts. 	
2. Be able to solve problems involving algebra.	2.1 Form word expressions from simple expressions in symbols.	NI/L1.11
	2.2 Evaluate simple expressions and formulae.	
	2.3 Translate simple word problems into symbols, +, -, ÷, x and numbers.	
3. Be able to work with ratios.	3.1 Work out simple ratio as the number of parts.	N1/L1.7
	3.2 Explain direct proportion as the same rate of increase or decrease.	
	3.3 Use understanding of direct proportion to make simple calculations.	

Level 1: Using and Communicating Data

Unit code	J/505/4872
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Numeracy and fully referenced to the Adult Numeracy Core Curriculum.
Aim	In this unit, learners will learn how to understand mathematical information and present results for use in everyday situations.

Learning outcomes	Assessment criteria	Additional information
 Be able to extract and interpret information. 	 Use understanding of title, labels and simple scales to extract information from lists, tables, diagrams, charts and line graphs. 	HD1/L1.1
	1.2 Use understanding of title, labels and simple scales to interpret information from lists, tables, diagrams, charts and line graphs.	
2. Be able to collect and organise data.	2.1 Identify appropriate methods for collecting data.	HD1/L1.2 HD1/L1.3
	2.2 Collect discrete data in tests and from observations.	HD1/L1.4
	2.3 Organise discrete data so that it can be easily transferred into a suitable format for sharing.	
	2.4 Find the arithmetical average (mean) for a set of data.	
	2.5 Find the arithmetical range for a set of data.	



Learning outcomes	Assessment criteria	Additional information
	2.6 State how very high or low figures can distort the average (mean).	
3. Be able to present results.	3.1 Use whole numbers, decimals and fractions and percentages to present results.	HD1/L1.2
	3.2 Represent data in tables, charts, diagrams and line graphs, to support the understanding of others.	
	3.3 Select suitable methods, format and scale to present and describe outcomes.	



Level 1: Using Probability

Unit code	A/505/4870
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Numeracy and fully referenced to the Adult Numeracy Core Curriculum.
Aim	In this unit, learners will learn how to understand and use probability for use in everyday situations.

Learning outcomes	Assessment criteria	Additional information
1. Know about probability.	 Use the vocabulary of probability to talk about the likelihood of events and possible outcomes. 	HD2/L1.1
	 Show understanding that some events are certain to happen and some impossible. 	
2. Be able to calculate and express probability.	2.1 Calculate probability by the number of ways the event can happen divided by the total number of possible outcomes.	HD2/L1.2
	2.2 Express probability using fractions, decimals and percentages with the probability scale of 0 to 1.	

Level 1: Using Size, Shape and Space

Unit code	L/505/4890
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Numeracy and fully referenced to the Adult Numeracy Core Curriculum.
Aim	In this unit, learners will learn about size, shape and related common measures for use in everyday situations.

Learning outcomes	Assessment criteria	Additional information
1. Be able to measure length and distance.	1.1 Choose and use appropriate instruments for measuring	MSS1/L1.4
	length and distance.	MSS1/L1.6
	 1.2 Choose and use appropriate units for measuring length and distance. 	MSS1/L1.7
	1.3 Read scales to the nearest labelled and unlabelled division.	
	 Add and subtract units of measure for length and distance. 	
	1.5 Convert units of measure in the same system.	
2. Be able to measure weight.	2.1 Choose and use appropriate instruments for measuring weight.	MSS1/L1.4 MSS1/L1.6
	2.2 Choose and use appropriate units for measuring weight.	MSS1/L1.7
	2.3 Read scales to the nearest labelled and unlabelled division.	
	2.4 Add and subtract units of measure for weight.	
	2.5 Convert units of measure in the same system.	



Learning outcomes	Assessment criteria	Additional information
3. Be able to measure capacity.	3.1 Choose and use appropriate instruments for measuring capacity.	MSS1/L1.4 MSS1/L1.6
	3.2 Choose and use appropriate units for measuring capacity.	MSS1/L1.7
	3.3 Read scales to the nearest labelled and unlabelled division.	
	3.4 Add and subtract units of measure for capacity.	
	3.5 Convert units of measure in the same system.	
 Be able to work with shape, positional vocabulary and space. 	4.1 Solve problems using the mathematical properties of regular 2-D shapes.	MSS1/L1.8 MSS1/L1.9
	4.2 Draw 2-D shapes in different orientations using grids, for example in diagrams or plans.	MSS1/L1.10 MSS1/L1.11
	4.3 Work out the perimeter of simple shapes.	MSS2/L1.1 MSS2/L1.2
	4.4 Work out the area of rectangles.	
	4.5 Work out the volume of shapes, for example cuboids.	
	 4.6 Work out dimensions from drawings with simple shapes, for example 1cm represents 1m. 	
	4.7 Follow directions using appropriate positional vocabulary, including the eight compass points.	

Level 2: Making Calculations

Unit code	Y/505/4875
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Numeracy and fully referenced to the Adult Numeracy Core Curriculum.
Aim	In this unit, learners will manipulate numbers, decimals and fractions and make calculations in order to use and understand mathematical information in everyday situations.

Learning outcomes	Assessment criteria	Additional information
 Be able to carry out calculations when solving problems. 	 Add and subtract whole numbers, fractions and decimals up to 3 places using efficient written and mental methods. 	N1/L2.2 N2.L2.4
	1.2 Multiply and divide whole numbers, fractions and decimals up to 3 places using efficient written and mental methods.	
	1.3 Explain the use of the words <i>multiple</i> and <i>factor</i> in interpreting multiplication and division facts.	
	1.4 Approximate decimals when solving practical problems.	
	1.5 Apply appropriate strategies to check answers.	
2. Solve problems with and without a calculator.	2.1 Solve problems involving positive and negative numbers using the standard order of	N1.L2.5
	operations to solve multi-stage calculations.	N2/L2.10
	2.2 Solve problems efficiently involving whole numbers, fractions, decimals and percentages.	



Level 2: Money, Time and Temperature

Unit code	D/505/4876
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Numeracy and fully referenced to the Adult Numeracy Core Curriculum.
Aim	In this unit, learners will learn about common measures of time, money and temperature in order to use and make observations about them in everyday situations.

Learning outcomes	Assessment criteria	Additional information
1. Be able to work with money.	1.1 Calculate with sums of money.	MSS1/L2.1
	1.2 Use currency exchange rates to convert between currencies.	MSS1/L2.6
2. Be able to work with time.	2.1 Calculate, measure and record time in different formats and in complex contexts.	MSS1/L2.2
	2.2 Interpret dates and times written in different formats.	
	2.3 Select and use appropriate measuring instruments for different tasks, for example timers on appliances, clocks, watches.	
	2.4 State the relationship between units of time, for example. sec, min, hr, day, week, month, year.	
3. Be able to work with temperature.	3.1 Estimate, measure and compare temperature.	MSS1/L2.4 MSS1/L2.6
	3.2 Identify the different scales used to measure temperature.	



Learning outcomes	Assessment criteria	Additional information
	3.3 Convert temperatures from Celsius to Fahrenheit and vice versa.	
	3.4 Read and record the temperature accurately from a variety of different devices.	



Level 2: Numbers, Decimals, Fractions and Percentages

Unit code	H/505/4877
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Numeracy and fully referenced to the Adult Numeracy Core Curriculum.
Aim	In this unit, learners will learn about numbers, fractions, decimals and percentages in order to understand and use them in everyday situations.

Learning outcomes	Assessment criteria	Additional information
 Be able to work with whole numbers. 	1.1 Read and write positive and negative numbers of any size.1.2 Order and compare positive and negative numbers of any size.	N1/L2.1
2. Be able to work with fractions.	2.1 Order and compare amounts or quantities.2.2 Evaluate one number as a fraction of another.	N2/ L2.1 N2/ L2.3
3. Be able to work with decimals.	3.1 Order, approximate and compare decimals to solve practical problems.	N2/ L2.5
4. Be able to work with percentages.	 4.1 Order and compare percentages. 4.2 Recognise simple percentage increase and decrease. 4.3 Find percentage parts of quantities and measurements. 4.4 Evaluate one number as a percentage of another. 4.5 Identify equivalencies between fractions, decimals and percentages for example fractions, decimals and percentages are different ways of expressing the same thing. 	N2/ L2.7 N2/ L2.8 N2/ L2.9 N2/L2.2



Level 2: Numerical Relationships, Algebra and Ratio

Unit code	K/505/4878
Level	Level 2
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Numeracy and fully referenced to the Adult Numeracy Core Curriculum.
Aim	In this unit, learners will learn about numerical relationships and ratio to solve problems in everyday situations.

Learning outcomes	Assessment criteria	Additional information
 Be able to solve problems involving algebra. 	 1.1 Explain how words and symbols in expressions and formulae are used to represent variable quantities (numbers), not things. 	N1/L2.4 N1/L2.5
	1.2 Explain the order in which elements of an algebraic expression must be worked out (e.g. contents of brackets should be worked out first).	
	1.3 Evaluate expressions and make substitutions in given formulae in words and symbols to produce results.	
2. Be able to work with ratios.	2.1 Calculate ratio, <i>for example 3:2</i>.2.2 Calculate direct proportion.	N1/L2.3
Level 2: Using and Communicating Data

Unit code	M/505/4879
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Numeracy and fully referenced to the Adult Numeracy Core Curriculum.
Aim	In this unit, learners will learn how to understand mathematical information and present results for use in everyday situations.

This unit has 4 learning outcomes

Learning outcomes	Assessment criteria	Additional information
1. Be able to extract and use mathematical information.	1.1 Extract discrete data from lists, tables, diagrams, charts and line graphs.	HD1/L2.1
	 Extract continuous data from lists, tables, diagrams, charts and line graphs. 	
	 Interpret and use continuous and discrete data from lists, tables, diagrams, charts and line graphs. 	
2. Be able to collect and organise data.	2.1 Collect discrete data in tests and from observations.	HD1/L2.2
	2.2 Collect continuous data in tests and from observations.	
	2.3 Identify appropriate methods for collecting discrete and continuous data.	
	2.4 Organise discrete data.	
	2.5 Organise continuous data.	



Learning outcomes	Assessment criteria	Additional information
3. Be able to compare data.	3.1 Find the mean, median and the mode.	HD1/L2.3
	3.2 Use the mean, median and the mode as appropriate to compare data.	HD1/L2.4
	3.3 Find the range in sets of data.	
	3.4 Use the range to describe the spread within sets of data.	
	3.5 Explain how high or low values can distort a data set.	
4. Be able to present results.	4.1 Use whole numbers, decimals and fractions and percentages to present results.	HD1/L2.2
	4.2 Represent discrete and continuous data in tables, charts, diagrams and line graphs.	
	4.3 Draw conclusions from tables, charts, diagrams and line graphs.	
	4.4 Select and use appropriate methods and forms to present and explain outcomes.	

Level 2: Using Probability

Unit code	H/505/4880
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Numeracy and fully referenced to the Adult Numeracy Core Curriculum.
Aim	In this unit, learners will learn how to understand and use probability for use in everyday situations.

This unit has 2 learning outcomes

Learning outcomes	Assessment criteria	Additional information
1. Know about probability.	 1.1 Explain the difference between 'independent' and 'combined' events in the context of probability. 1.2 Identify the range of passible 	HD2/L2.1
	outcomes of combined events.	
2. Be able to calculate and express probability.	2.1 Calculate probability for independent and combined events.	HD2/L2.1
	2.2 Record the range of possible outcomes of combined events in tree diagrams or in tables.	



Level 2: Using Size, Shape and Space

Unit code	K/505/4881
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Numeracy and fully referenced to the Adult Numeracy Core Curriculum.
Aim	In this unit, learners will learn about size, shape and related common measures for use in everyday situations.

This unit has 4 learning outcomes

Learning outcomes	Assessment criteria	Additional information
1. Be able to measure length.	1.1 Estimate measure and compare	MSS1/L2.3
	metric and imperial units.	MSS1/L2.4
	1.2 Calculate length and distance,	MSS1/L2.5
	using units within the same system.	MSS1/L2.6
	1.3 Read scales to different levels of accuracy including reading between marked divisions.	
	 1.4 Calculate length and distance between systems, using conversion tables and scales and approximate conversion factors, <i>for example 1in =2.54 cm.</i> 	
2. Be able to measure weight.	2.1 Estimate, measure and compare weight using metric and imperial units	MSS1/L2.3 MSS1/L2.4
	2.2 Calculate weight with units	MSS1/L2.5
	within the same system.	MSS1/L2.6
	2.3 Read scales to different levels of accuracy including reading between marked divisions.	



Learning outcomes	Assessment criteria		Additional information
	2.4	Calculate weight between systems using conversion tables and scales and approximate conversion factors, for example 1kg= 2.2lbs and ounces to grams.	
3. Be able to measure capacity.	3.1	Estimate, measure and	MSS1/L2.3
		and imperial units.	MSS1/L2.4
	3.2	Calculate capacity with units	MSS1/L2.5
		within the same system.	MSS1/L2.6
	3.3	Read scales to different levels of accuracy including reading	
		between marked divisions.	
	3.4	Calculate capacity between systems using conversion	
		tables and scales and	
		approximate conversion factors, for example 1pint = 568ml.	
4. Be able to work with shape,	4.1	Recognise and name a range of	MSS1/L2.7
positional vocabulary and space.		shapes, for example in maps	MSS1/L2.8
		and plans.	MSS1/L2.9
	4.2	Solve problems involving mathematical properties, 2-D shapes and parallel lines.	MSS1/L2.10
			MSS2/L2.1
	4.3	Draw 2-D shapes in different	MSS2/L2.2
		orientations using grids, for example reflect and rotate.	MSS2/L2.3
	4.4	Apply appropriate formulae for finding perimeters and areas of regular shapes, <i>for example</i> <i>rectangular and circular</i> <i>surfaces.</i>	



Learning outcomes	Assessment criteria	Additional information
	4.5 Apply appropriate formulae for finding areas of composite shape.	
	4.6 Apply appropriate common formulae for finding volumes of regular shapes, <i>for example cuboid or cylinder.</i>	
	4.7 Work out dimensions from scale drawings, <i>for example 1:2.</i>	
	4.8 Follow directions using a range of positional vocabulary.	



9.2 Appendix 2- Additional support

Adult Numeracy core curriculum

including glossary of terms (pdf version)

http://rwp.excellencegateway.org.uk/resource/Adult+numeracy+core+curriculum/pdf/

Adult Numeracy core curriculum

Online version with 2007 revisions and additional guidance for planning, teaching and learning

http://www.excellencegateway.org.uk/node/1514

Numeracy progression overview

http://repository.excellencegateway.org.uk/fedora/objects/import-pdf:9468/datastreams/PDF/content

Other useful links

Websites Excellence Gateway http://www.excellencegateway.org.uk/page.aspx?o=sfl-cc-skills

Embedded learning portal http://rwp.gia.oxi.net/embeddedlearning/index.cfm

Teaching and learning programme resources http://tlp.excellencegateway.org.uk/teachingandlearning/downloads/index_lsis.html

The Network for workplace language, literacy and numeracy http://www.thenetwork.co.uk/

9.3 Appendix 2 – Barred unit tables

Gateway Qualifications Entry Level Certificate In Mathematics (Entry 1)

These Units		Are Barred Against These Units	
Unit Number	Unit Title	Unit Number	Unit Title
Y/505/4861	Addition, Subtraction and Multiplication	A/505/4853	Adding and Subtracting
K/505/4864	Making Calculations	A/505/4853	Adding and Subtracting
K/505/4864	Making Calculations	Y/505/4861	Addition, Subtraction and Multiplication
Y/505/4858	Money, Time and Temperature	F/505/4854	Money and Time
D/505/4862	Money, Time and Temperature	F/505/4854	Money and Time
D/505/4862	Money, Time and Temperature	Y/505/4858	Money, Time and Temperature
R/505/4860	Using and Communicating Data	L/505/4856	Using and Communicating Data
H/505/4863	Using and Communicating Data	L/505/4856	Using and Communicating Data
H/505/4863	Using and Communicating Data	R/505/4860	Using and Communicating Data
M/505/4865	Using Size, Shape and Measures	D/505/4859	Using Size, Shape and Measure
D/505/4859	Using Size, Shape and Measure	J/505/4855	Using Size, Shape and Space
M/505/4865	Using Size, Shape and Measures	J/505/4855	Using Size, Shape and Space
R/505/4857	Using Whole Numbers and Fractions	T/505/4852	Using Whole Numbers
T/505/4866	Using Whole Numbers, Decimals, Fractions and Percentages	T/505/4852	Using Whole Numbers

These Units		Are Barred Against These Units	
T/505/4866	Using Whole Numbers, Decimals, Fractions and Percentages	R/505/4857	Using Whole Numbers and Fractions

Gateway Qualifications Entry Level Certificate In Mathematics (Entry 2)

These Units		Are Barred Against These Units	
Unit Number	Unit Title	Unit Number	Unit Title
K/505/4864	Making Calculations	A/505/4853	Adding and Subtracting
K/505/4864	Making Calculations	Y/505/4861	Addition, Subtraction and Multiplication
D/505/4862	Money, Time and Temperature	F/505/4854	Money and Time
D/505/4862	Money, Time and Temperature	Y/505/4858	Money, Time and Temperature
H/505/4863	Using and Communicating Data	L/505/4856	Using and Communicating Data
H/505/4863	Using and Communicating Data	R/505/4860	Using and Communicating Data
M/505/4865	Using Size, Shape and Measures	D/505/4859	Using Size, Shape and Measure
M/505/4865	Using Size, Shape and Measures	J/505/4855	Using Size, Shape and Space
T/505/4866	Using Whole Numbers, Decimals, Fractions and Percentages	T/505/4852	Using Whole Numbers
T/505/4866	Using Whole Numbers, Decimals, Fractions and Percentages	R/505/4857	Using Whole Numbers and Fractions
F/505/4868	Making Calculations	A/505/4853	Adding and Subtracting
Y/505/4861	Addition, Subtraction and Multiplication	A/505/4853	Adding and Subtracting
F/505/4868	Making Calculations	Y/505/4861	Addition, Subtraction and Multiplication
F/505/4868	Making Calculations	K/505/4864	Making Calculations
M/505/4882	Money, Time and Temperature	F/505/4854	Money and Time

These Units		Are Barred Against These Units	
Unit Number	Unit Title	Unit Number	Unit Title
M/505/4882	Money, Time and Temperature	D/505/4862	Money, Time and Temperature
Y/505/4858	Money, Time and Temperature	F/505/4854	Money and Time
M/505/4882	Money, Time and Temperature	Y/505/4858	Money, Time and Temperature
J/505/4872	Using and Communicating Data	H/505/4863	Using and Communicating Data
J/505/4872	Using and Communicating Data	L/505/4856	Using and Communicating Data
R/505/4860	Using and Communicating Data	L/505/4856	Using and Communicating Data
J/505/4872	Using and Communicating Data	R/505/4860	Using and Communicating Data
D/505/4859	Using Size, Shape and Measure	J/505/4855	Using Size, Shape and Space
L/505/4890	Using Size, Shape and Space	D/505/4859	Using Size, Shape and Measure
L/505/4890	Using Size, Shape and Space	M/505/4865	Using Size, Shape and Measures
L/505/4890	Using Size, Shape and Space	J/505/4855	Using Size, Shape and Space
A/505/4867	Numbers, Decimals, Fractions and Percentages	T/505/4852	Using Whole Numbers
R/505/4857	Using Whole Numbers and Fractions	T/505/4852	Using Whole Numbers
A/505/4867	Numbers, Decimals, Fractions and Percentages	R/505/4857	Using Whole Numbers and Fractions
A/505/4867	Numbers, Decimals, Fractions and Percentages	T/505/4866	Using Whole Numbers, Decimals, Fractions and Percentages

Gateway Qualifications Entry Level Certificate In Mathematics (Entry 3)

These Units		Are Barred Against These Units	
Unit Number	Unit Title	Unit Number	Unit Title
Y/505/4861	Addition, Subtraction and Multiplication	A/505/4853	Adding and Subtracting
Y/505/4858	Money, Time and Temperature	F/505/4854	Money and Time
R/505/4860	Using and Communicating Data	L/505/4856	Using and Communicating Data
D/505/4859	Using Size, Shape and Measure	J/505/4855	Using Size, Shape and Space
R/505/4857	Using Whole Numbers and Fractions	T/505/4852	Using Whole Numbers
F/505/4868	Making Calculations	A/505/4853	Adding and Subtracting
F/505/4868	Making Calculations	Y/505/4861	Addition, Subtraction and Multiplication
F/505/4868	Making Calculations	K/505/4864	Making Calculations
M/505/4882	Money, Time and Temperature	F/505/4854	Money and Time
M/505/4882	Money, Time and Temperature	D/505/4862	Money, Time and Temperature
M/505/4882	Money, Time and Temperature	Y/505/4858	Money, Time and Temperature
J/505/4872	Using and Communicating Data	H/505/4863	Using and Communicating Data
J/505/4872	Using and Communicating Data	L/505/4856	Using and Communicating Data
J/505/4872	Using and Communicating Data	R/505/4860	Using and Communicating Data
L/505/4890	Using Size, Shape and Space	D/505/4859	Using Size, Shape and Measure
L/505/4890	Using Size, Shape and Space	M/505/4865	Using Size, Shape and Measures

These Units		Are Barred Against These Units	
Unit Number	Unit Title	Unit Number	Unit Title
L/505/4890	Using Size, Shape and Space	J/505/4855	Using Size, Shape and Space
A/505/4867	Numbers, Decimals, Fractions and Percentages	T/505/4852	Using Whole Numbers
A/505/4867	Numbers, Decimals, Fractions and Percentages	R/505/4857	Using Whole Numbers and Fractions
A/505/4867	Numbers, Decimals, Fractions and Percentages	T/505/4866	Using Whole Numbers, Decimals, Fractions and Percentages
Y/505/4875	Making Calculations	A/505/4853	Adding and Subtracting
Y/505/4875	Making Calculations	Y/505/4861	Addition, Subtraction and Multiplication
Y/505/4875	Making Calculations	F/505/4868	Making Calculations
K/505/4864	Making Calculations	A/505/4853	Adding and Subtracting
K/505/4864	Making Calculations	Y/505/4861	Addition, Subtraction and Multiplication
Y/505/4875	Making Calculations	K/505/4864	Making Calculations
D/505/4876	Money, Time and Temperature	F/505/4854	Money and Time
D/505/4862	Money, Time and Temperature	F/505/4854	Money and Time
D/505/4862	Money, Time and Temperature	Y/505/4858	Money, Time and Temperature
D/505/4876	Money, Time and Temperature	D/505/4862	Money, Time and Temperature
D/505/4876	Money, Time and Temperature	M/505/4882	Money, Time and Temperature
D/505/4876	Money, Time and Temperature	Y/505/4858	Money, Time and Temperature
H/505/4877	Numbers, Decimals, Fractions and Percentages	A/505/4867	Numbers, Decimals, Fractions and Percentages

These Units		Are Barred Against These Units	
Unit Number	Unit Title	Unit Number	Unit Title
K/505/4878	Numerical Relationships, Algebra and Ratio	J/505/4869	Numerical Relationships, Algebra and Ratios
H/505/4863	Using and Communicating Data	L/505/4856	Using and Communicating Data
H/505/4863	Using and Communicating Data	R/505/4860	Using and Communicating Data
M/505/4879	Using and Communicating Data	H/505/4863	Using and Communicating Data
M/505/4879	Using and Communicating Data	J/505/4872	Using and Communicating Data
M/505/4879	Using and Communicating Data	L/505/4856	Using and Communicating Data
M/505/4879	Using and Communicating Data	R/505/4860	Using and Communicating Data
H/505/4880	Using Probability	A/505/4870	Using Probability
K/505/4881	Using Size, Shape and Space	D/505/4859	Using Size, Shape and Measure
M/505/4865	Using Size, Shape and Measures	D/505/4859	Using Size, Shape and Measure
K/505/4881	Using Size, Shape and Space	M/505/4865	Using Size, Shape and Measures
K/505/4881	Using Size, Shape and Space	L/505/4890	Using Size, Shape and Space
H/505/4877	Numbers, Decimals, Fractions and Percentages	T/505/4852	Using Whole Numbers
H/505/4877	Numbers, Decimals, Fractions and Percentages	R/505/4857	Using Whole Numbers and Fractions
T/505/4866	Using Whole Numbers, Decimals, Fractions and Percentages	T/505/4852	Using Whole Numbers
T/505/4866	Using Whole Numbers, Decimals, Fractions and Percentages	R/505/4857	Using Whole Numbers and Fractions

These Units		Are Barred Against These Units	
Unit Number	Unit Title	Unit Number	Unit Title
H/505/4877	Numbers, Decimals, Fractions and Percentages	T/505/4866	Using Whole Numbers, Decimals, Fractions and Percentages

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These Units		Are Barred Against These Units	
Unit Number	Unit Title	Unit Number	Unit Title
K/505/4864	Making Calculations	Y/505/4861	Addition, Subtraction and Multiplication
D/505/4862	Money, Time and Temperature	Y/505/4858	Money, Time and Temperature
H/505/4863	Using and Communicating Data	R/505/4860	Using and Communicating Data
M/505/4865	Using Size, Shape and Measures	D/505/4859	Using Size, Shape and Measure
T/505/4866	Using Whole Numbers, Decimals, Fractions and Percentages	R/505/4857	Using Whole Numbers and Fractions
Y/505/4875	Making Calculations	Y/505/4861	Addition, Subtraction and Multiplication
Y/505/4875	Making Calculations	F/505/4868	Making Calculations
Y/505/4875	Making Calculations	K/505/4864	Making Calculations
D/505/4876	Money, Time and Temperature	D/505/4862	Money, Time and Temperature
D/505/4876	Money, Time and Temperature	M/505/4882	Money, Time and Temperature
D/505/4876	Money, Time and Temperature	Y/505/4858	Money, Time and Temperature
H/505/4877	Numbers, Decimals, Fractions and Percentages	A/505/4867	Numbers, Decimals, Fractions and Percentages
K/505/4878	Numerical Relationships, Algebra and Ratio	J/505/4869	Numerical Relationships, Algebra and Ratios
M/505/4879	Using and Communicating Data	H/505/4863	Using and Communicating Data
M/505/4879	Using and Communicating Data	J/505/4872	Using and Communicating Data
M/505/4879	Using and Communicating Data	R/505/4860	Using and Communicating Data

These Units		Are Barred Against These Units	
Unit Number	Unit Title	Unit Number	Unit Title
H/505/4880	Using Probability	A/505/4870	Using Probability
K/505/4881	Using Size, Shape and Space	D/505/4859	Using Size, Shape and Measure
K/505/4881	Using Size, Shape and Space	M/505/4865	Using Size, Shape and Measures
K/505/4881	Using Size, Shape and Space	L/505/4890	Using Size, Shape and Space
H/505/4877	Numbers, Decimals, Fractions and Percentages	R/505/4857	Using Whole Numbers and Fractions
H/505/4877	Numbers, Decimals, Fractions and Percentages	T/505/4866	Using Whole Numbers, Decimals, Fractions and Percentages
F/505/4868	Making Calculations	Y/505/4861	Addition, Subtraction and Multiplication
F/505/4868	Making Calculations	K/505/4864	Making Calculations
M/505/4882	Money, Time and Temperature	Y/505/4858	Money, Time and Temperature
M/505/4882	Money, Time and Temperature	D/505/4862	Money, Time and Temperature
A/505/4867	Numbers, Decimals, Fractions and Percentages	R/505/4857	Using Whole Numbers and Fractions
A/505/4867	Numbers, Decimals, Fractions and Percentages	T/505/4866	Using Whole Numbers, Decimals, Fractions and Percentages
J/505/4872	Using and Communicating Data	R/505/4860	Using and Communicating Data
J/505/4872	Using and Communicating Data	H/505/4863	Using and Communicating Data
L/505/4890	Using Size, Shape and Space	D/505/4859	Using Size, Shape and Measure
L/505/4890	Using Size, Shape and Space	M/505/4865	Using Size, Shape and Measures

Gateway Qualifications Level 2 Certificate in Mathematics

These Units		Are Barred Against These Units	
Unit Number	Unit Title	Unit Number	Unit Title
F/505/4868	Making Calculations	K/505/4864	Making Calculations
M/505/4882	Money, Time and Temperature	D/505/4862	Money, Time and Temperature
J/505/4872	Using and Communicating Data	H/505/4863	Using and Communicating Data
L/505/4890	Using Size, Shape and Space	M/505/4865	Using Size, Shape and Measures
A/505/4867	Numbers, Decimals, Fractions and Percentages	T/505/4866	Using Whole Numbers, Decimals, Fractions and Percentages
Y/505/4875	Making Calculations	K/505/4864	Making Calculations
Y/505/4875	Making Calculations	F/505/4868	Making Calculations
D/505/4876	Money, Time and Temperature	D/505/4862	Money, Time and Temperature
D/505/4876	Money, Time and Temperature	M/505/4882	Money, Time and Temperature
H/505/4877	Numbers, Decimals, Fractions and Percentages	T/505/4866	Using Whole Numbers, Decimals, Fractions and Percentages
H/505/4877	Numbers, Decimals, Fractions and Percentages	A/505/4867	Numbers, Decimals, Fractions and Percentages
K/505/4878	Numerical Relationships, Algebra and Ratio	J/505/4869	Numerical Relationships, Algebra and Ratios
M/505/4879	Using and Communicating Data	H/505/4863	Using and Communicating Data
M/505/4879	Using and Communicating Data	J/505/4872	Using and Communicating Data
H/505/4880	Using Probability	A/505/4870	Using Probability
K/505/4881	Using Size, Shape and Space	M/505/4865	Using Size, Shape and Measures

These Units		Are Barred Against These Units	
Unit Number	Unit Title	Unit Number	Unit Title
K/505/4881	Using Size, Shape and Space	L/505/4890	Using Size, Shape and Space





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