

# QUALIFICATION SPECIFICATION



# Personal Wellbeing (Level 1 – Level 2)

- Access to HE
- Apprenticeships
- Digital
- Employability & Enterprise
- English & Maths
- ESOL
- Personal & Social Development**
- Professional Development
- Vocational



This qualification specification covers the following qualification(s):

Qualification Number	Qualification Title
601/0029/1	Gateway Qualifications Level 1 Award In Personal Wellbeing
601/0028/X	Gateway Qualifications Level 1 Certificate In Personal Wellbeing
600/9921/5	Gateway Qualifications Level 2 Award In Personal Wellbeing
600/9922/7	Gateway Qualifications Level 2 Certificate In Personal Wellbeing

Version and date	Change detail	Section/Page Reference
1.0 (Jan 2020)	n/a	n/a
1.1 (June 2020)	Front, back covers and RPL statement updated.	n/a
1.2 (October 2021)	Guidance for Pre 16 age range.	Page10
1.3 (Jan 2023)	Funding section updated, address removed and back cover changed	Page 6 & 24

## 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 this qualification you must be a Gateway Qualifications recognised centre.

If your centre is not yet recognised, please contact our Development Team to discuss becoming a Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: [enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)

Website: [www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/](http://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/)

## Contents

<b>About this qualification specification .....</b>	<b>3</b>
<b>1. Qualification Information.....</b>	<b>6</b>
1.1 About the qualification/s.....	6
1.2 Objective.....	6
1.3 Funding.....	6
1.4 Geographical coverage.....	7
1.5 Progression opportunities .....	7
1.6 Equality, diversity and inclusion.....	7
<b>2. Learner Entry Requirements.....</b>	<b>8</b>
2.1 Key information .....	8
2.2 Access to qualifications for learners with disabilities or specific needs .....	8
2.3 Recruiting learners with integrity.....	9
<b>3. Qualification Details.....</b>	<b>10</b>
3.1 Achievement methodology.....	10
3.2 Qualification Size .....	10
3.3 Qualification structure .....	11
Gateway Qualifications Level 1 Award In Personal Wellbeing .....	11
Gateway Qualifications Level 1 Certificate In Personal Wellbeing .....	13
Gateway Qualifications Level 2 Award In Personal Wellbeing .....	15
Gateway Qualifications Level 2 Certificate In Personal Wellbeing .....	17
3.4 Recognition of prior learning.....	19
3.5 Links to other qualifications.....	19
3.6 Relationship with other frameworks .....	19
<b>4. Assessment.....</b>	<b>20</b>
4.1 Method of assessment.....	20
4.2 Assessment materials.....	20
4.3 Assessment language.....	20
4.4 Access Arrangements, Reasonable Adjustments and Special Considerations .....	20
<b>5. Centre Recognition and Qualification Approval .....</b>	<b>22</b>
5.1 Centre Recognition .....	22
5.2 Qualification-specific centre requirements .....	22
5.3 Qualification-specific tutor/assessor requirements .....	22
<b>6. Quality Assurance.....</b>	<b>23</b>
6.1 Qualification specific quality assurance requirements .....	23

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6.2	Malpractice.....	23
<b>7.</b>	<b>What to do next .....</b>	<b>24</b>
<b>8.</b>	<b>Gateway Qualifications.....</b>	<b>24</b>
<b>9.</b>	<b>Appendices.....</b>	<b>25</b>
	Appendix 1 Mapping to PLTS Framework & the Every Child Matters Outcomes .....	25

## 1. Qualification Information

### 1.1 About the qualification/s

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

The qualifications in Personal Wellbeing offered by Gateway Qualifications form part of a suite of Personal Social Health Economic education qualifications which support a broad and balanced curriculum by enabling the development of a coherent learning programme of personal, social, health and economic wellbeing.

The qualifications relate specifically to the national programme of study in “Personal Wellbeing” as part of the PSHEe curriculum at Key Stage 4 and have been structured to ensure that learning is evidenced across the five key concepts: Personal identities; Healthy Lifestyles; Relationships; Risk; Diversity, set out in the published programme of study.

The qualifications will therefore set into context personal development learning undertaken by learners at Key Stage 4 and post 16 directly supporting the Every Child Matters outcomes as well as providing opportunities to develop wider skills including personal learning and thinking skills that can be applied in further learning and/or employment (see Appendix 1).

The qualifications have been structured to allow for the development of personalised learning programmes through a choice of units grouped into the five key subject group thus maintaining a broad learning experience across a programme of study.

The qualifications aim to increase learners’ knowledge of the society in which they live and will work, providing them with the knowledge and skills to make balanced and increasingly independent transitions both now and in later life.

The qualifications will develop knowledge of personal and social development including personal relationships, values and beliefs, equality and diversity in society, mental and physical wellbeing, as well as the concept of risk and ways to managed and reduce risk, thus enabling learners to make positive and informed choices in their lives.

The units have been written in conjunction with teachers and trainers in the 14-19 sector with current PSHEe teaching experience.

### 1.2 Objective

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The Gateway Qualifications suite of Personal Wellbeing qualifications are categorised as having the following objective:

**Giving Learners personal growth and engagement in learning.**

### 1.3 Funding

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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

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

## 1.5 Progression opportunities

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The Gateway Qualifications suite of qualifications in Personal Wellbeing offers internal progression from Level 1 to Level 2. Personal wellbeing provides a foundation for further/extended study in subjects such as linking equality and diversity to citizenship, history and religious education; sex and relationships, drugs and substance misuse with science as well as providing opportunities to embed functional skills development by applying English and ICT into real-life situations.

There also opportunities to embed or progress onto the suite of Gateway Qualifications suite of Personal Learning and Thinking Skills qualifications.

## 1.6 Equality, diversity and inclusion

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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											
<b>Age</b>	<p>The approved age range for these qualifications is:</p> <table border="1"> <thead> <tr> <th>Qualification Title in full</th> <th>Age range</th> </tr> </thead> <tbody> <tr> <td>Gateway Qualifications Level 1 Award In Personal Wellbeing</td> <td>Pre-16, 16-18, 19+</td> </tr> <tr> <td>Gateway Qualifications Level 1 Certificate In Personal Wellbeing</td> <td>Pre-16, 16-18, 19+</td> </tr> <tr> <td>Gateway Qualifications Level 2 Award In Personal Wellbeing</td> <td>Pre-16, 16-18, 19+</td> </tr> <tr> <td>Gateway Qualifications Level 2 Certificate In Personal Wellbeing</td> <td>Pre-16, 16-18, 19+</td> </tr> </tbody> </table> <p><b>Whilst some of our qualifications are regulated for pre 16 learners our minimum age is 14.</b></p>	Qualification Title in full	Age range	Gateway Qualifications Level 1 Award In Personal Wellbeing	Pre-16, 16-18, 19+	Gateway Qualifications Level 1 Certificate In Personal Wellbeing	Pre-16, 16-18, 19+	Gateway Qualifications Level 2 Award In Personal Wellbeing	Pre-16, 16-18, 19+	Gateway Qualifications Level 2 Certificate In Personal Wellbeing	Pre-16, 16-18, 19+
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Gateway Qualifications Level 2 Award In Personal Wellbeing	Pre-16, 16-18, 19+										
Gateway Qualifications Level 2 Certificate In Personal Wellbeing	Pre-16, 16-18, 19+										
<b>Prior qualifications or units</b>	There is no requirement for learners to have achieved prior qualifications.										
<b>Prior skills/knowledge/ understanding</b>	There is no requirement for learners to have prior skills, knowledge or understanding.										
<b>Restrictions</b>	There are no restrictions to entry.										
<b>Additional requirements/guidance</b>	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 [Section 4.11 Access Arrangement, Reasonable Adjustments and Special Considerations](#) for further details

## 2.3 Recruiting learners with integrity

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Centres must recruit learners with integrity. They must ensure that learners have the correct information and advice on their selected qualification and that the qualification will meet their needs.

Centres must assess each potential learner and make justifiable and professional judgements about their 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.

## 3. Qualification Details

### 3.1 Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified 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	Total Qualification Time	Guided Learning	Credit Value
Gateway Qualifications Level 1 Award In Personal Wellbeing	60	52	6
Gateway Qualifications Level 1 Certificate In Personal Wellbeing	130	112	13
Gateway Qualifications Level 2 Award In Personal Wellbeing	60	48	6
Gateway Qualifications Level 2 Certificate In Personal Wellbeing	130	104	13

**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

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.

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 Level 1 Award In Personal Wellbeing

To achieve the Gateway Qualifications Level 1 Award In Personal Wellbeing, learners must achieve 6 credits with a minimum of 4 credits at Level 1. A minimum of 1 credit must be achieved from each of the key subject groups: Diversity (A), Healthy Lifestyles (B), Personal Identities (C), Relationships (D) and Risk (E). Remaining credits can be taken from any part of the qualification. Units with the same titles at different levels are barred.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
L/503/0962	Beliefs and Values	1	1	9	14.1	Diversity (A)
K/505/2662	Valuing Equality and Diversity	1	2	16	14.1	Diversity (A)
R/503/0963	Beliefs and Values	2	1	8	14.1	Diversity (A)
L/503/1013	Valuing Equality and Diversity	2	2	16	14.1	Diversity (A)
A/503/0973	Healthy Lifestyles	1	2	18	14.1	Healthy Lifestyles (B)
H/503/0997	Understanding Eating Disorders	1	1	9	14.1	Healthy Lifestyles (B)
T/503/0969	Drugs and Substance Misuse	1	1	9	14.1	Healthy Lifestyles (B)
Y/503/0995	Understanding Body Image	1	1	9	14.1	Healthy Lifestyles (B)
A/503/0990	Sex and Relationships	1	2	18	14.1	Healthy Lifestyles (B)
J/503/1012	Understanding Stress	1	1	9	1.3	Healthy Lifestyles (B)
M/503/0999	Understanding Eating Disorders	2	1	8	14.1	Healthy Lifestyles (B)
F/503/0974	Healthy Lifestyles	2	2	16	14.1	Healthy Lifestyles (B)
K/503/0970	Drugs and Substance Misuse	2	1	8	14.1	Healthy Lifestyles (B)
D/503/0996	Understanding Body Image	2	1	8	14.1	Healthy Lifestyles (B)
F/503/0991	Sex and Relationships	2	2	16	14.1	Healthy Lifestyles (B)

R/503/1546	Understanding Stress	2	1	8	1.3	Healthy Lifestyles (B)
Y/503/0964	Developing Assertiveness	1	1	9	14.1	Personal Identifies (C)
K/503/0967	Developing Confidence and Self-Esteem	1	1	9	14.1	Personal Identifies (C)
H/503/0983	Personal Identity and Self-Esteem	1	1	9	14.1	Personal Identifies (C)
Y/503/0978	Interpersonal Communication Skills	1	1	9	14.1	Personal Identifies (C)
K/503/1004	Understanding Motivation	1	1	9	14.1	Personal Identifies (C)
M/503/0971	Enrichment Activity – Personal Wellbeing	1	1	9	14.1	Personal Identifies (C)
H/503/0966	Developing Assertiveness	2	1	8	14.1	Personal Identifies (C)
M/503/0968	Developing Confidence and Self-Esteem	2	1	8	14.1	Personal Identifies (C)
K/503/0984	Personal Identity and Self-Esteem	2	1	8	14.1	Personal Identifies (C)
D/503/0979	Interpersonal Communication Skills	2	1	8	14.1	Personal Identifies (C)
M/503/1005	Understanding Motivation	2	1	8	14.1	Personal Identifies (C)
T/503/0972	Enrichment Activity – Personal Wellbeing	2	1	8	14.1	Personal Identifies (C)
R/503/1000	Understanding Feelings and Emotions	1	1	9	14.1	Relationships (D)
A/503/1007	Understanding Relationships	1	2	18	14.1	Relationships (D)
J/503/0975	Individual Rights and Responsibilities in Society	1	1	9	14.1	Relationships (D)
J/503/0992	Teamwork Skills	1	2	18	14.1	Relationships (D)
H/505/2658	Recognising and Dealing with Bullying	1	2	18	14.1	Relationships (D)
M/505/0802	Recognising and Dealing with Bullying	2	2	16	14.1	Relationships (D)
J/503/1009	Understanding Relationships	2	2	16	14.1	Relationships (D)
H/503/1003	Understanding Feelings and Emotions	2	1	8	14.1	Relationships (D)
L/503/0976	Individual Rights and Responsibilities in Society	2	1	8	14.1	Relationships (D)
L/503/0993	Teamwork Skills	2	2	16	14.1	Relationships (D)
A/503/1010	Understanding Risk	1	1	9	14.1	Risk (E)
Y/503/0981	Making Decisions	1	1	9	14.1	Risk (E)
D/503/0982	Making Decisions	2	1	8	14.1	Risk (E)

F/503/1011	Understanding Risk	2	1	8	14.1	Risk (E)
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## Gateway Qualifications Level 1 Certificate In Personal Wellbeing

To achieve the Gateway Qualifications Level 1 Certificate In Personal Wellbeing, learners must achieve 13 credits with a minimum of 8 credits at Level 1. A minimum of 1 credit must be achieved from each of the key subject groups: Diversity (A), Healthy Lifestyles (B), Personal Identities (C), Relationships (D) and Risk (E). Remaining credits can be taken from any part of the qualification. Units with the same titles at different levels are barred.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
L/503/0962	Beliefs and Values	1	1	9	14.1	Diversity (A)
K/505/2662	Valuing Equality and Diversity	1	2	16	14.1	Diversity (A)
R/503/0963	Beliefs and Values	2	1	8	14.1	Diversity (A)
L/503/1013	Valuing Equality and Diversity	2	2	16	14.1	Diversity (A)
A/503/0973	Healthy Lifestyles	1	2	18	14.1	Healthy Lifestyles (B)
H/503/0997	Understanding Eating Disorders	1	1	9	14.1	Healthy Lifestyles (B)
T/503/0969	Drugs and Substance Misuse	1	1	9	14.1	Healthy Lifestyles (B)
Y/503/0995	Understanding Body Image	1	1	9	14.1	Healthy Lifestyles (B)
A/503/0990	Sex and Relationships	1	2	18	14.1	Healthy Lifestyles (B)
J/503/1012	Understanding Stress	1	1	9	1.3	Healthy Lifestyles (B)
M/503/0999	Understanding Eating Disorders	2	1	8	14.1	Healthy Lifestyles (B)
F/503/0974	Healthy Lifestyles	2	2	16	14.1	Healthy Lifestyles (B)
K/503/0970	Drugs and Substance Misuse	2	1	8	14.1	Healthy Lifestyles (B)
D/503/0996	Understanding Body Image	2	1	8	14.1	Healthy Lifestyles (B)
F/503/0991	Sex and Relationships	2	2	16	14.1	Healthy Lifestyles (B)
R/503/1546	Understanding Stress	2	1	8	1.3	Healthy Lifestyles (B)
Y/503/0964	Developing Assertiveness	1	1	9	14.1	Personal Identities (C)
K/503/0967	Developing Confidence and Self-Esteem	1	1	9	14.1	Personal Identities (C)
H/503/0983	Personal Identity and Self-Esteem	1	1	9	14.1	Personal Identities (C)

Y/503/0978	Interpersonal Communication Skills	1	1	9	14.1	Personal Identifies (C)
K/503/1004	Understanding Motivation	1	1	9	14.1	Personal Identifies (C)
M/503/0971	Enrichment Activity – Personal Wellbeing	1	1	9	14.1	Personal Identifies (C)
H/503/0966	Developing Assertiveness	2	1	8	14.1	Personal Identifies (C)
M/503/0968	Developing Confidence and Self-Esteem	2	1	8	14.1	Personal Identifies (C)
K/503/0984	Personal Identity and Self-Esteem	2	1	8	14.1	Personal Identifies (C)
D/503/0979	Interpersonal Communication Skills	2	1	8	14.1	Personal Identifies (C)
M/503/1005	Understanding Motivation	2	1	8	14.1	Personal Identifies (C)
T/503/0972	Enrichment Activity – Personal Wellbeing	2	1	8	14.1	Personal Identifies (C)
R/503/1000	Understanding Feelings and Emotions	1	1	9	14.1	Relationships (D)
A/503/1007	Understanding Relationships	1	2	18	14.1	Relationships (D)
J/503/0975	Individual Rights and Responsibilities in Society	1	1	9	14.1	Relationships (D)
J/503/0992	Teamwork Skills	1	2	18	14.1	Relationships (D)
H/505/2658	Recognising and Dealing with Bullying	1	2	18	14.1	Relationships (D)
M/505/0802	Recognising and Dealing with Bullying	2	2	16	14.1	Relationships (D)
J/503/1009	Understanding Relationships	2	2	16	14.1	Relationships (D)
H/503/1003	Understanding Feelings and Emotions	2	1	8	14.1	Relationships (D)
L/503/0976	Individual Rights and Responsibilities in Society	2	1	8	14.1	Relationships (D)
L/503/0993	Teamwork Skills	2	2	16	14.1	Relationships (D)
A/503/1010	Understanding Risk	1	1	9	14.1	Risk (E)
Y/503/0981	Making Decisions	1	1	9	14.1	Risk (E)
D/503/0982	Making Decisions	2	1	8	14.1	Risk (E)
F/503/1011	Understanding Risk	2	1	8	14.1	Risk (E)



## Gateway Qualifications Level 2 Award In Personal Wellbeing

To achieve the Gateway Qualifications Level 2 Award In Personal Wellbeing, learners must achieve 6 credits with a minimum of 4 credits at Level 2. A minimum of 1 credit must be achieved from each of the key subject groups: Diversity (A), Healthy Lifestyles (B), Personal Identities (C), Relationships (D) and Risk (E). Remaining credits can be taken from any part of the qualification. Units with the same titles at different levels are barred.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
L/503/0962	Beliefs and Values	1	1	9	14.1	Diversity (A)
K/505/2662	Valuing Equality and Diversity	1	2	16	14.1	Diversity (A)
R/503/0963	Beliefs and Values	2	1	8	14.1	Diversity (A)
L/503/1013	Valuing Equality and Diversity	2	2	16	14.1	Diversity (A)
A/503/0973	Healthy Lifestyles	1	2	18	14.1	Healthy Lifestyles (B)
H/503/0997	Understanding Eating Disorders	1	1	9	14.1	Healthy Lifestyles (B)
T/503/0969	Drugs and Substance Misuse	1	1	9	14.1	Healthy Lifestyles (B)
Y/503/0995	Understanding Body Image	1	1	9	14.1	Healthy Lifestyles (B)
A/503/0990	Sex and Relationships	1	2	18	14.1	Healthy Lifestyles (B)
J/503/1012	Understanding Stress	1	1	9	1.3	Healthy Lifestyles (B)
M/503/0999	Understanding Eating Disorders	2	1	8	14.1	Healthy Lifestyles (B)
F/503/0974	Healthy Lifestyles	2	2	16	14.1	Healthy Lifestyles (B)
K/503/0970	Drugs and Substance Misuse	2	1	8	14.1	Healthy Lifestyles (B)
D/503/0996	Understanding Body Image	2	1	8	14.1	Healthy Lifestyles (B)
F/503/0991	Sex and Relationships	2	2	16	14.1	Healthy Lifestyles (B)
R/503/1546	Understanding Stress	2	1	8	1.3	Healthy Lifestyles (B)
Y/503/0964	Developing Assertiveness	1	1	9	14.1	Personal Identities (C)
K/503/0967	Developing Confidence and Self-Esteem	1	1	9	14.1	Personal Identities (C)
H/503/0983	Personal Identity and Self-Esteem	1	1	9	14.1	Personal Identities (C)
Y/503/0978	Interpersonal Communication Skills	1	1	9	14.1	Personal Identities (C)



K/503/1004	Understanding Motivation	1	1	9	14.1	Personal Identifies (C)
M/503/0971	Enrichment Activity – Personal Wellbeing	1	1	9	14.1	Personal Identifies (C)
H/503/0966	Developing Assertiveness	2	1	8	14.1	Personal Identifies (C)
M/503/0968	Developing Confidence and Self-Esteem	2	1	8	14.1	Personal Identifies (C)
K/503/0984	Personal Identity and Self-Esteem	2	1	8	14.1	Personal Identifies (C)
D/503/0979	Interpersonal Communication Skills	2	1	8	14.1	Personal Identifies (C)
M/503/1005	Understanding Motivation	2	1	8	14.1	Personal Identifies (C)
T/503/0972	Enrichment Activity – Personal Wellbeing	2	1	8	14.1	Personal Identifies (C)
R/503/1000	Understanding Feelings and Emotions	1	1	9	14.1	Relationships (D)
A/503/1007	Understanding Relationships	1	2	18	14.1	Relationships (D)
J/503/0975	Individual Rights and Responsibilities in Society	1	1	9	14.1	Relationships (D)
J/503/0992	Teamwork Skills	1	2	18	14.1	Relationships (D)
H/505/2658	Recognising and Dealing with Bullying	1	2	18	14.1	Relationships (D)
M/505/0802	Recognising and Dealing with Bullying	2	2	16	14.1	Relationships (D)
J/503/1009	Understanding Relationships	2	2	16	14.1	Relationships (D)
H/503/1003	Understanding Feelings and Emotions	2	1	8	14.1	Relationships (D)
L/503/0976	Individual Rights and Responsibilities in Society	2	1	8	14.1	Relationships (D)
L/503/0993	Teamwork Skills	2	2	16	14.1	Relationships (D)
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Y/503/0981	Making Decisions	1	1	9	14.1	Risk (E)
D/503/0982	Making Decisions	2	1	8	14.1	Risk (E)
F/503/1011	Understanding Risk	2	1	8	14.1	Risk (E)

## Gateway Qualifications Level 2 Certificate In Personal Wellbeing

To achieve the Gateway Qualifications Level 2 Certificate In Personal Wellbeing, learners must achieve 13 credits with a minimum of 8 credits at Level 2. A minimum of 1 credit must be achieved from each of the key subject groups: Diversity (A), Healthy Lifestyles (B), Personal Identities (C), Relationships (D) and Risk (E). Remaining credits can be taken from any part of the qualification. Units with the same titles at different levels are barred.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
L/503/0962	Beliefs and Values	1	1	9	14.1	Diversity (A)
K/505/2662	Valuing Equality and Diversity	1	2	16	14.1	Diversity (A)
R/503/0963	Beliefs and Values	2	1	8	14.1	Diversity (A)
L/503/1013	Valuing Equality and Diversity	2	2	16	14.1	Diversity (A)
A/503/0973	Healthy Lifestyles	1	2	18	14.1	Healthy Lifestyles (B)
H/503/0997	Understanding Eating Disorders	1	1	9	14.1	Healthy Lifestyles (B)
T/503/0969	Drugs and Substance Misuse	1	1	9	14.1	Healthy Lifestyles (B)
Y/503/0995	Understanding Body Image	1	1	9	14.1	Healthy Lifestyles (B)
A/503/0990	Sex and Relationships	1	2	18	14.1	Healthy Lifestyles (B)
J/503/1012	Understanding Stress	1	1	9	1.3	Healthy Lifestyles (B)
M/503/0999	Understanding Eating Disorders	2	1	8	14.1	Healthy Lifestyles (B)
F/503/0974	Healthy Lifestyles	2	2	16	14.1	Healthy Lifestyles (B)
K/503/0970	Drugs and Substance Misuse	2	1	8	14.1	Healthy Lifestyles (B)
D/503/0996	Understanding Body Image	2	1	8	14.1	Healthy Lifestyles (B)
F/503/0991	Sex and Relationships	2	2	16	14.1	Healthy Lifestyles (B)
R/503/1546	Understanding Stress	2	1	8	1.3	Healthy Lifestyles (B)
Y/503/0964	Developing Assertiveness	1	1	9	14.1	Personal Identities (C)
K/503/0967	Developing Confidence and Self-Esteem	1	1	9	14.1	Personal Identities (C)
H/503/0983	Personal Identity and Self-Esteem	1	1	9	14.1	Personal Identities (C)
Y/503/0978	Interpersonal Communication Skills	1	1	9	14.1	Personal Identities (C)
K/503/1004	Understanding Motivation	1	1	9	14.1	Personal Identities (C)

M/503/0971	Enrichment Activity – Personal Wellbeing	1	1	9	14.1	Personal Identifies (C)
H/503/0966	Developing Assertiveness	2	1	8	14.1	Personal Identifies (C)
M/503/0968	Developing Confidence and Self-Esteem	2	1	8	14.1	Personal Identifies (C)
K/503/0984	Personal Identity and Self-Esteem	2	1	8	14.1	Personal Identifies (C)
D/503/0979	Interpersonal Communication Skills	2	1	8	14.1	Personal Identifies (C)
M/503/1005	Understanding Motivation	2	1	8	14.1	Personal Identifies (C)
T/503/0972	Enrichment Activity – Personal Wellbeing	2	1	8	14.1	Personal Identifies (C)
R/503/1000	Understanding Feelings and Emotions	1	1	9	14.1	Relationships (D)
A/503/1007	Understanding Relationships	1	2	18	14.1	Relationships (D)
J/503/0975	Individual Rights and Responsibilities in Society	1	1	9	14.1	Relationships (D)
J/503/0992	Teamwork Skills	1	2	18	14.1	Relationships (D)
H/505/2658	Recognising and Dealing with Bullying	1	2	18	14.1	Relationships (D)
M/505/0802	Recognising and Dealing with Bullying	2	2	16	14.1	Relationships (D)
J/503/1009	Understanding Relationships	2	2	16	14.1	Relationships (D)
H/503/1003	Understanding Feelings and Emotions	2	1	8	14.1	Relationships (D)
L/503/0976	Individual Rights and Responsibilities in Society	2	1	8	14.1	Relationships (D)
L/503/0993	Teamwork Skills	2	2	16	14.1	Relationships (D)
A/503/1010	Understanding Risk	1	1	9	14.1	E1 (Level 1 Units)
Y/503/0981	Making Decisions	1	1	9	14.1	E1 (Level 1 Units)
D/503/0982	Making Decisions	2	1	8	14.1	E2 (Level 2 Units)
F/503/1011	Understanding Risk	2	1	8	14.1	E2 (Level 2 Units)

### 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
601/0029/1	Gateway Qualifications Level 1 Award In Personal Wellbeing	No
601/0028/X	Gateway Qualifications Level 1 Certificate In Personal Wellbeing*	Yes
600/9921/5	Gateway Qualifications Level 2 Award In Personal Wellbeing	No
600/9922/7	Gateway Qualifications Level 2 Certificate In Personal Wellbeing*	Yes

### 3.5 Links to other qualifications

The Gateway Qualifications suite of qualifications in Personal Wellbeing offers internal progression from Level 1 to Level 2. There are also opportunities to embed or progress onto the suite of Gateway Qualifications suite of Personal Learning and Thinking Skills qualifications.

### 3.6 Relationship with other frameworks

The qualifications in Personal Wellbeing are related to the national programme of study for personal wellbeing as part of the PSHEe curriculum at Key Stage 4. The qualifications also provide a significant amount of knowledge, understanding and/or skills development that underpin other strategies including supporting the:

- Every Child Matters outcomes
- Social and Emotional Aspects of Learning (SEAL)
- Personal, Learning and Thinking Skills (PLTS) Framework

## 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

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

### 4.2 Assessment materials

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There are no specific assessment materials provided for this qualification.

### 4.3 Assessment language

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The qualifications are assessed in English only.

### 4.4 Access Arrangements, Reasonable Adjustments and Special Considerations

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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 [Section 4.11 Access Arrangement, Reasonable Adjustments and Special Considerations](#) for further details

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 [Reasonable Adjustments and Special Consideration Policy](#).

## 5. Centre Recognition and Qualification Approval

### 5.1 Centre Recognition

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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/centre-recognition/>

### 5.2 Qualification-specific centre requirements

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In the delivery of qualification and units to pre-16 learners centres are required to exercise due diligence in respect of the following:

- the learner's needs and access to information and advice about the units offered and how the course of learning will meet their needs;
- the learner's present capacity to undertake the tasks set by tutors, and tutors understanding of how particular tasks accord with the assessment criteria for the unit;
- tutors should be fully conversant with the qualification and unit specification/s offered to learners, where clarification is required the centre should consult with the assigned Quality Reviewer for further advice and guidance in the delivery of units and refer to the Centre Handbook and Reasonable Adjustment and Special Consideration policy and guidance.
- centres will be required to have appropriate and up to date risk assessments and ensure that appropriate support and supervision is provided; appropriate subject specialist knowledge should be consulted where the possibility of harm to learners is identified; this will be monitored through Gateway Qualifications' quality assurance process.

the centre contact for the unit/qualification being delivered must ensure that all procedures relating to the delivery of the unit/qualification operate effectively in the centre.

### 5.3 Qualification-specific tutor/assessor requirements

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There are no additional tutor/assessor requirements for these qualifications.

## 6. Quality Assurance

### 6.1 Qualification specific quality assurance requirements

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There are no additional internal/external quality assurance requirements for this/these qualification/s.

### 6.2 Malpractice

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Malpractice is any deliberate activity, neglect, default or other practice that compromises the integrity of the internal and external assessment process, and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

- the assessment process
- the integrity of a regulated qualification
- the validity of a result or certificate
- the reputation and credibility of Gateway Qualifications
- the qualification to the public at large.

Centre staff should be familiar with the contents of Gateway Qualifications Malpractice and Maladministration Policy, <https://www.gatewayqualifications.org.uk/wp-content/uploads/2017/10/Malpractice-and-Maladministration-Policy.pdf>



## 7. What to do next

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

Tel: 01206 911211

Email: [enquiries@gatewayqualifications.org.uk](mailto: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

### Appendix 1 Mapping to PLTS Framework & the Every Child Matters Outcomes

Personal Wellbeing Unit	ECM Outcomes	PLTS Framework
Understanding Feelings and Emotions	Be Healthy; Stay Safe; Make a Positive Contribution	Independent Enquirers; Reflective Learners; Creative Thinkers; Effective Participators; Self Managers
Developing Assertiveness	Be Healthy; Stay Safe; Enjoy and Achieve; Make a Positive Contribution;	Self-Managers
Developing Confidence and Self-Esteem	Be Healthy; Stay Safe; Enjoy and Achieve; Make a Positive Contribution; Achieve Economic Wellbeing	Reflective Learners; Self Managers
Valuing Equality and Diversity	Be Healthy; Stay Safe; Make a Positive Contribution; Achieve Economic Wellbeing	Independent Enquirers; Effective Participators
Healthy Lifestyles	Be Healthy; Stay Safe; Enjoy and Achieve; Make a Positive Contribution	Independent Enquirers; Reflective Learners
Beliefs and Values	Be Healthy; Stay Safe; Enjoy and Achieve; Make a Positive Contribution; Achieve Economic Wellbeing	Independent Enquirers; Creative Thinkers; Effective Participators; Self Managers
Understanding Relationships	Be Healthy; Stay Safe; Enjoy and Achieve; Make a Positive Contribution	Independent Enquirers; Self Managers
Understanding Eating Disorders	Be Healthy; Stay Safe; Enjoy and Achieve; Make a Positive Contribution	Independent Enquirers
Personal Identify and Self Esteem	Be Healthy; Stay Safe; Enjoy and Achieve; Make a Positive Contribution	Independent Enquirers; Reflective Learners; Effective Participators; Self Managers
Drugs and Substance Misuse	Be Healthy; Stay Safe; Enjoy and Achieve; Make a Positive Contribution	Independent Enquirers
Understanding Body Image	Be Healthy; Stay Safe; Enjoy and Achieve; Make a Positive Contribution	Independent Enquirers; Reflective Learners
Individual Rights and Responsibilities in Society	Be Healthy; Stay Safe; Enjoy and Achieve; Make a Positive Contribution	Effective Participators; Self Managers
Interpersonal Communication Skills	Be Healthy; Stay Safe; Enjoy and Achieve; Make a Positive Contribution; Achieve Economic Wellbeing	Independent Enquirers; Reflective Learners; Creative Thinkers; Team Workers; Self Managers

Personal Wellbeing Unit	ECM Outcomes	PLTS Framework
Making Decisions	Be Healthy; Stay Safe; Enjoy and Achieve; Make a Positive Contribution; Achieve Economic Wellbeing	Independent Enquirers; Reflective Learners; Creative Thinkers; Team Workers; Effective Participators
Sex and Relationships	Be Healthy; Stay Safe; Enjoy and Achieve; Make a Positive Contribution	Independent Enquirers; Self Managers
Understanding Risk	Be Healthy; Stay Safe; Enjoy and Achieve; Make a Positive Contribution; Achieve Economic Wellbeing	Independent Enquirers; Creative Thinkers
Understanding Stress	Be Healthy; Stay Safe; Enjoy and Achieve; Make a Positive Contribution	Self Managers
Teamwork Skills	Stay Safe; Enjoy and Achieve; Make a Positive Contribution; Achieve Economic Wellbeing	Independent Enquirers; Reflective Learners; Creative Thinkers; Team Workers; Effective Participators; Self Managers
Understanding Motivation	Be Healthy; Stay Safe; Enjoy and Achieve; Make a Positive Contribution; Achieve Economic Wellbeing	Reflective Learners; Creative Thinkers; Effective Participators; Self Managers
Enrichment Activity – Personal Wellbeing	Be Healthy; Stay Safe; Enjoy and Achieve; Make a Positive Contribution; Achieve Economic Wellbeing	Independent Enquirers; Reflective Learners; Creative Thinkers; Team Workers; Effective Participators; Self Managers
Recognising and Dealing with Bullying	Be Healthy; Stay Safe; Enjoy and Achieve; Make a Positive Contribution	Effective Participators



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Charity Registration No. 114282  
Registered in England Company No. 5502449

[enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)

[www.gatewayqualifications.org.uk](http://www.gatewayqualifications.org.uk)

Tel: 01206 911 211