





This qualification specification covers the following qualifications:

Qualification Number	Qualification Title
603/2989/0	Gateway Qualifications Entry Level Award in Living and Working in the UK (Entry 1)
603/2990/7	Gateway Qualifications Entry Level Award in Living and Working in the UK (Entry 2)
603/2991/9	Gateway Qualifications Entry Level Award in Living and Working in the UK (Entry 3)
603/2992/0	Gateway Qualifications Level 1 Award in Living and Working in the UK

Version and date	Change detail	Section/Page Reference
1.5 (April 2023)	Reference to UK's membership of the EU updated.	Page 37
1.4 (Jan 2023)	Removed address and changed back cover	Page 20
1.3 (March 2022)	Updated Template	Throughout
1.2 (April 2021)	Qualification approval from Qualifications Wales removed.	Pg8
1.1 (June 2020)	Front, back covers and RPL statement updated.	n/a
1.0 (Jan 2020)	n/a	n/a



## About this qualification specification

This qualification specification is intended for tutors, 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 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.

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: <https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/>

## Contents

<b>1. Qualification Information .....</b>	<b>8</b>
1.1 About the qualifications .....	8
1.2 Purpose.....	8
1.3 Funding.....	8
1.4 Geographical coverage .....	8
1.5 Progression opportunities.....	9
1.6 Equality, diversity and inclusion.....	9
<b>2. Learner Entry Requirements .....</b>	<b>10</b>
2.1 Key information .....	10
2.2 Access to qualifications for learners with disabilities or specific needs .....	10
2.3 Recruiting learners with integrity .....	10
<b>3 Qualification Details .....</b>	<b>11</b>
3.1 Achievement methodology .....	11
3.2 Qualification size .....	11
3.3 Qualification structure.....	12
Gateway Qualifications Entry Level Award in Living and Working in the UK (Entry 1).....	12
Gateway Qualifications Entry Level Award in Living and Working in the UK (Entry 2).....	12
Gateway Qualifications Entry Level Award in Living and Working in the UK (Entry 3).....	12
Gateway Qualifications Level 1 Award in Living and Working in the UK .....	13
3.4 Recognition of prior learning.....	13
3.5 Links to other qualifications .....	13
<b>4 Assessment .....</b>	<b>14</b>
4.1 Assessment overview.....	14
4.2 Assessment format .....	14
4.3 Assessment language .....	14
4.4 Support materials and resources.....	14
4.5 Access Arrangements, Reasonable Adjustments and Special Considerations .....	14
<b>5 Centre Recognition and Qualification Approval .....</b>	<b>17</b>
5.1 Centre Recognition .....	17
5.2 Centre requirements.....	17
5.3 Qualification-specific staffing requirements .....	17
<b>6 Quality Assurance.....</b>	<b>17</b>
6.1 Internal Quality Assurance .....	18
6.2 Quality assuring centre marking .....	19
6.3 Malpractice.....	19

6.4	Additional quality assurance requirements .....	19
<b>7</b>	<b>Learner Registration and Results .....</b>	<b>20</b>
7.1	Registration .....	20
7.2	Awarding .....	20
7.3	Issuing results .....	20
7.4	Appeals .....	20
7.5	Enquiries .....	20
<b>8</b>	<b>What to do next .....</b>	<b>21</b>
<b>9</b>	<b>Gateway Qualifications .....</b>	<b>22</b>
<b>10</b>	<b>Appendices .....</b>	<b>23</b>
10.1	Appendix 1 – Unit Details .....	23
	Living and working in the UK: an introduction .....	23
	Living and working in the UK: religion, customs and culture .....	27
	Living and working in the UK: rights and responsibilities .....	31
	Living and working in the UK: government and law.....	34

## 1. Qualification Information

### 1.1 About the qualifications

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These qualifications are regulated by Ofqual (the Office of Qualifications and Examinations Regulation) that regulates qualifications, examinations and assessments in England.

The qualifications are intended to support centres delivering programmes to develop learners' understanding of key aspects of British society. They have been developed primarily for use with learners relatively new to the UK who may also be learning English as an additional language. However, centres may find them equally appropriate for other learners working at Entry and level 1 who wish to improve their understanding of core aspects of British society. The qualifications been developed in collaboration with the further education sector.

### 1.2 Purpose

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The qualification purpose is to provide an introduction to key aspects of living and working in the UK.

### 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>

For information regarding potential sources of funding in Wales please visit Qualification Wales:

<https://www.qualificationswales.org/>

Current funding information for Wales is available on [Qualifications in Wales \(QiW\)](#)

### 1.4 Geographical coverage

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These qualifications are approved by Ofqual to be offered in England and by Qualification Wales to be delivered in Wales.

If a centre based outside England or Wales would like to offer these qualifications, they should make an enquiry to Gateway Qualifications. The qualifications are not available for delivery by centres based in Northern Ireland.



## 1.5 Progression opportunities

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The knowledge and understanding developed through these qualifications will support learners to progress at work and in their personal lives, enabling them to become more active participants in society. Learners can also work their way up through the different levels of Award available, extending their knowledge of different aspects of living and working in the UK.

## 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

<b>Qualification Titles</b>	<p>Qualifications Entry Level Award in Living and Working in the UK (Entry 1)</p> <p>Gateway Qualifications Entry Level Award in Living and Working in the UK (Entry 2)</p> <p>Gateway Qualifications Entry Level Award in Living and Working in the UK (Entry 3)</p> <p>Gateway Qualifications Level 1 Award in Living and Working in the UK</p>
<b>Age</b>	16-18, 19+
<b>Prior qualifications or units</b>	There are no prior qualification requirements for these qualifications.
<b>Prior skills/knowledge/understanding</b>	<p>There is no requirement for learners to have achieved prior qualifications or units prior to undertaking this/these qualifications.</p> <p>There is no requirement for learners to have prior skills, knowledge or understanding.</p>
<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

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 the single mandatory units specified for each qualification via 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 Entry Level Award in Living and Working in the UK (Entry 1)	60	60	6
Gateway Qualifications Entry Level Award in Living and Working in the UK (Entry 2)	60	60	6
Gateway Qualifications Entry Level Award in Living and Working in the UK (Entry 3)	60	60	6
Gateway Qualifications Level 1 Award in Living and Working in the UK	60	60	6

**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

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The qualification requirements are provided below.

The knowledge that will be assessed as part of the qualification is set out within the unit specification. These include the learning outcomes, associated assessment criteria and indicative content. Unit contents, including the learning outcomes and associated assessment criteria, are published on the Gateway Qualifications website and are also available to download from the qualification library in the online system Prism.

For information on Recognition of Prior Learning/Exempt and Equivalent units please see section **3.5 Recognition of Prior Learning (RPL)**

#### Gateway Qualifications Entry Level Award in Living and Working in the UK (Entry 1)

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Learners must achieve the single mandatory unit.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
T/616/8716	Living and working in the UK: an introduction	Entry 1	60	6

#### Gateway Qualifications Entry Level Award in Living and Working in the UK (Entry 2)

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Learners must achieve the single mandatory unit.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
A/616/8720	Living and working in the UK: religion, customs and culture	Entry 2	60	6

#### Gateway Qualifications Entry Level Award in Living and Working in the UK (Entry 3)

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Learners must achieve the single mandatory unit.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
L/616/8723	Living and working in the UK: rights and responsibilities	Entry 3	60	6

## Gateway Qualifications Level 1 Award in Living and Working in the UK

Learners must achieve the single mandatory unit.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
K/616/8731	Living and working in the UK: government and law	Level 1	60	6

### 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 process of Recognition for Prior Learning is not applicable to this qualification.

Qualification Number	Qualification Title	RPL Permitted
603/2989/0	Gateway Qualifications Entry Level Award in Living and Working in the UK (Entry 1)	No
603/2990/7	Gateway Qualifications Entry Level Award in Living and Working in the UK (Entry 2)	No
603/2991/9	Gateway Qualifications Entry Level Award in Living and Working in the UK (Entry 3)	No
603/2992/0	Gateway Qualifications Level 1 Award in Living and Working in the UK	No

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

### 3.5 Links to other qualifications

There are no direct links to other qualifications. These awards, however, have been designed to sit alongside Gateway Qualifications ESOL qualifications, should centres wish to combine them into a single programme combining English language skills and an understanding of living and working in the UK.

## 4 Assessment

### 4.1 Assessment overview

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The assessments must be entirely the learners' own unaided work.

Should a learner not achieve the required standard to pass an assessment, further teaching and learning should take place before attempting the assessment again.

### 4.2 Assessment format

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

### 4.3 Assessment language

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The qualifications are assessed in English only.

### 4.4 Support materials and resources

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

- Centre Handbook

There is also a wide range of useful websites that centres may wish to refer to in delivering these awards, for example

Citizenship Foundation: <http://www.citizenshipfoundation.org.uk>

Study UK, British Council: <https://study-uk.britishcouncil.org/living>

Just Landed: <https://www.justlanded.co.uk/english/United-Kingdom/UK-Guide>

Centres may also refer to the handbook 'Life in the United Kingdom: a guide for new residents' but they should be aware that these qualifications are **not** intended to prepare learners for the associated Life in the UK test.

### 4.5 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 Qualifications understands its requirement as an awarding organisation to make reasonable adjustments where a learner, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled.

Gateway Qualifications has identified reasonable adjustments permissible as detailed below. A reasonable adjustment is unique to an individual and therefore may not be included in the list of available access arrangements.

Centres do not need to apply to Gateway Qualifications for approval of reasonable adjustments unless adaptation of externally set assessments is required.

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 within the centre. However, such adjustments must not affect the reliability or validity of assessment outcomes or give the candidate an assessment advantage over other candidates undertaking the same or similar assessments.

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 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.

All reasonable adjustments made by the centre must be recorded on the Gateway Qualifications' Reasonable Adjustments Form and should be made available to Gateway Qualifications upon request. Guidance on the process for applying for formal adjustments can be found on the Forms and Guidance page of Gateway Qualifications' website.

All adjustments to assessment/s must be authorised by the centre's named Quality Assurance nominee or a member of staff with delegated authority where a centre is permitted to make reasonable adjustments, i.e. for internally marked assessments.

Centres should keep records of adjustments they have permitted and those they have requested from Gateway Qualifications. These records should normally be kept for 3 years following the assessment to which they apply.

It is recommended that centres nominate members of staff to take responsibility for demonstrating the implementation and recording of adjustments to assessments for monitoring by Gateway Qualifications or the regulatory authorities.

### **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 Centre requirements

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Centres must ensure that they have the appropriate resources in place when delivering performance units from vocational areas.

### 5.3 Qualification-specific staffing requirements

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Guidance on staffing requirements can be found in the Centre Handbook:

<https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/centre-handbook/quality-compliance/>

## 6 Quality Assurance

Centres should refer to the online Centre Handbook for further guidance.

The quality assurance process for these qualifications is through risk-based external quality assurance monitoring through reviews of centres' internal quality assurance systems against key quality standards and sampling of assessment decisions and internal quality assurance activity to ensure that qualification standards are maintained.

Centre monitoring is undertaken by an External Quality Assurer (EQA) allocated to the centre. The EQA plays a critical role in the Gateway Qualifications approach to centre assessment standards scrutiny as they are responsible for:

- carrying out an annual compliance visit
- validating the centre's procedures for delivery of qualifications and assessment
- completing reports for each visit with clear action points where needed
- risk rating centres on the above.

The EQA carries out an initial risk assessment at the centre recognition stage and then annually on an on-going basis using Gateway Qualifications' risk assessment criteria, and gives a high/medium/low risk rating in each of the following categories:

- centre resourcing and arrangements: this includes consideration of centre staffing, induction and training, policies and compliance with our centre agreement

- internal assessment and delivery: including reference to staff knowledge and skills, understanding of requirements, and appropriateness of delivery arrangements; also, delivery of external assessments including invigilation, conduct of assessments and confidentiality (where appropriate)
- internal quality assurance: covering IQA procedures, whether staff are appropriately trained, and standardisation arrangements in place
- learner experience: that embraces appropriateness of initial assessment and learners being on the correct programme, learner induction and course support.

EQAs arrange quality monitoring visits to all recognised centres. These visits:

- monitor the centre's compliance with the centre recognition terms and conditions by reviewing programme documentation and meeting managers and centre staff
- identify any staff development needs
- ensure that all procedures are being complied with, through an audit trail, and make sure that the award of certificates of completion to learners is secure.

EQAs contact the centre in advance of a visit, however Gateway Qualifications reserves the right to undertake unannounced visits including during assessment times.

EQAs will request information from the centre in advance of a planned visit to help inform the evidence to be reviewed during the visit. Centres are obliged to comply with any requests for access to premises, people and records for the purposes of the monitoring visit. If a centre fails to provide access, then Gateway Qualifications will take appropriate action.

Once a visit date has been agreed, the centre should ensure that the appropriate members of staff attend the meeting, all requested documentation is provided and access to qualification, learner and staff records is available.

If a centre cancels a pre-arranged monitoring visit at short notice the EQA must be satisfied that there was a legitimate reason for the cancellation. If this cannot be established, Gateway Qualifications reserves the right to withhold certification claims until a monitoring visit is completed.

Following the visit, the EQA completes a monitoring report which will be sent to the centre for reference afterwards.

The frequency of the quality monitoring visits will be determined by the volume of learner registrations and the actions arising from previous monitoring activity.

Centres found in breach of these procedures may be subject to sanctions by Gateway Qualifications. Please refer to the Gateway Qualifications Sanctions Policy.

## 6.1 Internal Quality Assurance

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As the assessments are tutor marked the centre must operate an internal quality assurance process. This ensures that qualification standards are being applied consistently within a centre through training, standardisation, sampling of marking and feedback. A centre's internal quality assurance process is led by the Internal Quality Assurer (IQA) who is responsible for ensuring that all tutors are marking assessments in line with the standards set by Gateway Qualifications.

### Internal Standardisation

Internal standardisation is a collaborative process by which tutors within a centre consider work that they have marked and, using pre-determined criteria, reach a common agreement on standards as being typical of work at a particular level by comparing samples and providing peer evaluation.

Standardisation will be facilitated by the Centre's IQA and should include all those involved in marking assessments. Centre standardisation events should be held at regular intervals and to a schedule which reflects delivery patterns and supports the marking of live assessments. Centres will be required to keep records of each internal standardisation event including the date, attendees and notes on any outcomes and actions. Centres will be required to store these reports securely for three years and Gateway Qualifications may ask to see these records as part of the centre quality assurance and monitoring activities.

## 6.2 Quality assuring centre marking

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Once the internal quality assurance process is complete, an EQA will be allocated to a centre to sample the centre marking.

The sample selected is based on the number of learners and the centre's risk rating, derived from centre monitoring.

Evidence of the inconsistent marking and actions taken informs the centre's risk rating and this information will be taken into account with the sampling of future assessments, for example, leading to an increase in sampling size.

## 6.3 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>

## 6.4 Additional quality assurance requirements

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

## 7 Learner Registration and Results

### 7.1 Registration

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Centres will register learners via the Gateway Qualifications' online registration portal. Learner registration guidance is available on our website, <https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/registering-learners/>.

### 7.2 Awarding

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The qualifications will be awarded as Pass or Fail. Learners must pass the assessment to be awarded a Pass.

### 7.3 Issuing results

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Results for learners who do not reach the minimum standard for a pass will be recorded as fail.

### 7.4 Appeals

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Centres must have internal appeal arrangements which learners can access if they wish to appeal against a decision taken by Centres, which will include a named contact at the Centre. These arrangements have to be transparent and accessible in order that appeals from learners can be received, considered and resolved fairly.

Please refer to the Gateway Qualifications' Appeals policy:

<https://www.gatewayqualifications.org.uk/wp-content/uploads/2017/09/Appeals-Policy.pdf>

### 7.5 Enquiries

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Enquiries about assessment decisions should be made once the centre has followed its internal enquiries and appeal procedures.

Contact details are available on our website:

<https://www.gatewayqualifications.org.uk/contact-us/>

## 8 What to do next

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

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

Tel: 01206 911211

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

## 9 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) and Qualification Wales to offer regulated qualifications in Wales.

## 10 Appendices

### 10.1 Appendix 1 – Unit Details

#### Living and working in the UK: an introduction

<b>Level:</b>	Entry 1
<b>Credit Value:</b>	6
<b>GLH:</b>	60
<b>Unit Number:</b>	T/616/8716

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know about the geography of the United Kingdom (UK).	1.1 Identify which countries belong to the UK. 1.2 Identify the individual countries on a map of the UK. 1.3 Locate approximately current home town/area on a map of the UK. 1.4 Identify some key places (e.g. cities, towns, areas) within the UK.
2 Know how to get to know people and places in own local area.	2.1 Identify local clubs and groups, relevant to self, and the places that they meet. 2.2 State where you can find out about local activities or events. 2.3 Identify ways to interact with your neighbours.
3 Know about responsibilities and freedoms in the UK.	3.1 Give examples of ways in which all UK residents are expected to act. 3.2 Give examples of key rights or freedoms that people have in the UK.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
4 Know about the education system in the UK.	4.1 Identify the five main phases of the education system in the UK. 4.2 State the ages of pupils/students normally found in each main phase. 4.3 Identify a key type of setting related to each phase. 4.4 State the ages between which education is compulsory for all children.



**Indicative Content: Living and working in the UK: an introduction****Learning Outcome 1: Make-up of UK****Four home countries or nations**

- England
- Wales
- Northern Ireland
- Scotland

**Key places**

Key places might be largely within own area, so if located in North West – Manchester, Liverpool, Lake District, and London as capital... They could also be of key personal significance – where friends or other family members live.

**Learning Outcome 2: Getting to know local people and places**

Local clubs and groups: sporting, social, connected with particular age, e.g. groups for older adults, or with particular circumstances, e.g. parent groups.

Locations where groups meet: general locations for multiple groups such as library, church hall, school, park or playing fields, leisure centre, and specific locations for particular groups of specific interest to the individual, e.g. local rugby club

Sources of information: noticeboards in key locations; community websites and newsletters; local newspapers; college/learning centre info points; word of mouth

Ways to interact with neighbours: knocking on doors and introducing self when first move in; saying hello when you see them on the street/stairway/lift; offer older neighbours help, e.g. to put out or collect bins; ask neighbours for simple advice/info on the local area; get involved in community activity, e.g. community clear-up days or litter-picking in local park.

**Learning Outcome 3: Responsibilities and rights****Responsibilities:**

- respect and obey the law
- respect the rights of others, including their right to their own opinions
- treat others with fairness
- look after yourself and your family
- look after the area in which you live and the environment.

**Rights:**

- freedom of belief and religion
- freedom of speech
- freedom from unfair discrimination

**Indicative Content: Living and working in the UK: an introduction**

- a right to a fair trial
- a right to join in the election of a government.

**Learning Outcome 4: Education in the UK****Phases**

- Early years: 3-5 years; nursery schools, nursery classes and reception classes within primary schools, pre-schools, childminders
- Primary education: 5-11; primary schools
- Secondary education: 11-16/18 secondary schools, high schools, academies, comprehensive schools, grammar schools
- Further Education: 16+; further education colleges; sixth form colleges; adult education settings
- Higher Education: 18+; universities

Learners do not need to be able to list all these different types of setting but to be aware of the key types and to know about those particularly relevant to their own circumstances.

Compulsory education: ages 5 (4 in Northern Ireland) – 16.

Learners might be introduced to the idea of mandatory participation in education or training up to age 18, introduced through the Raising of the Participation Age, but understanding of this will not be assessed.

## Living and working in the UK: religion, customs and culture

<b>Level:</b>	Entry 2
<b>Credit Value:</b>	6
<b>GLH:</b>	60
<b>Unit Number:</b>	A/616/8720

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know about religion in the UK.	1.1 Identify the faiths most commonly practised in the UK. 1.2 Identify key types of building associated with the most commonly practised religions. 1.3 State the main things that the law says about following a religion in the UK.
2 Know about customs and traditions in the UK.	2.1 Identify key festivals celebrated in the UK which are linked to Christianity. 2.2 Give examples of ways in which people in the UK celebrate these Christian festivals. 2.3 Identify other significant days in the UK calendar associated with celebrations or traditions. 2.4 State what is meant by 'bank holiday'.
3 Know about sport and leisure in the UK.	3.1 Identify some of the most popular sports played or watched in the UK. 3.2 Outline how people can get involved in one specific sport in the UK. 3.3 Give details about a specific well-known UK sports person. 3.4 Identify popular ways to spend leisure time in the UK, other than sports.
4 Know about arts and culture in the UK.	4.1 Identify the main areas of arts and culture for which the UK is well-known 4.2 For a specific aspect of arts and culture, give examples of well-known people and/or achievements.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
5 Know about places of interest in the UK.	5.1 Identify different places in the UK which attract visitors.

## Indicative Content: Living and working in the UK: religion, customs and culture

### Learning Outcome 1: Religion

According to figures from 2009 Citizenship Survey, 70% of people identified themselves as Christian. Proportion of people identifying themselves as Muslim (4%), Hindu (2%), Sikh (1%), Jewish or Buddhist (both less than 0.5%), and 2% of people followed another religion. 21% no religion.

Christian churches and chapels, Islamic mosques, Hindu temples, Jewish synagogues, Sikh gurdwaras and Buddhist temples.

The law protects your right to follow any religion of your choice and to follow none. You are free to take part in festivals and celebrations associated with other religions, wear clothes (like a hijab) or other items (like a necklace with a crucifix) as part of your religion.

### Learning Outcome 2: Festivals and traditions

**Christmas Day**, 25 December, celebrates the birth of Jesus Christ. It is a public holiday. Many Christians go to church on Christmas Eve (24 December) or on Christmas Day itself. It's also celebrated by people who are not active Christians and some people from other religions join in all or some of the traditions associated with Christmas.

Advent - calendars

Traditional Christmas food – turkey, Christmas pudding, mince pies

Presents, cards, decorations, Christmas trees, carols and Christmas songs

Father Christmas (also known as Santa Claus)

Many workplaces hold a Christmas party or teams from work go out for a meal or a drink together before Christmas.

**Boxing Day** is the day after Christmas Day and is a public holiday.

**Easter** is not on the same date each year but it always takes place in March or April. It marks the death of Jesus Christ on Good Friday and his rising from the dead on Easter Sunday. Both Good Friday and the following Monday, called Easter Monday, are public holidays.

Easter is also celebrated by people who are not religious. 'Easter eggs' are chocolate eggs often given as presents at Easter.

#### Other festivals and traditions:

New Year's Eve, Valentine's Day, April Fool's Day, Mother's Day, Father's Day, Halloween, Bonfire Night, Remembrance Sunday.

**Indicative Content: Living and working in the UK: religion, customs and culture**

Birthdays are also celebrated with presents, cards and parties, particularly for children.

**Learning Outcome 3: Sport and leisure**

Cricket, rugby, football, golf, tennis, water sports, horse-racing.

Key events/competitions associated with different sports.

Local clubs, groups and facilities, where to watch and where to play, fan clubs, TCV coverage.

Details of an individual sports person: sport they are associated with, events and competitions they are/have engaged in, medals or records.

Common hobbies and pastimes: e.g. gardening, shopping, eating out, going to the cinema, watching TV, looking after pets.

**Learning Outcome 4: Arts and culture**

Music, theatre, art, architecture, literature, fashion, film.

Key individuals such as The Beatles, J K Rowling, Kate Moss; key outputs: such as particular albums, books, films or types of film (e.g. James Bond), T.V programmes or types of programme (e.g. soap operas).

**Learning Outcome 5: Places of interest**

National parks, museums, galleries, popular tourist attractions, places and buildings of historical interest.

Specific examples of different places of interest could relate to a relevant geographical area, e.g. in Liverpool: Albert Docks, The Cavern Club, Tate Liverpool, The Walker Art Gallery, Anfield – Liverpool FC's football stadium or to a personal interest, e.g. walking: Lake District; Peak District; John O'Groats/Land's End.

## Living and working in the UK: rights and responsibilities

<b>Level:</b>	Entry 3
<b>Credit Value:</b>	6
<b>GLH:</b>	60
<b>Unit Number:</b>	L/616/8723

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know about the responsibilities of citizens in the UK.	1.1 Outline the basic responsibilities of all people living in the UK. 1.2 State ways of behaving that make you a good neighbour.
2 Know how to contribute to own community and beyond.	2.1 Outline different ways to volunteer in own community. 2.2 State what is meant by 'jury service'. 2.3 State what is meant by 'blood and organ donation'.
3 Know about looking after your environment.	3.1 Give examples of ways in which you can help protect the environment, stating how your actions are helping.
4 Know about paying taxes in the UK.	4.1 State what is meant by 'income tax'. 4.2 State the two main ways in which the government collects income tax. 4.3 Give examples of the services which government funds through taxes.
5 Know about voting in the UK.	5.1 State who is eligible to vote in UK elections. 5.2 Identify different types of UK election that people can vote in. 5.3 Outline the main ways to vote.
6 Know about driving in the UK.	6.1 Outline the main legal requirements for driving a car in the UK.

**Indicative Content: Living and working in the UK: religion, customs and culture****Learning Outcome 1: Responsibilities****Basic responsibilities**

- to obey and respect the law
- to be aware of the rights of others and respect those rights
- to treat others with fairness
- to behave responsibly
- to help and protect your family
- to respect and preserve the environment
- to treat everyone equally, regardless of sex, race, religion, age, disability, class or sexual orientation
- to work to provide for yourself and your family
- to help others
- to vote in local and national government elections

Being a good neighbour: when you move into a new house or apartment, introduce yourself to the people who live near you. Respect their privacy, limit how much noise you make, keep your garden reasonably tidy, and only put your refuse bags and bins on the street or in communal areas if they are due to be collected.

Benefits of being a good neighbour: helps in becoming part of the community and making friends. Your neighbours can be a good source of help and advice about the local area.

**Learning Outcome 2: Supporting own community**

Local opportunities:

Schools – governors, parent-teacher associations, accompanying children on school trips, cake sales, supporting one-off events

Charity shops, local groups such as for pre-school children or the elderly, helping out in a homelessness shelter or at an animal rescue centre, participating in a community clear-up,

Police – volunteer roles such as special constable

Jury service: feature of UK justice system, whereby 12 ordinary people attend a trial in a court and make the decision as to whether the person accused of a crime is guilty or not. Jurors are not paid (although they can claim basic expenses) and if you are called to be a juror you have to take part, except in exceptional circumstances. If you are on the electoral roll and are aged between 18 and 70, you can be called.

Blood and organ donation: you can give a small amount of your blood to help people who are ill or injured. You can do this on a regular basis and it only takes about an hour to do. You can join an organ donation register so that, after you die, your organs can be transplanted to someone who is ill and needs a replacement organ such as a liver or a heart.



**Indicative Content: Living and working in the UK: religion, customs and culture**
**Learning Outcome 3: The environment**

Recycling – how it is managed in own area; benefits of recycling – less pollution, less landfill, less demand on limited resources

Shopping locally – to reduce food miles

Using public transport – to reduce carbon footprint

**Learning Outcome 4: Paying your tax**

Income tax – a proportion of the money which a person receives (mostly made up of wages/salary) which is paid to government to be spent on public services such as: education, hospitals, roads, the police.

Main ways to pay: if you are employed through PAYE - taken by employer and passed on to government; if self-employed, by completing a tax return and sending it to HMRC who then send you a tax bill which you must pay.

If eligible to pay income tax, you must by law pay the tax.

**Learning Outcome 5: Voting**

Different types of election: mayoral, local/council, national, referendum

Voter eligibility: 18 years of age or over on polling day, British, Irish or qualifying Commonwealth citizen, resident at an address in the UK.

Ways to vote: filling in a ballot paper at a polling station; postal vote; vote by proxy

You need to register to vote by completing in a form so that your name appears on the electoral register or roll.

**Learning Outcome 6: Driving**

Legal requirements:

Age 17 to drive a car or motorbike/16 to drive a moped on a public road.

You must hold a licence. To get a UK licence you have to pass a theory and a practical test. A licence from a European Union licence is valid. You can use a licence from another country for one year; after that you must get a UK licence.

You must pay road tax, be insured and have your vehicle tested annually if it is three years old or older.

## Living and working in the UK: government and law

<b>Level:</b>	Level 1
<b>Credit Value:</b>	6
<b>GLH:</b>	60
<b>Unit Number:</b>	K/616/8731

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know about the British Constitution.	1.1 Give a definition of the term 'constitution'. 1.2 Give examples of different constitutional organisations in the UK.
2 Know about the UK system of government.	2.1 Give a definition of the term 'democracy' 2.2 Outline the key elements of parliamentary democracy in the UK. 2.3 Outline the make-up and role of the House of Commons and the House of Lords. 2.4 Outline the role of the monarch in the UK system of government.
3 Know about the UK's involvement with international institutions.	3.1 Outline the UK's involvement with the <ul style="list-style-type: none"> <li>• Commonwealth</li> <li>• European Union.</li> </ul> 3.2 Identify other international organisations of which Britain is a member.
4 Know about the law in the UK.	4.1 State what is meant by 'equal treatment under the law'. 4.2 Outline the two main types of law in the UK. 4.3 Give examples of different civil and criminal laws in the UK. 4.4 Outline possible consequences for individuals of breaking the law.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
5 Know about courts in the UK	5.1 Describe the role of <ul style="list-style-type: none"><li>• The judge and jury in a Crown or Sheriff's court</li><li>• The magistrate or Justice of the Peace in a Magistrates' or Justice of the Peace court.</li></ul> 5.2 Identify which UK courts deal with <ul style="list-style-type: none"><li>• Civil cases</li><li>• Criminal cases.</li></ul>

### Learning Outcome 1: British constitution

A constitution is a set of principles by which a country is governed. It includes all of the institutions that are responsible for running the country and how their power is kept in check.

The constitution also includes laws and conventions.

Key constitutional organisations in the UK include:

- the monarchy
- Parliament (the House of Commons and the House of Lords)
- the Prime Minister
- the cabinet
- the judiciary (courts)
- the police
- the civil service
- local government.

There are also devolved governments in Scotland, Wales and Northern Ireland.

The British constitution is not written down in any single document, and therefore it is described as 'unwritten'. The British system of government has evolved over many years. In countries with a written constitution this has often been drawn up after a single important event (like a revolution) which has led to major changes in the system of government.

### Learning Outcome 2: System of government

#### Democracy

**Democracy** is a system of government in which people **choose** their **rulers** by **voting** for them in **elections**. (In contrast to other well-known systems such as absolute monarchy, dictatorship, theocracy, oligarchy).

- A **representative democracy** which is based on **power** being **held** by **elected representatives**.
- An **accountable democracy** where people can vote for their representatives and vote them out if they do not like the decisions they make.
- A **participatory democracy** where people can become involved in politics - e.g. joining a party, trade union or pressure group, campaigning in elections.

Learners do not need to define or use the terms above (other than democracy), simply to understand the basic concepts.

The **system of government** in the UK is a parliamentary democracy. The UK is divided into parliamentary constituencies. Voters in each constituency elect their member of Parliament (MP) in a General Election. All of the elected MPs form the House of Commons. Most MPs belong to a political party, and the party with the majority of MPs forms the government.

#### Elections

MPs are elected at a General Election, which is held at least every five years.

MPs are elected through a system called 'first past the post'. In each constituency, the

candidate who gets the most votes is elected.

### Houses of Parliament

In the House of Commons, all members are democratically elected. The Prime Minister and almost all the members of the cabinet are members of the House of Commons (MPs). Each MP represents a parliamentary constituency, which is a small area of the country.

MPs in the House of Commons:

- represent everyone in their constituency
- help to create new laws
- scrutinise and comment on what the government is doing
- debate important national issues.

Members of the House of Lords are not elected by the people and do not represent a constituency. The House of Lords:

- can suggest amendments or propose new laws
- checks laws that have been passed by the House of Commons to ensure they are fit for purpose
- makes sure that The House of Commons is working in the best interests of the people.

The House of Commons has powers to overrule the House of Lords, but it does not use them often.

The **monarch** (king or queen) is the head of state of the UK. The UK has a constitutional monarchy. This means that the king or queen does not rule the country but appoints the government, which the people have chosen in a democratic election. The monarch has regular meetings with the Prime Minister and can advise, warn and encourage, but the decisions on government policies are made by the Prime Minister and cabinet.

### Learning Outcome 3: UK and international institutions

The **Commonwealth** is an association of countries that support each other and work together towards shared goals in democracy and development. Most member states were once part of the British Empire, although a few countries which were not have also joined. The King is the ceremonial head of the Commonwealth. Membership is voluntary.

The **European Union (EU)**, originally called the European Economic Community (EEC), was set up by six western European countries (Belgium, France, Germany, Italy, Luxembourg and the Netherlands) in 1957. It is a political and economic **union** of a group of member states that are located primarily in **Europe**. The UK originally decided not to join this group but it became a member in 1973. In 2016, the British people voted in a referendum to leave the EU. The UK left the EU on 31 January 2020.

Britain is also a member of The Council of Europe, The United Nations, The North Atlantic Treaty Organization (NATO).

#### Learning Outcome 4: The law in the UK

Every person in the UK receives **equal treatment under the law**. This means that the law applies in the same way to everyone, no matter who they are or where they are from. Everyone must obey the law.

Different countries have different laws, but everyone in the UK must abide by the laws in the UK.

**Criminal law** relates to crimes, which are usually investigated by the police or another authority such as a council, and which are punished by the courts.

Some examples of criminal laws:

- Carrying a weapon: it is a criminal offence to carry a weapon of any kind, even if it is for self-defence. This includes a gun, a knife or anything that is made or adapted to cause injury.
- Drugs: selling or buying drugs such as heroin, cocaine, ecstasy and cannabis is illegal in the UK.
- Racial crime: it is a criminal offence to cause harassment, alarm or distress to someone because of their religion or ethnic origin.
- Selling tobacco: it is illegal to sell tobacco products (for example, cigarettes, cigars, roll-up tobacco) to anyone under the age of 18.
- Smoking in public places: it is against the law to smoke tobacco products in nearly every enclosed public place in the UK. There are signs displayed to tell you where you cannot smoke.

**Civil law** is used to settle disputes between individuals or groups

Some examples of civil laws:

- Housing law: this includes disputes between landlords and tenants over issues such as repairs and eviction.
- Consumer rights: an example of this is a dispute about faulty goods or services.
- Employment law: these cases include disputes over wages and cases of unfair dismissal or discrimination in the workplace.
- Debt: people might be taken to court if they owe money to someone.

The criminal and civil laws listed above are for exemplar purpose only, and providers do not need to cover all of them; they are also free to cover laws which are not mentioned here, which may be of particular interest or relevance to their learners.

**Different types of punishment if you are found guilty of breaking the law** include prison sentence, fines, community orders, suspended sentence, tagging.

#### Learning Outcome 5: Courts in the UK

As there are some differences between the court systems in England and Wales, Scotland

## Indicative Content: Living and working in the UK: religion, customs and culture

and Northern Ireland, learners should focus on the system of the country in which they are resident.

**Criminal courts** which try cases relating to criminal law include:

in England, Wales and Northern Ireland,

- Magistrates' Court
- Crown Court

In Scotland,

- Justice of the Peace Court
- Sheriff Court
- High Court

**Magistrates' and Justice of the Peace Courts** deal with minor **criminal** cases only. Magistrates and Justices of the Peace (JPs) who are members of the local community decide the verdict in each case that comes before them and, if the person is found guilty, the sentence that they are given.

In Northern Ireland, cases are heard by a District Judge or Deputy District Judge.

**Crown Courts** in England, Wales and Northern Ireland deal with serious criminal cases. The person accused (defendant) is tried in front of a judge and a jury.

In Scotland, serious cases are heard in a **Sheriff Court** with either a sheriff or a sheriff with a jury. The most serious cases in Scotland, such as murder, are heard at a **High Court** with a judge and jury.

A jury is made up of members of the public chosen at random from the local electoral register. In England, Wales and Northern Ireland a jury has 12 members, and in Scotland a jury has 15 members.

The jury has to listen to the evidence presented at the trial and then decide a verdict of 'guilty' or 'not guilty' based on what they have heard. In Scotland, a third verdict of 'not proven' is also possible. If the jury finds a defendant guilty, the judge decides on the penalty/sentence.

**Civil Courts** try cases relating to civil law.

In England, Wales and Northern Ireland:

**County Courts** deal with most civil law cases such as those where people are trying to get back money that is owed to them, or cases involving personal injury, family matters, breaches of contract, and divorce. More serious civil cases are dealt with in the **High Court**.

In Scotland:

Most civil cases are dealt with in the **Sheriff Court** but serious cases are dealt with in the **Court of Session**.



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