





This qualification specification covers the following qualifications:

Qualification Number	Qualification Title
603/6444/0	Gateway Qualifications Level 2 Award in Digital Development

Version and date	Change detail	Section/Page Reference
1.0 Aug 2020	n/a	n/a
1.1 Nov 2022	Removed address and changed back cover Funding section updated	Page 21 Page 7

## About this qualification specification

This qualification specification is intended for tutors, 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 qualifications. It also contains information specific to managing and delivering the qualifications including specific quality assurance requirements.

The guide 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 quality assurance practice.

In order to offer these qualifications you must be a Gateway Qualifications recognised centre and be approved to offer the qualifications.

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/>

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## 1. Qualification Information

### 1.1 About the qualifications

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The qualification has been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England and Qualifications Wales, the regulator of non-degree qualifications and the qualifications system in Wales.

This is an innovative qualification that will:

- develop digital skills, digital confidence and familiarity with digital technologies
- inspire learners to explore careers that require digital competence.
- recognise learner achievement against the Skills Framework for the Information Age SflA model at Level 2

The qualification was developed in collaboration with FutureCoders, a social enterprise that seeks to develop the digital skills that will meet employer needs. The qualification builds on programmes:

- Introduction to Programming with Python course, part of the Be Skilled component of the Be Yourself programme offered by Medway Youth Service,
- The futureCoders 'Work experience' programme, a 3 month 10 hour per week programme which brings learners together with software developers to produce a new, basic app to meet a brief.

This qualification will develop confidence, will increase self-efficacy and will provide a real opportunity to build communication skills through working together, in a team, towards a common goal. Learners will know the end goal from the start and will be able to understand the relevance of the learning in the context of the app that will be developed.

### 1.2 Purpose

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The qualification purpose is to offer learners an introduction to programming/coding in Python with an opportunity to consolidate those skills, alongside a range of digital skills and other skills valued in the workplace. The learner will produce a portfolio of small programming projects, one of which will be as part of a team, and will host those projects on a Git-based code sharing platform.

### 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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Learners who have completed the this qualification could potentially progress to:

- an entry level job where digital skills are a key part of the job role
- a Level 3 apprenticeship in Software Development (for those whose skills reach a high level and who have a real interest in this area of work) or a Level 3 apprenticeship in any area (digital skills are a requirement across the board). These are available for those who have the required level of maths and English, as well as good digital skills
- a digital T Level, including the T Level in Digital Production, Design and Development
- a course of learning such as Level 3 Information Technology, or any course of learning that requires a good level of digital skills.

## 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>	16-18, 19+
<b>Prior qualifications or units</b>	There is no requirement for learners to have achieved prior qualifications or units prior to undertaking this/these qualifications.
<b>Prior skills/knowledge/understanding</b>	There is no requirement for learners to have prior skills, knowledge or understanding, however English and Maths at Level 2 will provide a good foundation for successful progression
<b>Restrictions</b>	There are no restrictions to entry.
<b>Initial Assessment</b>	N/A
<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 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.

This qualification is graded at unit and qualification level.

#### 3.2 Qualification size

Qualification Title	Total Qualification Time	Guided Learning	Credit Value
Gateway Qualifications Level 2 Award in Digital Development	120	84	12

**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 qualification requirements are provided below.

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within unit specifications. Unit contents, including the learning outcomes and associated assessment criteria, are published on the Gateway Qualifications website, contained within this qualification specification 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 Level 2 Award in Digital Development

Learners must achieve both mandatory units.

### Mandatory Group

Learners must achieve both mandatory units.

Unit Number	Unit Title	Level	Credit Value	GLH
A/618/3945	Using digital tools to contribute to team projects	2	4	28
F/618/3946	Programming in Python	2	8	56

### 3.4 Grading

The qualification is awarded as Pass/Merit/Distinction.

To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades. Where work for the pass standard is marginal, assessors can take account of any extension work completed by the learners.

<b>To achieve a Pass</b>	<ul style="list-style-type: none"> <li>learners must evidence all Pass criteria from the assessment and grading grid</li> </ul>
<b>To achieve a Merit</b>	<ul style="list-style-type: none"> <li>learners must evidence all Pass and Merit criteria from the assessment and grading grid</li> <li>should a learner achieve some of the Merit criteria but not all, this would provide the opportunity for additional guidance to enable the learner to progress all work to the required standard to achieve all the Merit criteria</li> <li>partial achievement of the Merit criteria <b>cannot</b> attract the Merit grade.</li> </ul>
<b>To achieve a Distinction</b>	<ul style="list-style-type: none"> <li>learners must evidence all Pass, Merit and Distinction criteria from the assessment and grading grid</li> <li>Distinction criteria are qualitative extensions of the Merit criteria</li> <li>should a learner achieve some of the Distinction criteria but not all, this would provide the opportunity for additional guidance to enable the learner to progress all work to the required standard to achieve all the Distinction criteria</li> <li>partial achievement of the Distinction criteria cannot attract the Distinction grade.</li> </ul>

The qualification grade will be automatically calculated for learners when the learner unit grades are submitted by a centre. The overall grade is calculated based on the rules of combination for the qualification, in the following way:

1. The grade is converted to a number of points per credit (see table below).
2. The units required to meet the rules of combination are selected and the points allocated per credit are applied.
3. If the amount of credit needed for the qualification is less than the amount of credit achieved by the learner, ie the learner has overachieved, the total number of points will be adjusted. This will be calculated as a proportion of the total number of credits achieved by the required number of credits to complete the overall grade:

$$\frac{\text{No. of credits required} \times \text{Total No. of Points}}{\text{No. of credits achieved}} = \text{Adjusted Points Total}$$

4. Any surplus credits will be listed on the credit transcript.
5. Number of points are totalled and the overall grade applied according to the 'qualification grade' table.

The table below shows the **number of points scored per credit** at the unit level and grade:

	Points per credit		
	Pass	Merit	Distinction
Level 2	5	6	7

Learners who achieve the correct number of points within the ranges show in the 'qualification grade' table below will achieve the qualification merit or distinction grade:

	Pass	Merit	Distinction
Points range	60-67	68-75	76-84

### Example 1

Achievement of pass qualification grade:

Units	Credit	Grade	Grade Points	Total Unit Points (credit x grade)
Using digital tools to contribute to team projects	4	P	5	20
Programming in Python	8	P	5	40
<b>Totals</b>	<b>12</b>			<b>60</b>

## Example 2

Achievement of merit qualification grade:

Units	Credit	Grade	Grade Points	Total Unit Points (credit x grade)
Using digital tools to contribute to team projects	4	P	5	20
Programming in Python	8	M	6	48
<b>Totals</b>	<b>12</b>			<b>68</b>

## 3.5 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.

## 4 Assessment

### 4.1 Assessment overview

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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 qualification 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

### 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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Tutor/Assessors must be fully qualified and experienced in the subject area in which they are delivering, details of which must be provided to Gateway Qualifications as part of the Qualification Approval application.



## 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 qualification/s.

## 7 Learner Registration and Results

### 7.1 Registration

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Centres will register learners via the 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, Merit or Distinction.

### 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.

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

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#### Programming in Python

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**Level:** Level 2

**Credit Value:** 8

**GLH:** 56

**Unit Number:** F/618/3946

**Unit Aim:** This unit aims to provide learners with the knowledge and skills needed to be able develop designed, coded, tested and documented solutions to straightforward, well-defined problems.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Be able to apply basic concepts of a programming language.	1.1 Describe what a programming language is and how it is used to produce software applications. 1.2 Code and document inputs, outputs and processes within simple Python programs. 1.3 Use variables of a range of types within working Python code.	1.1 Explain the solution clearly through well placed comments and README documentation.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2 Be able to model data, implement data structures and use data sources.	2.1 Develop Python coded solutions which process lists and data dictionaries. 2.2 Develop Python coded solutions which access, read and write data to files. 2.3 Develop Python coded solutions which read and write data to a database.	2.1 Write code that is 'clean' with meaningful data names.	D(1) Follow principles of 'clean' code and accepted standards for layout and syntax (e.g. PEP8)  D(2) Use appropriate technical language to explain solution processes.
3 Be able to use selection and repetition in coded solutions.	3.1 Develop Python coded solutions which require loops. 3.2 Develop Python coded solutions which require 'if' statements. 3.3 Select and use appropriate loops and if statement formats for given problems.	3.1 Use selection and repetition appropriately in combination.	D(3) Identify obvious errors and opportunities to make code faster, more robust or more secure.
4 Be able to use functions.	4.1 Identify and use in-built and imported library functions. 4.2 Develop and use custom functions. 4.3 Test function output.	4.1 Choose external functions or write custom functions appropriately.	
5 Be able to solve simple problems with Python	5.1 Design, code, test and document a set of Python coded solutions to simple problems.	5.2 Consistently produce code that is free from obvious errors with clear explanation of the development process in a README.	



## Using Digital Tools to Contribute to Team Projects

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**Level:** 2

**Credit Value:** 4

**GLH:** 28

**Unit Number:** A/618/3945

**Unit Aim:** This unit aims to provide learners with the knowledge and skills needed to be able to make valid and effective contributions to the work of a software solution development team.

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand how software is used and the problems that it can solve.	1.1 Describe a range of scenarios for the development of a software solution (app, web platform, embedded system, etc) 1.2 Identify potential software solutions to a range of real life problems (health systems, monitoring systems, sales systems, etc)	1.1 Make clear, reasoned contributions to project ideas, based on known scenarios.	D(1) Contribute innovative independent ideas and code to a project.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>2 Be able to take on a role within a software team.</p>	<p>2.1 Describe software team roles (e.g. product owner, solutions architect, lead developer, developers, designers, testers, data analysts)</p> <p>2.2 Adopt a designer/developer/tester role within a project team.</p> <p>2.3 Use common tools for communication within the team (Slack, Trello, etc)</p>	<p>2.1 Make clear, reasoned, contributions to team discussions.</p>	
<p>3 Be able to participate in the project management and code sharing process (Agile/ SCRUM/ version control)</p>	<p>3.1 Use a Git-based version control system to contribute to a shared code base.</p> <p>3.2 Contribute to planning, reflecting and managing own work.</p> <p>3.3 Respond to a code review with questions and confirmation of changes to code.</p>		





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