

# QUALIFICATION SPECIFICATION



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## Entry Level Certificate in Mathematics (Entry 2)



This qualification specification covers the following qualification:

Qualification number	Qualification title
601/0708/X	Gateway Qualifications Entry Level Certificate in Mathematics (Entry 2)

Version and date	Change detail	Section/page reference
2.0 (January 2026)	Specification template updated.	n/a
	Optional units removed that are not a level above or below that of the qualification. Unit group titles changed from Mandatory and Optional to Group O1 and Group O2.	3.2

The previous version of this qualification specification is available in Prism. Search for the qualification in the Qualification Library and select the 'Documents' tab.

## About this qualification specification

Gateway Qualifications is a nationally regulated Awarding Organisation that supports education and training providers through its strong relationships, adaptability and expert team.

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Gateway Qualifications Entry Level Certificate in Mathematics (Entry 2).

This document 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 this qualification, you must be a Gateway Qualifications recognised centre and be approved to offer this qualification.

If your centre is not yet recognised, please contact our Business Development team to discuss becoming a Gateway Qualifications recognised centre:

Telephone: 01206 911211  
Email: [enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)  
Website: [Gateway Qualifications](https://www.gatewayqualifications.org.uk)

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## Introduction

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

The Gateway Qualifications Entry Level Certificate in Mathematics (Entry 2) has been designed as a stepping stone for learners and to recognise and reward progress towards achieving a Level 2 Mathematics qualification, such as Functional Skills or GCSE. This qualification addresses the needs of learners with Mathematics skills below Level 2 and provides the necessary flexibility and responsiveness required by adult learners.

This qualification is built from a number of small units which cover an area or aspect of the curriculum. Each unit is underpinned by the national standards for adult numeracy (QCA 2005) and the Adult Numeracy Core Curriculum (DfES 2001, revised 2006-7 and updated 2009).

This qualification has been developed in collaboration with representatives of Further Education Colleges, Adult and Community Learning Providers, the voluntary sector and Offender Learning providers. It has been designed to support adult learners but is also suitable for 16-19 year olds and pre 16 learners.

## 1. Qualification overview

### 1.1 Qualification purpose

The purpose of this qualification is to provide learners with the necessary mathematical skills for everyday life and work. It focuses on basic calculations, measures and interpreting information, helping learners build confidence and apply maths in practical situations.

### 1.2 Aims and objectives

The aims and objectives of this qualification are to enable learners to develop confidence and competence in basic numeracy skills, supporting them to apply simple mathematical concepts to everyday life and work.

The objectives of the qualification are to enable learners to:

- recognise, read, write, count and compare numbers up to 100 using basic operations
- solve simple money problems
- compare and order length, weight, capacity and temperature and work with simple time calculations
- recognise and describe common 2D and 3D shapes.
- follow and give simple directions and positional language
- read, sort and classify information in simple tables or diagrams

### 1.3 Key information

Qualification summary	
Qualification title	Gateway Qualifications Entry Level Certificate in Mathematics (Entry 2)
Qualification type	Regulated Qualifications Framework (RQF)
Qualification number	601/0708/X
Learning aim reference number	6010708X
Level	Entry Level 2
Guided learning hours (GLH)	140
Total qualification time (TQT)	140
Credit value	14
Sector subject area	14.1 Foundations for Learning and Life
Age appropriateness	Pre 16, 16-18, 19+
Grading scale	Pass/Fail

Assessment method	Portfolio of Evidence
Regulation information	This qualification is regulated by Ofqual for use in England only.

## 1.4 Entry requirements

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There are no specific prior skills/knowledge learners must have for this qualification; however, learners should have a basic proficiency in the English language.

Centres must ensure that learners have the correct information and advice when selecting qualifications to ensure that the qualification will meet their needs.

Centres must ensure that this qualification suits the age and abilities of their learners by ensuring that learners can meet the relevant literacy, numeracy, digital, and health and safety requirements of the qualification.

Learners enrolled on this qualification should not undertake another qualification at the same level with a similar title or content, as this could impact funding eligibility due to duplicated learning.

Centres are responsible for registering learners via the Gateway Qualifications' online registration portal Quartz. Learner registration guidance is available on our website, [Registering learners](#).

## 1.5 Progression opportunities

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On completion of this qualification learners will be equipped with an introductory level of proficiency in Mathematics, forming a basis for further progression to higher-level studies and to broader opportunities within education, training, and employment.

Successful completion of the Gateway Qualifications Entry Level Certificate in Mathematics (Entry 2) could allow learners to progress onto:

- Gateway Qualifications Entry Level Certificate in Mathematics (Entry 3)
- Functional Skills qualification in Mathematics at a higher level, for example, Entry 3 or Level 1
- further study, including a Gateway Qualifications vocational qualification

A full in-depth careers information, advice and guidance session should be completed for learners before, during and after completion of learning, finding them the most appropriate progression pathways unique to them and based on their ability and aspirations.

## 1.6 Equity, diversity and inclusion

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At Gateway Qualifications we aim to create an environment which celebrates differences and strives for equitable opportunities and outcomes for all. More than a mere commitment, this Equity, Diversity, and Inclusion Policy stands as a framework, informing every aspect of the work we do. It is our aim to support our staff and learners of all abilities, ensuring the development, delivery, and awarding of qualifications in a fair and inclusive manner.

Whilst developing our qualifications, we have given due consideration to eliminating discrimination, harassment and victimisation, advancing equality of opportunity, and fostering good relations between people who share a relevant protected characteristic (as defined in the Equality Act 2010) and those who do not.

For full details please see the [Equity, Diversity and Inclusion Policy](#).

## 1.7 Resource requirements

There are no prescribed resource requirements for this qualification. However, centres must ensure that learners have access to appropriate and sufficient resources to support the achievement of all learning outcomes.

## 1.8 Support materials and resources

In addition to this qualification specification, the following resources are available for centres approved to offer the qualification:

- Qualification Assessment Guidance Mathematics
- Learner Assessment Tracking – Mathematics

## 1.9 Achieving this qualification

The qualification will be awarded to learners who successfully demonstrate their achievement of all learning outcomes of the units of the qualification and satisfy the rules of combination.

The learning outcomes and assessment criteria that will be assessed as part of the qualification are set out within the unit details.

To be awarded this qualification learners must meet the rule of combination by successfully achieving 14 credits. A minimum of 8 credits must come from Entry 2 units within Group O1 and the remaining credits can be achieved from either Group O1 or Group O2. Learners cannot include more than one unit with the same or similar title.

### Group O1

Unit reference	Unit title	Unit level	Credit value	GLH
<b>Y/505/4861</b>	Addition, Subtraction and Multiplication	Entry 2	3	30
<b>Y/505/4858</b>	Money, Time and Temperature	Entry 2	3	30
<b>R/505/4860</b>	Using and Communicating Data	Entry 2	3	30
<b>D/505/4859</b>	Using Size, Shape and Measure	Entry 2	3	30
<b>R/505/4857</b>	Using Whole Numbers and Fractions	Entry 2	2	20

## Group O2

Unit reference	Unit title	Unit level	Credit value	GLH
<b>A/505/4853</b>	Adding and Subtracting	Entry 1	3	30
<b>K/505/4864</b>	Making Calculations	Entry 3	3	30
<b>F/505/4854</b>	Money and Time	Entry 1	3	30
<b>D/505/4862</b>	Money, Time and Temperature	Entry 3	3	30
<b>L/505/4856</b>	Using and Communicating Data	Entry 1	3	30
<b>H/505/4863</b>	Using and Communicating Data	Entry 3	3	30
<b>J/505/4855</b>	Using Size, Shape and Space	Entry 1	3	30
<b>M/505/4865</b>	Using Size, Shape and Measures	Entry 3	3	30
<b>T/505/4852</b>	Using Whole Numbers	Entry 1	2	20
<b>T/505/4866</b>	Using Whole Numbers, Decimals, Fractions and Percentages	Entry 3	2	20

The following units are barred against each other:

Unit reference	Unit title	Unit level
<b>A/505/4853</b>	Adding and Subtracting	Entry 1
<b>Y/505/4861</b>	Addition, Subtraction and Multiplication	Entry 2
<b>K/505/4864</b>	Making Calculations	Entry 3

Unit reference	Unit title	Unit level
<b>F/505/4854</b>	Money and Time	Entry 1
<b>Y/505/4858</b>	Money, Time and Temperature	Entry 2
<b>D/505/4862</b>	Money, Time and Temperature	Entry 3

Unit reference	Unit title	Unit level
<b>L/505/4856</b>	Using and Communicating Data	Entry 1
<b>R/505/4860</b>	Using and Communicating Data	Entry 2
<b>H/505/4863</b>	Using and Communicating Data	Entry 3

Unit reference	Unit title	Unit level
<b>J/505/4855</b>	Using Size, Shape and Space	Entry 1
<b>D/505/4859</b>	Using Size, Shape and Measure	Entry 2
<b>M/505/4865</b>	Using Size, Shape and Measures	Entry 3

Unit reference	Unit title	Unit level
<b>T/505/4852</b>	Using Whole Numbers	Entry 1
<b>R/505/4857</b>	Using Whole Numbers and Fractions	Entry 2
<b>T/505/4866</b>	Using Whole Numbers, Decimals, Fractions and Percentages	Entry 3

## 1.10 Indicative content

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The examples included within the indicative content are provided as guidance only. They are not exhaustive and should not be regarded as limiting the range of knowledge, skills or understanding that may be taught, developed or assessed. Centres may incorporate additional relevant material, contexts or approaches as appropriate, provided these remain aligned with the stated learning outcomes and overall requirements of the qualification.

## 2. Assessment

### 2.1 Assessment overview

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The qualification is assessed through a portfolio of evidence which is internally assessed by centre staff and externally quality assured by Gateway Qualifications. For more information, please see the [Centre Guide to Best Practice in Internal Assessment](#).

Each learner must build a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit through practical, work related tasks.

On completion of each unit learners must declare that the work produced is their own and the Assessor must counter sign this.

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

The qualification will be awarded to learners who successfully demonstrate their achievement of all learning outcomes of the units of the qualification.

For learners who are not successful in achieving the whole qualification but still achieve any full unit, a unit certificate of achievement may be awarded.

### 2.2 Assessment language

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This qualification will be assessed in English. All learners work must be in English. British Sign Language can be used where it is permitted for the purpose of a reasonable adjustment.

### 2.3 Explanation of assessment terms used in this qualification

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Gateway Qualifications has produced guidance to support consistent delivery of units across all centres offering our qualifications.

For clarification on how to interpret and deliver the command words used in our assessments, please refer to the Assessment Command Word Definitions document, available on the Gateway Qualifications website [Internal & External Assessment Practice - Gateway Qualifications](#) under Assessment Design.

### 3. Unit details

#### 3.1 Group 01

#### Addition, Subtraction and Multiplication

<b>Unit reference:</b>	Y/505/4861
<b>Unit summary:</b>	In this unit, learners will add subtract and multiply numbers and make simple calculations in order to use and understand numbers in everyday situations.
<b>Unit level:</b>	Entry 2
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to add and subtract whole numbers.	1.1 Add two-digit whole numbers. 1.2 Subtract two-digit whole numbers. 1.3 Round to the nearest 10. 1.4 Recall addition and subtraction facts to 10.
2. Be able to multiply whole numbers.	2.1 Multiply single-digit whole numbers.
3. Be able to solve everyday problems with and without a calculator.	3.1 Use and interpret +, - and = in practical situations to solve problems. 3.2 Use estimation in solving problems and to check if answers are sensible. 3.3 Solve one step number and word problems.

Please note that this unit is barred against unit A/505/4853 – Adding and Subtracting (Entry 1) and K/505/4864 – Making Calculations (Entry 3)

## Money, Time and Temperature

<b>Unit reference:</b>	Y/505/4858
<b>Unit summary:</b>	In this unit, learners will learn about common measures of time, money and temperature in order to use and make observations about them in everyday situations.
<b>Unit level:</b>	Entry 2
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to work with money.	1.1 Make amounts up to a pound using different coins. 1.2 Calculate the cost in pence of more than one item. 1.3 Calculate the cost in whole pounds of more than one item. 1.4 Calculate the change from a transaction in pence and whole pounds.
2. Be able to work with time.	2.1 Read and record common date formats. 2.2 Express time on analogue clocks in hours, half hours, and understand time on 12-hour digital clocks in hours, half hours and quarter hours.
3. Know about temperature.	3.1 Read positive temperatures in everyday situations, for example, from a weather chart. 3.2 Identify the unit of measurement for temperature in the UK. 3.3 Compare temperatures in simple terms.

**Please note that this unit is barred against unit F/505/4854 – Money and Time (Entry 1) and D/505/4862 – Money, Time and Temperature (Entry 3)**

## Using and Communicating Data

<b>Unit reference:</b>	R/505/4860
<b>Unit summary:</b>	In this unit, learners will learn how to understand mathematical information and present results for use in everyday situations.
<b>Unit level:</b>	Entry 2
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to extract information.	1.1 State the purpose of a table or graph and the associated labels. 1.2 Extract information from lists, tables, simple diagrams and bar charts. 1.3 Compare numerical information from a bar chart. 1.4 Collect simple numerical information.
2. Be able to sort and classify objects.	2.1 Sort and classify objects using two criteria, for example, size, colour, and shape.
3. Be able to present information so it makes sense to others.	3.1 Use straightforward means, for example, tables, whole numbers, simple charts and diagrams to present results to others.

Please note that this unit is barred against unit L/505/4856 – Using and Communicating Data (Entry 1) and H/505/4863 – Using and Communicating Data (Entry 3)

## Using Size, Shape and Measure

<b>Unit reference:</b>	D/505/4859
<b>Unit summary:</b>	In this unit, learners will learn about size, shape and related common measures for use in everyday situations.
<b>Unit level:</b>	Entry 2
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to measure, estimate and compare length.	1.1 Measure length, using common standard and non-standard units, for example, metre, centimetre, paces, feet.  1.2 Estimate lengths.  1.3 Compare different lengths, for example, more than a metre, less than a metre.  1.4 Read simple scales for length to the nearest labelled division.  1.5 Choose and use appropriate units and measuring instruments.
2. Be able to measure, estimate and compare weight.	2.1 Measure weight, using common standard units, for example, grams, kilograms.  2.2 Estimate weights.  2.3 Compare weights, for example more than a kilogram, less than a kilogram.  2.4 Read simple scales for weight to the nearest labelled division.  2.5 Choose and use appropriate units and measuring instruments.
3. Be able to measure, estimate and compare capacity.	3.1 Measure capacity, using common standard and non-standard units, for example, litre, cupful.  3.2 Estimate capacity.

	<p>3.3 Compare capacity, for example, more than a litre, less than a litre.</p> <p>3.4 Read simple scales for capacity to the nearest labelled division.</p> <p>3.5 Choose and use appropriate units and measuring instruments.</p>
<p>4. Know about shape, positional vocabulary and space.</p>	<p>4.1 Recognise and name common 2-D and 3-D shapes.</p> <p>4.2 Describe key properties of common 2-D and 3-D shapes.</p> <p>4.3 Recognise right angles in everyday objects.</p> <p>4.4 Follow directions using everyday positional vocabulary, including left and right, in front and behind.</p>

**Please note that this unit is barred against unit J/505/4855 – Using Size, Shape and Space (Entry 1) and M/505/4865 - Using Size, Shape and Measures (Entry 3)**

## Using Whole Numbers and Fractions

<b>Unit reference:</b>	R/505/4857
<b>Unit summary:</b>	In this unit, learners will learn about whole numbers and fractions in order to understand and use them in everyday situations.
<b>Unit level:</b>	Entry 2
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to work with whole numbers.	1.1 Count reliably up to 100 items. 1.2 Order numbers up to 100. 1.3 Read whole numbers up to 100. 1.4 Write whole numbers up to 100.
2. Be able to work with fractions.	2.1 Recognise and use the words half and quarter and symbols $\frac{1}{2}$ and $\frac{1}{4}$ . 2.2 Identify the relationship between a half and two quarters. 2.3 Find halves and quarters of small numbers of items. 2.4 Find halves and quarters of simple shapes.

Please note that this unit is barred against unit T/505/4852 – Using Whole Numbers (Entry 1) and T/505/4866 – Using Whole Numbers, Decimals, Fractions and Percentages (Entry 3)

## 3.2 Group O2

### Adding and Subtracting

<b>Unit reference:</b>	A/505/4853
<b>Unit summary:</b>	In this unit, learners will manipulate, add and subtract numbers up to 10 in order to use and understand numbers in everyday situations.
<b>Unit level:</b>	Entry 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to add whole numbers.	1.1 Add single-digit numbers with totals to 10. 1.2 Interpret + and =. 1.3 Use related vocabulary, for example and, plus, equals.
2. Be able to subtract whole numbers.	2.1 Subtract single-digit numbers from numbers up to 10. 2.2 Interpret - and =. 2.3 Use related vocabulary, for example take away, minus, equals.
3. Be able to solve everyday problems with and without a calculator.	3.1 Identify and interpret symbols +, -, = in practical situations. 3.2 Estimate number of items (up to 10). 3.3 Be able to use primary functions of a calculator.

**Please note that this unit is barred against unit Y/505/4861 – Addition, Subtraction and Multiplication (Entry 2) and K/505/4864 – Making Calculations (Entry 3)**

## Making Calculations

<b>Unit reference:</b>	K/505/4864
<b>Unit summary:</b>	In this unit, learners will manipulate numbers and make simple calculations in order to use and understand numbers in everyday situations.
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to add and subtract whole numbers.	1.1 Add using three-digit numbers. 1.2 Subtract using three-digit numbers. 1.3 Approximate by rounding numbers less than 1000 to the nearest 10 or 100. 1.4 Recall addition and subtraction facts to 20. 1.5 Estimate answers to addition and subtraction calculations.
2. Be able to multiply and divide whole numbers.	2.1 Multiply two-digit whole numbers by single-digit numbers. 2.2 Recall simple multiplication tables 2, 3, 4, 5 and 10. 2.3 Divide two-digit whole numbers by single-digit whole numbers. 2.4 Interpret remainders in division operations. 2.5 Estimate answers to multiplication and division calculations.
3. Be able to solve problems with and without a calculator.	3.1 Interpret +, -, x, ÷ and = in practical situations. 3.2 Solve problems involving whole numbers and decimals.

	<p>3.3 Use of the standard order of operations in practical situations to solve multi-step calculations.</p> <p>3.4 Solve two-step word problems.</p>
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**Please note that this unit is barred against unit A/505/4853 – Adding and Subtracting (Entry 1) and Y/505/4861 – Addition, Subtraction and Multiplication (Entry 2)**

## Money and Time

<b>Unit reference:</b>	F/505/4854
<b>Unit summary:</b>	In this unit, learners will learn about common measures of time and money in order to use and understand them in everyday situations.
<b>Unit level:</b>	Entry 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about money.	1.1 Recognise and select different coins. 1.2 Recognise and select different notes. 1.3 Identify prices expressed in whole numbers up to 10.
2. Know about time.	2.1 Relate familiar events to different times, days and seasons. 2.2 Demonstrate understanding of and use vocabulary related to time.

Please note that this unit is barred against unit Y/505/4858 – Money, Time and Temperature (Entry 2) and D/505/4862 – Money, Time and Temperature (Entry 3)

## Money, Time and Temperature

<b>Unit reference:</b>	D/505/4862
<b>Unit summary:</b>	In this unit, learners will learn about common measures of time, money and temperature in order to use and make observations about them in everyday situations.
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to work with money.	1.1 Add amounts of money using decimal notation. 1.2 Subtract amounts of money using decimal notation. 1.3 Round sums of money to the nearest £1 or 10p. 1.4 Estimate and make approximate calculations relating to cost.
2. Be able to work with time.	2.1 Read time in common formats on analogue clocks and 12 and 24-hour digital clocks. 2.2 Measure time in days, hours and minutes. 2.3 Record time in common formats and using 12 and 24-hour formats, including am and pm.
3. Be able to work with temperature.	3.1 Read temperature using standard units. 3.2 Measure temperature in standard units. 3.3 Compare temperatures.

**Please note that this unit is barred against unit F/505/4854 – Money and Time (Entry 1) and Y/505/4858 – Money, Time and Temperature (Entry 2)**

## Using and Communicating Data

<b>Unit reference:</b>	L/505/4856
<b>Unit summary:</b>	In this unit, learners will learn how to understand mathematical information and present results for use in everyday situations.
<b>Unit level:</b>	Entry 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to extract information.	1.1 Identify simple numerical information from a list.
2. Be able to sort and classify objects.	2.1 Identify criteria to sort familiar objects. 2.2 Sort and classify objects using a single criterion. 2.3 Make simple lists.
3. Be able to present results.	3.1 Use objects, simple images or whole numbers to present results. 3.2 Use basic terms when identifying outcomes.

Please note that this unit is barred against unit R/505/4860 – Using and Communicating Data (Entry 2) and H/505/4863 – Using and Communicating Data (Entry 3)

## Using and Communicating Data

<b>Unit reference:</b>	H/505/4863
<b>Unit summary:</b>	In this unit, learners will learn how to understand mathematical information and present results for use in everyday situations.
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

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

**Please note that this unit is barred against unit L/505/4856 – Using and Communicating Data (Entry 1) and R/505/4860 – Using and Communicating Data (Entry 2)**

## Using Size, Shape and Space

<b>Unit reference:</b>	J/505/4855
<b>Unit summary:</b>	In this unit, learners will learn about size, shape and related common measures for use in everyday situations.
<b>Unit level:</b>	Entry 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about size and weight.	1.1 Use simple terms to describe size. 1.2 Use simple terms to describe dimensions. 1.3 Use simple terms to describe weight. 1.4 Use simple terms to describe capacity. 1.5 Use direct comparisons for size, weight and dimensions.
2. Know about shape, positional vocabulary and space.	2.1 Identify common 2-D and 3-D shapes. 2.2 Follow directions using everyday positional vocabulary, for example, between, inside, near to.

**Please note that this unit is barred against unit D/505/4859 – Using Size, Shape and Measure (Entry 2) and M/505/4865 – Using Size, Shape and Measures (Entry 3)**

## Using Size, Shape and Measures

<b>Unit reference:</b>	M/505/4865
<b>Unit summary:</b>	In this unit, learners will learn about size, shape and related common measures for use in everyday situations.
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to read, measure, estimate and compare length.	1.1 Estimate length and distance, using non-standard and standard units. 1.2 Compare length and distance, using non-standard units and standard units. 1.3 Select and use appropriate units for measuring length. 1.4 Select and use appropriate instruments for measuring length. 1.5 Read and measure length and distance, using standard and non-standard units, to the nearest labelled and unlabelled division, for example, with two or ten divisions between the numbered points on the scale.
2. Be able to read, measure, estimate and compare weight.	2.1 Estimate and compare weight using non-standard and standard units. 2.2 Select and use appropriate units for measuring weight. 2.3 Select and use appropriate instruments for measuring weight. 2.4 Read and measure weight using standard and non-standard units to the nearest labelled and unlabelled division.
3. Be able to read, measure, estimate and compare capacity.	3.1 Estimate and compare capacity. 3.2 Select and use appropriate units for measuring capacity.

	<p>3.3 Select and use appropriate instruments for measuring capacity.</p> <p>3.4 Read and measure capacity using standard and non-standard units to the nearest labelled and unlabelled division.</p>
<p>4. Know about shape, positional vocabulary and space.</p>	<p>4.1 Sort 2-D and 3-D shapes according to their properties, for example, side length, angle, line of symmetry.</p> <p>4.2 Identify perimeter of simple shapes.</p> <p>4.3 Understand and use straightforward vocabulary related to shape, for example, side, length, angle, line of symmetry.</p> <p>4.4 Follow directions using positional vocabulary, including the four compass points.</p>

**Please note that this unit is barred against unit J/505/4855 – Using Size, Shape and Space (Entry 1) and D/505/4859 – Using Size, Shape and Measure (Entry 2)**

## Using Whole Numbers

<b>Unit reference:</b>	T/505/4852
<b>Unit summary:</b>	In this unit, learners will secure numbers up to 10 in order to understand numbers in everyday situations.
<b>Unit level:</b>	Entry 1
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to count and order whole numbers up to 10.	1.1 Count reliably up to 10 items. 1.2 Order numbers up to 10. 1.3 Recognise simple patterns and sequences. 1.4 Solve missing number problems.
2. Be able to read and write numbers.	2.1 Read whole numbers up to 10. 2.2 Recognise numbers in different styles. 2.3 Write whole numbers up to 10 in words and figures.
3. Be able to compare whole numbers.	3.1 Show understanding of the vocabulary of comparing numbers. 3.2 Use the vocabulary of comparing numbers. 3.3 Show understanding of ordinal numbers, for example, first, second, third.

Please note that this unit is barred against unit R/505/4857 – Using Whole Numbers and Fractions (Entry 2) and T/505/4866 – Using Whole Numbers, Decimals, Fractions and Percentages (Entry 3)

## Using Whole Numbers, Decimals, Fractions and Percentages

<b>Unit reference:</b>	T/505/4866
<b>Unit summary:</b>	In this unit, learners will learn about whole numbers, fractions, decimals and percentages in order to understand and use them in everyday situations.
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to work with whole numbers.	1.1 Count up to 1000. 1.2 Order numbers up to 1000. 1.3 Compare numbers up to 1000. 1.4 Read whole numbers up to 1000. 1.5 Write whole numbers up to 1000.
2. Be able to work with fractions.	2.1 State the meaning of unit fractions, for example, $\frac{1}{5}$ , $\frac{1}{8}$ , $\frac{1}{10}$ . 2.2 Write common fractions. 2.3 Recognise and use fractions in equivalent forms, for example, $\frac{5}{10} = \frac{1}{2}$ .
3. Be able to work with percentages.	3.1 Recognise and use common percentages, for example, 25%, 50%. 3.2 Recognise and use common percentages, fractions, equivalences, for example, $\frac{1}{2}$ , 0.5, 50%.
4. Be able to work with decimals.	4.1 State the meaning of decimals up to two decimal places. 4.2 Read up to two decimal places in practical contexts, for example, measure to one decimal place and money to two decimal places.

	<p>4.3 Write up to two decimal places in practical contexts, for example, measure to one decimal place and money to two decimal places.</p> <p>4.4 Explain the use of a leading zero in contexts, for example, £0.35.</p>
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**Please note that this unit is barred against unit T/505/4852 – Using Whole Numbers (Entry 1) and R/505/4857 – Using Whole Numbers and Fractions (Entry 2)**

## 4. Quality assurance

As the portfolio of evidence is assessed by the centre's assessor, 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.

### 4.1 Internal quality assurance

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Centres should refer to the online [Centre Handbook](#) for further guidance on staffing requirements.

A centre's internal quality assurance process is led by the Internal Quality Assurer (IQA), who is responsible for identifying and promoting best practices in teaching, learning, and assessment. They are responsible for:

- monitoring assessment practices to ensure they meet our standards
- sampling assessment decisions and learner work to verify accuracy and consistency
- observing assessors and tutors, providing feedback and support for improvement
- facilitating standardisation meetings to align assessment practices across teams
- supporting assessors with professional development and guidance
- identifying and promoting best practices in teaching, learning, and assessment
- handling appeals and complaints related to assessment outcomes
- maintaining detailed records for audits and external quality assurance visits

The portfolio of evidence is subject to internal quality assurance whereby a centre regularly samples and evaluates its assessment practices and decisions, and acts on the findings to ensure consistency and fairness.

**To ensure the integrity of the internal quality assurance process, Internal Quality Assurers (IQAs) must not quality assure work that they have assessed.**

Assessors must ensure fair assessment and equality of opportunity for the learner within the assessment process. In order to ensure that the assessor is making judgements that are consistent with the rest of the assessment team, they must meet regularly with other assessors and internal quality assurers to discuss assessment decisions.

### 4.2 Sampling

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Sampling is a key element of the internal quality assurance process whereby the IQA:

- uses a risk-based approach to determine what to sample and when
- checks the quality and consistency of each assessor's decisions
- maintains a common standard of marking within the centre over time
- applies methods like vertical sampling (same unit across assessors), horizontal sampling (multiple units from one learner), and diagonal sampling (across units and learners)
- ensures sampling covers all units over time, not just at the end of the assessment process

### 4.3 Internal standardisation

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

The process of internal quality assurance provides an opportunity for assessors to receive feedback and support, which can help improve their assessment skills. It fosters a culture of continuous improvement and professional development among teaching and assessment staff.

Standardisation will be facilitated by the Centre's IQA and should include all those involved in assessing learner evidence. Centre standardisation events should be held at regular intervals. 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 records securely for three years, and Gateway Qualifications may ask to see them as part of the centre's quality assurance and monitoring activities.

### 4.4 External quality assurance

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The external quality assurance process for this qualification takes a risk-based approach where external monitoring visits are carried out to review the internal quality systems of centres against key quality standards.

External quality assurance falls into two categories, the first being the quality assurance of the centre's policies and procedures (Centre monitoring) as detailed below, with the second being external sampling of the assessment decisions at qualification level.

### 4.5 Centre monitoring

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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:

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

The EQA will carry out an initial risk assessment at the centre recognition stage and then annually on an ongoing basis and will give a high/medium/low-risk.

The EQA will arrange the annual quality monitoring visits. 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 achievement to learners is secure

The EQA will contact the centre in advance of a visit. However, Gateway Qualifications reserves the right to undertake unannounced visits, including during assessment times.

#### **4.6 Quality assuring centre assessment decisions**

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The external quality assurance process for this qualification involves a risk-based approach where sampling of assessment decisions and internal quality assurance activity to ensure that qualification standards are maintained.

An External Quality Assurer (EQA) will be allocated to the centre to sample the centre's assessment decisions, who will consider whether the sample provides evidence of the following:

- that the standard set out in the units is evidenced and assessment decisions are applied consistently
- appropriate teaching, stimulus, support, or learning materials and resources.
- an appropriate internal quality assurance strategy and sampling plans
- appropriate and consistent feedback provided by the assessor to the learner, and by the IQA to the assessor

A report will be completed by the EQA and made available to the Centres once the sampling activity has been completed.

#### **4.7 Malpractice and maladministration**

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Malpractice is any deliberate activity, neglect, default or other practice that compromises the integrity of the 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 [Malpractice and Maladministration Policy and Procedure](#).

#### **4.8 Direct claim status**

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Direct claim status (DCS) is a status given to centres on an individual qualification basis and allows centres to claim certification without waiting for an external quality assurance activity to take place.

DCS is permitted for this qualification. Refer to the [Direct Claims Status page for further details](#).

#### **4.9 Recognition of prior learning**

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Recognition of Prior Learning enables recognition of achievement from a range of activities through the knowledge, understanding or skills that learners already possess and so do not need to develop these through a course of learning.

The use of RPL is permitted for this qualification.

#### **4.10 Reasonable adjustments and special considerations**

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The following are reasonable adjustments that require permission from Gateway Qualifications prior to assessment:

- 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
- use of British Sign Language (BSL)
- changing usual assessment arrangements
- extra time, e.g. assignment extensions
- reader (this is not permitted for any assessments that test reading skills)
- scribe (this is not permitted for any assessments that test writing skills)
- use of assistive software
- use of assistive technology
- use of coloured overlays, low vision aids
- use of a different assessment location

If not specifically listed in this section, reasonable adjustments are centre permitted, for details on this Centres should refer to the [Reasonable Adjustments and Special Considerations Centre Guidance](#).

For learners who require special consideration at the point of assessment, complete a Special Consideration Request Form.

#### **4.11 Appeals**

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Learners who wish to appeal about their assessment results or a decision affecting their learning should either be supported by their Centre or should have exhausted their Centre's own appeals process before appealing to Gateway Qualifications. In the latter case, learners must provide Gateway Qualifications with evidence that they have first appealed to their Centre.

Centres and learners should refer to the [Appeals policy](#) for further information.

## 5. Glossary of terms

This section provides a concise compilation of frequently used terms and acronyms within our organisation and the broader educational context.

Term	Definition
<b>Assessment Criteria (AC)</b>	The standard a learner is expected to meet to demonstrate that learning outcomes have been met.
<b>Guided Learning Hours (GLH)</b>	The number of hours associated to a qualification/unit relating to the activity of a learner in being taught or instructed by - or otherwise participating in education or training under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
<b>Learning Outcomes (LO)</b>	Describes what a learner is expected to know, understand and be able to do as a result of the process of learning.
<b>Office of Qualifications and Examinations Regulation (Ofqual)</b>	Responsible for the approval and regulation of qualifications, examinations and assessments in England.
<b>Recognition of Prior Learning (RPL)</b>	A method of assessment that considers whether a learner can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
<b>Total Qualification Time (TQT)</b>	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.



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