QUALIFICATION SPECIFICATION

gateway qualifications

Level 1 Certificate in Mathematics

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

This qualification specification covers the following qualification:

Qualification number	Qualification title
601/1062/4	Gateway Qualifications Level 1 Certificate in Mathematics

Version and date	Change detail	Section/page reference
2.0 (January 2026)	Specification template updated. 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.	n/a 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 Level 1 Certificate in Mathematics.

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
Website: Gateway Qualifications

Contents

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 Level 1 Certificate in Mathematics 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 mapped to 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 essential mathematical skills required for everyday life, further study and work. It supports learners to develop accuracy, reasoning and confidence in mathematical decision-making and to apply mathematical skills in a range of familiar and unfamiliar contexts.

1.2 Aims and objectives

The aims and objectives of this qualification are to enable learners to build confidence in applying mathematics independently in familiar situations and to develop competence in number, measures, shape and data handling.

The objectives of the qualification are to enable learners to:

- use whole numbers, decimals and simple fractions to carry out practical calculations
- apply numerical methods to solve routine problems
- work with money in practical contexts, including totals and change, comparing costs and making simple financial decisions
- read, use and convert different units of measure in practical contexts including time and temperature
- recognise and describe properties of common 2D and 3D shapes, using positional, directional and simple geometric reasoning
- collect, organise interpret and present data in charts and tables

1.3 Key information

Qualification summary	
Qualification title	Gateway Qualifications Level 1 Certificate in Mathematics
Qualification type	Regulated Qualifications Framework (RQF)
Qualification number	601/1062/4
Learning aim reference number	60110624
Level	Level 1
Guided learning hours (GLH)	190
Total qualification time (TQT)	190
Credit value	19
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

There are no specific prior skills/knowledge learners must have for this qualification; however, learners should be proficient 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

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 Level 1 Certificate in Mathematics could allow learners to progress onto:

- Gateway Qualifications Level 2 Certificate in Mathematics
- GCSE in Mathematics
- Functional Skills qualification in Mathematics at Level 2
- 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

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/each 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 19 credits. A minimum of 12 credits must come from Level 1 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
F/505/4868	Making Calculations	Level 1	3	30
M/505/4882	Money, Time and Temperature	Level 1	3	30

A/505/4867	Numbers, Decimals, Fractions and Percentages	Level 1	3	30
J/505/4869	Numerical Relationships, Algebra and Ratios	Level 1	2	20
J/505/4872	Using and Communicating Data	Level 1	3	30
A/505/4870	Using Probability	Level 1	2	20
L/505/4890	Using Size, Shape and Space	Level 1	3	30

Group O2

Unit reference	Unit title	Unit level	Credit value	GLH
K/505/4864	Making Calculations	Entry 3	3	30
Y/505/4875	Making Calculations	Level 2	3	30
D/505/4862	Money, Time and Temperature	Entry 3	3	30
D/505/4876	Money, Time and Temperature	Level 2	3	30
H/505/4877	Numbers, Decimals, Fractions and Percentages	Level 2	3	30
K/505/4878	Numerical Relationships, Algebra and Ratio	Level 2	2	20
H/505/4863	Using and Communicating Data	Entry 3	3	30
M/505/4879	Using and Communicating Data	Level 2	3	30
H/505/4880	Using Probability	Level 2	2	20
M/505/4865	Using Size, Shape and Measures	Entry 3	3	30
K/505/4881	Using Size, Shape and Space	Level 2	3	30
T/505/4866	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
K/505/4864	Making Calculations	Entry 3
F/505/4868	Making Calculations	Level 1
Y/505/4875	Making Calculations	Level 2

Unit reference	Unit title	Unit level
D/505/4862	Money, Time and Temperature	Entry 3
M/505/4882	Money, Time and Temperature	Level 1
D/505/4876	Money, Time and Temperature	Level 2

Unit reference	Unit title	Unit level
J/505/4869	Numerical Relationships, Algebra and Ratios	Level 1
K/505/4878	Numerical Relationships, Algebra and Ratio	Level 2

Unit reference	Unit title	Unit level
H/505/4863	Using and Communicating Data	Entry 3
J/505/4872	Using and Communicating Data	Level 1
M/505/4879	Using and Communicating Data	Level 2

Unit reference	Unit title	Unit level
A/505/4870	Using Probability	Level 1
H/505/4880	Using Probability	Level 2

Unit reference	Unit title	Unit level
M/505/4865	Using Size, Shape and Measures	Entry 3
L/505/4890	Using Size, Shape and Space	Level 1
K/505/4881	Using Size, Shape and Space	Level 2

Unit reference	Unit title	Unit level
T/505/4866	Using Whole Numbers, Decimals, Fractions and Percentages	Entry 3
A/505/4867	Numbers, Decimals, Fractions and Percentages	Level 1
H/505/4877	Numbers, Decimals, Fractions and Percentages	Level 2

1.10 Indicative content

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

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

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

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 O1

Making Calculations

Unit reference:	F/505/4868
Unit summary:	In this unit, learners will manipulate numbers and decimals and make calculations in order to use and understand numbers in everyday situations.
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to add and subtract whole numbers and decimals.	1.1 Add numbers and decimals up to two places using efficient written and mental methods. 1.2 Subtract numbers and decimals up to two places using efficient written and mental methods. 1.3 Approximate by rounding. 1.4 Estimate answers to addition and subtraction calculations.
2. Be able to multiply and divide whole numbers and decimals.	2.1 Multiply and divide whole numbers and decimals by 10, 100 and 1000. 2.2 Multiply whole numbers and decimals up to two places using efficient written and mental methods. 2.3 Divide whole numbers and decimals up to two places using efficient written methods. 2.4 Recall tables up to 10x10 and make connections with division facts. 2.5 Estimate answers to multiplication and division calculations.

3. Be able to solve problems with and without a calculator.	3.1 Solve problems involving positive numbers using the standard order of operations to solve multi-step calculations. 3.2 Solve problems involving whole numbers, fractions, decimals and percentages. 3.3 Use an electronic or mechanical aid to calculate efficiently using whole numbers, fractions, decimals and percentages. 3.4 Check calculations using an electronic or mechanical aid.

Please note that this unit is barred against unit K/505/4864 - Making Calculations (Entry 3) and Y/505/4875 - Making Calculations (Level 2)

Money, Time and Temperature

Unit reference:	M/505/4882
Unit summary:	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.
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to work with money.	1.1 Add and subtract sums of money, including through the use of columns with decimal points aligned. 1.2 Multiply and divide sums of money. 1.3 Record sums of money, using appropriate conventions.
2. Be able to work with time.	2.1 Read time in common formats, on analogue clocks and 12 and 24-hour digital clocks and timetables. 2.2 Use different instruments to measure time in days, hours, minutes and seconds. 2.3 Record time in common formats and using 12 and 24-hour formats. 2.4 Add and subtract times in hours and minutes. 2.5 Convert units of time.
3. Be able to work with temperature.	3.1 Read, estimate, measure and compare temperature using common units and instruments. 3.2 Read temperature scales to the nearest labelled and unlabelled division.

Please note that this unit is barred against unit D/505/4862 – Money, Time and Temperature (Entry 3) and D/505/4876 – Money, Time and Temperature (Level 2)

Numbers, Decimals, Fractions and Percentages

Unit reference:	A/505/4867
Unit summary:	In this unit, learners will learn about numbers, fractions, decimals and percentages in order to understand and use them in everyday situations.
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to work with numbers.	1.1 Read and write positive numbers including large numbers. 1.2 Order and compare positive numbers, including large numbers. 1.3 Recognise negative numbers in practical contexts, for example, temperatures.
2. Be able to work with fractions.	2.1 Read and write common fractions and mixed numbers. 2.2 Order and compare common fractions and mixed numbers. 2.3 Express one number as a fraction of another, for example, 10 as a fraction of 30. 2.4 Use fractions to find parts of whole number quantities or measurements, for example, 2/3 or 3/4.
3. Be able to work with decimals.	3.1 Read and write decimals up to three decimal places. 3.2 Order and compare decimals up to three decimal places.
4. Be able to work with percentages.	4.1 Read and write simple percentages, order and compare simple percentages. 4.2 Recognise simple percentage increase and decrease.

	4.3 Find simple percentage parts of quantities and measures. 4.4 Recognise common percentage, fraction and decimal equivalences. 4.5 Use equivalences to find part or whole number quantities.

Please note that this unit is barred against unit T/505/4866 – Using Whole Numbers, Decimals, Fractions and Percentages (Entry 3) and H/505/4877 – Numbers, Decimals, Fractions and Percentages (Level 2)

Numerical Relationships, Algebra and Ratios

Unit reference:	J/505/4869
Unit summary:	In this unit, learners will learn about numerical relationships, algebra and ratio to solve problems in everyday situations.
Unit level:	Level 1
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Know about numerical relationships.	1.1 Recognise multiples of two to nine, up to 100. 1.2 Recognise multiples of 10, 50,100, 1000. 1.3 Know square numbers up to 10x10. 1.4 Identify factors of numbers. 1.5 Recall multiplication facts up to 10x10 and make connections with division facts.
2. Be able to solve problems involving algebra.	2.1 Form word expressions from simple expressions in symbols. 2.2 Evaluate simple expressions and formulae. 2.3 Translate simple word problems into symbols, +, -, ÷, x and numbers.
3. Be able to work with ratios.	3.1 Work out simple ratio as the number of parts. 3.2 Explain direct proportion as the same rate of increase or decrease. 3.3 Use understanding of direct proportion to make simple calculations.

Please note that this unit is barred against unit K/505/4878 – Numerical Relationships, Algebra and Ratio (Level 2)

Using and Communicating Data

Unit reference:	J/505/4872
Unit summary:	In this unit, learners will learn how to understand mathematical information and present results for use in everyday situations.
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:
1. Be able to extract and interpret information.	1.1 Use understanding of title, labels and simple scales to extract information from lists, tables, diagrams, charts and line graphs. 1.2 Use understanding of title, labels and simple scales to interpret information from lists, tables, diagrams, charts and line graphs.
2. Be able to collect and organise data.	2.1 Identify appropriate methods for collecting data. 2.2 Collect discrete data in tests and from observations. 2.3 Organise discrete data so that it can be easily transferred into a suitable format for sharing. 2.4 Find the arithmetical average (mean) for a set of data. 2.5 Find the arithmetical range for a set of data. 2.6 State how very high or low figures can distort the average (mean).
3. Be able to present results.	3.1 Use whole numbers, decimals, fractions and percentages to present results. 3.2 Represent data in tables, charts, diagrams and line graphs, to support the understanding of others. 3.3 Select suitable methods, format and scale to present and describe outcomes.

Please note that this unit is barred against unit H/505/4863 – Using and Communicating Data (Entry 3) and M/505/4879 – Using and Communicating Data (Level 2)

Using Probability

Unit reference:	A/505/4870
Unit summary:	In this unit, learners will learn how to understand and use probability for use in everyday situations.
Unit level:	Level 1
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Know about probability.	1.1 Use the vocabulary of probability to talk about the likelihood of events and possible outcomes. 1.2 Show understanding that some events are certain to happen and some are impossible.
2. Be able to calculate and express probability.	2.1 Calculate probability by the number of ways the event can happen divided by the total number of possible outcomes. 2.2 Express probability using fractions, decimals and percentages, with the probability scale of 0 to 1.

Please note that this unit is barred against unit H/505/4880 – Using Probability (Level 2)

Using Size, Shape and Space

Unit reference:	L/505/4890
Unit summary:	In this unit, learners will learn about size, shape and related common measures for use in everyday situations.
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:
1. Be able to measure length and distance.	1.1 Choose and use appropriate instruments for measuring length and distance. 1.2 Choose and use appropriate units for measuring length and distance. 1.3 Read scales to the nearest labelled and unlabelled division. 1.4 Add and subtract units of measure for length and distance. 1.5 Convert units of measure in the same system.
2. Be able to measure weight.	2.1 Choose and use appropriate instruments for measuring weight. 2.2 Choose and use appropriate units for measuring weight. 2.3 Read scales to the nearest labelled and unlabelled division. 2.4 Add and subtract units of measure for weight. 2.5 Convert units of measure in the same system.
3. Be able to measure capacity.	3.1 Choose and use appropriate instruments for measuring capacity. 3.2 Choose and use appropriate units for measuring capacity.

	3.3 Read scales to the nearest labelled and unlabelled division. 3.4 Add and subtract units of measure for capacity. 3.5 Convert units of measure in the same system.
4. Be able to work with shape, positional vocabulary and space.	4.1 Solve problems using the mathematical properties of regular 2-D shapes. 4.2 Draw 2-D shapes in different orientations using grids, for example, in diagrams or plans. 4.3 Work out the perimeter of simple shapes. 4.4 Work out the area of rectangles. 4.5 Work out the volume of shapes, for example, cuboids. 4.6 Work out dimensions from drawings with simple shapes, for example 1cm represents 1m. 4.7 Follow directions using appropriate positional vocabulary, including the eight compass points.

Please note that this unit is barred against unit M/505/4865 – Using Size, Shape and Measures (Entry 3) and K/505/4881 – Using Size, Shape and Space (Level 2)

3.2 Group O2

Making Calculations

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

	3.3 Use of the standard order of operations in practical situations to solve multi-step calculations. 3.4 Solve two-step word problems.

Please note that this unit is barred against unit F/505/4868 – Making Calculations (Level 1) and Y/505/4875 – Making Calculations (Level 2)

Making Calculations

Unit reference:	Y/505/4875
Unit summary:	In this unit, learners will manipulate numbers, decimals and fractions and make calculations in order to use and understand mathematical information in everyday situations.
Unit level:	Level 2
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to carry out calculations when solving problems.	1.1 Add and subtract whole numbers, fractions and decimals up to three places using efficient written and mental methods. 1.2 Multiply and divide whole numbers, fractions and decimals up to three places using efficient written and mental methods. 1.3 Explain the use of the words multiple and factor in interpreting multiplication and division facts. 1.4 Approximate decimals when solving practical problems. 1.5 Apply appropriate strategies to check answers.
2. Solve problems with and without a calculator.	2.1 Solve problems involving positive and negative numbers using the standard order of operations to solve multi-stage calculations. 2.2 Solve problems efficiently involving whole numbers, fractions, decimals and percentages.

Please note that this unit is barred against unit K/505/4864 – Making Calculations (Entry 3) and F/505/4868 – Making Calculations (Level 1)

Money, Time and Temperature

Unit reference:	D/505/4862
Unit summary:	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.
Unit level:	Entry 3
GLH:	30
Credit value:	3
Grading method:	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 M/505/4882 – Money, Time and Temperature (Level 1) and D/505/4876 – Money, Time and Temperature (Level 2)

Money, Time and Temperature

Unit reference:	D/505/4876
Unit summary:	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.
Unit level:	Level 2
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to work with money.	1.1 Calculate with sums of money. 1.2 Use currency exchange rates to convert between currencies.
2. Be able to work with time.	2.1 Calculate, measure and record time in different formats and in complex contexts. 2.2 Interpret dates and times written in different formats. 2.3 Select and use appropriate measuring instruments for different tasks, for example, timers on appliances, clocks, watches. 2.4 State the relationship between units of time, for example, sec, min, hr, day, week, month, year.
3. Be able to work with temperature.	3.1 Estimate, measure and compare temperature. 3.2 Identify the different scales used to measure temperature. 3.3 Convert temperatures from Celsius to Fahrenheit and vice versa. 3.4 Read and record the temperature accurately from a variety of different devices.

Please note that this unit is barred against unit D/505/4862 – Money, Time and Temperature (Entry 3) and M/505/4882 – Money, Time and Temperature (Level 1)

Numbers, Decimals, Fractions and Percentages

Unit reference:	H/505/4877
Unit summary:	In this unit, learners will learn about numbers, fractions, decimals and percentages in order to understand and use them in everyday situations.
Unit level:	Level 2
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to work with whole numbers.	1.1 Read and write positive numbers of any size. 1.2 Order and compare positive and negative numbers of any size.
2. Be able to work with fractions.	2.1 Order and compare amounts or quantities. 2.2 Evaluate one number as a fraction of another.
3. Be able to work with decimals	3.1 Order, approximate and compare decimals to solve practical problems.
4. Be able to work with percentages.	4.1 Order and compare percentages. 4.2 Recognise simple percentage increase and decrease. 4.3 Find percentage parts of quantities and measurements. 4.4 Evaluate one number as a percentage of another. 4.5 Identify equivalencies between fractions, decimals and percentages, for example, fractions, decimals and percentages are different ways of expressing the same thing.

Please note that this unit is barred against unit T/505/4866 – Using Whole Numbers, Decimals, Fractions and Percentages (Entry 3) and A/505/4867 – Numbers, Decimals, Fractions and Percentages (Level 1)

Numerical Relationships, Algebra and Ratio

Unit reference:	K/505/4878
Unit summary:	In this unit, learners will learn about numerical relationships and ratio to solve problems in everyday situations.
Unit level:	Level 2
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to solve problems involving algebra.	1.1 Explain how words and symbols in expressions and formulae are used to represent variable quantities (numbers), not things. 1.2 Explain the order in which elements of an algebraic expression must be worked out, for example, the contents of brackets should be worked out first. 1.3 Evaluate expressions and make substitutions in given formulae in words and symbols to produce results.
2. Be able to work with ratios.	2.1 Calculate ratio, for example, 3:2. 2.2 Calculate direct proportion.

Please note that this unit is barred against unit J/505/4869 – Numerical Relationships, Algebra and Ratios (Level 1)

Using and Communicating Data

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

LEARNING OUTCOMES **The learner will:**	ASSESSMENT CRITERIA **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 J/505/4872 – Using and Communicating Data (Level 1) and M/505/4879 – Using and Communicating Data (Level 2)

Using and Communicating Data

Unit reference:	M/505/4879
Unit summary:	In this unit, learners will learn how to understand mathematical information and present results for use in everyday situations.
Unit level:	Level 2
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:
1. Be able to extract and use mathematical information.	1.1 Extract discrete data from lists, tables, diagrams, charts and line graphs. 1.2 Extract continuous data from lists, tables, diagrams, charts and line graphs. 1.3 Interpret and use continuous and discrete data from lists, tables, diagrams, charts and line graphs.
2. Be able to collect and organise data.	2.1 Collect discrete data in tests and from observations. 2.2 Collect continuous data in tests and from observations. 2.3 Identify appropriate methods for collecting discrete and continuous data. 2.4 Organise discrete data. 2.5 Organise continuous data.
3. Be able to compare data.	3.1 Find the mean, median and the mode. 3.2 Use the mean, median and the mode as appropriate to compare data. 3.3 Find the range in sets of data. 3.4 Use the range to describe the spread within sets of data.

	3.5 Explain how high or low values can distort a data set.
4. Be able to present results.	4.1 Use whole numbers, decimals and fractions and percentages to present results. 4.2 Represent discrete and continuous data in tables, charts, diagrams and line graphs. 4.3 Draw conclusions from tables, charts, diagrams and line graphs. 4.4 Select and use appropriate methods and forms to present and explain outcomes.

Please note that this unit is barred against unit H/505/4863 – Using and Communicating Data (Entry 3) and J/505/4872 – Using and Communicating Data (Level 1)

Using Probability

Unit reference:	H/505/4880
Unit summary:	In this unit, learners will learn how to understand and use probability for use in everyday situations.
Unit level:	Level 2
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Know about probability.	1.1 Explain the difference between 'independent' and 'combined' events in the context of probability. 1.2 Identify the range of possible outcomes of combined events.
2. Be able to calculate and express probability.	2.1 Calculate probability for independent and combined events. 2.2 Record the range of possible outcomes of combined events in tree diagrams or in tables.

Please note that this unit is barred against unit A/505/4870 – Using Probability (Level 1)

Using Size, Shape and Measures

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

LEARNING OUTCOMES **The learner will:**	ASSESSMENT CRITERIA **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.

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

Please note that this unit is barred against unit L/505/4890 – Using Size, Shape and Space (Level 1) and K/505/4881 – Using Size, Shape and Space (Level 2)

Using Size, Shape and Space

Unit reference:	K/505/4881
Unit summary:	In this unit, learners will learn about size, shape and related common measures for use in everyday situations.
Unit level:	Level 2
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:
1. Be able to measure length.	1.1 Estimate measure and compare length and distance, using metric and imperial units. 1.2 Calculate length and distance, using units within the same system. 1.3 Read scales to different levels of accuracy including reading between marked divisions. 1.4 Calculate length and distance between systems, using conversion tables and scales, and approximate conversion factors, for example, 1 in = 2.54 cm.
2. Be able to measure weight.	2.1 Estimate, measure and compare weight using metric and imperial units. 2.2 Calculate weight with units within the same system. 2.3 Read scales to different levels of accuracy including reading between marked divisions. 2.4 Calculate weight between systems using conversion tables and scales, and approximate conversion factors, for example, 1kg = 2.2lbs and ounces to grams.
3. Be able to measure capacity.	3.1 Estimate, measure and compare capacity using metric and imperial units. 3.2 Calculate capacity with units within the same system.

	3.3 Read scales to different levels of accuracy, including reading between marked divisions. 3.4 Calculate capacity between systems using conversion tables and scales, and approximate conversion factors, for example, 1pint = 568ml.
4. Be able to work with shape, positional vocabulary and space.	4.1 Recognise and name a range of 2-D representations of 3-D shapes, for example, in maps and plans. 4.2 Solve problems involving mathematical properties, 2-D shapes and parallel lines. 4.3 Draw 2-D shapes in different orientations using grids, for example, reflect and rotate. 4.4 Apply appropriate formulae for finding perimeters and areas of regular shapes, for example, rectangular and circular surfaces. 4.5 Apply appropriate formulae for finding areas of composite shapes. 4.6 Apply appropriate common formulae for finding volumes of regular shapes, for example, cuboid or cylinder. 4.7 Work out dimensions from scale drawings, for example, 1:2. 4.8 Follow directions using a range of positional vocabulary.

Please note that this unit is barred against unit M/505/4865 - Using Size, Shape and Measures (Entry 3) and L/505/4890 – Using Size, Shape and Space (Level 1)

Using Whole Numbers, Decimals, Fractions and Percentages

Unit reference:	T/505/4866
Unit summary:	In this unit, learners will learn about whole numbers, fractions, decimals and percentages in order to understand and use them in everyday situations.
Unit level:	Entry 3
GLH:	20
Credit value:	2
Grading method:	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, 1/5, 1/8, 1/10. 2.2 Write common fractions. 2.3 Recognise and use fractions in equivalent forms, for example, 5/10 = 1/2.
3. Be able to work with percentages.	3.1 Recognise and use common percentages, for example, 25%, 50%. 3.2 Recognise and use common percentages, fractions, equivalences, for example, ½, 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.

	4.3 Write up to two decimal places in practical contexts, for example, measure to one decimal place and money to two decimal places. 4.4 Explain the use of a leading zero in contexts, for example, £0.35.

Please note that this unit is barred against unit A/505/4867 – Numbers, Decimals, Fractions and Percentages (Level 1) and H/505/4877 – Numbers, Decimals, Fractions and Percentages (Level 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

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

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

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

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

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

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

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

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

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

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

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
Assessment Criteria (AC)	The standard a learner is expected to meet to demonstrate that learning outcomes have been met.
Guided Learning Hours (GLH)	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.
Learning Outcomes (LO)	Describes what a learner is expected to know, understand and be able to do as a result of the process of learning.
Office of Qualifications and Examinations Regulation (Ofqual)	Responsible for the approval and regulation of qualifications, examinations and assessments in England.
Recognition of Prior Learning (RPL)	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.
Total Qualification Time (TQT)	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.

gateway qualifications

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