





This qualification specification covers the following qualification:

Qualification number	Qualification title
603/6508/0	Gateway Qualifications Level 1 Diploma in Hospitality and Catering

Version and date	Change detail	Section/page reference
2.0 (January 2026)	Specification template updated	n/a

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 Diploma in Hospitality and Catering.

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 qualification is intended to provide learners with a broad introduction to the hospitality and catering sector, equipping learners with underpinning knowledge and skills specific to the sector alongside a range of transferable employability skills as well as bitesize English and Maths units. It is designed to support progression to further learning and ultimately to work in hospitality and catering or other related sectors.

The employability skills and bitesize English and Maths units are common across a number of qualifications, enabling easy transfer of credits between qualifications and supporting opportunities for cross-faculty working.

The qualification has been developed with the support of a number of further education colleges, training providers and adult and community learning providers. It has been designed to be consistent with the principles for study programmes for 16-19 year olds but is also relevant for adults. This qualification is also suitable for pre 16 learners.

## 1. Qualification overview

### 1.1 Qualification purpose

The purpose of this qualification is to develop learners' wider understanding and knowledge of the hospitality and catering sector, supporting their readiness for employment or further learning. This qualification enables learners to build a strong foundation of sector-specific knowledge, including how to work safely, effectively, and professionally in a variety of hospitality and catering environments.

Through optional units, learners can also develop their English, Maths, and employability skills, helping them build transferable skills that support progression into further learning or employment.

### 1.2 Aims and objectives

The aim of this qualification is to develop learners' knowledge and understanding of the hospitality and catering sector. It provides an introduction to key industry practices and helps learners build the confidence and skills needed to progress to the next level of vocational learning in hospitality, catering or a related area.

The objectives of the qualification are to provide learners with the opportunity to:

- understand the main features of the hospitality and catering industry
- recognise the importance of customer service, health and safety and basic food safety when working in hospitality settings
- develop the personal and workplace skills needed to move on to further study or opportunities in the sector

### 1.3 Key information

Qualification summary	
Qualification title	Gateway Qualifications Level 1 Diploma in Hospitality and Catering
Qualification type	Regulated Qualifications Framework (RQF)
Qualification number	603/6508/0
Learning aim reference number	60365080
Level	Level 1
Guided learning hours (GLH)	296
Total qualification time (TQT)	370
Credit value	37
Sector subject area	7.4 Hospitality and Catering

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.

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 a range of introductory skills, as well as core knowledge, relevant to hospitality and catering, alongside generic employability skills which are needed both in the hospitality and catering sector and across other sectors.

Successful completion of the Level 1 Diploma in Hospitality and Catering could allow learners to progress onto:

- Level 2 Certificate/Diploma in Hospitality and Catering
- Level 2 qualifications in Hospitality Services or Food Service
- apprenticeships in Hospitality and Catering
- employment roles in Hospitality and Catering, for example, Kitchen Porter, Waiter, Housekeeping Assistant

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 Achieving this qualification

The qualification will be awarded to learners who successfully demonstrate all learning outcomes specified for each unit, as required by the rules of combination.

The knowledge and skills 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 the 3 mandatory units from the Mandatory Group, totalling 6 credits. In addition, they must complete a minimum of 18 credits from Optional Group O1 (Hospitality and Catering) and 13 further credits from either Optional Group O1 (Hospitality and Catering) or Optional Group O2 (Employability Skills [O2a], English [O2b] and Maths [O2c]). At least 22 credits must be at Level 1 or above of which at least 8 credits must be from Group O1.

Learners cannot include more than one unit with the same or similar title.

### Mandatory Group

Unit reference	Unit title	Unit level	Credit value	GLH
L/652/0270	Customer Service in the Hospitality Industry	Level 1	3	20
M/652/0271	Health and Safety and Food Safety Awareness in Catering	Level 1	1	8
M/502/4894	Introduction to the Hospitality Industry	Level 1	2	20

**Optional Group O1 (Hospitality and Catering)**

Unit reference	Unit title	Unit level	Credit value	GLH
<b>Y/502/4808</b>	Basic Cooking	Entry 3	2	20
<b>J/600/0711</b>	Basic Food Preparation	Entry 3	2	20
<b>K/502/5042</b>	Basic Food Preparation and Cooking	Level 1	3	30
<b>J/504/7629</b>	Bookings, Orders and Payments	Level 1	2	20
<b>M/617/4157</b>	Digital Skills for Work	Level 1	3	30
<b>A/504/7630</b>	Event Planning	Level 1	3	30
<b>A/651/9485</b>	Food Allergy, Intolerance, Sensitivity and Coeliac Disease	Level 1	2	20
<b>K/502/4957</b>	Food Service	Level 1	3	30
<b>K/502/5073</b>	Front Office Operations	Level 1	3	30
<b>*H/504/7606</b>	Handling Money in a Sales Situation	Entry 3	3	30
<b>*Y/618/1197</b>	Handling Payments	Level 1	3	30
<b>A/600/1094</b>	Housekeeping and Guest Services	Level 1	3	30
<b>A/502/5059</b>	Introduction to Food Commodities	Level 1	1	10
<b>F/504/7659</b>	Meeting Special Dietary Needs	Level 1	2	20
<b>F/504/7631</b>	Menu Planning	Level 1	2	20
<b>*H/504/7640</b>	Planning a Healthy Diet	Entry 3	2	20
<b>*K/504/7641</b>	Planning a Healthy Diet	Level 1	3	30
<b>J/504/7632</b>	Portering and Concierge Duties	Level 1	2	20
<b>R/618/1196</b>	Prepare and Cook Fish for Basic Dishes	Level 1	3	30
<b>A/618/1192</b>	Prepare and Cook Meat for Basic Dishes	Level 1	4	30
<b>Y/618/1202</b>	Prepare and Cook Vegetables for Basic Dishes	Level 1	4	30
<b>L/502/5051</b>	Preparing and Serving Drinks	Level 1	3	30
<b>F/502/4835</b>	Serving Food and Drink	Entry 3	2	20
<b>L/504/7633</b>	Sustainability in Hospitality	Level 1	2	20
<b>T/504/7657</b>	Using Kitchen Equipment	Level 1	4	40
<b>J/618/1194</b>	Vegan Diet	Level 1	3	30
<b>F/618/1193</b>	Vegetarian Diet	Level 1	3	30
<b>R/504/7620</b>	Working with Food in a Retail Environment	Entry 3	2	20

\*The following are barred units against each other:

Unit reference	Unit title	Unit level
H/504/7606	Handling Money in a Sales Situation	Entry 3
Y/618/1197	Handling Payments	Level 1

Unit reference	Unit title	Unit level
H/504/7640	Planning a Healthy Diet	Entry 3
K/504/7641	Planning a Healthy Diet	Level 1

### Optional Group O2a (Employability Skills)

Unit reference	Unit title	Unit Level	Credit Value	GLH
M/617/4059	Applying for a Job	Level 1	2	20
A/617/4064	Career Planning	Level 1	3	30
A/617/4081	Communication Skills for Work	Level 1	3	30
L/650/2072	Community Environment Project	Level 1	3	30
R/617/4071	Conduct at Work	Level 1	2	20
H/617/4074	Customer Service Skills	Level 1	2	16
Y/650/2238	Environmental Awareness	Level 1	3	30
H/617/4088	Exploring and Presenting Enterprise Ideas	Level 1	3	30
H/617/4091	Exploring Entrepreneurship	Level 1	2	20
A/617/4095	Health and Safety in the Workplace	Level 1	2	20
H/650/2213	Improving Sustainability in the Workplace	Level 1	3	30
L/617/4098	Interview Skills	Level 1	3	30
F/617/4101	Introduction to Self-Employment	Level 1	3	30
R/617/4104	Making the Most of Work Placement	Level 1	3	30
H/617/4107	Negotiation Skills	Level 1	3	30
L/617/4148	Numeracy Skills for Work	Level 1	3	30
T/617/4130	Searching for a Job	Level 1	2	20
J/617/4133	Self-Management Skills for Work	Level 1	2	20
D/617/4137	Setting and Meeting Work-Related Targets	Level 1	2	20
H/504/6262	Skills for Creative Thinkers	Level 1	2	15
Y/504/6260	Skills for Effective Participants	Level 1	2	15
D/504/6258	Skills for Independent Enquirers	Level 1	2	15
A/504/6915	Skills for Reflective Learners	Level 1	2	15
K/617/4142	Solving Work-Related Problems	Level 1	2	20
A/650/2210	Sustainability	Level 1	3	30
M/650/2082	Taking Personal Responsibility for the Environment	Level 1	3	30
A/617/4145	Time Management	Level 1	2	20
L/617/4151	Working in a Team	Level 1	3	30
H/617/4124	Working Safely	Level 1	1	10
D/617/4154	Working with Colleagues	Level 1	2	20

### Optional Group O2b (English)

Learners cannot include more than one unit with the same or similar title.

Unit reference	Unit title	Unit Level	Credit Value	GLH
M/505/6129	Engage in Discussion	Entry 3	2	20
Y/505/6321	Engage in Discussion	Level 1	2	20
H/505/4135	Listen and Respond	Entry 3	2	20
D/505/6319	Listen and Respond	Level 1	2	20
H/505/6127	Read for Information	Entry 3	3	30
L/505/4131	Read for Information	Level 1	3	30
D/505/6126	Read for Purpose and Meaning	Entry 3	3	30
Y/505/6318	Read for Purpose and Meaning	Level 1	3	30
K/505/6128	Speak to Communicate	Entry 3	2	20
R/505/6320	Speak to Communicate	Level 1	2	20
L/505/4159	Write Accurately	Entry 3	3	30
F/505/4160	Write with Accuracy	Level 1	3	30
H/505/6130	Write to Communicate	Entry 3	3	30
D/505/6322	Write to Communicate	Level 1	3	30

### Optional Group O2c (Maths)

Learners cannot include more than one unit with the same or similar title.

Unit reference	Unit title	Unit Level	Credit Value	GLH
K/505/4864	Making Calculations	Entry 3	3	30
F/505/4868	Making Calculations	Level 1	3	30
D/505/4862	Money, Time and Temperature	Entry 3	3	30
M/505/4882	Money, Time and Temperature	Level 1	3	30
T/505/4866	Using Whole Numbers, Decimals, Fractions and Percentages	Entry 3	2	20
A/505/4867	Numbers, Decimals, Fractions and Percentages	Level 1	3	30
J/505/4869	Numerical Relationships, Algebra and Ratios	Level 1	2	20
H/505/4863	Using and Communicating Data	Entry 3	3	30
J/505/4872	Using and Communicating Data	Level 1	3	30
A/505/4870	Using Probability	Level 1	2	20
M/505/4865	Using Size, Shape and Measures	Entry 3	3	30
L/505/4890	Using Size, Shape and Space	Level 1	3	30

## 1.9 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 Mandatory Group units

#### Customer Service in the Hospitality Industry

<b>Unit reference:</b>	L/652/0270
<b>Unit level:</b>	Level 1
<b>GLH:</b>	20
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the benefits of good customer service.	1.1 Outline what <b>good customer service</b> is. 1.2 State the <b>benefits of good customer service</b> . 1.3 Give examples of good service for different customer groups within the industry. 1.4 Give examples of how digital services can benefit the customer service experience.
2. Be able to communicate with customers in the hospitality environment.	2.1 Identify the <b>benefits of good communication</b> . 2.2 State <b>how to deal with routine customer needs</b> . 2.3 <b>Communicate positively in a hospitality environment</b> (to include verbal and non-verbal communication).
3. Know the importance of good personal presentation.	3.1 Outline the <b>importance of good personal hygiene</b> and presentation in a hospitality environment. 3.2 Identify different dress codes for roles in a hospitality environment.

#### Indicative content:

##### AC1.1: Good customer service, for example:

- meeting customer needs
- positive communication
- quick responses

- professional behaviour

**AC1.2: Benefits of good customer service, for example:**

- customer satisfaction
- repeat business
- positive reviews
- increased profits
- staff morale

**AC2.1: Benefits of good communication, for example:**

- customer satisfaction
- problem solving
- building trust
- avoiding misunderstandings
- improved teamwork

**AC2.2: How to deal with routine customer needs, for example:**

- listen carefully
- provide accurate information
- offer assistance
- be friendly and polite
- check satisfaction

**AC2.3: Communicate positively in a hospitality environment, for example:**

- verbal communication:
  - use polite language
  - speak clearly and at an appropriate volume
  - use positive words
- non-verbal communication:
  - smile to show friendliness
  - maintain eye contact to show attentiveness
  - use open body language (for example, relaxed posture, no crossed arms)
  - nod to show understanding during conversations

**AC3.1: Importance of good personal hygiene and presentation, for example:**

- customer trust
- health and safety
- professional image
- compliance

**Assessment guidance:**

Learners must produce evidence that shows their knowledge and understanding for the Learning Outcomes, and the tutor/assessor must produce either an observation or a witness testimony for Assessment Criteria 2.3, which is in Learning Outcome 2.

## Health and Safety and Food Safety Awareness in Catering

<b>Unit reference:</b>	M/652/0271
<b>Unit level:</b>	Level 1
<b>GLH:</b>	8
<b>Credit value:</b>	1
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know the importance of health and safety in a catering environment.	1.1 State the <b>main responsibilities of employers and employees</b> towards health and safety.  1.2 Identify <b>health and safety hazards in the workplace</b> .  1.3 State <b>why health and safety hazards must be reported</b> .  1.4 State <b>how a risk assessment can help prevent accidents</b> in the workplace.  1.5 State <b>the importance of following instructions, safety rules and safe procedures</b> at work.
2. Know the importance of food safety in a catering environment.	2.1 State the <b>individual's responsibility towards food safety</b> .  2.2 Define the terms hazard, risk, control measure, food hygiene, contamination and food safety management system.  2.3 Identify <b>food hazards in the workplace</b> .  2.4 State <b>how food should be handled to prevent contamination</b> .  2.5 State <b>how food can be stored, prepared and cooked to prevent contamination for those who have allergies, intolerances or sensitivities</b> .  2.6 State <b>the importance of time/temperature controls</b> .  2.7 State <b>the importance of stock rotation</b> .

<p>3. Know how to keep yourself safe, clean and hygienic.</p>	<p>3.1 State <b>the reasons for maintaining personal hygiene.</b></p> <p>3.2 State <b>the ways in which you can maintain personal hygiene.</b></p>
<p>4. Know how to keep the work area clean and hygienic.</p>	<p>4.1 State <b>how to keep the work area clean and hygienic.</b></p> <p>4.2 State the <b>purpose of a cleaning schedule.</b></p> <p>4.3 State <b>how waste should be stored and disposed of.</b></p> <p>4.4 State the <b>reasons for keeping areas clean and hygienic.</b></p>

**Indicative content:**

**AC1.1: Main responsibilities of employers and employees, for example:**

- employers:
  - provide a safe and clean workplace
  - train staff on health and safety practices
  - provide safety equipment (for example, gloves, aprons)
  - conduct risk assessments regularly
- employees:
  - follow health and safety rules and procedures
  - use equipment safely and as instructed
  - report any hazards or accidents immediately
  - keep personal hygiene to a high standard

**AC1.2: Health and safety hazards in the workplace, for example:**

- slips and trips
- burns and cuts
- food contamination
- chemical hazards
- fire risks
- manual handling

**AC1.3: Why health and safety hazards must be reported, for example:**

- prevent accidents
- protect staff and customers
- legal compliance
- improves workplace standards

**AC1.4: How a risk assessment can help prevent accidents, for example:**

- identifies risks
- sets control measures

- prepares staff

**AC1.5: The importance of following instructions, safety rules, and safe procedures, for example:**

- prevents accidents
- protects health
- keeps the workplace safe
- builds trust

**AC2.1: Individual's responsibility towards food safety, for example:**

- follow hygiene standards
- use safe practices
- prevent contamination
- report issues
- keep up to date with training

**AC2.3: Food hazards in the workplace, for example:**

- biological hazards
- physical hazards
- chemical hazards
- allergenic hazards

**AC2.4: How food should be handled to prevent contamination, for example:**

- wash hands
- separate foods
- use clean equipment
- wear protective clothing
- dispose of waste properly

**AC2.5: How food can be stored, prepared, and cooked to prevent contamination for those who have allergies, intolerances, or sensitivities, for example:**

- label clearly
- avoid cross-contact
- store separately
- clean thoroughly
- train staff

**AC2.6: The importance of time/temperature controls, for example:**

- prevent bacterial growth
- chill foods correctly
- cook thoroughly
- reheat safely

**AC2.7: The importance of stock rotation, for example:**

- reduce waste
- maintain freshness
- prevent contamination
- follow FIFO (first in, first out)

- comply with regulations

**AC3.1: State the reasons for maintaining personal hygiene, for example:**

- prevent contamination
- protect customer safety
- meet legal standards
- create a positive image
- maintain health

**AC3.2: The ways in which you can maintain personal hygiene, for example:**

- wash hands regularly
- wear clean clothing
- cover cuts and wounds
- avoid wearing jewellery
- tie hair back
- avoid touching face or hair
- stay home when ill

**AC4.1: How to keep the work area clean and hygienic, for example:**

- clean surfaces regularly
- wash equipment and utensils
- use separate areas
- follow cleaning procedures
- keep floors clean
- store tools properly

**AC4.2: Purpose of a cleaning schedule, for example:**

- organises tasks
- prevents contamination
- tracks responsibility
- improves safety
- ensures compliance

**AC4.3: How waste should be stored and disposed of, for example:**

- use covered bins
- separate waste
- dispose of waste regularly
- clean bin areas

**AC4.4: Reasons for keeping areas clean and hygienic, for example:**

- prevent food contamination
- ensure customer safety
- meet legal standards
- maintain workplace reputation
- improve staff safety

## Introduction to the Hospitality Industry

<b>Unit reference:</b>	M/502/4894
<b>Unit level:</b>	Level 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. Know the structure of the hospitality industry.	1.1 Identify different <b>types of outlets</b> within the industry.  1.2 Outline the <b>services</b> offered within the industry.
2. Know the career opportunities in the hospitality industry.	2.1 Describe <b>job roles</b> in the industry.  2.2 Describe <b>career opportunities</b> in the industry.  2.3 State different <b>working patterns</b> in the industry.  2.4 Identify <b>sources of information</b> on training and career opportunities.

### Indicative content:

#### AC1.1: Types of outlets, for example:

- hotels
- restaurants
- cafés
- bars and pubs
- catering services

#### AC1.2: Services, for example:

- accommodation
- food and beverage
- customer service
- special events
- takeaway and delivery

**AC2.1: Job roles, for example:**

- chef/cook
- waiter/waitress
- receptionist
- housekeeper
- bartender
- event coordinator
- manager

**AC2.2: Career opportunities, for example:**

- progression
- specialisation
- training
- apprenticeships

**AC2.3: Working patterns, for example:**

- full-time
- part-time
- shift work
- seasonal work
- casual/on-call work

**AC2.4: Sources of information, for example:**

- job websites
- hospitality associations
- schools/colleges
- training providers
- workplace opportunities
- social media

## 3.2 Optional Group O1 (Hospitality and Catering) units

### Basic Cooking

<b>Unit reference:</b>	Y/502/4808
<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
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to cook basic food items and dishes.	1.1 Select the correct ingredients for basic dishes. 1.2 Choose the correct equipment and handle safely and hygienically. 1.3 Cook food items safely and hygienically. 1.4 Clean work areas and equipment safely and hygienically during and after cooking. 1.5 Identify what went well and suggest any improvements.

## Basic Food Preparation

<b>Unit reference:</b>	J/600/0711
<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 prepare food for cold presentation or cooking.	1.1 Select the correct ingredients for basic dishes. 1.2 Choose the correct equipment and handle safely and hygienically. 1.3 Prepare food items for cold presentation or cooking safely and hygienically. 1.4 Set aside or store prepared food items ready for use according to instructions. 1.5 Clean work areas and equipment safely and hygienically during and after preparing food.

## Basic Food Preparation and Cooking

<b>Unit reference:</b>	K/502/5042
<b>Unit level:</b>	Level 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 the principal methods of cooking.	1.1 State the principal methods of cooking. 1.2 State typical cooking methods for different commodities.
2. Be able to prepare, cook and present simple dishes.	2.1 Prepare, cook and present simple dishes safely and hygienically, using wet and dry methods. 2.2 Clean work areas and equipment safely and hygienically during and after preparing and cooking food. 2.3 State safe working practices for different cooking methods. 2.4 Review own performance and make suggestions for future improvements.

## Bookings, Orders and Payments

<b>Unit reference:</b>	J/504/7629
<b>Unit level:</b>	Level 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. Know about booking systems in hospitality.	1.1 Identify situations where bookings need to be taken from customers in hospitality settings.  1.2 Describe a simple booking system that may be used.  1.3 Identify the information that is required when taking a booking.
2. Understand how to take a food order.	2.1 Describe how to take an order from a customer.  2.2 Outline the information required by the kitchen to produce a food order.
3. Know the information that should appear on a customer bill.	3.1 Describe the information that should be provided on a customer bill for hospitality services.
4. Know how different types of payment should be processed.	4.1 Describe the different payment methods that customers may use to pay a bill and how these are processed.  4.2 List information that should appear on a customer receipt.

## Digital Skills for Work

<b>Unit reference:</b>	M/617/4157
<b>Unit level:</b>	Level 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to use digital skills to handle work-related information.	1.1 Find current, relevant and reliable information required for work-related tasks.  1.2 Organise files and folders efficiently.
2. Be able to create and edit digital content for work-related purposes.	2.1 Create and save documents and sound, image or video files, as appropriate to the work context, following workplace conventions for format and layout.  2.2 Use different applications to enter, edit, format, enhance and save work-related information including text, numerical data, graphics and images as appropriate to the task.
3. Be able to use digital skills to communicate in a work context.	3.1 Use appropriate modes of online communication in a work context, suitable for different audiences and purposes.
4. Be able to work online and use digital devices safely and responsibly in a work context.	4.1 Identify online risks and threats and ways that an organisation can protect themselves from these.  4.2 Follow workplace guidelines for safe and responsible use of devices and the internet, including for handling and storing personal or sensitive data, private or personal use of ICT and social media, protecting own health and wellbeing.
5. Be able to identify and solve technical problems.	5.1 Identify and apply solutions to common technical problems, drawing on appropriate sources of help when needed.

## Event Planning

<b>Unit reference:</b>	A/504/7630
<b>Unit level:</b>	Level 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about events that could be planned in hospitality settings.	1.1 Give examples of types of events that could be planned in hospitality settings.
2. Know the requirements for planning an event.	2.1 Outline the role of an event planner/co-ordinator. 2.2 Outline what would be included in an event plan. 2.3 State why it is important to have contingency plans and what these may include. 2.4 State how you would identify health, safety and security issues at events and why this is important.
3. Be able to plan a hospitality event.	3.1 Identify the requirements for a given, simple hospitality event including venue, catering, staffing, equipment and timings. 3.2 Identify issues that could arise for which contingency plans may be required. 3.3 Identify possible risks to health, safety and security that may arise.

## Food Allergy, Intolerance, Sensitivity and Coeliac Disease

<b>Unit reference:</b>	A/651/9485
<b>Unit level:</b>	Level 1
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about food allergy.	1.1 Describe what is meant by a 'food allergy'. 1.2 Identify common food allergens. 1.3 Outline common signs and symptoms of an adverse reaction to food.
2. Know the responsibilities of food businesses in the UK in relation to allergens.	2.1 Outline the legal requirements relating to allergens for food businesses providing pre-packed food. 2.2 Outline the legal requirements relating to allergens for food businesses providing takeaways or serving meals. 2.3 Describe how a selected food business meets the legal requirements relating to food allergens.
3. Know about food intolerances, sensitivities and coeliac disease.	3.1 State what is meant by a 'food intolerance' and a food sensitivity 3.2 Give examples of common food intolerances and sensitivities 3.3 Explain the difference between food allergy, food intolerance and food sensitivity 3.4 Explain how coeliac disease and gluten intolerance differ. 3.5 Describe how a selected food business supports customers with food intolerances and sensitivities.

## Food Service

<b>Unit reference:</b>	K/502/4957
<b>Unit level:</b>	Level 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know different types of food service.	1.1 Describe different types of food service.
2. Be able to serve food.	2.1 State health and safety and hygiene requirements when serving food.  2.2 Serve hot/cold food, including plated and counter service, in a safe and hygienic manner.
3. Be able to work in a food service area.	3.1 Set up, maintain and close down the service area according to instructions.

## Front Office Operations

<b>Unit reference:</b>	K/502/5073
<b>Unit level:</b>	Level 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know the purpose of the front office.	1.1 State how the front office meets the needs of different customers.  1.2 State the role of the front office in maintaining security.  1.3 State the importance of communication with other departments.
2. Know the structure of the front office.	2.1 Identify job roles in the front office.  2.2 Describe the responsibilities of different job roles in the front office.
3. Be able to work in the front office.	3.1 Meet and greet customers.  3.2 Follow procedures when answering telephone calls.  3.3 Pass on simple messages accurately.  3.4 Deal with routine enquiries including enquiries about local events and services.  3.5 Prepare and copy routine documents.

## Handling Money in a Sales Situation

<b>Unit reference:</b>	H/504/7606
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know how to handle money securely and accurately in a sales situation.	1.1 Give reasons why it is important to keep money secure. 1.2 State why it is important to be accurate when handling money. 1.3 Give examples of ways to keep money secure in a sales situation. 1.4 List aspects of cash transactions where accuracy is needed (e.g. in confirming prices, giving change). 1.5 List key checking procedures that can be used to ensure accuracy.
2. Know the purpose of a float.	2.1 State the purpose of a float. 2.2 State why it is important to know how much money is in the float.
3. Be able to take a cash payment.	3.1 Request the right amount from a customer. 3.2 Check money handed over by customer. 3.3 Provide the right change. 3.4 Store the money safely.
4. Be able to calculate takings.	4.1 Identify a secure setting in which to count money. 4.2 Calculate takings accurately.

**Please note that this unit is barred against Y/618/1197 Handling Payments**

## Handling Payments

<b>Unit reference:</b>	Y/618/1197
<b>Unit level:</b>	Level 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know the role of a staff member in the payment process.	1.1 Outline the responsibilities of a staff member in relation to handling payments.  1.2 Give examples of situations involving payments where a staff member should refer a customer to a senior colleague.
2. Know how to process payments.	2.1 Outline different methods of payment used by customers.  2.2 Outline the key stages in the payment process for different payment methods.  2.3 Outline key checking and security measures when taking payments.
3. Know how to cash up.	3.1 Outline procedures for cashing up the takings at the end of trading.  3.2 State why it is important to complete sales records accurately.
4. Be able to handle payments.	4.1 Interact politely with customers when requesting and taking payment.  4.2 Follow correct process and organisational procedures to take payment from customers.

**Please note that this unit is barred against H/504/7606 Handling Money in a Sales Situation**

## Housekeeping and Guest Services

<b>Unit reference:</b>	A/600/1094
<b>Unit level:</b>	Level 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know the purpose of guest services.	1.1 State how guest services meet customer needs. 1.2 State the role of guest services in maintaining security. 1.3 State the importance of communication with other departments.
2. Know the structure of guest services.	2.1 Identify job roles within guest services. 2.2 Describe the responsibilities of different job roles in guest services.
3. Be able to maintain and service accommodation facilities.	3.1 Correctly select, use and store routine cleaning materials and equipment. 3.2 Select suitable personal protective equipment (PPE). 3.3 Maintain and service public areas, toilets and washrooms/bathrooms and bedrooms in accordance with organisations' specifications.

## Introduction to Food Commodities

<b>Unit reference:</b>	A/502/5059
<b>Unit level:</b>	Level 1
<b>GLH:</b>	10
<b>Credit value:</b>	1
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know the main food commodities.	1.1 Describe the main types of food commodity.
2. Know where the main food commodities can be obtained.	2.1 State where different commodities can be obtained. 2.2 State the benefits of using different suppliers of commodities in different settings.
3. Know how the main food commodities should be stored.	3.1 State safe and hygienic storage methods for the main food commodities.

## Meeting Special Dietary Needs

<b>Unit reference:</b>	F/504/7659
<b>Unit level:</b>	Level 1
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know why some people have special dietary needs.	1.1 State why some people have special dietary needs.
2. Know the special dietary needs of different groups.	2.1 Give examples of groups of people with special dietary needs. 2.2 Identify the special dietary needs of specified groups of people.
3. Know how to meet the needs of people with special dietary needs.	3.1 Identify suitable foods for a given individual with special dietary needs. 3.2 Identify relevant dietary information on food labels for dietary information. 3.3 Outline how you could meet the dietary needs of the given individual by preparing a menu for one day.

## Menu Planning

<b>Unit reference:</b>	F/504/7631
<b>Unit level:</b>	Level 1
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know how to plan menus.	1.1 State how a menu is used as a planning tool.  1.2 Identify the factors to be considered when planning menus.
2. Be able to plan a menu.	2.1 Plan a simple menu for a given situation.
3. Understand how to calculate the cost of a main course.	3.1 Identify the food costs for a given main course.  3.2 Calculate cost of ingredients for a single portion of a given main course.  3.3 Identify costs, other than ingredients, which need to be added to calculate selling price.  3.4 State how the need for profit influences pricing decisions.

## Planning a Healthy Diet

<b>Unit reference:</b>	H/504/7640
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know the principles and benefits of a healthy diet.	1.1 Identify the key elements of a healthy diet in relation to food and drink.  1.2 Outline the main health benefits of a healthy diet.
2. Know the factors to be considered when planning a healthy diet for an individual.	2.1 Give examples of the sorts of personal information needed about an individual when planning their diet.

**Please note this unit is barred against K/504/7641 Planning a Healthy Diet**

## Planning a Healthy Diet

<b>Unit reference:</b>	K/504/7641
<b>Unit level:</b>	Level 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know the principles and benefits of a healthy diet.	1.1 Outline the importance of balance, moderation and variety, and appropriate fluid intake to a healthy diet.  1.2 Describe ways in which a healthy diet contributes to physical and mental well-being.
2. Know why it is important to understand an individual's needs when planning their diet.	2.1 Outline the personal information needed about an individual when planning their diet.  2.2 State why this information is important in diet planning.
3. Be able to plan a healthy diet for an individual.	3.1 Plan a healthy diet for an individual which is consistent with the principles of healthy eating and takes into account their personal needs.

**Please note that this unit is barred against H/504/7640 Planning a Healthy Diet**

## Portering and Concierge Duties

<b>Unit reference:</b>	J/504/7632
<b>Unit level:</b>	Level 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. Know what portering and concierge duties in hospitality involve.	1.1 Outline portering and concierge duties in hospitality. 1.2 Outline the knowledge, skills and resources required for portering and concierge duties. 1.3 Identify the equipment and resources required for portering and concierge duties. 1.4 Outline the hazards and risks to health and safety that may arise from portering and concierge duties.
2. Know the importance of high standards of personal presentation in dealing with customers as a porter or concierge.	2.1 Describe standards of personal presentation that should be met. 2.2 Outline why high standards of personal presentation must be met. 2.3 Outline the consequences of failing to meet required standards of personal presentation in given situations.
3. Know the importance of following organisational policy and procedures as a porter or concierge.	3.1 Give reasons for why it is important to follow organisational policies and procedures as a porter or concierge. 3.2 Outline health and safety procedures that may be in place in relation to portering or concierge duties. 3.3 Outline the consequences of not following policy and procedure in given portering or concierge situations.

## Prepare and Cook Fish for Basic Dishes

<b>Unit reference:</b>	R/618/1196
<b>Unit level:</b>	Level 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to prepare fish for a basic dish.	1.1 Check that fish is of acceptable quality. 1.2 Use tools and equipment correctly to prepare fish. 1.3 Use appropriate preparation method to prepare fish for a chosen dish. 1.4 Observe key health and safety requirements when preparing fish.
2. Know about fish preparation.	2.1 Outline key checks to ensure fish is of acceptable quality. 2.2 Identify different preparation methods. 2.3 Give reasons why particular preparation methods are needed for different basic fish dishes. 2.4 Identify appropriate tools for different preparation methods. 2.5 State storage requirements for prepared fish. 2.6 Outline key health and safety considerations when preparing fish.
3. Be able to cook fish for a basic dish.	3.1 Select and use appropriate cooking method for a chosen fish dish. 3.2 Observe key health and safety requirements when cooking fish.
4. Know about fish cookery.	4.1 Identify the main methods of cooking fish. 4.2 Outline the cooking methods used in different basic fish dishes.

	<p>4.3 Outline the key tools and equipment associated with different cooking methods.</p> <p>4.4 Identify key health and safety considerations when cooking fish.</p>
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## Prepare and Cook Meat for Basic Dishes

<b>Unit reference:</b>	A/618/1192
<b>Unit level:</b>	Level 1
<b>GLH:</b>	30
<b>Credit value:</b>	4
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to prepare meat for a basic dish.	1.1 Check that meat is of acceptable quality. 1.2 Use tools and equipment correctly to prepare meat. 1.3 Use appropriate preparation method to prepare meat for a chosen dish. 1.4 Observe key health and safety requirements when preparing meat.
2. Know about meat preparation.	2.1 Outline key checks to ensure meat is of acceptable quality. 2.2 Identify different preparation methods. 2.3 Give reasons why particular preparation methods are needed for different basic meat dishes. 2.4 Identify appropriate tools for different preparation methods. 2.5 State storage requirements for prepared meat. 2.6 Outline key health and safety considerations when preparing meat.
3. Be able to cook meat for a basic dish.	3.1 Select and use appropriate cooking method for a chosen meat dish. 3.2 Observe key health and safety requirements when cooking meat.
4. Know about meat cookery.	4.1 Identify the main methods of cooking meat. 4.2 Outline the cooking methods used in different basic meat dishes.

	<p>4.3 Outline the key tools and equipment associated with different cooking methods.</p> <p>4.4 Identify key health and safety considerations when cooking meat.</p>
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## Prepare and Cook Vegetables for Basic Dishes

<b>Unit reference:</b>	Y/618/1202
<b>Unit level:</b>	Level 1
<b>GLH:</b>	30
<b>Credit value:</b>	4
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare vegetables for a basic dish.	1.1 Check that vegetables are of acceptable quality. 1.2 Use tools and equipment correctly to prepare vegetables. 1.3 Use appropriate preparation method to prepare vegetables for a chosen dish. 1.4 Observe key health and safety requirements when preparing vegetables.
2. Know about vegetable preparation.	2.1 Outline key checks to ensure vegetables of different types are of acceptable quality. 2.2 Identify different preparation methods. 2.3 Give reasons why particular preparation methods are needed for different basic vegetable dishes. 2.4 Identify appropriate tools for different preparation methods. 2.5 State storage requirements for different types of prepared vegetables. 2.6 Outline key health and safety considerations when preparing vegetables.
3. Be able to cook vegetables for a basic dish.	3.1 Select and use appropriate cooking method for a chosen vegetable main or side dish. 3.2 Observe key health and safety requirements when cooking vegetables.
4. Know about vegetable cookery.	4.1 Identify the main methods of cooking vegetables.

	<p>4.2 Outline the cooking methods used in different basic vegetable dishes.</p> <p>4.3 Outline the key tools and equipment associated with different cooking methods.</p> <p>4.4 Identify key health and safety considerations when cooking vegetables.</p>
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## Preparing and Serving Drinks

<b>Unit reference:</b>	L/502/5051
<b>Unit level:</b>	Level 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 prepare and serve different drinks.	1.1 Identify different types of drink. 1.2 List correct equipment for preparing and serving different drinks. 1.3 Describe the main stages in serving the customer. 1.4 Prepare different drinks: <ul style="list-style-type: none"> <li>• safely and hygienically</li> <li>• according to instructions</li> <li>• using the correct equipment.</li> </ul> 1.5 Serve different drinks: <ul style="list-style-type: none"> <li>• safely and hygienically</li> <li>• according to instructions</li> <li>• using the correct equipment (including cup/glass).</li> </ul> 1.6 List suitable accompaniments for drinks service.
2. Be able to work in a drinks service area.	2.1 Set up, maintain and close down the service area according to instructions.

## Serving Food and Drink

<b>Unit reference:</b>	F/502/4835
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to serve food and drink to customers.	1.1 List the stages in serving the customer food and drink.  1.2 Serve food and drink to customers, politely, safely and hygienically.
2. Be able to work as part of a food and drink service team.	2.1 State how to work well as part of a food and drink service team.  2.2 Work with others to serve food and drink.  2.3 Assist in the preparation/assembly of food and drink.  2.4 Assist in the safe and hygienic preparation, maintenance and cleaning of service areas.

## Sustainability in Hospitality

<b>Unit reference:</b>	L/504/7633
<b>Unit level:</b>	Level 1
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about sustainability in the hospitality industry.	1.1 Identify the main sustainability issues in the hospitality industry.  1.2 Describe the possible impact of the hospitality industry on sustainability.
2. Know how sustainability can be improved in the hospitality industry.	2.1 Outline how the use of scarce resources can be reduced in hospitality.  2.2 Outline how waste including landfill waste can be reduced in hospitality.  2.3 Outline how the sourcing of local, fair trade and organic products can support sustainability.

## Using Kitchen Equipment

<b>Unit reference:</b>	T/504/7657
<b>Unit level:</b>	Level 1
<b>GLH:</b>	40
<b>Credit value:</b>	4
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about different types of kitchen equipment.	1.1 Identify large and small items of kitchen equipment.  1.2 Describe how different items of kitchen equipment are used.  1.3 Identify health and safety requirements for different types of kitchen equipment including relevant age restrictions.
2. Be able to use cutting equipment.	2.1 Use knives and other manual cutting utensils safely in routine food preparation tasks.  2.2 Use electronic cutting/slicing/blending equipment safely for routine food preparation tasks.  2.3 Wash and store cutting equipment safely.
3. Be able to use large and small items of kitchen equipment.	3.1 Use specified items of kitchen equipment for routine tasks.  3.2 Wash and store small items of kitchen equipment.  3.3 Outline how larger items of equipment (e.g. fridges, dishwashers) are cleaned and maintained.

## Vegan Diet

<b>Unit reference:</b>	J/618/1194
<b>Unit level:</b>	Level 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about the vegan diet.	1.1 Outline the basic principles of the vegan diet including key differences between veganism and vegetarianism.
2. Know about healthy eating for vegans.	2.1 Describe key characteristics of a healthy vegan diet. 2.2 Outline sources of essential nutrients commonly associated with animal products which are suitable for vegans.
3. Be able to prepare and cook a basic vegan meal.	3.1 Select a meal with ingredients that are consistent with a vegan diet. 3.2 Prepare ingredients, using appropriate tools and methods. 3.3 Cook ingredients, using appropriate tools, equipment and methods.

## Vegetarian Diet

<b>Unit reference:</b>	F/618/1193
<b>Unit level:</b>	Level 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about the vegetarian diet.	1.1 Outline the basic principles of the vegetarian diet, including key differences between vegetarianism and veganism.
2. Know about healthy eating for vegetarians.	2.1 Describe key characteristics of a healthy vegetarian diet. 2.2 Outline sources of essential nutrients commonly associated with meat and fish which are suitable for vegetarians.
3. Be able to prepare and cook a basic vegetarian meal.	3.1 Select a meal with ingredients that are consistent with a vegetarian diet. 3.2 Prepare ingredients, using appropriate tools and methods. 3.3 Cook ingredients, using appropriate tools, equipment and methods.

## Working with Food in a Retail Environment

<b>Unit reference:</b>	R/504/7620
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about personal hygiene when dealing with food in a retail environment.	1.1 Identify key aspects of personal hygiene that must be considered when working with food.  1.2 Outline reasons for maintaining good personal hygiene when dealing with food.
2. Know about food safety hazards in a retail environment.	2.1 List some indicators of possible food safety hazards.  2.2 State what you should do if you notice any actual or possible food safety hazards in a retail environment.
3. Be able to work in a safe and hygienic way, appropriate for a retail environment where food is handled.	3.1 Present self in a suitable manner, including <ul style="list-style-type: none"> <li>a) appropriate levels of cleanliness</li> <li>b) suitable clothing and protective wear, such as hair nets or gloves</li> <li>c) removal of jewellery or accessories.</li> </ul> 3.2 Follow instructions to handle food in a safe manner.

### 3.3 Optional Group O2a (Employability Skills) units

#### Applying for a Job

<b>Unit reference:</b>	M/617/4059
<b>Unit level:</b>	Level 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. Know about different methods of applying for jobs.	1.1 Outline different methods of applying for a job, including common forms of information requested of applicants (e.g. CV, covering letter).  1.2 Describe the different types of information typically provided by employers (e.g. job description) to those applying for jobs and the purpose of each.
2. Be able to complete a job application.	2.1 Gather relevant information for a job application. 2.2 Complete a job application form accurately. 2.3 Complete a CV for a job application in a given format. 2.4 Present an appropriate covering letter for a job application.

## Career Planning

<b>Unit reference:</b>	A/617/4064
<b>Unit level:</b>	Level 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 investigate different career options.	1.1 Identify sources of information, advice and guidance on careers.  1.2 Use sources of information, advice and guidance on careers to select career options relevant to own aspirations.
2. Be able to assess career options.	2.1 Identify areas of work suited to own personal skills, qualities or experience.  2.2 Explain how own skills, training and experience match selected career options.
3. Be able to plan goals for future career.	3.1 Identify what they want to achieve in the future in relation to their career.  3.2 Outline a simple timescale for achieving goals.  3.3 Identify some key actions to be undertaken to move forward from current position, for example further study, courses, qualifications to be taken, applications, research.  3.4 Identify possible progression routes beyond first/next job.

## Communication Skills for Work

<b>Unit reference:</b>	A/617/4081
<b>Unit level:</b>	Level 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. Use written communication in a work context.	1.1 Produce documents of different types and for different purposes that are clearly and accurately presented.  1.2 Use text, images and/or graphics in written documents.  1.3 Use given software to present written communication.
2. Use oral communication in a work context.	2.1 Communicate clearly in different situations using appropriate language and tone.  2.2 Communicate work-related information to a group.  2.3 Engage in conversations with colleagues, showing respect for others.  2.4 Give clear and accurate answers to questions and queries from others.

## Community Environment Project

<b>Unit reference:</b>	L/650/2072
<b>Unit level:</b>	Level 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 select a focus for a community environment project.	1.1 Select a specific focus for a project to help a community improve the environment.
2. Be able to communicate the benefits of engaging in a community environment project.	2.1 Describe to community members the benefits to the environment and to the community participating in the project.
3. Be able to plan a community environment project.	3.1 Create a project plan including actions and timeline.
4. Be able to participate in a community environment project.	4.1 Implement actions from the project plan, relevant to own role. 4.2 Support and encourage others to participate.
5. Be able to review a community environment project.	5.1 Describe what the project achieved. 5.2 Outline how well they worked with other community members. 5.3 Outline possible next steps for the community in terms of environmental improvements.

## Conduct at Work

<b>Unit reference:</b>	R/617/4071
<b>Unit level:</b>	Level 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 conduct self appropriately in a work setting.	1.1 Identify and follow codes of conduct (e.g. for personal presentation, time-keeping) as appropriate to own role.  1.2 Interact appropriately with peers, managers and customers.  1.3 Apply sufficient effort to enable them to complete tasks set to the standard required.  1.4 Demonstrate initiative in carrying out own role.
2. Be able to review own conduct in a work setting.	2.1 Outline aspects of own conduct which meet expectations of a work setting.  2.2 Outline aspects of own conduct that need improvement, making suggestions for how to develop in these areas.

## Customer Service Skills

<b>Unit reference:</b>	H/617/4074
<b>Unit level:</b>	Level 1
<b>GLH:</b>	16
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about good customer service.	1.1 Describe key characteristics of effective customer service.  1.2 State how good customer service can benefit a business.  1.3 Outline possible consequences of poor customer service.
2. Be able to perform customer service tasks.	2.1 Provide relevant information to customers.  2.2 Respond to customer queries and requests.  2.3 Communicate in a positive and attentive manner with customers.
3. Be able to perform customer service tasks.	3.1 Follow workplace guidelines to complete routine customer service tasks.

## Environmental Awareness

<b>Unit reference:</b>	Y/650/2238
<b>Unit level:</b>	Level 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 how and why the climate is changing.	1.1 Describe changes in weather patterns linked to climate change. 1.2 Outline industrial practices that are contributing to climate change.
2. Know about the effects of climate change on plants, animals and people.	2.1 Explain the link between climate change and biodiversity loss. 2.2 Describe how different aspects of climate change are affecting humans.
3. Know about the carbon footprint.	3.1 State what is measured by a carbon footprint. 3.2 Outline the factors considered in calculating a carbon footprint. 3.3 Present key findings about own impact on the environment from a carbon footprint calculator.
4. Know how individuals and businesses can reduce their carbon footprint.	4.1 Outline different actions or changes to behaviours that would reduce own carbon footprint. 4.2 Give examples of carbon offsetting schemes. 4.3 Suggest actions or changes that could help businesses in a chosen sector reduce their carbon footprint.

## Exploring and Presenting Enterprise Ideas

<b>Unit reference:</b>	H/617/4088
<b>Unit level:</b>	Level 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to discuss ideas for an enterprise activity.	1.1 Suggest ideas that could be developed for an enterprise activity. 1.2 Comment on the enterprise ideas of others.
2. Be able to select an enterprise idea.	2.1 State the advantages and disadvantages of different enterprise ideas. 2.2 Gather feedback from others on enterprise ideas. 2.3 Select an enterprise idea that has the potential to be successful.
3. Know the risks involved in implementing the enterprise activity.	3.1 Describe the main risks of selected activity.
4. Be able to present an idea for an enterprise activity to an audience.	4.1 Explain the key elements of a selected enterprise activity to an audience.

## Exploring Entrepreneurship

<b>Unit Reference:</b>	H/617/4091
<b>Unit Level:</b>	Level 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. Know the characteristics of a successful entrepreneur.	1.1 Define the term 'entrepreneur'. 1.2 Identify the main skills that are needed to be a successful entrepreneur. 1.3 Identify some of the behaviours that are needed to be a successful entrepreneur (e.g. willingness to take risks).
2. Be able to assess own suitability for enterprise.	2.1 Describe own existing enterprise skills and behaviours. 2.2 Identify skills and behaviours that would need further development. 2.3 Give examples of how they could develop in the necessary areas. 2.4 Make a judgment on how well-suited they are to becoming an entrepreneur, using evidence from their self-assessment.

## Health and Safety in the Workplace

<b>Unit reference:</b>	A/617/4095
<b>Unit level:</b>	Level 1
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about roles and responsibilities for health and safety in the workplace.	1.1 Outline employers' duties in relation to health and safety at work. 1.2 Outline employees' duties in relation to health and safety at work. 1.3 Identify the person(s) responsible for health and safety in a specific workplace. 1.4 Give examples of how health and safety information is communicated.
2. Know how to identify and control risks from hazards in the workplace.	2.1 Give examples of common hazards in the workplace. 2.2 Outline how these hazards can pose a risk. 2.3 Describe how hazards can be eliminated or minimised.
3. Know the procedures for responding to accidents and incidents in the workplace.	3.1 Outline reporting procedures for hazards and risks in the workplace. 3.2 Identify arrangements that are in place for emergencies and first aid. 3.3 Identify actions that might need to happen following an accident or incident in the workplace. 3.4 Outline why the recording of accidents, incidents and ill health needs to take place.

## Improving Sustainability in the Workplace

<b>Unit reference:</b>	H/650/2213
<b>Unit level:</b>	Level 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 identify an area of a business in need of improvement in terms of sustainability.	1.1 Select an area of a workplace where sustainability could be improved.  1.2 Give reasons for their choice of area, including information about current practices and how sustainable they are.
2. Be able to identify processes, practices or resources to support improvement in terms of sustainability.	2.1 Describe new or revised processes, practices or resources that could improve sustainability in a chosen area.
3. Be able to develop and present a project plan to support improvement in terms of sustainability.	3.1 Create a project plan including actions and timelines.  3.2 Present project plan so that required actions, timescales and intended impact are clear.

## Interview Skills

<b>Unit reference:</b>	L/617/4098
<b>Unit level:</b>	Level 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 prepare for an interview.	<p>1.1 Find out key information about the employer and/or place of work from material provided by the employer and one or more additional sources.</p> <p>1.2 From the application information provided by the employer, identify key details about the job role or placement.</p> <p>1.3 Prepare answers to questions that might be asked at the interview.</p> <p>1.4 Identify questions to ask which show interest in the job, placement or course.</p>
2. Be able to plan how to arrive punctually.	2.1 Plan a route, means of transport and travel times to enable punctual arrival.
3. Be able to present self positively at an interview.	<p>3.1 Arrive on time for interview.</p> <p>3.2 Demonstrate care in personal presentation, as appropriate to the interview.</p> <p>3.3 Demonstrate active listening skills.</p>
4. Be able to review own performance in an interview.	4.1 Outline aspects of own interview performance that what went well and where improvements are needed.

## Introduction to Self-Employment

<b>Unit reference:</b>	F/617/4101
<b>Unit level:</b>	Level 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 self-employment opportunities in a given sector.	1.1 Describe different types of products or services that are offered by self-employed people in a given sector.  1.2 Describe the working patterns of self-employed people in a given sector.  1.3 Describe the skills and behaviours that are needed to be effective as a self-employed person in a given sector.
2. Know about income and expenditure.	2.1 Describe sources of income and types of expenditure for a possible business in a given sector.  2.2 Describe the sort of records a self-employed person needs to keep in relation to income and expenditure.
3. Know about planning for self-employment.	3.1 Describe the different aspects to be considered when planning for self-employment.  3.2 Explain how planning for self-employment can contribute to success.  3.3 Describe ways of presenting plans so that they can be shared with others.  3.4 Describe different types and sources of support available to people planning for self-employment.

## Making the Most of Work Placement

<b>Unit reference:</b>	R/617/4104
<b>Unit level:</b>	Level 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 prepare for a work placement.	<p>1.1 Identify information about work placement setting, including its key purpose and objectives.</p> <p>1.2 Outline expectations of employer in relation to attitudes and behaviours in the work placement setting.</p> <p>1.3 Outline workplace tasks likely to be undertaken on placement.</p> <p>1.4 State how to respond to issues that might arise while on work placement (e.g. running late; not being given any breaks).</p>
2. Be able to set goals to get the most out of a work placement.	2.1 Set goals which are relevant to the setting and to their own ambitions for employment and build on their existing employability skills, knowledge and experience.
3. Be able to review a work placement.	<p>3.1 Outline what went well during the work placement and what they could improve on, making reference to specific tasks or activities.</p> <p>3.2 Make suggestions for how to complete certain tasks better or improve on particular attitudes or behaviours (e.g. levels of punctuality).</p> <p>3.3 Identify key learning points from the work placement experience.</p> <p>3.4 Use reflections on performance on work placement to set specific targets for further development of knowledge, behaviour, attitude or skills to improve employability.</p>

## Negotiation Skills

<b>Unit reference:</b>	H/617/4107
<b>Unit level:</b>	Level 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 communicate own position.	1.1 Clearly outline own views and desired outcomes in relation to a specific situation.  1.2 Offer a clear rationale for own position.  1.3 Respond positively to questions or challenges from others about own position.
2. Be able to discuss the position of others.	2.1 Actively listen to opposing standpoints of other party or parties in relation to a specific situation.  2.2 Seek clarification from others on their views.  2.3 Question and challenge the position of others in a constructive manner.
3. Be able to suggest ways forward at the end of a negotiation process.	3.1 Propose possible solutions, relevant to a specific situation, taking into account the viewpoints of all involved, including an element of compromise, where appropriate.

## Numeracy Skills for Work

<b>Unit reference:</b>	L/617/4148
<b>Unit level:</b>	Level 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to select appropriate numeracy skills in a work context.	1.1 Select the appropriate numeracy skills needed to carry out straightforward workplace tasks.
2. Be able to apply appropriate numeracy skills in a work context.	2.1 Identify and obtain information needed in order to apply numeracy skills in work situations. 2.2 Apply appropriate numeracy skills to straightforward workplace tasks or situations in an organised way. 2.3 Use appropriate checking procedures at each stage.
3. Be able to interpret and communicate results in situations where they have applied numerical skills in a work context.	3.1 Interpret findings in order to present appropriate solutions to different straightforward work-related problems. 3.2 Explain simple conclusions to others.

## Searching for a Job

<b>Unit reference:</b>	T/617/4130
<b>Unit level:</b>	Level 1
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to find out about job vacancies.	1.1 Use different online and offline sources to find out about jobs available.  1.2 From vacancies identified, select jobs most suited to own interests, aspirations, skills, qualifications and/or experience.
2. Be able to take a proactive approach to job searching.	2.1 Describe different actions an individual can take to be a proactive job searcher.  2.2 Create a profile on an appropriate online site to support own job search.

## Self-Management Skills for Work

<b>Unit reference:</b>	J/617/4133
<b>Unit level:</b>	Level 1
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to demonstrate good time-keeping.	1.1 Organise own time to complete tasks to given deadlines. 1.2 Comply with relevant guidelines or codes of conduct for time-keeping.
2. Be able to work in an organised manner.	2.1 Meet workplace expectations in relation to tidiness or orderliness. 2.2 Equip self appropriately for work setting and/or specific work tasks.
3. Be able to manage own feelings and behaviours.	3.1 Manage emotions in a way that is appropriate to the situation. 3.2 Identify appropriate sources of help for managing emotions so that they do not interfere with effectiveness at work.
4. Be able to review own self-management skills.	4.1 Outline positive and negative aspects of own self-management. 4.2 Identify ways to improve own self-management.

## Setting and Meeting Work-Related Targets

<b>Unit reference:</b>	D/617/4137
<b>Unit level:</b>	Level 1
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to set personal targets relating to work.	1.1 Use knowledge of own development needs to identify areas to work on.  1.2 Agree personal targets with an appropriate person.
2. Be able to review progress towards personal targets.	2.1 Assess own progress towards personal targets drawing on own self-assessment and feedback from others.  2.2 Describe factors that have supported their progress and/or factors that are preventing or hindering progress, as relevant.  2.3 Describe next steps towards meeting personal targets and/or setting new targets as appropriate.

## Skills for Creative Thinkers

<b>Unit reference:</b>	H/504/6262
<b>Unit level:</b>	Level 1
<b>GLH:</b>	15
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to think creatively.	1.1 Generate ideas. 1.2 Question own and others' assumptions.
2. Be able to work creatively to apply imaginative solutions to issues.	2.1 Discuss own ideas and those of others, to extend thinking. 2.2 Work with others to try out different solutions. 2.3 Adapt solutions as circumstances change.

## Skills for Effective Participants

<b>Unit reference:</b>	Y/504/6260
<b>Unit level:</b>	Level 1
<b>GLH:</b>	15
<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 engage in issues that affect their communities (eg place of learning, work or area in which they live)	1.1 Identify issues that affect communities 1.2 Discuss the different ways in which issues affect self and others 1.3 Discuss potential solutions to community issues, respecting different views and beliefs
2. Be able to take action to bring about improvements within communities.	2.1 Agree plan of action to address community issues 2.2 Undertake agreed activity to improve community situations for self and others

## Skills for Independent Enquirers

<b>Unit reference:</b>	D/504/6258
<b>Unit level:</b>	Level 1
<b>GLH:</b>	15
<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 plan investigations.	1.1 Generate ideas for investigation in order to answer questions or resolve problems. 1.2 Plan how to carry out investigations effectively. 1.3 Identify sources of relevant and reliable information on different topics.
2. Be able to carry out investigations.	2.1 Find out information and different views about topics. 2.2 Provide findings from investigating different perspectives.
3. Be able to present findings of investigations.	3.1 Provide a summary of findings.

## Skills for Reflective Learners

<b>Unit reference:</b>	A/504/6915
<b>Unit level:</b>	Level 1
<b>GLH:</b>	15
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to identify own strengths and weaknesses.	1.1 Use different methods to identify personal strengths and weaknesses.
2. Be able to set goals for own development.	2.1 Set appropriately challenging goals for personal development.
3. Be able to reflect on progress and achievement.	3.1 Review own progress towards goals. 3.2 Ask views of others on progress towards personal development goals. 3.3 Use feedback to adjust approach to meeting goals.

## Solving Work-Related Problems

<b>Unit reference:</b>	K/617/4142
<b>Unit level:</b>	Level 1
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to use sources of help for work-related problems.	1.1 Identify possible sources of help for a particular problem.  1.2 Gather information and/or advice for a work-related problem from an appropriate source.
2. Be able to come up with solutions to work-related problems.	2.1 Suggest solutions to a work-related problem, drawing on own previous experience or that of others, and information/advice gained from sources of help.  2.2 Select an appropriate problem-solving strategy for solving a work-related problem from possibilities identified.
3. Know how to apply a strategy to solve a workplace problem.	3.1 Describe the actions needed to apply a chosen strategy to solve a particular work-related problem.

## Sustainability

<b>Unit reference:</b>	A/650/2210
<b>Unit level:</b>	Level 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 what sustainability means.	1.1 Give a definition of sustainability. 1.2 Give reasons why it is important for countries and businesses to operate sustainably.
2. Know how human activity is threatening sustainability.	2.1 Outline the main ways in which human activity is threatening sustainability.
3. Know about sustainability goals and targets.	3.1 State the importance of different global sustainability goals. 3.2 Outline key sustainability targets relevant to a chosen sector.
4. Know how a business or sector is working towards achieving sustainability.	4.1 Describe ways in which a chosen business or sector is working to help achieve sustainability.

## Taking Personal Responsibility for the Environment

<b>Unit reference:</b>	M/650/2082
<b>Unit level:</b>	Level 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to research ways individuals can help fight climate change.	1.1 Use different sources to find out about the role of individuals in slowing climate change.
2. Be able to identify ways to reduce own negative impact on the environment.	2.1 Assess own strengths and areas for improvement in terms of living as sustainably as possible. 2.2 Outline changes they could make to different aspects of their lifestyle.
3. Be able to implement actions or changes to reduce their negative impact on the environment.	3.1 Select actions or changes and implement them over an agreed period of time.
4. Be able to reflect on how effectively they have reduced their negative impact on the environment.	4.1 Describe the changes they made and how effectively they implemented them over the agreed period. 4.2 Outline how the changes have helped reduce their negative impact on the environment. 4.3 Set out next steps to continue to reduce their negative impact on the environment.

## Time Management

<b>Unit reference:</b>	A/617/4145
<b>Unit level:</b>	Level 1
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to manage their time while working or studying.	1.1 Prioritise tasks appropriately, either using own initiative or by following instructions or protocols.  1.2 Complete tasks by agreed deadlines.  1.3 Work at the pace required, remaining focused on the specific task.  1.4 Take breaks at appropriate times and of an appropriate length.
2. Be able to assess how well they are managing their time.	2.1 Identify which aspects of time management they are doing well in and which they need to improve.  2.2 Outline how they could improve their time management.

## Working in a Team

<b>Unit reference:</b>	L/617/4151
<b>Unit level:</b>	Level 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 identify how they could contribute to a team task.	1.1 Communicate to other team members their strengths and skills as relevant to a team task.  1.2 Make suggestions about specific roles and responsibilities they could take on in which they could use their strengths to benefit the team.
2. Be able to plan team activity with others.	2.1 State what the task is about and what the team is working to achieve.  2.2 Agree with other team members the key actions the team must carry out to complete the task.  2.3 Confirm own role and responsibilities and those of others in the team.
3. Be able to work positively as a member of a team.	3.1 Listen to the ideas and suggestions of others.  3.2 Give ideas and make own suggestions.  3.3 Offer and accept help or support to/from other team members.  3.4 Complete the aspects of the task, allocated to them, in line with the brief and to the standard required.
4. Be able to review own performance as a member of a team.	4.1 Identify which positive team-working behaviours they demonstrated in undertaking the task.  4.2 Identify which team-working skills they could improve.

## Working Safely

<b>Unit reference:</b>	H/617/4124
<b>Unit level:</b>	Level 1
<b>GLH:</b>	10
<b>Credit value:</b>	1
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to identify risks and hazards in a work environment.	1.1 Identify different types of risks and hazards in a work environment, giving specific examples of each.
2. Be able to reduce risk of harm to self or others.	2.1 Protect self and others through responsible workplace behaviour, following workplace policies and guidelines, e.g. for suitable clothing, use of equipment, where appropriate.
3. Be able to deal with hazards and risks within the work environment.	3.1 Report hazards and risks to an appropriate person, following workplace reporting procedures.  3.2 Follow workplace procedures for dealing with low-risk hazards.

## Working with Colleagues

<b>Unit reference:</b>	D/617/4154
<b>Unit level:</b>	Level 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 work with senior colleagues.	1.1 Complete a task as instructed by a senior colleague.  1.2 Use appropriate language, tone and listening skills when communicating with senior colleagues.
2. Be able to work with peers in the workplace.	2.1 Use appropriate language and tone when communicating with peers.  2.2 Contribute ideas and opinions in a way that peers find acceptable.  2.3 Carry out their own role or task in line with the expectations of their peers.  2.4 Seek and accept help, guidance and feedback from peers when appropriate.

### 3.4 Optional Group O2b (English) units

#### Engage in Discussion

<b>Unit reference:</b>	M/505/6129
<b>Unit summary:</b>	In this unit, learners will learn how to engage in discussion and make relevant points.
<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 engage in discussion to reach a shared understanding of a topic.	1.1 Follow and understand the main points in discussions on different topics. 1.2 Make relevant contributions at an appropriate point. 1.3 Respect turn-taking conventions. 1.4 Respond appropriately to the contributions of others.

#### Assessment guidance:

**LO1:** Topics should be varied but familiar. Discussions should be with one or more people and include different group sizes and be made up of different sets of contributors. Appropriate responses will show understanding of the contributions of others and be framed using language and gestures that demonstrate respect for others' opinions (for example, 'I disagree completely').

Please note that this unit is barred against Y/505/6321 – Engage in Discussion (Level 1)

## Engage in Discussion

<b>Unit reference:</b>	Y/505/6321
<b>Unit summary:</b>	In this unit, learners will learn how to engage in discussion with others, in both familiar and unfamiliar situations.
<b>Unit level:</b>	Level 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 engage in discussion.	1.1 Make relevant contributions to discussions in familiar and unfamiliar situations.  1.2 In discussion, present information and opinions in a logical sequence.
2. Be able to listen and respond to others in a discussion.	2.1 Actively listen to the contributions of others in a discussion.  2.2 Respect turn taking rights in a sustained discussion.  2.3 Respond to questions from others.  2.4 Use appropriate verbal and non-verbal strategies to clarify and confirm understanding of the contributions of others.  2.5 Use appropriate phrases for interruption.

### Assessment guidance:

**LO1:** Discussions should be with one or more people and cover different, straightforward topics. Group sizes should vary; groups should not always include the teacher. Discussions should be of around 4-6 minutes.

**LO2:** Learners should be applying listening and response skills consistently over an extended discussion. Learners will be proactive in expressing points of view, moving discussion forward and interrupting when appropriate.

**AC2.5:** Phrases for interruption might include, 'Can I stop you there?', 'I'm sorry to interrupt but.'

Please note that this unit is barred against M/505/6129 – Engage in Discussion (Entry 3)

## Listen and Respond

<b>Unit reference:</b>	H/505/4135
<b>Unit summary:</b>	In this unit, learners will learn how to listen and respond in conversations and discussions.
<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
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to listen and respond in verbal exchanges.	1.1 Follow the gist of spoken communication in different contexts. 1.2 Listen for detail and identify specific information. 1.3 Use visual and verbal feedback signals to aid understanding. 1.4 Respond to spoken information and opinions. 1.5 Respond to questions on familiar topics.

### Assessment guidance:

**LO1:** Learners should be listening and responding to spoken language that includes straightforward information, narratives, explanations and instructions. Verbal exchanges should include a varying number of people, but not usually more than 3 or 4. Exchanges should normally include multiple contributions from participants. They might last up to 4 or 5 minutes, where relevant. Exchanges should be face to face over the phone/Skype or other remote means.

Please note that this unit is barred against D/505/6319 – Listen and Respond (Level 1)

## Listen and Respond

<b>Unit reference:</b>	D/505/6319
<b>Unit summary:</b>	In this unit, learners will learn how to listen and respond to spoken language in a variety of contexts.
<b>Unit level:</b>	Level 1
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to understand and respond to spoken language.	1.1 Identify relevant spoken information from different sources.  1.2 Listen to and demonstrate understanding of explanations and instructions on different straightforward topics in a range of contexts.
2 Be able to listen and respond in exchanges.	2.1 Listen and respond to information in one-to-one and group contexts.  2.2 Use appropriate verbal and non-verbal strategies to clarify and confirm understanding with others.  2.3 Provide feedback as required when listening to others.  2.4 Respond appropriately to questions on different topics.

### Assessment guidance:

**LO1:** Spoken language should include information, narratives, explanations and instructions of varying lengths and on different topics.

**LO2:** Group sizes should vary and should normally include at least one group of 4 or more learners. Some exchanges should not be teacher-led. Responses and feedback should be clearly linked to the question or discussion. They should include some continuous speech, rather than single word or short phrase answers. Non-verbal strategies might include facial expressions and body language. Phrases for clarifications might include, 'so you are saying?' or 'did you mean?'. Learners might use paraphrasing or use or scenario or example to check understanding, e.g. 'would that apply to someone new to the country?'.

**Please note that this unit is barred against H/505/4135 – Listen and Respond (Entry 3)**

## Read for Information

<b>Unit reference:</b>	H/505/6127
<b>Unit summary:</b>	In this unit, learners will learn how to read straightforward written sources, including instructional texts, and use a dictionary to gain information.
<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
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to read and obtain information from everyday sources.	1.1 Scan texts to locate information. 1.2 Obtain information through detailed reading. 1.3 Show understanding of straightforward instructional texts. 1.4 Identify common and specialist key words, including words on forms.
2. Be able to use a dictionary to obtain information.	2.1 Find the meaning of unfamiliar words in a simple dictionary. 2.2 Use alphabetical order to support dictionary use.

### Assessment guidance:

**LO1:** Learners should read different types of commonly occurring text, including electronic and paper-based media. Texts should contain some unfamiliar words and some complex structures. They should cover diverse but broadly familiar topics. Recognise language of instructions in own life such as use of imperatives, second person.

**AC2.1:** Look up unknown words in their personal reading.

**AC2.2:** Use first and second place letters to order words alphabetically.

**Please note that this unit is barred against L/505/4131 - Read for Information (Level 1)**

## Read for Information

<b>Unit reference:</b>	L/505/4131
<b>Unit summary:</b>	In this unit, learners will learn how to read and obtain information from different printed and online sources. They will learn how to use reference materials and spelling strategies to support understanding.
<b>Unit level:</b>	Level 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 read and obtain information from different sources.	1.1 Use organisational and structural features to locate information, for example: paragraphs, contents list, index, menu.  1.2 Locate and understand information from different printed and online sources.  1.3 Use visual cues to locate information, for example keys, symbols, alphabetical order.
2 Be able to use reference sources and spelling strategies.	2.1 Apply knowledge of words to understand unfamiliar vocabulary, for example applying knowledge of word structure, related words, word roots, derivations, borrowings.  2.2 Make use of reference sources to find meanings of unfamiliar words.  2.3 Understand the meaning of typical abbreviations used in reference materials.

### Assessment guidance:

**LO1:** Sources should include both online and printed, be of different formats and lengths, and contain contrasting types of information. Texts should be formal and informal. Learners should obtain information from a minimum of 3 different, contrasting sources. Techniques might include skimming and scanning.

**AC2.2:** Reference sources might include a dictionary, thesaurus or glossary and might be paper-based, on-line or in the form of an app.

**AC2.3:** Abbreviations might include n for noun, v for verb etc.

**Please note that this unit is barred against H/505/6127 – Read for Information (Entry 3)**

## Read for Purpose and Meaning

<b>Unit reference:</b>	D/505/6126
<b>Unit summary:</b>	In this unit, learners will learn how to read and understand purpose and meaning in straightforward texts as well as simple strategies to support understanding.
<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 and understand texts.	1.1 Follow key events in different types of straightforward text. 1.2 Identify the main points and ideas in straightforward texts. 1.3 Identify the purposes of different types of texts. 1.4 Skim title, headings and illustrations for general meaning and purpose.
2. Be able to use simple reading strategies to support understanding.	2.1 Use organisational features, including images to support understanding. 2.2 Use punctuation and capitalisation in texts to aid understanding. 2.3 Use context to work out unfamiliar words. 2.4 Use knowledge of words, spelling and sentence patterns to support understanding for example, nouns, adjectives, connectives, verbs, prefixes and suffixes and plausible meaning.

### Assessment guidance:

**LO1:** Continuous descriptive, explanatory texts with multiple paragraphs. Texts should include those with up to 700 words. Learners should read texts in different formats, including those presented in columns, those making use of different types of image and those presented over more than one page.

**LO2:** Read a simple continuous text written in sentences and get most of the sense even if they are not able to read every word, e.g. using prediction and previewing strategies. Apply knowledge of sound and letter patterns and of structure of words including compounds, root words, grammatical endings, syllable divisions to help decode words.

**Please note that this unit is barred against Y/505/6318 - Read for Purpose and Meaning (Level 1)**

## Read for Purpose and Meaning

<b>Unit reference:</b>	Y/505/6318
<b>Unit summary:</b>	In this unit, learners will learn how to read and understand meaning and purpose in a variety of texts. They will also learn to use a range of reading strategies to support understanding.
<b>Unit level:</b>	Level 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 read and understand texts.	1.1 Extract main points and specific details in different continuous texts.  1.2 Follow the main events in descriptive, explanatory and persuasive text.
2. Know how purpose of texts affects use of language and textual features.	1.1 Identify different purposes in different types of text.  1.2 Identify how language is used for specific purposes, for example to instruct, explain, describe and persuade.  1.3 Identify how textual features are used for specific purposes.
2. Be able to use reading strategies to support understanding.	2.1 Use grammatical features to predict meaning.  2.2 Use prediction and previewing techniques to identify plausible meanings and to check for sense.  2.3 Use images to identify meaning that is not explicit in the text.  2.4 Use punctuation to support understanding of texts.

### Assessment guidance:

**LO1:** Texts should be of varying lengths and on a variety of topics. Learners should be reading independently.

**Please note that this unit is barred against D/505/6126 – Read for Purpose and Meaning (Entry 3)**

## Speak to Communicate

<b>Unit reference:</b>	K/505/6128
<b>Unit summary:</b>	In this unit, learners will learn how to speak to communicate in different 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
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to speak to communicate.	1.1 Speak with appropriate clarity, speed and phrasing. 1.2 Use appropriate language and register in different formal and informal, familiar situations. 1.3 Give short explanations, accounts and descriptions. 1.4 Ask questions and make requests to obtain information.

### Assessment guidance:

**LO1:** Learners should be able to adapt their tone, gestures and vocabulary to suit the degree of formality of the situation. Learners are expected to speak about familiar topics both face-to-face and on the phone, using Skype or other forms of remote communication. Communications should include some explanations, accounts or descriptions, where they are using multiple sentences or making several points, as appropriate to the situation.

Please note that this unit is barred against R/505/6320 – Speak to Communicate (Level 1)

## Speak to Communicate

<b>Unit reference:</b>	R/505/6320
<b>Unit summary:</b>	In this unit, learners will learn how to speak to communicate information, ideas and opinions in a variety of contexts.
<b>Unit level:</b>	Level 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 communicate with others.	1.1 Speak clearly in a way which suits the situation. 1.2 Express statements of fact, explanations, instructions, accounts and descriptions. 1.3 Ask questions to obtain information from different people and for different purposes.
2 Be able to adapt speech according to context.	2.1 Use formal and informal language, as appropriate to the situation and the audience. 2.2 Adapt content according to situation.

### Assessment guidance:

**LO1:** Learners should communicate on a range of different topics for different purposes. At least one situation should require them to speak continuously (or with appropriate interruptions, e.g. to listen and respond to a listener's question) for between 60 and 90 seconds.

**LO2:** Contexts should vary and might include face-to-face and telephone conversations. Adjustments could include to length, use of politeness conventions, fixed expressions, use of slang or colloquialisms.

Please note that this unit is barred against K/505/6128 – Speak to Communicate (Entry 3)

## Write Accurately

<b>Unit reference:</b>	L/505/4159
<b>Unit summary:</b>	In this unit, learners will learn to write legibly, using correct basic punctuation, spelling and grammar.
<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
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to write using correct basic grammar.	1.1 Write in complete sentences, for example, with one or more clauses in familiar forms of written communication.  1.2 Use pronouns so their meaning is clear.  1.3 Use correct basic grammar for example, appropriate verb tense, subject-verb agreement.
2. Be able to write using correct basic spelling and punctuation.	2.1 Use punctuation correctly, for example capital letters, full stops, questions marks, exclamation marks, commas.  2.2 Spell correctly common words and relevant key words for work and special interest.  2.3 Use knowledge of sound-spelling links and letter patterns to spell a greater range of words.  2.4 Produce legible and reasonably neat text.
3. Be able to proofread own writing.	3.1 Proofread and correct simple grammatical and spelling errors in own writing.

### Assessment guidance:

**LO1:** Sentences should be complex and varied in length and construction. Word order should be accurate.

**LO2:** Apply strategies for working out likely spellings from their knowledge of rules and patterns.

**Please note that this unit is barred against L/505/4159 – Write with Accuracy (Level 1)**

## Write with Accuracy

<b>Unit reference:</b>	F/505/4160
<b>Unit summary:</b>	In this unit, learners will learn how to improve the accuracy of their writing through using accurate spelling, punctuation and grammar.
<b>Unit level:</b>	Level 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 use correct grammar in written texts.	1.1. Write in complete sentences, using a range to suit text type. 1.2. Use correct subject verb agreement in sentences. 1.3. Use correct verb-tense agreement in sentences. 1.4. Use grammatical features correctly so that meaning is clear.
2. Be able to write legibly with correct spelling and punctuation.	2.1. Spell correctly words used most often in work, studies and daily life. 2.2. Spell words with regular and irregular spelling patterns. 2.3. Punctuate sentences correctly, so that meaning is clear. 2.4. Produce legible handwritten text.
3. Be able to proofread and revise writing.	3.1. Identify and correct errors of grammar, for example verb tense agreement, subject verb agreement. 3.2. Identify and correct common spelling errors. 3.3. Identify and correct punctuation errors. 3.4. Revise writing to improve meaning.

### Assessment guidance:

**LO1:** Sentences should be varied; some should be compound and complex, for example including subordinate clauses.

**AC2.3:** Correct punctuation should be used consistently.

**LO3:** Improvements for meaning might include substituting one synonym for another, clarifying expressions, making changes for dramatic effect.

**Please note that this unit is barred against L/505/4159 – Write Accurately (Entry 3)**

## Write to Communicate

<b>Unit reference:</b>	H/505/6130
<b>Unit summary:</b>	In this unit, learners will learn to plan their writing, write in short paragraphs and to check their writing for errors.
<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
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to write to communicate.	1.1 Plan and draft writing for different purposes. 1.2 Use short paragraphs to organise writing. 1.3 Write in a logical order, for example chronologically.

Assessment guidance:
<b>AC1.1:</b> Use different ways of planning such as notes, list of points, diagrams etc. Plan and draft a continuous and coherent piece of text of about half a page divided into short paragraphs.
<b>AC1.2:</b> Paragraphs should be used to help sequence writing logically.
<b>LO1:</b> Evidence should include a minimum of 3 texts, each with a different purpose.

Please note that this unit is barred against D/505/6322 – Write to Communicate (Level 1)

## Write to Communicate

<b>Unit reference:</b>	D/505/6322
<b>Unit summary:</b>	In this unit, learners will learn how to write to communicate ideas for different audiences and purposes.
<b>Unit level:</b>	Level 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 plan own writing.	1.1 Identify purpose and audience for writing. 1.2 Select appropriate format. 1.1 Use appropriate planning techniques to produce a first draft.
2 Be able to structure own writing to communicate ideas and information.	2.1 Present ideas and information in a logical sequence, using paragraphs as necessary. 2.2 Use language, format and structure that are suitable for purpose and audience. 2.3 Judge how much to write and the level of detail to include to suit purpose and audience. 2.4 Proofread and revise writing for accuracy and meaning.

### Assessment guidance:

**LO1 and LO2:** Learners will be expected to plan and produce written text for at least two different purposes, one formal and one less formal, and for at least two different audiences. Texts might include forms, records, emails, letters, narratives, instructions, reports or explanations.

**LO2:** At least one text should be of 250 – 300 words and of a minimum of 6 paragraphs. Learners might demonstrate corrections of spelling, grammar or word order. Some words might have been substituted for more appropriate synonyms.

**Please note that this unit is barred against H/505/6130 – Write to Communicate (Entry 3)**

### 3.5 Optional Group O2c (Maths) units

#### 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. 3.3 Use of the standard order of operations in practical situations to solve multi-step calculations.

	3.4 Solve two-step word problems.
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**Please note that this unit is barred against F/505/4868 – Making Calculations (Level 1)**

## Making Calculations

<b>Unit reference:</b>	F/505/4868
<b>Unit summary:</b>	In this unit, learners will manipulate numbers and decimals and make calculations in order to use and understand numbers in everyday situations.
<b>Unit level:</b>	Level 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 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.

	<p>3.3 Use an electronic or mechanical aid to calculate efficiently using whole numbers, fractions, decimals and percentages.</p> <p>3.4 Check calculations using an electronic or mechanical aid.</p>
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**Please note that this unit is barred against K/505/4864 – Making Calculations (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 M/505/4882 – Money, Time and Temperature (Level 1)**

## Money, Time and Temperature

<b>Unit reference:</b>	M/505/4882
<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>	Level 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 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 D/505/4862 – Money, Time and Temperature (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 A/505/4867 – Numbers, Decimals, Fractions and Percentages (Level 1)**

## Numbers, Decimals, Fractions and Percentages

<b>Unit reference:</b>	A/505/4867
<b>Unit summary:</b>	In this unit, learners will learn about numbers, fractions, decimals and percentages in order to understand and use them in everyday situations.
<b>Unit level:</b>	Level 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 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, $\frac{2}{3}$ or $\frac{3}{4}$ .
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.

	<p>4.3 Find simple percentage parts of quantities and measures.</p> <p>4.4 Recognise common percentage, fraction and decimal equivalences.</p> <p>4.5 Use equivalences to find part or whole number quantities.</p>
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**Please note that this unit is barred against T/505/4866 – Using Whole Numbers, Decimals, Fractions and Percentages (Entry 3)**

## Numerical Relationships, Algebra and Ratios

<b>Unit reference:</b>	J/505/4869
<b>Unit summary:</b>	In this unit, learners will learn about numerical relationships, algebra and ratio to solve problems in everyday situations.
<b>Unit level:</b>	Level 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. 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.

## 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 J/505/4872 – Using and Communicating Data (Level 1)**

## Using and Communicating Data

<b>Unit reference:</b>	J/505/4872
<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>	Level 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 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 H/505/4863 – Using and Communicating Data (Entry 3)**

## Using Probability

<b>Unit reference:</b>	A/505/4870
<b>Unit summary:</b>	In this unit, learners will learn how to understand and use probability for use in everyday situations.
<b>Unit level:</b>	Level 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. 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.

## 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 L/505/4890 – Using Size, Shape and Space (Level 1)**

## Using Size, Shape and Space

<b>Unit reference:</b>	L/505/4890
<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>	Level 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 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.

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

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

## 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
- scribe
- 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>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.



gateway  
qualifications

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

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

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

Tel: 01206 911 211