





This qualification specification covers the following qualification:

Qualification number	Qualification title
603/6491/9	Gateway Qualifications Level 2 Diploma in Business

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 2 Diploma in Business.

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), which regulates qualifications, examinations and assessments in England.

This qualification is intended to provide learners with the underpinning knowledge and skills specific to the business and administration sector, together with transferable employability skills. The qualification is designed to support progression to further learning and ultimately to work in the business and administration sector 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.

## 1. Qualification overview

### 1.1 Qualification purpose

The purpose of this qualification is to provide learners with the core knowledge, understanding and confidence required to meet the expectations of working within the business and administration sector. The qualification provides learners with the opportunity to develop their English, Maths and employability skills through optional units, helping them build transferable skills and supporting their progression into employment.

The qualification is designed for learners preparing to enter the business and administration workforce, as well as those already in support roles who wish to develop their knowledge and skills. It also supports learners who wish to progress to further study. Learners will develop an in-depth understanding of industry practices, professional behaviour and key business functions and the wider skills needed to contribute confidently and consistently across a range of business and administration settings.

### 1.2 Aims and objectives

The aim of this qualification is to introduce learners to the key principles and practices in business and administration, providing essential knowledge and skills to support working effectively in diverse business environments.

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

- develop comprehensive knowledge and skills for effective and professional practice across varied business and administration environments
- explore the organisational principles, processes and legislative frameworks that inform effective business operations and understand their implications for decision-making, compliance and organisational success
- deepen understanding of the essential roles, responsibilities and functions, recognising how these contribute to productivity, workflow management and organisational objectives
- strengthen the skills and behaviours required to engage effectively with colleagues, customers and wider stakeholders and to support collaborative, customer-focused and accountable working practices

### 1.3 Key information

Qualification summary	
Qualification title	Gateway Qualifications Level 2 Diploma in Business.
Qualification type	Regulated Qualifications Framework (RQF)
Qualification number	603/6491/9
Learning aim reference number	60364919
Level	Level 2

Guided learning hours (GLH)	298
Total qualification time (TQT)	390
Credit value	39
Sector subject area	15.3 Business Management
Age appropriateness	16-18, 19+
Grading scale	Pass/Fail
Assessment method	Portfolio of Evidence
Regulation information	This qualification is regulated by Ofqual for use in England only

## 1.4 Entry requirements

There are no specific prior skills/knowledge learners must have for this qualification, however learners will benefit from having English and Maths skills at level 1.

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 broad introduction to the business and administration sector, equipping learners with underpinning knowledge and skills specific to the sector alongside a range of transferable employability skills.

Successful completion of the Gateway Qualifications Level 2 Diploma in Business could allow learners to progress onto:

- Level 3 Certificate in Business and Administration
- Level 3 Diploma in Business and Administration
- Level 3 Technical level (T Level) in Management and Administration
- Access to Higher Education Diploma in Business Management
- advanced apprenticeship in Business and Administration

- employment roles in Business and Administration, for example, Administrative Assistant, Customer Service 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

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

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

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

## 1.7 Resource requirements

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

## 1.8 Support materials and resources

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

- fully embedded Scheme of Work
- four session plans
- session plan template
- two interactive PowerPoints
- careers, information and guidance (CIAG) document for the business sector with teaching/delivery support and is linked to the Gatsby benchmarks
- a glossary of terms with real world application example and explanations

All resources are embedded in the wider adult curriculum, including Fusion Skills and the Standard Skills Classification (SSC). They use contextualised examples and delivery activities to support sustainability and the United Nations Sustainable Development Goals (UN SDGs). The resources are fully inclusive and include enrichment activities and differentiated scaffolds to add value to learning.

## 1.9 Achieving this qualification

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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, skills and understanding 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 39 credits. They must complete the two mandatory units from the Mandatory Group, totalling 6 credits. In addition, they must complete a minimum of 23 credits from the Optional Group O1 (Business) and 10 further credits from either Optional Group O1 (Business) or Optional Group O2 (Employability Skills [O2a], English [O2b] and Maths [O2c]). At least 25 credits must be at level 2 or above. Learners cannot include more than one unit with the same or similar title.

### Mandatory Group

Unit reference	Unit title	Unit level	Credit value	GLH
<b>R/617/4085</b>	Communication Skills for Work	Level 2	3	24
<b>Y/505/2494</b>	Understanding Business Organisations	Level 2	3	24

### Optional Group O1 (Business)

Unit reference	Unit title	Unit level	Credit value	GLH
<b>*A/618/3394</b>	Budgeting and Managing Money	Level 2	3	24
<b>*F/505/2456</b>	Business Communication	Level 3	6	42
<b>*F/618/3395</b>	Business Documentation	Level 2	3	24
<b>J/618/3396</b>	Business Organisational Structures	Level 2	3	24
<b>F/650/2457</b>	Business Project	Level 2	6	48
<b>Y/618/3578</b>	Creating Business Web-Pages	Level 2	6	48
<b>*Y/618/3676</b>	Digital Marketing	Level 1	3	27
<b>*F/618/3705</b>	Digital Marketing	Level 2	3	24
<b>K/617/4156</b>	Digital Skills for Work	Level 2	3	24
<b>K/617/4092</b>	Exploring Entrepreneurship	Level 2	2	16
<b>A/617/4100</b>	Introduction to Self-Employment	Level 2	3	24
<b>D/618/3405</b>	Market Research	Level 2	5	30
<b>K/618/3438</b>	Online Business Activities	Level 2	4	32
<b>*H/618/3406</b>	Personal Budgeting and Managing Money	Level 2	6	48
<b>M/618/3408</b>	Planning and Running an Event	Level 2	4	32
<b>T/618/3409</b>	Promoting Products and Services	Level 2	3	24
<b>H/650/2458</b>	Quality and Compliance	Level 2	3	24
<b>K/618/3410</b>	Running an Enterprise Activity	Level 2	5	40
<b>*T/618/3412</b>	Supporting Business Meetings	Level 1	3	27
<b>F/618/3414</b>	Supporting Sustainability in a Business Environment	Level 2	2	16
<b>L/618/3416</b>	The Marketing Environment	Level 2	3	24

<b>L/618/3433</b>	The Role of an Administrator	Level 2	3	24
<b>*K/504/7851</b>	Understanding Business Meeting Techniques	Level 2	3	27
<b>*H/618/3437</b>	Understanding Finance in a Business Context	Level 2	3	24
<b>D/505/2495</b>	Understanding Legislation and Regulations in a Customer Service Context	Level 2	2	16
<b>L/618/3447</b>	Working in Business Teams	Level 2	3	24
<b>T/618/3569</b>	Working with Customers	Level 2	3	24
<b>K/618/3455</b>	Working with Office Equipment and Systems	Level 2	3	24
<b>A/618/3704</b>	Working with People in Organisations	Level 2	3	24

\*The following units are barred against each other:

Unit reference	Unit title	Unit level
<b>A/618/3394</b>	Budgeting and Managing Money	Level 2
<b>H/618/3406</b>	Personal Budgeting and Managing Money	Level 2
<b>H/618/3437</b>	Understanding Finance in a Business Context	Level 2

Unit reference	Unit title	Unit level
<b>F/505/2456</b>	Business Communication	Level 3
<b>F/618/3395</b>	Business Documentation	Level 2

Unit reference	Unit title	Unit level
<b>Y/618/3676</b>	Digital Marketing	Level 1
<b>F/618/3705</b>	Digital Marketing	Level 2

Unit reference	Unit title	Unit level
<b>T/618/3412</b>	Supporting Business Meetings	Level 1
<b>K/504/7851</b>	Understanding Business Meeting Techniques	Level 2

#### Optional Group O2a (Employability Skills)

Unit reference	Unit title	Unit level	Credit value	GLH
<b>H/617/4060</b>	Applying for a Job	Level 2	2	16
<b>F/617/4065</b>	Career Planning	Level 2	3	24
<b>L/650/2072</b>	Community Environment Project	Level 1	3	30
<b>T/617/4077</b>	Customer Service Skills	Level 2	2	16
<b>K/650/2224</b>	Environmental Awareness	Level 2	3	24

<b>K/617/4089</b>	Exploring and Presenting Enterprise Ideas	Level 2	3	24
<b>F/617/4096</b>	Health and Safety in the Workplace	Level 2	2	20
<b>F/650/2212</b>	Improving Sustainability in the Workplace	Level 2	3	24
<b>J/617/4097</b>	Interview Skills	Level 2	3	24
<b>M/617/4109</b>	Leadership Skills	Level 2	2	16
<b>Y/617/4105</b>	Making the Most of Work Placement	Level 2	3	24
<b>D/617/4106</b>	Negotiation Skills	Level 2	3	24
<b>J/617/4147</b>	Numeracy Skills for Work	Level 2	3	24
<b>F/617/4129</b>	Searching for a Job	Level 2	2	16
<b>F/617/4132</b>	Self-Management Skills for Work	Level 2	2	16
<b>R/617/4135</b>	Setting and Meeting Work-Related Targets	Level 2	2	16
<b>D/504/6261</b>	Skills for Creative Thinkers	Level 2	2	15
<b>A/504/7627</b>	Skills for Effective Participants	Level 2	2	15
<b>Y/504/6257</b>	Skills for Independent Enquirers	Level 2	2	15
<b>M/504/6913</b>	Skills for Reflective Learners	Level 2	2	15
<b>H/617/4141</b>	Solving Work-Related Problems	Level 2	2	16
<b>R/650/2209</b>	Sustainability	Level 2	3	24
<b>M/650/2082</b>	Taking Personal Responsibility for the Environment	Level 1	3	30
<b>T/617/4144</b>	Time Management	Level 2	2	20
<b>*J/617/4150</b>	Working in a Team	Level 2	3	24
<b>*Y/617/4153</b>	Working with Colleagues	Level 2	2	16

\*The following units are barred against each other:

Unit reference	Unit title	Unit level
<b>J/617/4150</b>	Working in a Team	Level 2
<b>Y/617/4153</b>	Working with Colleagues	Level 2

### 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
<b>Y/505/6321</b>	Engage in Discussion	Level 1	2	20
<b>H/505/4149</b>	Engage in Discussion	Level 2	2	20
<b>D/505/6319</b>	Listen and Respond	Level 1	2	20
<b>M/505/4137</b>	Listen and Respond	Level 2	2	20

<b>L/505/4131</b>	Read for Information	Level 1	3	30
<b>K/505/6324</b>	Read for Information	Level 2	3	30
<b>Y/505/6318</b>	Read for Purpose and Meaning	Level 1	3	30
<b>H/505/6323</b>	Read for Purpose and Meaning	Level 2	3	30
<b>R/505/6320</b>	Speak to Communicate	Level 1	2	20
<b>J/505/4144</b>	Speak to Communicate	Level 2	2	20
<b>F/505/4160</b>	Write with Accuracy	Level 1	3	30
<b>T/505/6326</b>	Write Fluently and Accurately	Level 2	3	30
<b>D/505/6322</b>	Write to Communicate	Level 1	3	30
<b>M/505/6325</b>	Write to Communicate	Level 2	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
<b>F/505/4868</b>	Making Calculations	Level 1	3	30
<b>Y/505/4875</b>	Making Calculations	Level 2	3	30
<b>M/505/4882</b>	Money, Time and Temperature	Level 1	3	30
<b>D/505/4876</b>	Money, Time and Temperature	Level 2	3	30
<b>A/505/4867</b>	Numbers, Decimals, Fractions and Percentages	Level 1	3	30
<b>H/505/4877</b>	Numbers, Decimals, Fractions and Percentages	Level 2	3	30
<b>J/505/4869</b>	Numerical Relationships, Algebra and Ratios	Level 1	2	20
<b>K/505/4878</b>	Numerical Relationships, Algebra and Ratio	Level 2	2	20
<b>J/505/4872</b>	Using and Communicating Data	Level 1	3	30
<b>M/505/4879</b>	Using and Communicating Data	Level 2	3	30
<b>A/505/4870</b>	Using Probability	Level 1	2	20
<b>H/505/4880</b>	Using Probability	Level 2	2	20
<b>L/505/4890</b>	Using Size, Shape and Space	Level 1	3	30
<b>K/505/4881</b>	Using Size, Shape and Space	Level 2	3	30

### 1.10 Indicative content

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

## 2. Assessment

### 2.1 Assessment overview

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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.

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

#### Communication Skills for Work

<b>Unit reference:</b>	R/617/4085
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<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.	<p>1.1 Select <b>appropriate formats for written communication for different purposes and audiences</b>, in line with workplace conventions or procedures, where appropriate.</p> <p>1.2 Produce documents of different types that are clearly and accurately presented and appropriate (e.g. in terms of length, style and language use) for the purpose and intended audience.</p> <p>1.3 <b>Combine text, images and/or graphics</b> in written documents as appropriate to audience and purpose.</p> <p>1.4 Make <b>appropriate use of available software</b> to present written communication, including numerical information.</p> <p>1.5 Make <b>accurate and appropriate use of terminology</b> associated with a particular workplace or sector in written communication.</p>
2. Use oral communication in a work context.	<p>2.1 <b>Communicate clearly</b> in different situations, adjusting register and tone to match the audience and purpose of the communication.</p> <p>2.2 Communicate work-related information in a <b>formal presentation</b> to a group.</p>

	<p>2.3 Engage in discussion with colleagues, making <b>relevant points</b> and actively listening to the ideas of others.</p> <p>2.4 <b>Respond appropriately</b> to queries, requests and/or complaints in a way that satisfies the other person.</p> <p>2.5 Make <b>accurate and appropriate use of terminology</b> associated with a particular workplace or sector when communicating orally.</p>
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### Indicative content

#### **AC1.1: Appropriate formats for written communication for different purposes and audiences, for example:**

- recognise different document types
- match the format to the purpose
- consider the audience
- follow workplace conventions

#### **AC1.3: Combine text, images and/or graphics, for example:**

- add visuals like charts, graphs, or images to support the message
- ensure visuals are relevant and easy to understand
- properly position visuals within the document for clarity and impact

#### **AC1.4: Appropriate use of available software, for example:**

- use word processing tools
- incorporate spreadsheets or tables for numerical data
- utilise templates/design tools for professional presentation

#### **AC1.5: Accurate and appropriate use of terminology, for example:**

- identify key industry terms and acronyms relevant to the workplace
- use terms appropriately to demonstrate professionalism and understanding
- avoid jargon when communicating to external audiences unless necessary

#### **AC2.1: Communicate clearly, for example:**

- speak formally or informally based on the context, for example, team meeting vs. client call
- use a clear tone and pace suitable for the audience
- avoid slang or overly casual language in professional settings

#### **AC2.2: Formal presentation, for example:**

- prepare and structure the presentation with clear key points
- use visual aids, for example, slides, charts to support the message
- speak confidently

**AC2.3: Relevant points, for example:**

- contribute ideas/opinions clearly and constructively
- show active listening through body language, for example, nodding and verbal cues, for example, "I understand"
- build on others' points to continue discussions effectively
- be aware of cultural differences within discussions

**AC2.4: Respond appropriately, for example:**

- listen carefully to understand the issue/request
- provide clear/respectful responses
- offer solutions or escalate issues when necessary

**AC2.5: Accurate and appropriate use of terminology, for example:**

- use industry-specific language when relevant
- explain technical terms if speaking to non-specialist audiences
- avoid overusing jargon to ensure clarity

## Understanding Business Organisations

<b>Unit reference:</b>	Y/505/2494
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the aims and objectives of different types of business organisation.	1.1 Explain why organisations set <b>aims and objectives</b> . 1.2 Identify the aims and objectives of different types of business organisation.
2. Know the different types of business ownership.	2.1 Describe the different types of business ownership. 2.2 Outline with examples, why different organisations have different types of ownership.
3. Know how the structures of organisations differ.	3.1 Identify <b>organisational functional areas</b> and their key roles. 3.2 Describe the <b>organisational structures</b> of different businesses.
4. Know the importance of administration within an organisation.	4.1 Identify different administrative skills and their role in business organisations. 4.2 Describe some commonly used <b>administrative processes</b> and their value to business. 4.3 Explain why efficient administration is critical to business success.

### Indicative content

#### AC1.1: Aims and objectives, for example:

- aims provide overall direction and purpose for the organisation
- objectives help to break down aims into measurable and achievable targets

#### AC3.1: Organisational functional areas, for example:

- HR (Human Resources)

- finance
- marketing
- operations/Production
- IT
- customer service

**AC3.2: Organisational structures, for example:**

- hierarchical structure
- network structure
- team structure
- circular structure

**AC4.2: Administrative processes, for example:**

- filing systems
- diary management
- data entry and database management
- inventory management
- customer communication

## 3.2 Optional Group O1 (Business) units

### Budgeting and Managing Money

<b>Unit reference:</b>	A/618/3394
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the importance of budgeting in a business context.	1.1 Describe the advantages of planning a budget in a business context.
2. Understand key financial concepts.	2.1 Explain the difference between price and cost and the concept of profit. 2.2 Describe how to improve profit through cutting costs, improving revenue and increasing prices.
3. Know about income and expenditure.	3.1 Describe the different kinds of business expenditure. 3.2 Describe different kinds of business income. 3.3 Explain how businesses estimate income, for example, forecasting sales volumes and selling prices.
4. Understand how businesses manage key financial information.	4.1 Explain the purpose of key financial business documents. 4.2 Explain how financial information can be checked for errors.

**Please note that this unit is barred against unit H/618/3406 Personal Budgeting and Managing Money (Level 2) and H/618/3437 Understanding Finance in a Business Context (Level 2)**

## Business Communication

<b>Unit reference:</b>	F/505/2456
<b>Unit level:</b>	Level 3
<b>GLH:</b>	42
<b>Credit value:</b>	6
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand different types of business information.	1.1 Explain different types of business information, their sources and purposes.
2. Understand key factors relating to business information in organisations.	2.1 Explain the legal and ethical issues in relation to business information. 2.2 Explain the operational issues in relation to business information. 2.3 Using examples, evaluate different methods of communicating business information to meet the needs of different audiences.
3. Be able to present business information effectively.	3.1 Present complex business information in different formats to suit users' needs.
4. Understand the effectiveness of the external corporate communications of an organisation.	4.1 Evaluate the external corporate communications of an organisation.

**Please note that this unit is barred against unit F/618/3395 Business Documentation (Level 2)**

## Business Documentation

<b>Unit reference:</b>	F/618/3395
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<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 types of business documentation.	1.1 Explain the uses of different kinds of business documentation.  1.2 Explain the advantages of using templates for written business documentation.
2. Understand why businesses develop a house style.	2.1 Explain why some businesses use a house style.  2.2 Explain the purpose of visuals and images in business documentation, for example in logos, newsletters, publicity.  2.3 Compare the house style of two different organisations.
3. Be able to produce business documentation.	3.1 Describe how register, tone and style will change according to audience and purpose of written business documents.  3.2 Produce a range of routine business documents for different purposes.  3.3 Use appropriate ICT to produce documentation for different purposes.  3.4 Check documentation for appropriate layout, accurate spelling and grammar.

**Please note that this unit is barred against unit F/505/2456 Business Communication (Level 3)**

## Business Organisational Structures

<b>Unit reference:</b>	J/618/3396
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand business organisation structures.	1.1 Explain the design of divisional, flat and matrix structures.  1.2 Give examples of organisations using each structure, giving possible reasons for their choice of structure.
2. Understand how an organisation's objectives influence its structure.	2.1 Summarise how an organisation's main objectives influence its structure.
3. Understand the division of work in organisations.	3.1 Describe the ways in which work is broken down into divisions or decentralised teams in different organisations.  3.2 Explain the advantages and disadvantage of taking a centralised or de-centralised approach to the division of work.
4. Understand organisational charts illustrating departments of an organisation.	4.1 Interpret an organisational chart for a specific organisation, analysing its approach to departmentalisation.  4.2 Describe how an organisational chart can be used to identify strengths and weaknesses on an organisational structure.

## Business Project

<b>Unit reference:</b>	F/650/2457
<b>Unit level:</b>	Level 2
<b>GLH:</b>	48
<b>Credit value:</b>	6
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to identify and select a business project.	1.1 Agree a suitable topic and scope for a business project. 1.2 Explain why they have chosen the particular topic or focus for the project. 1.3 Identify intended project outcomes and actions they need to take to achieve these. 1.4 Outline skills needed to complete project. 1.5 Plan how to meet agreed deadlines.
2. Be able to carry out research for a business project.	2.1 Identify different sources of information relevant to the project. 2.2 Select data that is relevant and reliable. 1.3 Reference evidence and information appropriately.
3. Be able to undertake activity to complete a business project.	3.1 Carry out the necessary actions to complete the business project. 3.2 Apply appropriate skills and knowledge to complete the project.
4. Be able to present a business project.	4.1 Select appropriate information to include in a presentation, including methodology and findings or conclusions. 4.2 Present information in own words, avoiding plagiarism. 4.3 Use appropriate format and language, including subject specific terms, to present project outcomes to a specific audience.

5. Be able to evaluate business project outcomes and own performance.

5.1 Review own performance in planning, carrying out and presenting outcomes from a business project, identifying what went well and what could be improved.

## Creating Business Web-Pages

<b>Unit reference:</b>	Y/618/3578
<b>Unit level:</b>	Level 2
<b>GLH:</b>	48
<b>Credit value:</b>	6
<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 key considerations when creating web pages.	1.1 Describe the key information needed before creating web pages.  1.2 Outline the issues that will affect the web pages to be developed.
2. Understand terminology relating to web page development.	2.1 Explain basic terminology in relation to web page development.
3. Be able to create web pages.	3.1 Identify the kind of web pages required to meet stated business need.  3.2 Plan the content of the pages.  3.3 Create web pages to meet business need.
4. Be able to review the process and the outcome of creating web pages.	4.1 Review the process of creating the web-pages.  4.2 Review the web pages suggesting ways they could be improved.

## Digital Marketing

<b>Unit reference:</b>	Y/618/3676
<b>Unit level:</b>	Level 1
<b>GLH:</b>	27
<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 principles of digital marketing.	1.1 Outline principles for writing a product description for digital marketing. 1.2 Outline principles for selecting photos to market products digitally.
2. Know about digital marketing via social media.	2.1 State which social media are commonly used for digital marketing. 2.2 Outline ways a selected platform can be used for digital marketing.
3. Know about digital marketing via emails.	3.1 Outline principles for writing promotional emails to customers.
4. Know about digital marketing via ads.	4.1 Outline things to include in a digital ad. 4.2 State places to market via digital ads.
5. Be able to market a product digitally.	5.1 Write a short product description to market a product online. 5.2 Select photos to market a product online.

**Please note that this unit is barred against unit F/618/3705 Digital Marketing (Level 2)**

## Digital Marketing

<b>Unit reference:</b>	F/618/3705
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<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 digital marketing approaches used in different sectors.	1.1 Describe digital marketing approaches used to target customers in different sectors.  1.2 Explain the importance of Search Engine Optimisation (SEO) in digital marketing.
2. Understand digital marketing campaigns.	2.1 Outline how different technologies are used in digital marketing campaigns.  2.2 Explain the importance of market research in planning a digital marketing campaign.
3. Be able to create a proposal for a digital marketing campaign to promote a given company, product or service to an audience.	3.1 Identify suitable strategies, using channel(s) appropriate to the company, product or service and a specific audience.

**Please note that this unit is barred against unit Y/618/3676 Digital Marketing (Level 1)**

## Digital Skills for Work

<b>Unit reference:</b>	K/617/4156
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<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 digital skills to handle work-related information.	<p>1.1 Find and select current, relevant and reliable information from different sources to complete complex work-related tasks.</p> <p>1.2 Develop and use efficiently appropriate information storage systems.</p>
2. Be able to create and edit digital content for work-related purposes.	<p>2.1 Create and save text-based, sound, image or video files, as appropriate to different complex work-related tasks, taking into account audience and purpose.</p> <p>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 different complex work-related tasks.</p> <p>2.3 Bring together information from different sources to create digital content for work-related purposes.</p> <p>2.4 Improve draft digital content in light of feedback from others in the work setting.</p>
3. Be able to use digital skills to communicate in a work context.	<p>3.1 Use appropriate modes of online communication in a work context, suitable for different audiences and purposes.</p> <p>3.2 Demonstrate understanding of conventions associated with different modes when communicating online for work-related purposes.</p>
4. Be able to work online and use digital devices safely and responsibly in a work context.	<p>4.1 Explain the online risks and threats to a particular workplace or sector, the steps taken to mitigate these, and how these protect the organisation, employees and/or customers, as appropriate to the workplace/sector.</p>

	<p>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.</p>
<p>5. Be able to solve technical problems.</p>	<p>5.1 Apply appropriate solutions to technical problems.</p> <p>5.2 Demonstrate initiative in solving technical problems, e.g. by referring to online sources of help before drawing on support from others.</p>

## Exploring Entrepreneurship

<b>Unit reference:</b>	K/617/4092
<b>Unit level:</b>	Level 2
<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. Understand the characteristics of a successful entrepreneur.	1.1 Explain what is meant by the term entrepreneur. 1.2 Identify the skills that are needed to be a successful entrepreneur. 1.3 Identify attitudes and qualities that are needed to be a successful entrepreneur.
2. Understand own strengths as an enterprising person.	2.1 Describe own strengths in terms of enterprise skills, attitudes and qualities. 2.2 Evaluate self in terms of ability to set up a successful business/enterprise.
3. Understand ways to develop enterprise skills and knowledge.	3.1 Agree activities to develop or strengthen own enterprise skills. 3.2 Identify changes in own attitude and behaviour that will help to make the most of enterprise opportunities. 3.3 Agree ways to bring about changes in own enterprising attitudes and behaviours.

## Introduction to Self-Employment

<b>Unit reference:</b>	A/617/4100
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<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 in a given sector.	1.1 Explain the contribution of self-employed people to a given sector.  1.2 Explain the advantages and disadvantages of being self-employed in a given sector.  1.3 Describe the skills, qualities, attitudes and behaviours characteristic of successful self-employed people in a given sector.
2. Know about income and expenditure as a self-employed person.	2.1 Explain how they would generate income as a self-employed person within a given sector, citing typical levels of payment for particular products or services.
3. Know the responsibilities of a self-employed person.	3.1 Describe how to register as self-employed.  3.2 Describe the business records that need to be kept.
4. Know about planning for self-employment.	4.1 Explain how planning for self-employment can contribute to a successful outcome.  4.2 Explain the different sources of support available to people considering self-employment and how they can be used to help in setting up a business.

## Market Research

<b>Unit reference:</b>	D/618/3405
<b>Unit level:</b>	Level 2
<b>GLH:</b>	30
<b>Credit value:</b>	5
<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. Understand the importance of market research to a business.	1.1 Explain how market research can help a business to understand its customers and competitors.  1.2 Explain how market research can be used to test new products and services.  1.3 Explain how market research can help a business find new markets.
2. Understand market research methods.	2.1 Describe the main methods used in market research.  2.2 Explain how the different methods are used for different purposes, audiences or situations.  2.3 Describe legal and ethical aspects to consider in market research.
3. Be able to undertake market research.	3.1 Select one or more methods appropriate for a particular piece of market research.  3.2 Apply selected method(s) following appropriate procedures.

## Online Business Activities

<b>Unit reference:</b>	K/618/3438
<b>Unit level:</b>	Level 2
<b>GLH:</b>	32
<b>Credit value:</b>	4
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about online business activities.	1.1 Describe how different business organisations operate online.
2. Understand issues related to online business.	2.1 Explain the issues related to setting up online businesses. 2.2 Explain the operational risks to a business organisation operating online. 2.3 Outline the basic principles of legislation, directives and regulations related to online business.
3. Know the impact of an online business presence.	3.1 Describe the benefits of selling and marketing a product or service online. 3.2 Describe the challenges of having an online business presence. 3.3 Explain how the success of an online business presence can be measured. 3.4 Outline the impact of online businesses on customer behaviour.

## Personal Budgeting and Managing Money

<b>Unit reference:</b>	H/618/3406
<b>Unit level:</b>	Level 2
<b>GLH:</b>	48
<b>Credit value:</b>	6
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand what is meant by income and expenditure in relation to personal finances.	1.1 Define the terms "income" and "expenditure" in relation to personal finances. 1.2 Outline different sources of income in relation to personal finances. 1.3 Outline items of expenditure for a typical household. 1.4 Describe how income and expenditure can be affected by personal circumstances.
2. Know ways to manage a limited budget.	2.1 Identify the factors to be considered when managing a limited budget. 2.2 Compare ways of managing a limited budget effectively in a particular situation; for example young family, student.
3 Know how to undertake financial transactions.	3.1 Describe different kinds of financial transaction and their purpose including personal banking and methods of payment. 3.1 Explain why different methods of carrying out financial transactions are used in different circumstances.
4. Understand key financial information on everyday documents.	4.1 Understand the purpose of a receipt and identify key information on it. 4.2 Describe key items recorded on a payslip and state why each item is included. 4.3 Explain the importance of a bank statement. 4.4 Describe how financial information can be checked for errors.

	4.5 Outline information stored on a gov.uk personal tax account.
5. Know about saving, investing and borrowing.	<p>5.1 Explain the benefits of saving and investment.</p> <p>5.2 Compare ways to save and invest money, describing which is preferable in different circumstances.</p> <p>5.3 Explain the benefits and drawbacks of methods of borrowing money.</p>
6. Be able to produce a budget and review actual performance against it.	<p>6.1 Explain the benefits of having a budget.</p> <p>6.2 Assess likely spending and income over a given period.</p> <p>6.3 Compare budgeted spending and income against actual spending and income.</p>
7. Be able to identify sources of help with personal finances.	7.1 Provide examples of help available to an individual in relation to personal finances and personal debt.

**Please note that this unit is barred against unit A/618/3394 Budgeting and Managing Money (Level 2) and H/618/3437 Understanding Finance in a Business Context (Level 2)**

## Planning and Running an Event

<b>Unit reference:</b>	M/618/3408
<b>Unit level:</b>	Level 2
<b>GLH:</b>	32
<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 develop a plan to run a specified event.	1.1 Work with others to set individual and team objectives for an event.  1.2 Use project planning techniques to plan the event, including resource costing, risk assessment and contingency planning.
2. Be able to present a plan.	2.1 Present the plan for approval by others.  2.2 Amend the plan in line with recommendations and feedback from others.
3. Be able to work with others to implement the proposed plan.	3.1 Contribute positively to the event in a specified role.  3.2 Communicate and collaborate with colleagues to meet objectives for the event.
4. Be able to evaluate the event.	4.1 Assess the success of the event and own contribution.  4.2 Give and receive constructive feedback.  4.3 Make recommendations for future events.

## Promoting Products and Services

<b>Unit reference:</b>	T/618/3409
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<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 importance of promotion within the concept of the marketing mix.	1.1 Identify the components of the marketing mix (4Ps). 1.2 Outline the importance and impact of promotion to businesses.
2. Know how businesses promote their products and services.	2.1 Identify promotional methods used by businesses. 2.2 Describe on-line systems and technologies used to promote products and services.
3. Know how promotional activities influence customers.	3.1 Give examples of how customer behaviour is influenced by promotional activities.
4. Be able to develop a plan to promote a product or service.	4.1 Propose a plan for a promotional campaign/event to include: a) aim of the promotion b) target customer(s) c) justification of promotional techniques to be used

## Quality and Compliance

<b>Unit reference:</b>	H/650/2458
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand quality in businesses.	1.1 Explain the concept of quality. 1.2 Explain the difference between quality control and quality assurance. 1.3 Explain the importance of quality to a business, including the production of goods and the provision of services.
2. Understand how performance is measured internally.	2.1 Describe how performance is measured internally through Key Performance Indicators. 2.2 Describe how performance is measured internally through Service Level Agreements. 2.3 Describe other ways performance can be measured internally.
3. Understand how performance is measured externally.	3.1 Describe how performance is measured externally through quality standards. 3.2 Describe how performance is measured externally through regulatory bodies and inspections. 3.3 Describe how performance is measured externally through customer or client.

## Running an Enterprise Activity

<b>Unit reference:</b>	K/618/3410
<b>Unit level:</b>	Level 2
<b>GLH:</b>	40
<b>Credit value:</b>	5
<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 decide on an enterprise activity.	1.1 Generate ideas for an enterprise activity. 1.2 Compare ideas for an enterprise activity. 1.3 Select and develop an idea for a viable enterprise.
2. Be able to work as a team to plan an enterprise activity.	2.1 Draw up a plan for an enterprise activity. 2.2 Set aims and objectives. 2.3 Identify resources needed. 2.4 Allocate team roles. 2.5 Plan for contingencies.
3. Be able to implement an enterprise activity.	3.1 Carry out own responsibilities. 3.2 Support colleagues in their roles, providing constructive feedback as appropriate.
4. Evaluate enterprise activity.	4.1 Evaluate the success of the enterprise activity. 4.2 Evaluate own contribution to enterprise activity.

## Supporting Business Meetings

<b>Unit reference:</b>	T/618/3412
<b>Unit level:</b>	Level 1
<b>GLH:</b>	27
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the preparation required to hold a business meeting.	1.1 Outline the preparation needed for a business meeting.  1.2 Identify the types of documentation to be prepared for business meetings.  1.3 Identify the types of technology to be used for virtual business meetings.
2. Be able to set up for a meeting.	2.1 Present a plan for setting up for a specified physical meeting.  2.2 Follow instructions to set up for a specified physical meeting.  2.3 Present a plan for setting up a virtual meeting.  2.4 Follow instructions to set up a virtual meeting.
3. Be able to support a meeting.	3.1 Take notes at a meeting showing the key action points agreed.
4. Be able to complete follow-up activities after a meeting.	4.1 Follow instructions to complete follow-up activities after a meeting (e.g. removal and safe disposal of any confidential material left behind).

**Please note that this unit is barred against unit K/504/7851 Understanding Business Meeting Techniques (Level 2)**

## Supporting Sustainability in a Business Environment

<b>Unit reference:</b>	F/618/3414
<b>Unit level:</b>	Level 2
<b>GLH:</b>	16
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to support sustainability and efficiency in a business environment.	1.1 Outline why sustainability and efficiency are important to an organisation.  1.2 Identify the main causes of low levels of sustainability and efficiency in a business environment.  1.3 Describe how to improve sustainability and efficiency in a business environment.
2. Be able to support sustainability in a business environment.	2.1 Find ways to reduce waste.  2.2 Recommend new ways of recycling.  2.3 Follow procedures for the maintenance of equipment.  2.4 Make best use of technology to work in an efficient way.

## The Marketing Environment

<b>Unit reference:</b>	L/618/3416
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<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. Understand the role of marketing in a business.	1.1 Explain how a business uses marketing.
2. Understand the term 'marketing mix' (7Ps).	2.1 Explain the key elements of the marketing mix (7Ps). 2.2 Explain why it is important for a business to address all elements of the marketing mix in order to be successful.
3. Know the importance of understanding the marketplace.	3.1 Describe the key elements of the marketplace that a business needs to understand. 3.2 Outline why an understanding of each element is important to a business and how it affects decision-making. 3.3 Describe some key techniques for improving understanding of the marketplace.
4. Know the importance of understanding buyer behaviour.	4.1 Describe the typical steps taken by a buyer from identifying a need for a product or service to completing a purchase. 4.2 Explain how an organisation can use marketing activity to influence buyer behaviour at each of these stages.

## The Role of an Administrator

<b>Unit reference:</b>	L/618/3433
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the role of an administrator in an office.	<p>1.1 Explain the different activities carried out by an administrator in an office.</p> <p>1.2 Describe how an administrator can support team activities.</p> <p>1.3 Explain why it is important for an administrator to provide a positive image of self and own organisation to colleagues.</p>
2. Be able to carry out administrative tasks.	<p>2.1 Follow organisational procedures for making and receiving telephone calls.</p> <p>2.2 Follow organisational procedures for dealing with office mail (traditional and electronic).</p> <p>2.3 Use different types of office equipment for a variety of tasks.</p>
3. Know about key administrative duties.	<p>3.1 Describe how to arrange face to face and virtual meetings.</p> <p>3.2 Explain the purpose of a diary system to plan organisational activities.</p> <p>3.3 Identify the information needed to maintain an office diary system.</p> <p>3.4 Explain the process for ensuring that there are sufficient office supplies.</p> <p>3.5 Explain how to monitor equipment usage including reporting faults.</p>
4. Understand the importance of confidentiality of information.	<p>4.1 Explain why some information has to be kept confidential.</p> <p>4.2 Explain the organisational and legal procedures for keeping information secure and confidential.</p>

## Understanding Business Meeting Techniques

<b>Unit reference:</b>	K/504/7851
<b>Unit level:</b>	Level 2
<b>GLH:</b>	27
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand business meetings.	<p>1.1 Identify the different purposes for business meetings.</p> <p>1.2 Describe how meetings will differ depending on their purpose, size, the type of people involved and the culture of the organisation.</p> <p>1.3 Outline the importance to an organisation of effective business meetings.</p>
2. Know about meeting techniques.	<p>2.1 Identify different techniques used in meetings.</p> <p>2.2 Give reasons why specific techniques are suited to some kinds of meetings but not others.</p>
3. Know how to plan a meeting.	<p>3.1 Describe how the purpose, objectives and planned outcomes for a meeting influence the way in which it is planned.</p> <p>3.2 Identify other factors to be considered when planning the content of the meeting.</p> <p>3.3 Describe key items on a typical agenda.</p> <p>3.4 Outline the factors to be considered when planning the format of the meeting.</p> <p>3.5 Outline the administrative tasks to be carried out in advance of a meeting (e.g. sending invites, booking a venue, copying papers).</p>
4. Know how to run a meeting.	<p>4.1 Describe the key functions of a chair person.</p> <p>4.2 Outline ways to start and close a meeting effectively.</p> <p>4.3 Identify the benefits of taking meeting minutes.</p>

5. Know how delegates should behave in meetings.	5.1 Identify delegate behaviour which enables meeting aims, objectives and outcomes to be achieved.
6. Know how to deal with difficult issues in meetings.	6.1 Identify how different people may behave in a meeting, for example shy, domineering. 6.2 Identify techniques to enable the effective participation of different delegates in a meeting. 6.3 Identify ways to deal with conflict in a meeting.
7. Know how to evaluate a meeting.	7.1 Identify ways of obtaining feedback on a meeting. 7.2 Describe ways of recording own views on a meeting.

**Please note that this unit is barred against unit T/618/3412 Supporting Business Meetings (Level 1)**

## Understanding Finance in a Business Context

<b>Unit reference:</b>	H/618/3437
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know key costs and expenditure for businesses.	1.1 Identify the key costs associated with running a business.  1.2 Identify different types of expenditure associated with running a business.
2. Know about key records needed to manage finance in a business context.	2.1 Define key business terms, for example, income, expenditure, turnover, cash flow, gross and net profit.  2.2 Describe the financial records that a business needs to keep.  2.3 Explain why financial records are important, including legal requirements.
3. Know why managing cash flow is important to businesses.	3.1 Explain the role and importance of cash to the operation of a business.  3.2 Describe factors that affect cash flow in a business.  3.3 Explain how cash flow problems can lead to business failure.  3.4 Describe how to monitor and manage cash flow.
4. Be able to interpret financial documents.	4.1 Interpret a basic spreadsheet showing income and expenditure.  4.2 Interpret simple accounts over a specified period.

**Please note that this unit is barred against unit A/618/3394 Budgeting and Managing Money (Level 2) and H/618/3406 Personal Budgeting and Managing Money (Level 2)**

## Understanding Legislation and Regulations in a Customer Service Context

<b>Unit reference:</b>	D/505/2495
<b>Unit level:</b>	Level 2
<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 legislation and regulations that relate to customer service.	1.1 Outline the legislation and regulations that relate to customer service.  1.2 Describe the consequences of not complying with external requirements when delivering customer service.
2. Understand how external requirements are implemented within organisations.	2.1 Outline how organisations ensure compliance with legislation and regulation including: a) health and safety practices b) data protection c) confidentiality of customer and organisation information d) equalities legislation.

## Working in Business Teams

<b>Unit reference:</b>	L/618/3447
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<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. Understand the benefits of effective team work to business organisations.	1.1 Explain the benefits of effective team work to businesses, their customers and employees.
2. Know what makes a team effective.	2.1 Describe the factors that make teams successful. 2.2 Identify the different skills needed for a range of team roles in a business organisation and why they are important.
3. Be able to assess own skills in relation to team work.	3.1 Assess own strengths in relation to teamwork. 3.2 Assess own areas of difficulty in relation to teamwork.
4. Be able to work effectively in a team.	4.1 Demonstrate effective team working skills. 4.2 Give and receive constructive feedback. 4.3 Deal with conflict within a team in a positive manner.
5. Be able to evaluate a team activity.	5.1 Evaluate overall success of a team activity. 5.2 Evaluate own contribution to a team activity.

## Working with Customers

<b>Unit reference:</b>	T/618/3569
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the importance of customer service.	<p>1.1 Explain the benefits to an organisation of building positive relations with its customers, both internal and external.</p> <p>1.2 Explain how interactions with employees influence a customer's opinion of the organisation as a whole.</p>
2. Know how organisations ensure effective customer service.	<p>2.1 Outline how organisations use policies and procedures to ensure effective customer service.</p> <p>2.2 Outline the requirements of equalities legislation when dealing with customers.</p>
3. Know about effective customer service.	<p>3.1 Describe typical customer service tasks and activities in a chosen sector.</p> <p>3.2 Outline how to provide effective customer service in a chosen sector.</p>
4. Be able to interact positively with customers.	<p>4.1 Respond positively to customer queries and requests.</p> <p>4.2 Communicate appropriately with customers.</p> <p>4.3 Offer help, advice or guidance to customers.</p> <p>4.4 Follow given protocols for referring customers to colleagues, where appropriate.</p>

## Working with Office Equipment and Systems

<b>Unit reference:</b>	K/618/3455
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the functions of office equipment and systems.	1.1 Describe the purposes of key office equipment. 1.2 Outline key systems within an office environment and their benefits.
2. Be able to use office equipment.	2.1 Carry out different complex photocopying tasks. 2.2 Operate an electronic diary for business purposes. 2.3 Use ICT equipment for administrative and communication purposes. 2.4 Use telephone systems to communicate with others for business purposes.
3. Be able to process, retrieve and archive information.	3.1 Use systems to retrieve and process business information. 3.2 Archive information in business systems.

## Working with People in Organisations

<b>Unit reference:</b>	A/618/3704
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the practices that enhance good working relationships.	<p>1.1 Explain the need for organisational rules, procedures and etiquette's to enhance good working relationships.</p> <p>1.2 Describe key legal requirements in relation to discrimination legislation.</p> <p>1.3 Explain the benefits to an organisation of positive working relationships.</p> <p>1.4 Explain the benefits of good communication to working relationships.</p> <p>1.5 Describe aspects of professional and personal skills that enhance good working relationships.</p>
2. Be able to work with others in the workplace.	<p>2.1 Work with others in the workplace showing respect for different abilities, backgrounds, customs, values and beliefs.</p> <p>2.2 Give clear instructions for straightforward tasks to familiar and unfamiliar people.</p> <p>2.3 Request support from appropriate people.</p> <p>2.4 Review feedback from others to improve working practice.</p>

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

#### Applying for a Job

<b>Unit reference:</b>	H/617/4060
<b>Unit level:</b>	Level 2
<b>GLH:</b>	16
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand different methods of applying for a job.	<p>1.1 Explain different methods of applying for jobs including responses to advertised positions, unsolicited applications and applications through agencies.</p> <p>1.2 Describe common components of a job application (e.g. covering letter, CV, application form) and the characteristics of effective versions of each.</p> <p>1.3 Explain how to use the information for applicants provided by employers to help shape own application.</p>
2. Be able to prepare a job application.	<p>2.1 Collate the information appropriate for a specific job application.</p> <p>2.2 Draft a comprehensive and accurate application, tailored to a specific job vacancy.</p> <p>2.3 Review a draft job application for accuracy, fitness for purpose, and consistency with instructions (e.g. word counts) and revise if necessary.</p> <p>2.4 Respond positively to feedback from others on a draft job application and revise if necessary.</p>
3. Be able to prepare a CV.	<p>3.1 Produce an accurate and up-to-date CV, following appropriate conventions for format and content, ready for tailoring for future applications.</p>

### Delivery guidance:

The main focus of the assessment for this unit is on the skills required to apply for jobs. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of:

- judicious use of unsolicited applications
- the importance of demonstrating an understanding of the job role and organisation and the relevance of own skills and prior experience in a job application
- the importance of having an up-to-date CV ready to tailor to specific job opportunities
- the value of following up on unsuccessful applications and using employer feedback to improve future applications

## Career Planning

<b>Unit reference:</b>	F/617/4065
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<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 career options.	<p>1.1 Identify different types and sources of information, advice and guidance on careers.</p> <p>1.2 Use careers information, advice and guidance to build understanding of possible career options, including entry routes where appropriate.</p>
2. Be able to assess career options.	<p>2.1 Review relevance of own skills, qualities, experience, training and/or qualifications for different career options.</p> <p>2.2 Outline the advantages and disadvantages of different career options (e.g. time taken to train, level of salary, working patterns, work/life balance).</p> <p>2.3 Outline a specific career option, relevant to own skills, interests and ambitions, including key features of the option and reasons for selecting it.</p>
3. Be able to plan to achieve a career-related goal.	<p>3.1 Use careers information, advice and guidance to produce a career development plan to enable self to progress from own starting point to achieve a career-related goal, including:</p> <ul style="list-style-type: none"> <li>• timescales</li> <li>• targets</li> <li>• key actions to be taken (e.g. undertaking training).</li> </ul>
4. Be able to plan for career progression.	<p>4.1 Outline possible progression routes within a specific area of work (e.g. developing a specialism or taking on a management role).</p>

## 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

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
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.

## Customer Service Skills

<b>Unit reference:</b>	T/617/4077
<b>Unit level:</b>	Level 2
<b>GLH:</b>	16
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand good customer service.	1.1 Explain why customer satisfaction is important to organisations.  1.2 Explain the contribution of individual employees in maintaining customer satisfaction.  1.3 Explain how and why organisations use customer service protocols.
2. Be able to communicate with customers.	2.1 Listen actively to what customers are saying, identifying the information they require and/or the key points they are making.  2.2 Communicate politely clear and accurate answers to customer queries.  2.3 Follow organisational protocols for interacting with customers.
3. Be able to perform customer service tasks.	3.1 Fulfil customer requests to meet their needs.  3.2 Offer appropriate help to customers.  3.3 Respond positively to customer complaints.  3.4 Refer customers to appropriate colleagues, when necessary.  3.5 Follow organisation procedures when carrying out customer service tasks.

## Environmental Awareness

<b>Unit reference:</b>	K/650/2224
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the indicators and causes of climate change.	1.1 Explain the link between climate change and selected examples of weather pattern changes.  1.2 Explain how human activity has contributed to climate change over the last century.
2. Understand the effects of climate change on plants, animals and people.	2.1 Explain the impact that climate change is having on plant and animal species, habitats and ecosystems.  2.2 Explain the threats to human health, wellbeing and security posed by climate change.
3. Understand how impact on the environment can be measured.	3.1 Summarises the key elements of an environmental impact assessment.  3.2 Explain the use of the carbon footprint as an impact measure for individuals and businesses.  3.3 Compare and contrast own results from a carbon footprint calculator with UK targets.
4. Understand how individuals and businesses can reduce their carbon footprint.	4.1 Explain how actions or changes they can implement would reduce their own carbon footprint.  4.2 Explain how carbon offsetting works.  4.3 Describe actions or changes that would result in the greatest reduction in carbon emissions for businesses in a chosen sector.

## Exploring and Presenting Enterprise Ideas

<b>Unit reference:</b>	K/617/4089
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<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 explore ideas for an enterprise activity.	1.1 Identify ideas that could be developed for an enterprise activity.  1.2 Select ideas with most potential for further exploration.
2. Be able to test out ideas with potential customers.	2.1 Gather feedback from potential customers on proposed activities.  2.2 Use feedback to determine the focus of the enterprise activity.
3. Understand the risks involved in implementing the enterprise activity.	3.1 Identify the risks of selected activity.  3.2 Describe ways to mitigate the risks.
4. Be able to present an idea for an enterprise activity to an audience.	4.1 Pitch selected idea in a format suitable to the targeted audience.

## Health and Safety in the Workplace

<b>Unit reference:</b>	F/617/4096
<b>Unit level:</b>	Level 2
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand roles and responsibilities for health, safety and welfare in the workplace.	1.1 Outline employers' and employees' duties relating to health, safety and welfare at work. 1.2 Outline the consequences for non-compliance with health and safety legislation. 1.3 Outline the requirements for training and competence in the workplace. 1.4 Outline the ways in which health and safety information can be communicated.
2. Understand how risk assessments contribute to health and safety.	2.1 Define the terms 'hazard' and 'risk'. 2.2 Outline the process for carrying out a risk assessment. 2.3 Describe how risk assessment can be used to reduce accidents and ill health at work.
3. Understand how to identify and control the risks from common workplace hazards.	3.1 Describe the hazards that may be found in a range of workplaces. 3.2 Describe how hazards can cause harm or damage to people, work processes, the workplace and the environment. 3.3 Describe the principle of the risk control hierarchy. 3.4 List examples of risk controls for common workplace hazards.
4. Know the procedures for responding to accidents and incidents in the workplace.	4.1 State the common causes of workplace accidents and ill health. 4.2 Identify the actions that might need to be taken following an incident in the workplace.

	<p>4.3 List the arrangements that should be in place in a workplace for emergencies and first aid.</p> <p>4.4 Outline why it is important to record all incidents, accidents and ill health.</p>
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## Improving Sustainability in the Workplace

<b>Unit reference:</b>	F/650/2212
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<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 identify an area of a business in need of improvement in terms of sustainability.	<p>1.1 Review strengths and weaknesses of a specific workplace in relation to sustainability.</p> <p>1.2 Outline the evidence that a selected aspect of the workplace needs improvement in terms of sustainability.</p>
2. Be able to identify processes, practices or resources to support improvement in terms of sustainability.	<p>2.1 Explain how new or revised processes, practices or resources could improve sustainability in the chosen area.</p> <p>2.2 Describe ways to measure the impact of proposed new processes, practices or resources.</p>
3. Be able to develop and present a project plan to support improvement in terms of sustainability.	<p>3.1 Create a project plan including actions, deadlines, responsibilities and outcome measures.</p> <p>3.2 Present clearly the project rationale, aims, proposed actions, timescales and intended outcomes.</p> <p>3.3 Explain the benefits to the business of taking the proposed, more sustainable approach.</p>

## Interview Skills

<b>Unit reference:</b>	J/617/4097
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<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 Use a range of sources to build own knowledge of the employer or place of work and the job role or placement.</p> <p>1.2 Devise questions likely to be asked at an interview and prepare responses which show self in positive light.</p> <p>1.3 Identify previous experiences which could be used to illustrate skills, qualities or experience relevant to the job role or placement.</p> <p>1.4 Prepare questions to ask at the interview to find out information beyond that in material already provided by the employer (e.g. in the job advert or description).</p>
2. Be able to present self positively at an interview.	<p>2.1 Arrive to interview punctually, appropriately presented, and in accordance with employer's invitation.</p> <p>2.2 Introduce self at the interview location, making clear purpose of visit.</p> <p>2.3 Demonstrate positive interpersonal skills during interview.</p> <p>2.4 Provide full detailed responses to questions asked by the interviewer.</p> <p>2.5 Seek clarification and/or ask questions of interviewer at appropriate points, demonstrating understanding of and interest in the role.</p>
3. Be able to review own performance in an interview.	<p>3.1 Describe aspects of own interview performance that what went well and where improvements are needed, giving reasons for own judgements.</p>

	3.2 Suggest ways of improving own performance in a future interview.
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**Delivery guidance:**

The focus of the assessment for this unit is on interview skills. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of:

- the importance of preparing for an interview
- possible sources of information about a company or organisation and particular job roles
- the characteristics of effective performance at interview

## Leadership Skills

<b>Unit reference:</b>	M/617/4109
<b>Unit level:</b>	Level 2
<b>GLH:</b>	16
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand effective leadership.	1.1 Explain the characteristics, skills and behaviours of effective leaders.  1.2 Explain the impact of effective leadership on group behaviour and outcomes.
2. Be able to demonstrate effective leadership skills.	2.1 Make decisions about tasks and activities, including to solve problems.  2.2 Allocate tasks and activities appropriately to other members of a group.  2.3 Encourage, support and direct other members of a group.  2.4 Give and respond to feedback from members of a group in a positive manner.
3. Be able to review own leadership performance.	3.1 Assess own leadership performance, identifying strengths and areas for improvement.  3.2 Suggest ways to improve own leadership performance.

## Making the Most of Work Placement

<b>Unit reference:</b>	Y/617/4105
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<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.	1.1 Undertake research into a work placement setting in order to understand its purpose, functions and objectives.  1.2 Describe the terms and conditions of a work placement.  1.3 Describe the tasks to be performed as part of a work placement.  1.4 Describe the expectations of the employer in relation to conduct and appearance and why these are important in the workplace.  1.5 Describe how to deal with potential problems that might occur during a work placement.
2. Be able to set goals to get the most out of a work placement.	2.1 Set goals which are measurable and achievable, will extend their existing skills and knowledge, and increase their readiness for work.
3. Be able to review a work placement.	3.1 Describe what went well during a work placement and why these aspects were successful.  3.2 Describe skills and knowledge gained or improved during a work placement.  3.3 Describe aspects of a work experience that were less successful and how they could have approached these differently to achieve a better outcome.  3.4 Describe how they can use learning from a work placement to assist them in making choices about a future career.  3.5 Use own self-assessment to set goals for career development.

### Delivery guidance:

The focus of the assessment for this unit is on the skills involved in preparing for and reflecting on work placement. However, it is expected that the underpinning teaching and learning will help develop learners' knowledge and understanding of:

- different sources of information about companies or organisations
- codes of conduct, conventions, ethos and values associated with the workplace
- the characteristics of effective goal-setting
- ways in which learning from work placement, about a sector, job role, or own abilities and preferences, can support career-planning

## Negotiation Skills

<b>Unit reference:</b>	D/617/4106
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<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 communicate, justify and defend own position.	1.1 Express own views and desired outcomes clearly and persuasively. 1.2 Justify own position, anticipating possible objections from others. 1.3 Expand on own views through detailed answers to questions or challenges from others, demonstrating respect and acknowledging their right to a different viewpoint.
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 Question and challenge the position of others in a constructive manner. 2.3 Identify and clarify main areas of agreement and disagreement.
3. Be able to conclude a negotiation process successfully.	3.1 Suggest areas of compromise for self and others. 3.2 Respond positively to others' attempts to compromise. 3.3 Come up with possible solutions which allow both/all parties to achieve core elements of their original proposals.

### Delivery guidance:

The focus of the assessment for this unit is on negotiation skills. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of:

- situations in which negotiation skills can be usefully applied
- the balance between the need to achieve a good outcome for oneself and to reach a position which is acceptable to all
- strategies for reaching a compromise

## Numeracy Skills for Work

<b>Unit reference:</b>	J/617/4147
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<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 appropriate mathematical approach to solving work-related problems.	1.1 Recognise when numeracy skills are needed. 1.2 Identify possible mathematical methods that could be used to solve specific workplace problems. 1.3 Select the most appropriate mathematical approach for each situation.
2. Be able to apply appropriate numeracy skills in a work context.	2.1 Collate supporting information needed in order to apply numeracy skills in work situations. 2.2 Apply different mathematical approaches, using the appropriate numeracy skills, to workplace problems or situations. 2.3 Use appropriate checking procedures and evaluate their effectiveness at each stage.
3. Be able to interpret and communicate results in situations where they have applied numeracy skills in a work context.	3.1 Analyse findings from the mathematical approaches applied to workplace situations. 3.2 Identify solutions to workplace problems or tasks based on their findings. 3.3 Use mathematical justifications to explain their conclusions or recommendations to others.

### Delivery guidance:

The focus of the assessment for this unit is on numeracy skills. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of:

- the importance to the individual and the organisation of effective use of numeracy skills in the workplace
- the different ways and situations in which numeracy skills are applied in a work setting

## Searching for a Job

<b>Unit reference:</b>	F/617/4129
<b>Unit level:</b>	Level 2
<b>GLH:</b>	16
<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 find out about job vacancies.	1.1 Identify job information sources most likely to be relevant to own search.  1.2 Use different sources to find out about jobs available, including online job sites or job boards.  1.3 Filter job vacancy information to identify jobs most suited to own interests, aspirations, skills, qualifications and/or experience.  1.4 Use appropriate methods to ensure access to latest information on job availability.
2. Be able to take a pro-active approach to job-searching.	2.1 Explain the different means by which an individual can alert potential employers to the fact that they are job-seeking.  2.2 Select and use an appropriate social media platform for job prospecting by: <ul style="list-style-type: none"> <li>• creating a suitable profile</li> <li>• networking on-line with potential employers and other appropriate parties to facilitate job search</li> <li>• preparing a hyperlinked CV.</li> </ul> 2.3 Review own online presence to ensure appropriate visibility to potential employers.

### Delivery guidance:

The main focus of the assessment for this unit is on the skills required for job search. However, it is expected that the underpinning teaching and learning will help develop learners' knowledge and understanding of:

- on and off-line sources of job vacancy information, including social media; apps; trade publications; jobs sites or boards for specific sectors or job roles
- ways to use online sites and apps, such as setting up alerts and using specific filters

- the importance of taking an active role in job-search, e.g. through dropping CVs into stores; sending unsolicited expressions of interest, leveraging networks and contacts, creating a positive online profile or following potential employers on social media

## Self-Management Skills for Work

<b>Unit reference:</b>	F/617/4132
<b>Unit level:</b>	Level 2
<b>GLH:</b>	16
<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 manage self in a work context.	1.1 Plan and manage own time effectively to achieve a balance between personal and work/training-related demands.  1.2 Plan and manage resources effectively.  1.3 Manage emotions appropriately, including when under pressure.
2. Be able to review own self-management skills.	2.1 Assess own effectiveness in managing self, citing specific evidence for judgements.  2.2 Describe the impact of own self-management on workplace effectiveness of self and others.  2.3 Explain how own self-management could be improved

### Delivery guidance:

The focus of the assessment for this unit is on self-management skills. However, it is expected that the underpinning teaching and learning will help develop learners' knowledge and understanding of:

- the characteristics of effective self-management in relation to managing own time, resources and emotions
- strategies for successful self-management

## Setting and Meeting Work-Related Targets

<b>Unit reference:</b>	R/617/4135
<b>Unit level:</b>	Level 2
<b>GLH:</b>	16
<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 set personal targets relating to work.	<p>1.1 Identify challenging, achievable targets which support own development and will lead to increased effectiveness at work.</p> <p>1.2 Develop and refine targets through discussion with relevant others.</p>
2. Be able to review progress in meeting own targets.	<p>2.1 Use own self-assessment and feedback from others to determine the progress they have made from their starting point, citing specific evidence to support their judgements.</p> <p>2.2 Explain the factors that have positively and/or negatively impacted their progress, as relevant.</p> <p>2.3 Explain what they need to do to continue to make progress, including ways to address any possible barriers.</p>

### Delivery guidance:

The focus of the assessment for this unit is on target-setting skills. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of:

- the characteristics of effective targets and their role in supporting increased effectiveness
- the role of self-evaluation and from others within the target-setting cycle

## Skills for Creative Thinkers

<b>Unit reference:</b>	D/504/6261
<b>Unit level:</b>	Level 2
<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 different ideas in response to issues, problems or situations. 1.2 Challenge own assumptions and those of others. 1.3 Ask questions to further own understanding.
2. Be able to work creatively to apply imaginative solutions.	2.1 Work with others to try out different solutions. 2.2 Adopt approaches which draw on different ideas suggested by self and others. 2.3 Adapt ideas to meet changing circumstances. 2.4 Apply solutions to achieve results.

## Skills for Effective Participants

<b>Unit reference:</b>	A/504/7627
<b>Unit level:</b>	Level 2
<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 engage with issues that affect their communities (e.g. place of learning, work or area in which they live).	1.1 Discuss issues affecting their communities, respecting views and beliefs of others. 1.2 Negotiate with others to agree practical actions to improve situations for self and others. 1.3 Act as an advocate for views and beliefs that may differ from their own.
2. Be able to take action to bring about improvements within communities.	2.1 Form plans to address community issues which draw on own and others' ideas. 2.2 Take responsible action to improve situations for self and others.

## Skills for Independent Enquirers

<b>Unit reference:</b>	Y/504/6257
<b>Unit level:</b>	Level 2
<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 plan research.	1.1 Generate research ideas in order to answer questions or resolve problems. 1.2 Identify potential sources of information, including facts and opinions.
2. Be able to carry out research.	2.1 Use sources of information to explore topics from different perspectives. 2.2 Assess relevance and reliability of information sources. 2.3 Analyse and evaluate evidence found.
3. Be able to present findings of research.	3.1 Provide conclusions, based on research evidence.

## Skills for Reflective Learners

<b>Unit reference:</b>	M/504/6913
<b>Unit level:</b>	Level 2
<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 evaluate own strengths and weaknesses.	1.1 Assess personal strengths and areas for development.  1.2 Identify opportunities to address areas for development.
2. Be able to set goals for own development.	2.1 Set appropriately challenging personal goals with specific success criteria.
3. Be able to reflect on progress and achievement to support future progress.	3.1 Monitor own progress towards personal goals.  3.2 Discuss progress with others.  3.3 Invite and respond positively to feedback from others on progress and performance.  3.4 Reflect on experiences and learning.  3.5 Use self-assessment and feedback from others to plan future development.

## Solving Work-Related Problems

<b>Unit reference:</b>	H/617/4141
<b>Unit level:</b>	Level 2
<b>GLH:</b>	16
<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 use sources of help for a work-related problem.	1.1 Gather appropriate information or advice from different sources to help solve a specific work-related problem.
2. Be able to solve a work-related problem.	2.1 Assess a range of potential solutions, applying appropriate problem-solving strategies. 2.2 Select a specific solution, justifying why this one is the most likely to prove effective.
3. Understand how to apply a strategy to solve a work-related problem.	3.1 Present clear action plan, including tasks and timelines, for implementing chosen solution to a specific work-related problem.

### Delivery guidance:

The focus of the assessment for this unit is on problem-solving skills. However, it is expected that the underpinning teaching and learning will help develop learners' knowledge and understanding of:

- different types and causes of workplace problem and their impact on organisations
- sources of help in solving problems relating to work, including those available to both individuals and organisations
- problem-solving strategies

## Sustainability

<b>Unit reference:</b>	R/650/2209
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<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. Understand what is meant by sustainability.	1.1 Explain the three key pillars of sustainability. 1.2 Summarise what governments are aiming to achieve through sustainability. 1.3 Explain what businesses are aiming to achieve through sustainability.
2. Understand how human activity is threatening sustainability.	2.1 Assess the environmental impact of different human activities and the related threat to sustainability.
3. Know about sustainability goals and targets.	3.1 Describe global sustainability goals, targets and indicators. 3.2 State how sustainability goals and UK environmental targets are linked. 3.3 Describe the importance of sustainability targets to a particular sector.
4. Understand how businesses can work towards achieving sustainability.	4.1 Explain different strategies businesses can use to work towards sustainability. 4.2 Assess the progress a chosen business or sector is making towards achieving 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>	T/617/4144
<b>Unit level:</b>	Level 2
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to demonstrate time-management skills while working or studying.	<p>1.1 Plan work:</p> <ul style="list-style-type: none"> <li>• according to priority</li> <li>• taking into account length of time needed to complete tasks</li> <li>• in order to meet deadlines</li> <li>• including appropriate breaks</li> </ul> <p>1.2 Work at an appropriate pace to carry out tasks in accordance with plan.</p> <p>1.3 Adjust approach in response to any change of circumstance (e.g. one task over-running), as appropriate, to ensure remaining time is spent effectively.</p>
2. Be able to assess how well they are managing their time.	<p>2.1 Evaluate how well they are managing their time.</p> <p>2.2 Identify areas for improvement.</p> <p>2.3 Assess the impact of their time management on their own performance and that of others around them.</p>

### Delivery guidance:

The focus of the assessment for this unit is on time management skills. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of:

- the characteristics of effective time management
- the benefits of time management for individuals, teams and organisations and the potential consequences of poor time management

## Working in a Team

<b>Unit reference:</b>	J/617/4150
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<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 identify when it would be beneficial to approach a task or problem as a team.	1.1 Assess the advantages and disadvantages of taking a team approach to complete a task or solve a problem.
2. Be able to recognise the different strengths, skills and experiences different people bring to a team.	2.1 Assess own strengths, skills and experiences, as relevant to a task being undertaken by a team. 2.2 Assess relevant strengths, skills and experiences that other members bring to a particular team.
3. Be able to allocate roles and responsibilities within the team in relation to a given task.	3.1 Agree with other team members the roles and responsibilities of each member of the team, so that collectively they can complete a team task effectively.
4. Be able to work positively as a member of a team.	4.1 Identify relevant ideas and suggestions from others that will enable the team to complete the task. 4.2 Devise and follow a team plan to complete a task or solve a problem. 4.3 Contribute to a team by sharing skills and knowledge and fulfilling own agreed role. 4.4 Offer help, support or advice to team members when appropriate. 4.5 Respond positively to advice and constructive criticism. 4.6 Devise and follow an agreed code of conduct for effective team-working.
5. Be able to reflect on the performance of a team.	5.1 Assess how own performance contributed to the overall performance of the team.

	<p>5.2 Describe ways in which the team as a whole performed effectively.</p> <p>5.3 Explain areas in which the team could have worked together more effectively and how they could improve their team-working skills.</p>
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**Delivery guidance:**

The focus of the assessment for this unit is on team-working skills. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of:

- different types of team
- the benefits of team-working
- the characteristics of effective team-working

**Please note that this unit is barred against unit Y/617/4153 Working with Colleagues (Level 2)**

## Working with Colleagues

<b>Unit reference:</b>	Y/617/4153
<b>Unit level:</b>	Level 2
<b>GLH:</b>	16
<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 a manager.	1.1 Respond positively to requests, feedback and advice and guidance from a manager.  1.2 Use appropriate communication style and methods to interact with a manager.  1.3 Seek advice, guidance, clarification or feedback from a manager, as appropriate.
2. Be able to work with peers.	2.1 Communicate clearly with colleagues.  2.2 Resolve differences with colleagues amicably.  2.3 Offer help and guidance to colleagues and accept their help and guidance.  2.4 Offer ideas, suggestions and opinions to colleagues.  2.5 Consider the ideas, suggestions and opinions of colleagues and respond appropriately.

**Please note that this unit is barred against unit J/617/4150 Working in a Team (Level 2)**

### 3.4 Optional Group O2b (English) units

#### 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 unit H/505/4149 - Engage in Discussion  
(Level 2)**

## Engage in Discussion

<b>Unit reference:</b>	H/505/4149
<b>Unit summary:</b>	In this unit, learners will learn how to engage in discussion in a variety of situations, making clear and effective contributions.
<b>Unit level:</b>	Level 2
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to contribute to discussions and move them forward.	1.1. Make relevant contributions to discussions in different contexts and on different subjects. 1.2. Adapt own contributions to suit audience, purpose and situation. 1.3. Move discussion forward when appropriate. 1.4. Support opinions and arguments with evidence.
2. Be able to respond to others in discussion.	2.1 Use appropriate language and strategies when responding to the contributions of others. 2.2 Use appropriate phrases for interruption and change of topic. 2.3 Use strategies intended to reassure, for example body language, appropriate phraseology.

### Assessment guidance:

**LO1:** Discussions should be with groups of varying sizes, from one other person, up to groups of 4 or 5. Discussions should be of varying lengths, including one of 6 – 8 minutes. Adaptations should include use of formal or informal language, appropriate verbal and non-verbal responses, tone, register. Topics should include issues both familiar and unfamiliar to the learner. Learners should make regular, multiple or sustained contributions, as appropriate, to move the contribution forward. They might suggest when they think it is appropriate to bring a discussion to a close, state what they think has been agreed, or ask if anyone else has a point to make.

**AC2.2:** Learners might interrupt with phrases such as, 'I agree to some extent', or point out contradictions or inconsistencies in others' arguments.

**AC2.3:** Learners might use phrases such as ‘that’s a valid point’, ‘that’s a good argument’ or ‘you’re entitled to your opinion, but I disagree’ to reassure fellow group members.

**Please note that this unit is barred against unit Y/505/6321 – Engage in Discussion (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 unit M/505/4137 – Listen and Respond (Level 2)**

## Listen and Respond

<b>Unit reference:</b>	M/505/4137
<b>Unit summary:</b>	In this unit, learners will learn how to listen and respond to extended and detailed spoken language in a range of contexts.
<b>Unit level:</b>	Level 2
<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 extended spoken information.	1.1 Identify and record relevant information from extended explanations and presentations on different topics.  1.2 Listen to, demonstrate understanding of and follow multi-step instructions in different situations.  1.3 Listen to, demonstrate understanding of and follow narratives on different topics.
2. Be able to listen to and respond in extended exchanges.	2.1 Respond to extended questions on different topics.  2.2 Keep track of complex and detailed questions.  2.3 Respond coherently to complex and detailed questions.  2.4 Respond appropriately to constructive criticism.  2.5 Make constructive critical responses.

### Assessment guidance:

**AC1.1:** Extended spoken information should be of up to 5 minutes.

**AC1.2:** Instructions will normally be up to 4 or 5 steps, depending on the complexity of the content.

**AC1.3:** Topics should be of interest or relevance to learners but not all will be familiar.

**LO2:** Questions might be in two parts (e.g. what would you do and why?), should be open and closed, and contain multiple clauses or phrases (E.g. a conditional clause: 'If I asked you to do x, how would you...?'. Contexts might include formal interviews or less formal debates with peers.

**AC2.4:** Responses to criticism might include accepting points made, querying comments or disagreeing with reasons. Constructive critical responses might include comments on relevance, opinions with supporting evidence to aid development.

**Please note that this unit is barred against unit D/505/6319 – Listen and Respond (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
<b>The learner will:</b>	<b>The learner can:</b>
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 unit K/505/6324 – Read for Information  
(Level 2)**

## Read for Information

<b>Unit reference:</b>	K/505/6324
<b>Unit summary:</b>	In this unit, learners will learn how to read and obtain information of varying length and detail from different sources and to use resources to support understanding.
<b>Unit level:</b>	Level 2
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to obtain and use information from a range of sources.	1.1 Use organisational features to locate information. 1.2 Compare and evaluate information from different sources in order to select information for own use. 1.3 Summarise information from longer documents. 1.4 Recognise the meaning of specialist or technical vocabulary. 1.5 Use knowledge of vocabulary to aid understanding. 1.6 Use different strategies to obtain information, including skimming scanning and detailed reading.
2. Be able to use reference material.	2.1 Use reference material to find out unfamiliar terminology. 2.2 Use reference material to research a topic or issue.

### Assessment guidance:

**LO1:** Sources should be varied, written for different purposes and audiences, and on a range of topics, not all of which will be familiar to the learner. Learners should be able to summarise a 5-paragraph text into a single paragraph. Specialist vocabulary might relate to a specific job role, hobby or set of instructions for a task.

**LO2:** Learners might use paper-based or electronic reference sources. They should refer to them for different purposes (e.g. to how to use a new appliance or for information for an essay).

**Please note that this unit is barred against unit L/505/4131 - Read for Information  
(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 unit H/505/6323 – Read for Purpose and Meaning (Level 2).**

## Read for Purpose and Meaning

<b>Unit reference:</b>	H/505/6323
<b>Unit summary:</b>	In this unit, learners will learn how to read for purpose and meaning in texts of varying complexity.
<b>Unit level:</b>	Level 2
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to read and understand a range of texts.	1.1 Follow the main events and ideas in a range of continuous descriptive, explanatory and persuasive texts. 1.2 Identify the main points and specific details in different texts. 1.3 Identify the effects that different language features have in texts. 1.4 Read an argument and identify the points of view. 1.5 Infer meaning which is not explicit. 1.6 Read critically to compare and evaluate ideas and opinions. 1.7 Identify bias.
2. Be able to judge the purpose of texts.	2.1 Use own knowledge and experience of context to judge the purpose of different types of text. 2.2 Use grammatical knowledge, prior knowledge and context, to judge the purpose of different types of text. 2.3 Recognise and understand vocabulary associated with a range of texts and purposes.

### Assessment guidance:

**LO1:** Learners should read a minimum of 3 texts, written for different purposes and audiences. Texts should be of differing levels of accessibility and might be historical or literary or topical/contemporary. Some will include subject matter unfamiliar to the learners. Texts will include some sophisticated, unfamiliar vocabulary and complex sentence structures. At least one text should be of 500 words or more.

**AC2.2:** Learners should be able to use implicit and explicit grammatical knowledge.

**Please note that this unit is barred against unit Y/505/6318 - Read for Purpose and Meaning (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
<b>The learner will:</b>	<b>The learner can:</b>
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 unit J/505/4144 – Speak to Communicate (Level 2)

## Speak to Communicate

<b>Unit reference:</b>	J/505/4144
<b>Unit summary:</b>	In this unit, learners will learn how to speak to communicate detailed information, ideas and opinions clearly and appropriately.
<b>Unit level:</b>	Level 2
<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 communicate with others.	1.1 Speak clearly and confidently in different situations.  1.2 Present detailed information, ideas and opinions in a logical sequence.  1.3 Provide further detail and development in response to the requests of others.  1.4 Make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts.
2. Be able to adapt speech and style according to context.	2.1 Express clearly statements of fact, explanations, instructions, accounts and descriptions using structure, style and vocabulary appropriate to the purpose and audience.  2.2 Sustain an appropriate style for different situations and audiences.

### Assessment guidance:

**AC1.1:** Situations should include familiar and unfamiliar, formal and less formal. At least one situation should require learners to speak continuously for between 1 and 2 minutes, breaking only to improve clarity of presentation, e.g. to respond to queries or to introduce a visual aid or prop.

**LO2:** Learners should speak in formal and less formal situations including on topics that are not familiar to them. They should speak for at least 3 different purposes and audiences in order to demonstrate their ability to adapt language, tone, pace, length, style.

Please note that this unit is barred against unit R/505/6320 – Speak to Communicate (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 unit T/505/6326 – Write Fluently and Accurately (Level 2)**

## Write Fluently and Accurately

<b>Unit reference:</b>	T/505/6326
<b>Unit summary:</b>	In this unit, learners will learn how to improve the fluency and accuracy of their writing.
<b>Unit level:</b>	Level 2
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to use complex sentences and accurate grammar and punctuation in own writing.	1.1 Construct complex sentences. 1.2 Use simple and compound sentences within a single piece of writing to give variety. 1.3 Use tenses correctly and consistently. 1.4 Use correct subject-verb agreement, including correct use of pronouns. 1.5 Use pronouns so that their meaning is clear. 1.6 Use punctuation accurately for example, commas, apostrophes, inverted commas.
2. Be able to write legibly and with accurate spelling.	2.1 Produce legible handwritten text. 2.2 Spell correctly words used most often in work, studies and daily life, including familiar technical words.
3. Be able to check own writing for accuracy.	3.1 Proofread and revise own writing to improve accuracy and correct simple grammatical and spelling errors in own writing.

### Assessment guidance:

**LO1:** Learners should be able to sustain their use of accurate grammar and punctuation throughout their writing.

**LO3:** Accuracy checks will include for correct use of prepositions and articles, correct use of connectives between clauses and phrases, as well as for spelling, grammar and punctuation. Learners should use a spell-checker for word –processed documents, selecting correct from options from those given.

**Please note that this unit is barred against unit F/505/4160 – Write with Accuracy (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 Present information in a continuous sequence, so that meaning is clear. 2.4 Judge how much to write and the level of detail to include to suit purpose and audience. 2.5 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 unit M/505/6325 – Write to Communicate (Level 2)

## Write to Communicate

<b>Unit reference:</b>	M/505/6325
<b>Unit summary:</b>	In this unit, learners will learn how to write to communicate information, ideas and opinions clearly and effectively for different purposes and audiences.
<b>Unit level:</b>	Level 2
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to plan, organise and draft own writing.	1.1 Gather and organise information for own writing. 1.2 Work through sub-stages of planning and drafting to determine content, length, language and structure, appropriate to type of text, purpose and audience. 1.3 Present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate. 1.4 Proofread and revise draft to improve clarity.
2. Be able to write for different purposes.	2.1 Use different styles of writing for different purposes for example, persuasive techniques, supporting evidence and technical vocabulary. 2.2 Use formal and informal language appropriate to purpose and audience.

### Assessment guidance:

**LO1 and LO2:** A minimum of 3 documents should be produced. They should be of varied length, format and style for different audiences and purposes. At least one piece of writing should be of between 400 and 500 words.

**AC1.1:** Gathering and organising information might include use of mind maps or linear plan.

**AC1.2:** Sub-stages for planning and drafting might include decision-making on how to divide up and order information and choosing an appropriate format and structure for presenting it to an audience.

**AC1.4:** Improvements might include re-phrasing whole sentences, re-ordering text, inserting sub-headings, using bullets.

**LO2:** The writing produced should be of different degrees of formality. Types of writing should be varied, for example, persuasive, instructional or descriptive. Two or more of these might be combined within a single piece of writing.

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

### 3.5 Optional Group O2c (Maths) units

#### 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 unit Y/505/4875 - Making Calculations (Level 2)**

## Making Calculations

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

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

**Please note that this unit is barred against unit F/505/4868 – Making Calculations (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 unit D/505/4876 – Money, Time and Temperature (Level 2)**

## Money, Time and Temperature

<b>Unit reference:</b>	D/505/4876
<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 2
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

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

Please note that this unit is barred against unit M/505/4882 – Money, Time and Temperature (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 unit H/505/4877 – Numbers, Decimals, Fractions and Percentages (Level 2)**

## Numbers, Decimals, Fractions and Percentages

<b>Unit reference:</b>	H/505/4877
<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 2
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

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

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

## 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 $10 \times 10$ . 1.4 Identify factors of numbers. 1.5 Recall multiplication facts up to $10 \times 10$ 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, +, -, $\div$ , $\times$ and numbers.
3. Be able to work with ratios.	3.1 Work out simple ratio as the number of parts. 3.2 Explain direct proportion as the same rate of increase or decrease. 3.3 Use understanding of direct proportion to make simple calculations.

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

## Numerical Relationships, Algebra and Ratios

<b>Unit reference:</b>	K/505/4878
<b>Unit summary:</b>	In this unit, learners will learn about numerical relationships and ratio to solve problems in everyday situations.
<b>Unit level:</b>	Level 2
<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 solve problems involving algebra.	1.1 Explain how words and symbols in expressions and formulae are used to represent variable quantities (numbers), not things.  1.2 Explain the order in which elements of an algebraic expression must be worked out, for example, the contents of brackets should be worked out first.  1.3 Evaluate expressions and make substitutions in given formulae in words and symbols to produce results.
2. Be able to work with ratios.	2.1 Calculate ratio, for example, 3:2.  2.2 Calculate direct proportion.

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

## Using and Communicating Data

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

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

## Using and Communicating Data

<b>Unit reference:</b>	M/505/4879
<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 2
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

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

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

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

## 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.

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

## Using Probability

<b>Unit reference:</b>	H/505/4880
<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 2
<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 probability.	1.1 Explain the difference between 'independent' and 'combined' events in the context of probability.  1.2 Identify the range of possible outcomes of combined events.
2. Be able to calculate and express probability.	2.1 Calculate probability for independent and combined events.  2.2 Record the range of possible outcomes of combined events in tree diagrams or in tables.

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

## Using Size, Shape and 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 unit K/505/4881 – Using Size, Shape and Space (Level 2)**

## Using Size, Shape and Space

<b>Unit reference:</b>	K/505/4881
<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 2
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to measure length.	1.1 Estimate measure and compare length and distance, using metric and imperial units. 1.2 Calculate length and distance, using units within the same system. 1.3 Read scales to different levels of accuracy including reading between marked divisions. 1.4 Calculate length and distance between systems, using conversion tables and scales, and approximate conversion factors, for example, 1 in = 2.54 cm.
2. Be able to measure weight.	2.1 Estimate, measure and compare weight using metric and imperial units. 2.2 Calculate weight with units within the same system. 2.3 Read scales to different levels of accuracy including reading between marked divisions. 2.4 Calculate weight between systems using conversion tables and scales, and approximate conversion factors, for example, 1kg = 2.2lbs and ounces to grams.
3. Be able to measure capacity.	3.1 Estimate, measure and compare capacity using metric and imperial units. 3.2 Calculate capacity with units within the same system. 3.3 Read scales to different levels of accuracy, including reading between marked divisions.

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

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

## 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
- British Sign Language (BSL)
- changing usual assessment arrangements
- extra time, e.g. assignment extensions
- language modified assessment material
- reader
- scribe
- use of assistive software
- using assistive technology
- use of coloured overlays, low vision aids
- use of a different assessment location

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

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

## 4.11 Appeals

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

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

## 5. Glossary of terms

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

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



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