

This qualification specification covers the following qualification:

Qualification number	Qualification title
603/6503/1	Gateway Qualifications Entry Level Award in Hospitality and Catering (Entry 3)

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 Entry Level Award in Hospitality and Catering (Entry 3).

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:

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Website: [Gateway Qualifications](https://www.gatewayqualifications.org.uk)

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Introduction

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

The qualification is intended to provide learners with a broad introduction to the hospitality and catering sector, equipping learners with underpinning knowledge and skills specific to the sector. It is designed to support progression to further learning and ultimately to work in hospitality and catering or other related sectors.

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, particularly in the case of the smaller qualifications, for adults. The qualification is also suitable for pre 16 learners.

1. Qualification overview

1.1 Qualification purpose

The purpose of this qualification is to introduce learners to the hospitality and catering sector by developing basic knowledge, understanding and practical awareness of hospitality environments. It is designed for learners who are new to the sector and wish to explore hospitality and catering through accessible and supportive learning.

Through a choice of mandatory and optional units, the qualification helps learners develop confidence, an understanding of customer service, food hygiene and safety, and simple hospitality and catering activities, supporting progression to further learning or training within the sector.

1.2 Aims and objectives

The aim of this qualification is to introduce learners to the essential principles, behaviours, and skills required for entry-level roles in the hospitality sector. The qualification aims to build confidence, support employability, and provide a foundation for further study.

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

- understand the basic structure and purpose of the hospitality and catering industry
- recognise the importance of customer service in hospitality settings
- develop an awareness of food hygiene, safety and simple health and safety practices
- gain introductory practical experience in hospitality and catering activities through selected optional units
- develop basic workplace skills, such as teamwork, communication and following instructions
- build confidence and readiness for further learning or training in hospitality and catering

1.3 Key information

Qualification summary	
Qualification title	Gateway Qualifications Entry Level Award in Hospitality and Catering (Entry 3)
Qualification type	Regulated Qualifications Framework (RQF)
Qualification number	603/6503/1
Learning aim reference number	60365031
Level	Entry Level 3
Guided learning hours (GLH)	60
Total qualification time (TQT)	60

Credit value	6
Sector subject area	7.4 Hospitality and Catering
Age appropriateness	Pre 16, 16-18, 19+
Grading scale	Pass/Fail
Assessment method	Portfolio of Evidence
Regulation information	This qualification is regulated by Ofqual for use in England only

1.4 Entry requirements

There are no specific prior skills/knowledge learners must have for this qualification.

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

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

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

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

1.5 Progression opportunities

On completion of this qualification learners will be equipped with a basic, introductory set of knowledge and skills, relevant to hospitality and catering.

Successful completion of the Gateway Qualifications Entry Level Award in Hospitality and Catering (Entry 3) could allow learners to progress onto:

- Level 1 Certificate in Hospitality and Catering
- Level 1 Diploma in Hospitality and Catering
- entry-level roles in hospitality and catering (for example, a porter, housekeeping assistant, kitchen assistant)

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

1.6 Equity, diversity and inclusion

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

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

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

1.7 Resource requirements

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

1.8 Achieving this qualification

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

The knowledge and skills that will be assessed as part of the qualification are set out within the unit details.

To be awarded this qualification, learners must meet the rule of combination by successfully achieving at least one unit from the Mandatory Group worth a minimum of 1 credit and 5 further credits from Mandatory Group or Optional Group O1 (Hospitality and Catering).

Mandatory Group

Unit reference	Unit title	Unit level	Credit value	GLH
D/502/4874	Customer Service in the Hospitality Industry	Entry 3	1	10
Y/504/8039	Food Hygiene and Safety	Entry 3	2	20
A/502/4834	Introduction to the Hospitality Industry	Entry 3	1	10

Optional Group O1 (Hospitality and Catering)

Unit reference	Unit title	Unit level	Credit value	GLH
Y/502/4808	Basic Cooking	Entry 3	2	20
J/600/0711	Basic Food Preparation	Entry 3	2	20
T/617/4158	Digital Skills for Work	Entry 3	3	30

K/600/1091	Guest Services in the Hospitality Industry	Entry 3	2	20
H/504/7606	Handling Money in a Sales Situation	Entry 3	3	30
H/504/7640	Planning a Healthy Diet	Entry 3	2	20
F/502/4835	Serving Food and Drink	Entry 3	2	20
R/617/4152	Working in a Team	Entry 3	3	30
R/504/7620	Working with Food in a Retail Environment	Entry 3	2	20

1.9 Indicative content

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

2. Assessment

2.1 Assessment overview

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

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

Assessment guidance is provided for each unit. Assessors may use alternative assessment methods as long as they are fit for purpose, meet the requirements of the qualification and ensure the integrity of the assessment process.

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

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

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

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

2.2 Assessment language

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

2.3 Explanation of assessment terms used in this qualification

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

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

3. Unit details

3.1 Mandatory Group units

Customer Service in the Hospitality Industry

Unit reference:	D/502/4874
Unit summary:	This unit will allow learners to demonstrate their knowledge and skills regarding customer service in the hospitality industry.
Unit level:	Entry 3
GLH:	10
Credit value:	1
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the importance of good customer service.	1.1 State why good customer service is important .
2. Be able to communicate with customers.	2.1 Communicate positively in routine situations (to include verbal and non-verbal).
3. Know the importance of good personal presentation.	3.1 Give examples of good personal presentation . 3.2 Present self appropriately to serve customers.

Indicative content:

AC1.1: Why good customer service is important, for example:

- customer satisfaction
- repeat business
- positive reputation
- increased profits
- customer loyalty
- fewer complaints
- staff motivation

AC2.1: Communicate positively, for example:

- verbal communication:
 - use polite and friendly language
 - speak clearly and at an appropriate volume
 - use positive phrases

- answer customer questions accurately and confidently
- non-verbal communication:
 - smile to show friendliness and approachability
 - maintain good eye contact to show attentiveness
 - use open body language to appear welcoming
 - nod to show understanding and agreement during conversations
- general tips:
 - listen carefully to the customer's needs
 - respond promptly and politely to requests or concerns
 - be patient and respectful, even in challenging situations

AC3.1: Good personal presentation, for example:

- personal hygiene
- clean uniform
- professional appearance

AC3.2: Present self appropriately, for example:

- professional conduct:
 - smile and maintain friendly body language
 - stand or sit upright to appear alert and approachable
- dress code:
 - wear the correct uniform as required by the job
- confidence and positivity:
 - greet customers warmly and politely
 - use a confident tone of voice when speaking

Assessment guidance:

Learners must produce evidence that shows their knowledge and understanding for Learning Outcomes 1 and 3, and the tutor/assessor must produce either an observation or a witness testimony for Learning Outcome 2.

Food Hygiene and Safety

Unit reference:	Y/504/8039
Unit summary:	This unit will allow learners to understand basic food hygiene and what safety measures can be implemented to aid this.
Unit level:	Entry 3
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about basic food hygiene.	1.1 Identify ways of handling food safely . 1.2 Outline why it is important to follow basic hygiene rules when dealing with food.
2. Know how food safety measures are implemented.	2.1 Outline the meaning of use by and sell by dates on different products. 2.2 Identify ways of knowing whether food is safe to eat . 2.3 Identify ways of keeping food stored safely .

Indicative content:

AC1.1: Handling food safely, for example:

- wash hands
- use clean equipment
- separate foods
- store food correctly
- check expiry dates
- wear protective clothing

AC1.2: Why it is important to follow basic hygiene rules, for example:

- prevent illness
- ensure food safety
- legal requirements
- protect reputation
- avoid cross-contamination

AC2.1: The meaning of use by and sell by dates, for example:

- use by date:
 - found on perishable items like meat, dairy, and ready-to-eat meals
 - food must not be eaten after this date, as it may be unsafe
- sell by date:
 - used by shops to know when to stop selling a product
 - food may still be safe to eat, but should be checked for quality

AC2.2: Ways of knowing whether food is safe to eat, for example:

- check dates
- smell and appearance
- texture
- packaging

AC2.3: Ways of keeping food stored safely, for example:

- refrigeration
- freezing
- dry storage
- correct temperature
- separate foods
- clean storage areas

Assessment guidance:

This is a knowledge-based unit, so the learner will be expected to produce work in the form of either assignments or professional discussions.

Introduction to the Hospitality Industry

Unit reference:	A/502/4834
Unit summary:	This unit will allow learners to understand the outlets and job opportunities within the hospitality industry.
Unit level:	Entry 3
GLH:	10
Credit value:	1
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the main outlets in the hospitality industry.	1.1 Give examples of outlets in the hospitality industry. 1.2 State different services offered within the hospitality industry.
2. Know the job opportunities within the hospitality industry.	2.1 List job roles in the hospitality industry. 2.2 List the job opportunities available in the industry.

Indicative content:

AC1.1: Examples of outlets, for example:

- hotels
- restaurants
- bars and pubs
- event venues
- catering services
- leisure and tourism

AC1.2: Different services offered, for example:

- accommodation services
- food and beverage services
- event services
- leisure services
- tourism services
- customer support services

AC2.1: Job roles, for example:

- front of house roles
- back of house roles
- management roles
- specialist role

Assessment guidance:

This is a knowledge-based unit, so the learner will be expected to produce work in the form of either assignments or professional discussions.

3.2 Optional Group O1 (Hospitality and Catering) units

Basic Cooking

Unit reference:	Y/502/4808
Unit level:	Entry 3
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to cook basic food items and dishes.	1.1 Select the correct ingredients for basic dishes. 1.2 Choose the correct equipment and handle safely and hygienically. 1.3 Cook food items safely and hygienically. 1.4 Clean work areas and equipment safely and hygienically during and after cooking. 1.5 Identify what went well and suggest any improvements.

Basic Food Preparation

Unit reference:	J/600/0711
Unit level:	Entry 3
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1. Be able to prepare food for cold presentation or cooking.</p>	<p>1.1 Select the correct ingredients for basic dishes.</p> <p>1.2 Choose the correct equipment and handle safely and hygienically.</p> <p>1.3 Prepare food items for cold presentation or cooking safely and hygienically.</p> <p>1.4 Set aside or store prepared food items ready for use according to instructions.</p> <p>1.5 Clean work areas and equipment safely and hygienically during and after preparing food.</p>

Digital Skills for Work

Unit reference:	T/617/4158
Unit level:	Entry 3
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to use digital skills to handle work-related information.	1.1 Find information required for routine work-related tasks. 1.2 Follow workplace guidelines to store and retrieve files.
2. Be able to create and edit digital content for work-related purposes.	2.1 Create and save straightforward documents and sound, image or video files, as appropriate to the work context. 2.2 Edit and format work-related documents in line with given guidelines or instructions, inputting data into existing documents where appropriate.
3. Be able to use digital skills to communicate in a work context.	3.1 Send and receive online communications for work-related purposes, in line with given guidelines.
4. Be able to work online and use digital devices safely and responsibly in a work context.	4.1 Identify common online risks and threats in a work environment. 4.2 Follow workplace guidelines for <ul style="list-style-type: none"> • safe and responsible use of devices and the internet at work • reporting anything suspicious or offensive • protecting own health and wellbeing while using devices
5. Be able to respond to technical problems.	5.1 Solve simple technical problems. 5.2 Seek help from an appropriate person when unable to solve a technical problem themselves.

Guest Services in the Hospitality Industry

Unit reference:	K/600/1091
Unit level:	Entry 3
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to work as part of the guest services team.	1.1 Identify different guest services. 1.2 State how to work well as part of a guest services team. 1.3 Follow instructions for the preparation of guest services; transporting materials, equipment and linen. 1.4 Follow instructions to service public areas, bedrooms, bathrooms/washrooms.
2. Be able to communicate with customers.	2.1 Respond to customer queries politely. 2.2 Refer queries to the correct person.

Handling Money in a Sales Situation

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

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

Planning a Healthy Diet

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

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

Serving Food and Drink

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

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

Working in a Team

Unit reference:	R/617/4152
Unit level:	Entry 3
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to plan as part of a team.	1.1 Communicate about and agree team goals. 1.2 Actively listen to the ideas of others, showing respect for different views. 1.3 Identify some of the tasks needed to meet team goals. 1.4 Suggest ways in which they could contribute to the team task.
2. Be able to work positively as a member of a team.	2.1 Communicate in a respectful way with other team members during the task. 2.2 Offer help to other team members when it is requested and seek help when needed. 2.3 Complete the aspects of the task they were allocated.
3. Be able to review own performance as a member of a team.	3.1 Identify areas where they worked well as a team member. 3.2 Identify areas where they could improve their ability to work as part of a team.

Assessment 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' awareness of

- ground rules for effective teamwork
- different ways in which individuals can contribute to team tasks

Working with Food in a Retail Environment

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

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

4. Quality assurance

As the portfolio of evidence is assessed by the centre's assessor, the centre must operate an internal quality assurance process. This ensures that qualification standards are being applied consistently within a centre through training, standardisation, sampling of marking and feedback.

4.1 Internal quality assurance

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

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

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

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

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

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

4.2 Sampling

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

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

4.3 Internal standardisation

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

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

Standardisation will be facilitated by the Centre's IQA and should include all those involved in assessing learner evidence. Centre standardisation events should be held at regular intervals. Centres will be required to keep records of each internal standardisation event, including the date, attendees and notes on any outcomes and actions. Centres will be required to store these records securely for three years, and Gateway Qualifications may ask to see them as part of the centre's quality assurance and monitoring activities.

4.4 External quality assurance

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

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

4.5 Centre monitoring

Centre monitoring is undertaken by an External Quality Assurer (EQA) allocated to the centre. The EQA plays a critical role in the Gateway Qualifications approach to centre assessment standards scrutiny as they are responsible for:

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

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

The EQA will arrange the annual quality monitoring visits. These visits:

- monitor the centre's compliance with the centre recognition terms and conditions by reviewing programme documentation and meeting managers and centre staff
- identify any staff development needs
- ensure that all procedures are being complied with through an audit trail, and make sure that the award of certificates of achievement to learners is secure

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

4.6 Quality assuring centre assessment decisions

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

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

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

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

4.7 Malpractice and maladministration

Malpractice is any deliberate activity, neglect, default or other practice that compromises the integrity of the assessment process and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises or could compromise:

- the assessment process
- the integrity of a regulated qualification
- the validity of a result or certificate
- the reputation and credibility of Gateway Qualifications
- the qualification to the public at large

Centre staff should be familiar with the [Malpractice and Maladministration Policy and Procedure](#).

4.8 Direct claim status

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

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

4.9 Recognition of prior learning

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

The use of RPL is not permitted for this qualification.

4.10 Reasonable adjustments and special considerations

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

- adapting assessment materials
- adaptation of the physical environment for access purposes
- adaptation to equipment
- assessment material in an enlarged format or Braille
- assessment material on coloured paper or in audio format
- use of British Sign Language (BSL)
- changing usual assessment arrangements
- extra time, e.g. assignment extensions
- reader
- scribe
- use of assistive software
- use of assistive technology
- use of coloured overlays, low vision aids
- use of a different assessment location

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

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

4.11 Appeals

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

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

5. Glossary of terms

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

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



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