





This qualification specification covers the following qualification:

Qualification number	Qualification title
<b>603/3356/X</b>	Gateway Qualifications Entry Level Award in Mental Wellbeing (Entry 3)

Version and date	Change detail	Section/page reference
<b>2.0 (January 2026)</b>	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 Mental Wellbeing (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:

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

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## Introduction

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

This qualification is intended to support centres in developing learners' understanding of mental health and mental wellbeing. This qualification has been developed in collaboration with representatives of Further Education Colleges.

The qualification provides an introduction to mental health and mental wellbeing: including what constitutes positive mental health and what could result in mental ill-health; how to keep mentally healthy; how to recognise deteriorating mental health and support friends and family with mental health issues; how to access available support. This qualification is suitable for pre-16 learners and above.

## 1. Qualification overview

### 1.1 Qualification purpose

The purpose of this qualification is to provide learners with an introductory understanding of mental health and mental wellbeing. It supports learners to recognise what mental health means, identify ways to look after their own wellbeing, and understand how to offer appropriate support to friends and family experiencing mental health difficulties.

Learners also gain awareness of sources of help and guidance for mental ill-health. The qualification is assessed through an on-screen multiple-choice test designed to confirm essential knowledge at Entry Level 3.

### 1.2 Aims and objectives

The aim of this qualification is to develop learners' understanding of mental health and mental wellbeing in everyday life. It is designed to introduce what is meant by mental health, build confidence in looking after their own mental wellbeing, and raise awareness of how mental health difficulties can affect others. Learners will gain practical knowledge on how to offer appropriate support to friends and family and will be able to identify sources of help and support for mental ill-health. The qualification supports personal development and informed help-seeking behaviours.

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

- develop an understanding of what is meant by mental health and mental wellbeing
- understand simple, practical ways to look after their own mental wellbeing
- gain awareness of how to support friends and family who may be experiencing mental health difficulties
- know about sources of support and help available for mental ill-health

### 1.3 Key information

Qualification summary	
Qualification title	Gateway Qualifications Entry Level Award in Mental Wellbeing (Entry 3)
Qualification type	Regulated Qualifications Framework (RQF)
Qualification number	603/3356/X
Learning aim reference number	6033356X
Level	Entry Level 3
Guided learning hours (GLH)	20
Total qualification time (TQT)	20
Credit value	2

Sector subject area	14.1 Foundations for Learning and Life
Age appropriateness	Pre 16, 16-18, 19+
Grading scale	Pass/Fail
Assessment method	Multiple Choice Questions (MCQ)
Regulation information	This qualification is regulated by Ofqual for use in England only.

## 1.4 Entry requirements

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

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

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

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

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

## 1.5 Progression opportunities

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On completion of this qualification learners will be equipped with a basic understanding of mental health wellbeing.

Successful completion of the Entry Level Award in Mental Wellbeing (Entry 3) could allow learners to progress onto further study relating to:

- mental health and mental wellbeing
- health and care
- social and health sciences

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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The following websites have been identified as useful resources to support learners working towards this qualification:

- [Epic friends](#) - is a youth-friendly website that helps young people understand mental health, recognise common problems, and learn simple ways to support friends who might be struggling
- [Young Minds](#) - provides information for children and young people on mental health and emotional wellbeing issues
- [Royal College of Psychiatrists](#) - is the professional body for psychiatrists in the UK, providing trusted information, training, and guidance on mental health for both professionals and the public
- [Charlie Waller Memorial Trust](#) - is a mental-health charity that provides training, resources, and guidance to help people understand, prevent, and respond to mental-health difficulties, with a strong focus on supporting young people and those who care for them
- [MHFE](#) - provides a network particularly for those interested in adult education and mental health. It provides updates on recent research projects and also case studies of innovative practice
- [Action for Happiness](#) - UK-based charity and global movement that helps people learn evidence-based skills for happier living and encourages actions that build a kinder, more caring society
- [Mind](#) - is a mental-health charity in England and Wales that provides information, advice, and support to help people experiencing mental-health problems, while also campaigning for better services and stronger public understanding
- [MindEd](#) - is a free educational resource that offers online training and guidance to help adults understand and support children and young people's mental health

- [StudentMinds](#) - is a UK charity focused on student mental health, offering guidance, campaigns, and resources to help students look after their wellbeing and support each other throughout university life
- [The Royal College of Paediatrics and Child Health](#) - provides expert guidance, research, and resources on children's mental health, supporting professionals and promoting better outcomes for young people

## 1.9 Achieving this qualification

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The qualification will be awarded to learners who successfully demonstrate their achievement of all learning outcomes within the unit in this qualification and successfully complete the associated on-screen multiple-choice test.

The knowledge 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 successfully achieve one mandatory unit.

### Mandatory unit

Unit number	Unit title	Level	Credit value	GLH
M/617/1243	Understanding Mental Wellbeing	Entry Level 3	2	20

## 1.10 Indicative content

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

## 2. Assessment

### 2.1 Assessment overview

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The method of assessment for this qualification is through an externally set and marked on demand online multiple-choice test.

When we set up a centre in Surpass (the platform for externally set examinations) we will also set up two generic users; Admin and Invigilator. If your centre requires more users please inform us by emailing the Customer Excellence team at [enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk).

The overall grading type is Pass/Fail.

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

### 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 Time limit

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The total time permitted time to complete the assessment is 40 minutes.

Reasonable adjustments are applicable to time limits. The process of application for reasonable adjustments is detailed below.

### 2.4 Assessment guidance

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Learners must be given the opportunity to familiarise themselves with the online platform before taking the multiple-choice test.

### 2.5 Assessment conditions

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Any room in which an assessment is held must provide learners with appropriate conditions for taking the assessment. The centre must pay attention to conditions such as heating, lighting, ventilation and the level of outside noise. The centre must ensure that the room is accessible and appropriate for learners with disabilities (in accordance with the Equalities Act 2010).

Display material (such as maps, diagrams, wall charts and projected images) which might be helpful to the learner must not be visible in the assessment room.

Suitable IT should be available.

#### Persons present

Only candidates taking the assessment and authorised centre staff, for example, the supervisor/s are allowed in the assessment room.

Gateway Qualifications reserves the right to visit centres during the assessment to inspect the arrangements made for the security of confidential examination material and for the conduct of the assessments.

### **Seating arrangements**

The seating arrangements must prevent candidates from overlooking (intentionally or otherwise) the work of others.

### **Before the assessment**

Assessment conditions are deemed to be in progress from the time the candidates enter the room until all candidates have completed the assessment and left the room.

Before candidates are permitted to start work the supervisor must:

- inform the candidates that they are now subject to assessment conditions and read out the relevant notices and warnings
- warn candidates that any unauthorised material must be handed in (this should also include any food or drinks, which may only be allowed at the discretion of the centre)
- remind candidates that they are forbidden to communicate in any way with, seek assistance from, or give assistance to, another learner whilst they are in the assessment room
- mobile phones are not permitted in the room

A sign must be placed on the door to alert others that an exam is taking place.

### **Conduct of candidates during assessments**

Candidates must be supervised throughout the progress of the assessment. Supervisor/s must give complete attention to this duty at all times, being vigilant and remaining aware of emerging situations, looking out for possible cheating, malpractice or candidates feeling unwell. Any irregularities must be recorded, please refer to the invigilator guidance. Supervisors are required to move around the assessment room quietly and at frequent intervals.

### **How should contact between the supervisor and the candidate be monitored and recorded?**

The supervisor should keep a record of feedback and advice provided to groups of learners and to an individual learner where this may affect the assessment outcome.

### **Misconduct**

This type of assessments relies heavily on the integrity of the learners. In those cases where misconduct occurs, or is thought to have occurred, this will be investigated by the quality team at Gateway Qualifications and results may be withheld.

## Candidates leaving the room

Candidates who are allowed to leave the assessment room temporarily must be accompanied by a member of staff. Those candidates may be allowed extra time at the discretion of the centre.

Candidates can leave the room quietly once they have completed their assessment.

## Evacuation procedures

Staff, supervisors and candidates must be aware of the evacuation procedure in case of an emergency, such as a fire alarm or bomb alert. The following action should be taken:

- stop the candidates by pausing the assessment online
- collect the attendance register (in order to ensure all candidates are present)
- evacuate the assessment room
- candidates should leave the room in silence
- make sure the candidates are supervised as closely as possible while they are out of the assessment room to make sure there is no discussion about the assessment being sat
- make a note of the time of the interruption and how long it lasted
- allow the candidates the full working time for the assessment
- make a full report of the incident and of the action taken, and send to the Customer Excellence Department at Gateway Qualifications

## 2.6 Learner registration and assessment booking

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Learners should be registered via the Quartzweb online portal. For all externally assessed qualifications, a second step of assessment scheduling (booking) must also be carried out.

An assessment window is permitted for these qualifications. The dates between which the candidates will sit must be entered. This window should be as small as practicable (for example, we would suggest no longer than one month).

Applications for reasonable adjustments should be made at least 5 working days prior to learners undertaking the assessment and are subject to approval by the quality team at Gateway Qualifications.

## 2.7 Additional requirements/guidance

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Staff should be aware that mental health can be a sensitive topic and that, due to their own circumstances or those of friends and family, some students may find some of the content challenging. They will, therefore, need to deliver the content of the qualification with sensitivity. Staff should familiarise themselves with the support services available within their own setting and beyond so that they are able to signpost students to these if necessary. The overall emphasis of the awards, however, is on good mental health and strategies to promote and maintain this.

## **2.8 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 unit

#### Understanding Mental Wellbeing

<b>Unit reference:</b>	M/617/1243
<b>Unit summary:</b>	The aim of this unit is to provide learners with a foundational understanding of mental health and mental wellbeing. It supports learners to recognise what mental health means, identify ways to look after their own wellbeing, and understand how to offer appropriate support to friends and family experiencing mental health difficulties.
<b>Unit level:</b>	Entry Level 3
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand what is meant by 'mental health'.	1.1 Give a definition of <b>'good' mental health</b> . 1.2 Give a definition of <b>mental ill-health</b> . 1.3 Identify some <b>common emotional states, which may be unpleasant to experience</b> , but do not count as mental illness.
2. Understand how to look after own mental wellbeing.	2.1 Describe key features of a <b>lifestyle that supports good mental health</b> . 2.2 State some key signs of <b>deteriorating mental health</b> . 2.3 Give examples of positive <b>ways to cope with stressful situations</b> .
3. Understand how to support friends and family with mental health difficulties.	3.1 List the signs of poor mental health in others. 3.2 Identify <b>ways they can support positive mental health in others</b> . 3.3 Give examples of <b>situations when it is better to seek professional or emergency help</b> rather than offer support themselves.

4. Know about support for mental ill-health.

4.1 Identify sources of **support** relating to mental health.

### Indicative Content: Understanding Mental Wellbeing

#### AC1.1: 'Good' mental health, for example:

- feeling good about yourself and your life
- being able to cope with everyday stresses
- maintaining good relationships with others
- being able to manage emotions in a balanced way

#### AC1.2: Mental ill-health, for example:

- a condition affecting thoughts, emotions, or behaviour negatively
- can range from mild stress to severe mental illnesses like depression or anxiety
- may impact daily life, work, or relationships

#### AC1.3: Common emotional states, which may be unpleasant to experience, for example:

- feeling sad or upset after a disappointment
- feeling nervous before a big event, like an exam
- feeling frustrated when things go wrong
- feeling lonely when away from friends or family

#### AC2.1 Lifestyle that supports good mental health, for example:

- healthy eating and drinking
- regular exercise
- good sleep
- positive relationships
- relaxation and hobbies
- avoiding harmful habits

#### AC2.2 Deteriorating mental health, for example:

- emotional signs
- physical signs
- behavioural changes
- thinking patterns

#### AC2.3 Ways to cope with stressful situations, for example:

- talking to someone
- relaxation techniques
- time management
- physical activity
- seeking support

**AC3.2: Support positive mental health in others, for example:**

- be a good listener and offer a non-judgmental ear
- show kindness, patience, and understanding
- encourage them to talk about their feelings
- suggest doing enjoyable activities together
- offer help with small tasks they may find difficult
- share information about mental health resources
- encourage healthy habits like regular sleep, eating well, and staying active

**AC3.3: Situations when it is better to seek professional or emergency help, for example:**

- if the person talks about wanting to harm themselves or others
- if they mention feeling suicidal or making plans to end their life
- when their mental health worsens despite your support
- if you feel unable to handle the situation or are unsure how to help
- when they are behaving in a way that poses a risk to their safety or
- if they experience severe confusion or disorientation
- in cases of extreme distress, such as panic attacks or breakdowns
- if the person providing support initially feels unconfident/out of their depth/unable to provide support

**AC4.1: Support, for example:**

- General Practitioner (GP)
- counsellors or therapists
- helplines
- community groups
- online resources
- workplace support
- charities and organisations

## 4. Centre Recognition and Qualification Approval

### 4.1 Qualification-specific centre requirements

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Centres must provide sufficient devices available for candidates to undertake the online test. Centres must also ensure that hardware and systems meet the minimum requirements for the delivery of this online test, details of which are available on the Gateway Qualifications website:

<https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/external-assessment/online-assessment-system-and-hardware-requirements/>

Please note that the online assessment platform does not support tablet/mobile devices.

Centres will be subject to external monitoring to ensure compliance to centre recognition terms and conditions.

### 4.2 Qualification-specific tutor requirements

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The centre must provide staff with appropriate inductions and professional development (including a development plan) to ensure staff can maintain their expertise and competence for the delivery of these qualifications. The centre must ensure that staff involved with a qualification will fully understand the relevant qualification specification provided by Gateway Qualifications and will comply with its provisions.

Guidance on staffing requirements can be found in the Centre Handbook:  
<https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/centre-handbook/quality-compliance/>

### 4.3 Supervision arrangements

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The Centre must ensure that learners are supervised whilst taking the online assessment.

The Teacher/Tutor can act as the supervisor.

The Centre must ensure that:

- all candidates are within direct sight of the supervisor throughout the assessment
- display materials which might provide assistance are removed or covered
- candidates do not have access to e-mail, the internet or mobile phones
- candidates complete their work independently and that interaction with other candidates does not occur
- staff supervising the assessment are familiar with any specific instructions relating to the assessments
- learners are not offered any advice or assistance other than accessing the assessment.

## 5. Quality Assurance

The quality assurance process for the qualification is risk-based external quality assurance monitoring, which includes reviews of the centres' compliance with the requirements within this qualification specification and the centre agreement terms and conditions.

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

### 5.1 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:

- carrying out an annual compliance visit
- validating the centre's procedures for delivery of qualifications and assessment
- completing reports for each visit with clear action points where needed
- 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 using Gateway Qualifications' risk assessment criteria, and gives a high/medium/low risk rating in each of the following categories where appropriate:

- centre resourcing and arrangements: this includes consideration of centre staffing, induction and training, policies and compliance with our centre agreement
- internal assessment and delivery: including reference to staff knowledge and skills, understanding of requirements, appropriateness of delivery arrangements including schemes of work. Furthermore, the delivery of external assessments including invigilation, conduct of assessments and confidentiality (where appropriate)
- internal quality assurance: covering IQA procedures, whether staff are appropriately trained, and standardisation arrangements in place (if applicable)
- learner experience: that embraces appropriateness of initial assessment and learners being on the correct programme, learner induction and course support

EQAs arrange quality monitoring visits to all recognised centres. 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 completion 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.

EQAs will request information from the centre in advance of a planned visit to help inform the evidence to be reviewed during the visit. Centres are obliged to comply with any requests for access to premises, people and records for the purposes of the monitoring visit. If a centre fails to provide access, then Gateway Qualifications will take appropriate action.

Once a visit date has been agreed, the centre should ensure that the appropriate members of staff attend the meeting, all requested documentation is provided and access to qualification, learner and staff records is available.

If a centre cancels a pre-arranged monitoring visit at short notice the EQA must be satisfied that there was a legitimate reason for the cancellation. If this cannot be established, Gateway Qualifications reserves the right to withhold certification claims until a monitoring visit is completed.

Following the visit, the EQA completes a monitoring report which will be sent to the centre for reference afterwards.

The frequency of the quality monitoring visits will be determined by the volume of learner registrations and the actions arising from previous monitoring activity.

Centres found in breach of these procedures may be subject to sanctions by Gateway Qualifications. Please refer to the Gateway Qualifications Sanctions Policy.

## **5.2 Quality assuring centre assessment conditions**

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The external quality assurance process for this qualification involves a risk-based approach where sampling of documentation supporting the compliance of required assessment conditions 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 delivery and assessment conditions, who will consider whether the sample provides evidence of the following:

- that any requirements set out in the units 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 to the learner, and by the IQA to the tutor

The EQA will complete the report and make it available to the Centres once the sampling activity has been completed.

## **5.3 Internal quality assurance**

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As assessments are externally marked, there is no requirement for centres to operate an internal quality assurance process. Centres must, however, ensure that the requirements set out in this specification are met.

## **5.4 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 contents of Gateway Qualifications' [Malpractice and Maladministration Policy and Procedure](#).

## 5.5 Recognition of prior learning

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Recognition of prior learning does not apply for this qualification.

## 5.6 Reasonable adjustments and special considerations

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Gateway Qualifications understands its requirement as an awarding organisation to make reasonable adjustments for learners with a disability (in accordance with the Equality Act 2010) in order that they are not at a substantial disadvantage in comparison to someone who does not have a disability. .

Gateway Qualifications has identified reasonable adjustments permissible for the Mental Wellbeing online assessment as detailed below. A reasonable adjustment is unique to an individual and therefore may not be included in the list of available access arrangements.

Centres do not need to apply to Gateway Qualifications for approval of reasonable adjustments unless adaptation of online assessment material is required. All reasonable adjustments made by the centre must be recorded on the Gateway Qualifications' Reasonable Adjustments Form and should be made available to Gateway Qualifications upon request.

Additional time up to 30 minutes and formatting changes can be made directly within the Surpass system by the centre without formal approval by Gateway Qualifications. Further guidance is available on the Gateway Qualifications website: [Surpass administrator and invigilator guidance for centres](#). For any other adjustments, centres will need to apply to Gateway Qualifications. Guidance on this process can be found [Reasonable Adjustments and Special Consideration Centre Guidance](#) on the Gateway Qualifications website.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials
- adaptation of the physical environment for access purposes
- adaptation to equipment
- assessment material in an enlarged format or Braille
- assessment material in different colour format or in audio format
- British Sign Language (BSL)
- changing or adapting the assessment method
- changing usual assessment arrangements
- extra time
- language modified assessment material
- practical assistant
- prompter
- providing assistance during assessment
- reader
- scribe

- transcript
- use of assistive software
- using assistive technology
- use of CCTV, coloured overlays, low vision aids
- use of a different assessment location
- use of ICT/responses using electronic devices

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular learner may be unique to that individual and may not be included in the list of available access arrangements specified above.

### **Special Considerations**

Requests for special consideration should be submitted as soon as possible after the assessment and no later than 5 working days after the assessment. Please refer to the [Reasonable Adjustments and Special Consideration Policy](#) for circumstances where requests for special consideration may be accepted after the results of assessment have been released.

## **5.7 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.

## 6. Learner Registration and Results

### 6.1 Re-sitting an assessment

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Learners may re-sit the assessment. In order to schedule a re-sit, centres will need to use the Quartzweb online portal and schedule a new assessment. This is available once results are released following the initial sitting.

There is no minimum time between assessment attempts although learners should be given adequate opportunity to improve their knowledge before re-sitting the assessment.

Please see [Section 4.7 Learner registration and assessment booking](#).

### 6.2 Awarding

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The qualifications will be awarded as Pass or Fail. Learners must achieve the assessment criteria to be awarded a Pass.

### 6.3 Marking and results

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The assessment is marked externally within the online assessment platform. Centres will be able to report from the online assessment platform to determine results.

Certification of learners will follow within published timescales.

### 6.4 Enquiries

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Enquiries about assessment decisions should be made once the centre has followed its internal enquiries and appeal procedures.

Contact details are available on our website:  
<https://www.gatewayqualifications.org.uk/contact-us/>

## 7. 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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