

# QUALIFICATION SPECIFICATION

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English & Maths

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Development

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## Entry Level Certificate in Hair and Beauty Therapy (Entry 3)



This qualification specification covers the following qualification:

Qualification number	Qualification title
<b>603/6473/7</b>	Gateway Qualifications Entry Level Certificate in Hair and Beauty Therapy (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 Certificate in Hair and Beauty Therapy (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  
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Website: [Gateway Qualifications](https://www.gatewayqualifications.org.uk)

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## Introduction

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

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

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

## 1. Qualification overview

### 1.1 Qualification purpose

The purpose of this qualification is to develop learners' knowledge, understanding and practical awareness of the hair and beauty sector. It is designed for learners who wish to explore hair and beauty therapy while building confidence, professional skills and workplace behaviours. Through mandatory units and a wide choice of optional units, including hair and beauty services, employability skills and English or Maths, the qualification supports learners to develop essential sector-specific and transferable skills, preparing them for further study or progression towards employment within the hair and beauty industry.

### 1.2 Aims and objectives

The aim of this qualification is to provide learners with a foundation of knowledge, understanding and practical skills related to hair and beauty therapy. It enables learners to develop an understanding of salon environments, health and safety practices and professional presentation, while allowing them to extend their learning through selected specialist and employability units. The qualification supports progression to further education, training or entry-level roles within the hair and beauty sector.

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

- understand the structure, roles and expectations within the hair and beauty sector
- recognise the importance of health, safety, hygiene and safe working practices in a salon environment
- develop professional behaviour, communication skills and a suitable professional image for salon work
- gain introductory practical experience in selected hair and beauty services
- develop employability skills, including teamwork, communication and customer service, where selected
- strengthen English and/or maths skills relevant to the workplace, where chosen
- follow instructions, routines and salon procedures safely and effectively
- build confidence and readiness to progress to further qualifications, training or employment in hair and beauty therapy

### 1.3 Key information

Qualification summary	
Qualification title	Gateway Qualifications Entry Level Certificate in Hair and Beauty Therapy (Entry 3)
Qualification type	Regulated Qualifications Framework (RQF)
Qualification number	603/6473/7
Learning aim reference number	60364737
Level	Entry Level 3

Guided learning hours (GLH)	152
Total qualification time (TQT)	180
Credit value	18
Sector subject area	7.3 Service Enterprises
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 broad introduction to the Hair and Beauty 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 Entry Level Certificate in Hair and Beauty Therapy (Entry 3) could allow learners to progress onto:

- Level 1 Award/Certificate/Diploma in Hair and Beauty Therapy
- apprenticeships in Hairdressing/Barbering or Beauty Therapy
- employment roles in Hair and Beauty Therapy, for example, Salon Assistant or Beauty Therapist

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 the three units from the Mandatory Group, totalling 6 credits. In addition, they must complete a minimum of 6 credits from Optional Group O1 (Hair and Beauty Therapy) and 6 further credits from either Optional Group O1 (Health and Beauty Therapy) or Optional Group O2 (Employability Skills [O2a], English [O2b] and Maths [O2c]). Learners cannot include more than one unit with the same or similar title.

### Mandatory Group

Unit reference	Unit title	Unit level	Credit value	GLH
H/504/7752	Health and Safety in the Salon Environment	Entry 3	2	20
A/502/3800	Introduction to the Hair and Beauty Sector	Entry 3	2	20
F/502/3801	Presenting a Professional Image in a Salon	Entry 3	2	20

### Optional Group O1 (Hair and Beauty Therapy)

Unit reference	Unit title	Unit level	Credit value	GLH
J/502/3797	Basic Make-up Application	Level 1	3	30
Y/600/4875	Create a Hair and Beauty Image	Level 1	3	30
T/502/3469	Create an Image using Colour for the Hair and Beauty Sector	Entry 3	3	30
D/504/7720	Evening Make Up	Level 1	3	30
*R/502/3804	Hair Plaiting	Entry 3	3	30
K/502/3467	Hand Care	Entry 3	3	30
K/502/3470	Nail Art Application	Level 1	3	30
*Y/502/3805	Plaiting and Twisting Hair	Level 1	3	30
R/600/6334	Salon Reception Duties	Level 1	3	22
K/504/7705	Setting Up for Hair and Beauty Services	Level 1	2	20
L/502/3753	Shampoo and Conditioning	Entry 3	3	30
Y/502/3464	Skin Care	Entry 3	3	30
A/502/3795	Styling Men's Hair	Level 1	3	30
F/502/3796	Styling Women's Hair	Level 1	3	30

\*The following units are barred against each other:

Unit reference	Unit title	Unit level
R/502/3804	Hair Plaiting	Level 1
Y/502/3805	Plaiting and Twisting Hair	Level 1

### Optional Group O2a (Employability Skills)

Unit reference	Unit title	Unit level	Credit value	GLH
A/617/4047	Applying for a Job	Entry 3	2	20
K/617/4061	Career Planning	Entry 3	2	20
T/617/4080	Communication Skills for Work	Entry 3	3	30
K/650/2071	Community Environment Project	Entry 3	3	30
L/617/4070	Conduct at Work	Entry 3	2	20
D/617/4073	Customer Service Skills	Entry 3	2	20
T/617/4158	Digital Skills for Work	Entry 3	3	30
Y/650/2247	Environmental Awareness	Entry 3	3	30
D/617/4087	Exploring and Presenting Enterprise Ideas	Entry 3	3	30
D/617/4090	Exploring Entrepreneurship	Entry 3	2	20

<b>T/617/4094</b>	Health and Safety in the Workplace	Entry 3	2	20
<b>J/650/2214</b>	Improving Sustainability in the Workplace	Entry 3	3	30
<b>R/617/4099</b>	Interview Skills	Entry 3	3	30
<b>J/617/4102</b>	Introduction to Self-Employment	Entry 3	3	30
<b>L/617/4103</b>	Making the Most of Work Placement	Entry 3	3	30
<b>K/617/4108</b>	Negotiation Skills	Entry 3	3	30
<b>R/617/4149</b>	Numeracy Skills for Work	Entry 3	3	30
<b>A/617/4131</b>	Searching for a Job	Entry 3	2	20
<b>L/617/4134</b>	Self-Management Skills for Work	Entry 3	2	20
<b>H/617/4138</b>	Setting and Meeting Work-Related Targets	Entry 3	2	20
<b>J/504/6299</b>	Skills for Creative Thinkers	Entry 3	2	15
<b>A/504/6249</b>	Skills for Effective Participants	Entry 3	2	15
<b>T/504/6248</b>	Skills for Independent Enquirers	Entry 3	2	15
<b>F/504/6902</b>	Skills for Reflective Learners	Entry 3	2	15
<b>M/617/4143</b>	Solving Work-Related Problems	Entry 3	2	20
<b>D/650/2211</b>	Sustainability	Entry 3	3	30
<b>T/650/2075</b>	Taking Personal Responsibility for the Environment	Entry 3	3	30
<b>F/617/4146</b>	Time Management	Entry 3	2	20
<b>R/617/4152</b>	Working in a Team	Entry 3	3	30
<b>T/617/4127</b>	Working Safely	Entry 3	1	10
<b>H/617/4155</b>	Working with Colleagues	Entry 3	2	20

### Optional Group O2b (English)

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

Unit reference	Unit title	Unit level	Credit value	GLH
<b>M/505/6129</b>	Engage in Discussion	Entry 3	2	20
<b>Y/505/6321</b>	Engage in Discussion	Level 1	2	20
<b>H/505/4135</b>	Listen and Respond	Entry 3	2	20
<b>D/505/6319</b>	Listen and Respond	Level 1	2	20
<b>H/505/6127</b>	Read for Information	Entry 3	3	30
<b>L/505/4131</b>	Read for Information	Level 1	3	30
<b>D/505/6126</b>	Read for Purpose and Meaning	Entry 3	3	30
<b>Y/505/6318</b>	Read for Purpose and Meaning	Level 1	3	30
<b>K/505/6128</b>	Speak to Communicate	Entry 3	2	20
<b>R/505/6320</b>	Speak to Communicate	Level 1	2	20

<b>L/505/4159</b>	Write Accurately	Entry 3	3	30
<b>F/505/4160</b>	Write with Accuracy	Level 1	3	30
<b>H/505/6130</b>	Write to Communicate	Entry 3	3	30
<b>D/505/6322</b>	Write to Communicate	Level 1	3	30

### Optional Group O2c (Maths)

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

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

## 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

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

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

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

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

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

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

### 2.2 Assessment language

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

### 2.3 Explanation of assessment terms used in this qualification

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

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

### 3. Unit details

#### 3.1 Mandatory Group units

#### Health and Safety in the Salon Environment

<b>Unit reference:</b>	H/504/7752
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about the risks to health and safety in the salon environment.	1.1 List main risks to health and safety in the salon environment. 1.2 State the importance of following safe and hygienic working practices. 1.3 Give examples of <b>how risks to health and safety can be reduced</b> .
2. Know about responsibilities for health and safety in the salon environment.	2.1 State the employers' responsibilities for the safety of employees and customers in the salon. 2.2 Outline <b>employee's responsibility for their own safety and that of colleagues and customers</b> .
3. Know the importance of emergency procedures in the salon environment.	3.1 List situations that require emergency procedures. 3.2 Give examples of procedures for given <b>emergency situations</b> .

#### Indicative content:

##### AC1.3: How risks to health and safety can be reduced, for example:

- housekeeping and cleanliness
- equipment and tools
- personal hygiene and appearance
- use and storage of products
- working practices

**AC2.2: Employee's responsibility for their own safety and that of colleagues and customers, for example:**

- following workplace procedures
- safe use of tools and equipment
- maintaining a safe working area
- reporting concerns
- protecting clients and others

**AC3.2: Emergency situations, for example:**

- fire
- chemical spill
- medical emergency

## Introduction to the Hair and Beauty Sector

<b>Unit reference:</b>	A/502/3800
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know the career opportunities within the hair and beauty sector.	1.1 State job roles in the hair and beauty sector. 1.2 State the main career opportunities available in the hair and beauty sector.
2. Know the main hairdressing services and beauty treatments.	2.1 Identify different types of salon. 2.2 List the main hairdressing services offered by salons. 2.3 List the main beauty treatments offered by salons.

## Presenting a Professional Image in a Salon

<b>Unit reference:</b>	F/502/3801
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to present a professional image in a salon.	1.1 Present a <b>professional image</b> in a salon environment.  1.2 State the personal hygiene required for working in a salon.
2. Be able to communicate and behave in a salon environment.	2.1 State how to communicate and behave in a salon environment.  2.2 Communicate and behave professionally in a salon environment.

### Indicative content:

#### AC1.1: Professional image, for example:

- wear clean and tidy clothing or uniform
- wear closed-toe shoes
- maintain a neat hairstyle
- use positive body language, smile, and make eye contact
- be polite and friendly when interacting with clients and colleagues
- keep workstations clean and organised

### 3.1 Optional Group O1 (Hair and Beauty Therapy) units

#### Basic Make-Up Application

<b>Unit reference:</b>	J/502/3797
<b>Unit level:</b>	Level 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for makeup.	1.1 State the factors that could influence the choice of basic make-up products and techniques. 1.2 State the importance of the preparation procedures for applying basic make-up. 1.3 Prepare for applying basic make-up. 1.4 Select products, tools and equipment. 1.5 State how and when to use products, tools and equipment for basic make-up.
2. Be able to carry out make up.	2.1 State basic skin types. 2.2 State the basic structure and function of the skin. 2.3 State the bone structure of the face. 2.4 Prepare the face. 2.5 Apply basic make-up products. 2.6 Remove basic make-up. 2.7 Follow safe and hygienic working practices. 2.8 Communicate and behave in a professional manner.

#### Assessment guidance:

**LO1 and LO2:** Learners are required to be able to carry out a visual inspection of the skin and know how to identify skin types, skin disorders, and allergies. Carry out basic skin preparation, including cleansing, toning and moisturising, choose suitable products, tools and equipment for application, etc.

## Create a Hair and Beauty Image

<b>Unit reference:</b>	Y/600/4875
<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 an image.	1.1 Access sources of information for creating an image. 1.2 Identify sources of information for creating an image. 1.3 State the importance of researching when developing a plan for creating an image. 1.4 Prepare and develop a plan for creating an image. 1.5 Describe how to develop a plan for creating a range of images.
2. Be able to create an image.	2.1 Develop the image. 2.2 State the importance of developing an image. 2.3 Describe ways of effectively presenting a created image. 2.4 Produce and present the final image. 2.5 Follow safe working practices. 2.6 Outline the safety considerations that must be taken into account.

### Assessment guidance:

This unit should be delivered in a realistic learning environment. The word client can be related to friends, peers, mannequins and does not need to be carried out on paying clients or within commercial timescales. Independent assessment of practical skills and knowledge and understanding is required.

## Create an Image using Colour for the Hair and Beauty Sector

<b>Unit reference:</b>	T/502/3469
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know the colour spectrum.	1.1 State the primary colours. 1.2 State the secondary colours. 1.3 Outline the colour spectrum and its use in the hair and beauty industries.
2. Be able to use the colour spectrum in the hair and beauty industries.	2.1 Create an image using colour.

## Evening Make Up

<b>Unit reference:</b>	D/504/7720
<b>Unit level:</b>	Level 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the factors to consider when creating evening make-up looks.	1.1 Outline factors to be considered when creating evening make-up looks.  1.2 List health and safety considerations in applying make-up.
2. Know different make up techniques, equipment and materials to create evening make-up looks.	2.1 Outline techniques that may be used to apply evening make-up.  2.2 Give examples of equipment and materials required to create evening make-up looks.
3. Be able to present an evening make-up look for a given occasion.	3.1 Use a style board to present the design for an evening make-up look, including: <ul style="list-style-type: none"> <li>• a description of the occasion</li> <li>• a visual or written description of the design</li> <li>• a list of any products required for the chosen design</li> <li>• a note of techniques used to achieve.</li> </ul>
4. Be able to apply and remove evening make-up.	4.1 Prepare model for application of make-up.  4.2 Apply evening make-up using basic make up products to create chosen look taking account of health and safety issues.  4.3 Remove make-up and cleanse skin.

## Hair Plaiting

<b>Unit reference:</b>	R/502/3804
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for basic hair plaiting service.	1.1 Prepare for hair plaiting service. 1.2 Select products and tools for plaiting. 1.3 State the procedure for client preparation.
2. Be able to carry out basic hair plaiting techniques.	2.1 State when and how to use products, tools and equipment. 2.2 Carry out a plaiting technique. 2.3 Follow safe and hygienic working practices. 2.4 Communicate and behave in a professional manner.

### Assessment guidance:

**LO1 and LO2:** The plaiting techniques include on or off the scalp plaits.

**Please note that this unit is barred against unit Y/502/3805 – Plaiting and Twisting Hair (Level 1)**

## Hand Care

<b>Unit reference:</b>	K/502/3467
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for a basic hand care treatment.	1.1 Prepare for a basic hand care treatment. 1.2 State the procedure for client preparation. 1.3 Select products and tools for a hand care treatment.
2. Be able to provide basic hand care treatment.	2.1 Identify typical nail shapes and basic nail structure. 2.2 Carry out a basic hand care treatment. 2.3 Follow safe and hygienic working practices. 2.4 Communicate and behave in a professional manner.

## Nail Art Application

<b>Unit reference:</b>	K/502/3470
<b>Unit level:</b>	Level 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for nail art techniques.	1.1 Prepare for basic nail art techniques. 1.2 Select products, tools and equipment for basic nail art techniques. 1.3 Design a 2D nail art image. 1.4 State the factors that could influence the choice of basic nail art techniques. 1.5 State the importance of the preparation procedures for basic nail art techniques. 1.6 State the products and basic techniques used in nail art.
2. Be able to carry out nail art techniques.	2.1 Carry out basic nail art techniques adapting the 2D nail art image to a 3D surface. 2.2 Follow safe and hygienic working practices. 2.3 Communicate and behave in a professional manner.

### Assessment guidance:

**LO1 and LO2:** Techniques to include striping and colour blending. Products include transfers, glitter, enamels, gems and foils.

## Plaiting and Twisting Hair

<b>Unit reference:</b>	Y/502/3805
<b>Unit level:</b>	Level 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for basic plaiting and twisting hair.	1.1 Identify a range of finished looks that use plaiting and twisting techniques. 1.2 Prepare for plaiting and twisting techniques. 1.3 State the importance of the preparation procedures for plaiting and twisting techniques. 1.4 State the factors that influence the choice of plaiting and twisting techniques. 1.5 Select products and tools for plaiting and twisting techniques. 1.6 State when and how to use products, tools and equipment.
2. Be able to carry out basic hair plaiting and twisting techniques.	2.1 Carry out plaiting and twisting techniques with and without decoration. 2.2 Provide home care advice. 2.3 Follow safe and hygienic working practices. 2.4 Communicate and behave in a professional manner. 2.5 State the purpose of home care advice.

### Assessment guidance:

**LO1 and LO2:** Plaiting techniques to include on and off the scalp plaits and twists.

Please note that this unit is barred against unit R/502/3804 – Hair plaiting (Entry 3)

## Salon Reception Duties

<b>Unit reference:</b>	R/600/6334
<b>Unit level:</b>	Level 1
<b>GLH:</b>	22
<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 salon reception duties.	1.1 Present a positive image of them self and the salon. 1.2 Communicate and behave in a professional manner. 1.3 Record and pass on information accurately and clearly. 1.4 Maintain client confidentiality. 1.5 Outline the need to present a positive image. 1.6 Outline typical salon reception duties. 1.7 List features of a well-run reception service. 1.8 State the importance of maintaining client confidentiality. 1.9 Identify payment methods used for salon services. 1.10 State how to communicate and behave within a salon environment.
2. Be able to record salon appointments.	2.1 Record salon appointments for a variety of services. 2.2 Outline how to record appointments for a variety of services. 2.3 List the basic information required from the client. 2.4 Identify the different systems for recording appointments.

	2.5 Outline factors to consider when agreeing appointments.
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**Assessment guidance:**

This unit should be delivered in a realistic learning environment. The word client can be related to friends, peers, mannequins and does not need to be carried out on paying clients or within commercial timescales.

## Setting Up for Hair and Beauty Services

<b>Unit reference:</b>	K/504/7705
<b>Unit level:</b>	Level 1
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know the importance of preparation before carrying out hair and beauty services.	1.1 Outline why it is important to set everything up before carrying out hair and beauty services.
2. Know the preparation and equipment required for hair and beauty services.	2.1 Outline the equipment required for given hair and beauty services. 2.2 Describe any preparations necessary for specified hair and beauty services.
3. Be able to assist stylist/beautician in providing hair and beauty services.	3.1 Select equipment for service to be provided and layout as required. 3.2 Prepare client for treatment/styling including selecting appropriate protective clothing.

## Shampoo and Conditioning

<b>Unit reference:</b>	L/502/3753
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for shampoo and conditioning.	1.1 Prepare the client for shampooing and conditioning.  1.2 State the procedure for client preparation.  1.3 Select products and tools for shampoo and conditioning.
2. Be able to shampoo, condition and towel dry hair.	2.1 Shampoo and condition hair.  2.2 Towel dry and detangle hair.  2.3 State the effects of shampooing and conditioning on the hair.  2.4 State the basic structure of the hair.  2.5 Follow safe and hygienic working practices.  2.6 Communicate and behave in a professional manner.  2.7 State the main hair types and conditions.

## Skin Care

<b>Unit reference:</b>	Y/502/3464
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for basic skin care treatment.	1.1 Prepare for a skin care treatment. 1.2 State the procedure for client preparation. 1.3 Select products and materials for a basic skin care treatment.
2. Be able to provide basic skin care treatment.	2.1 State the main skin types. 2.2 Carry out a basic skin care treatment. 2.3 Follow safe and hygienic working practices. 2.4 Communicate and behave in a professional manner.

## Styling Men's Hair

<b>Unit reference:</b>	A/502/3795
<b>Unit level:</b>	Level 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for styling for men.	1.1 Identify basic styling techniques for men's hair. 1.2 State the factors that influence the choice of hair styling techniques for men. 1.3 State the importance of the preparation procedures for styling men's hair. 1.4 Prepare for styling men's hair.
2. Be able to provide styling for men.	2.1 State the purpose of hair styling and finishing products, tools and equipment. 2.2 Select appropriate products, tools and equipment. 2.3 Style men's hair using basic styling techniques. 2.4 Follow safe and hygienic working practices. 2.5 Communicate and behave in a professional manner.

## Styling Women's Hair

<b>Unit reference:</b>	F/502/3796
<b>Unit level:</b>	Level 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for styling for women.	1.1 Identify basic techniques for styling women's hair. 1.2 State the factors that influence the choice of hair styling techniques for women. 1.3 State the importance of the preparation procedures for styling women's hair. 1.4 Prepare for styling women's hair.
2. Be able to provide styling for women.	2.1 State the purpose of hair styling and finishing products, tools and equipment. 2.2 Select appropriate products, tools and equipment. 2.3 Style women's hair using basic techniques. 2.4 Follow safe and hygienic working practices. 2.5 Communicate and behave in a professional manner.

## 3.2 Optional Group O2a (Employability Skills) units

### Applying for a Job

<b>Unit reference:</b>	A/617/4047
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare a job application.	1.1 Extract key details about a specific job from information provided to applicant by the employer.  1.2 Identify relevant information needed for a job application form.  1.3 Complete a straightforward job application form, so that information provided is clear to the prospective employer and presents self in a positive way.  1.4 Write a covering letter for a job application following given conventions for letter-writing.
2. Be able to prepare a CV.	2.1 Insert key, relevant information into a given CV template.

#### Assessment guidance:

The 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' awareness of:

- typical application methods/processes associated with the job roles/sectors in which they are interested
- the different types of information provided to applicants by employers as part of the job application process
- the importance of making a good first impression through a job application

## Career Planning

<b>Unit reference:</b>	K/617/4061
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to find out about different career options.	1.1 Use given sources of information, advice and guidance on careers to select areas of work relevant to own skills, interests and qualities.
2. Be able to assess career options.	2.1 Identify job roles in chosen area(s): <ul style="list-style-type: none"> <li>• for which they already have appropriate skills, training and experience</li> <li>• where they would need further training, opportunity to develop skills and experience before applying.</li> </ul>
3. Be able to plan goals for future career.	3.1 State what they want to achieve in the future in relation to their career.  3.2 Plan a simple timescale for achieving career goals.  3.3 Identify key actions to be undertaken, for example further study, courses, qualifications to be taken, applications in order to work towards and achieve goals.

## Communication Skills for Work

<b>Unit reference:</b>	T/617/4080
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Use written communication in a work context.	1.1 Create clear and accurate written documents. 1.2 Accurately complete forms and use given templates.
2. Use oral communication in a work context.	2.1 Communicate with colleagues and managers, using appropriate language. 2.2 Communicate in one-to-one and group situations. 2.3 Actively listen to what others say. 2.4 Answer straightforward questions and queries relating to work.

### Assessment guidance:

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

- the importance of clear and appropriate communication at work
- the variety of work-related situations that involve communication

## Community Environment Project

<b>Unit reference:</b>	K/650/2071
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to select a focus for a community environment project.	1.1 Agree a focus for a project to help <b>community</b> improve the <b>environment</b> .
2. Be able to communicate the benefits of engaging in a community environment project.	2.1 Give <b>reasons why</b> community members should get involved in the project.
3. Be able to plan a community environment project.	3.1 Create a timeline of key actions.
4. Be able to participate in a community environment project.	4.1 Carry out agreed actions.
5. Be able to review a community environment project.	5.1 State what <b>improvements</b> were made through the project. 5.2 Identify what <b>went well and what did not</b> . 5.3 Make suggestions for further environmental improvement projects for the community.

### Indicative content:

#### AC1.1: Community, for example:

- class or year group
- school/college
- group of neighbours
- football team

#### AC1.1: Environment, for example:

- improvement to local wildlife/nature
- improvement to air/water quality
- improvement to the wider environment

**AC2.1: Reasons why, for example:**

- project impact for the community, for example, a cleaner playground, more people walking rather than driving, reduced use of single-use plastics
- project impact for the environment, for example, reduced carbon emissions, greater use of sustainable resources, protection for vulnerable species

**AC5.1: Improvements, for example:**

- doubling of the amount of recycling put out by a group of neighbours
- plastic straws no longer available in the college canteen
- an insect 'hotel' now installed in the wildlife area of the park

**AC5.2: Went well and what did not, for example:**

- meeting project aims
- number of people who got involved
- deadlines hit
- actions completed

**Assessment guidance:**

**AC1.1:**

- Learners can work individually or as a group on the same project; all projects must involve the learner and members of their community
- Focus to be agreed with tutor/assessor as feasible/suitable for a community project but could be any of a wide range of possibilities, for example, a community clean-up of local park or river; a campaign/activity to increase recycling on their street; a class commitment to reduce/stop use of disposable items such as coffee cups with research into alternatives

## Conduct at Work

<b>Unit reference:</b>	L/617/4070
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to conduct self appropriately in a work setting.	1.1 Follow given codes of conduct (e.g. for personal presentation, time-keeping). 1.2 Interact appropriately with others. 1.3 Apply sufficient effort to enable them to complete tasks set to the standard required. 1.4 Seek help or clarification when required.
2. Be able to review own conduct in a work setting.	2.1 Identify aspects of own conduct which meet expectations of a work setting. 2.2 Identify aspects of own conduct that need improvement.

### Assessment guidance:

The focus of the assessment for this unit is on demonstrating positive attitudes and behaviours. However, it is expected that the underpinning teaching and learning will help develop learners' awareness of

- the importance of appropriate conduct at work
- expectations of employers in relation to employees' attitudes and behaviours.

## Customer Service Skills

<b>Unit reference:</b>	D/617/4073
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about good customer service.	1.1 Identify some characteristics of effective customer service. 1.2 Give reasons why it is important to offer good customer service.
2. Be able to interact with customers.	2.1 Greet customers politely. 2.2 Respond appropriately to routine customer queries and requests.
3. Be able to perform customer service tasks.	3.1 Follow instructions to complete routine customer service tasks.

## Digital Skills for Work

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

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to 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"> <li>• safe and responsible use of devices and the internet at work</li> <li>• reporting anything suspicious or offensive</li> <li>• protecting own health and wellbeing while using devices.</li> </ul>
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.

## Environmental Awareness

<b>Unit reference:</b>	Y/650/2247
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know how and why the climate is changing.	1.1 Give examples of changes in <b>weather patterns</b> linked to climate change. 1.2 Identify the main ways in which <b>industries are causing climate change</b> .
2. Know about the effects of climate change on plants, animals and people.	2.1 Give examples of the <b>negative effect of climate change on animals and plants</b> . 2.2 State how <b>climate change is making life more difficult for people</b> in different parts of the world.
3. Know about the carbon footprint.	3.1 Give a definition of 'carbon footprint'. 3.2 Identify the <b>main factors</b> that make up a carbon footprint. 3.3 Use a given carbon footprint calculator to identify own impact on the environment.
4. Know how individuals and businesses can reduce their carbon footprint.	4.1 Identify practical <b>steps to reduce own carbon footprint</b> . 4.2 Give examples of <b>ways businesses can reduce their carbon footprint</b> .

### Indicative content:

#### AC1.1: Weather patterns, for example:

- droughts
- floods
- extreme heatwaves

**AC1.2: Industries are causing climate change, for example:**

- through fossil fuel use:
  - retail – use of petrol/diesel in delivery vehicles
  - food industry – use of gas/oil/electricity in ovens

**AC2.1: Negative effect of climate change on animals and plants, for example:**

- Polar bears (loss of sea ice)
- African elephants (availability of drinking water).
- Sea turtle (affected by changing water temperature)
- Wheat (temperature too hot in many places where it's currently grown, like India)
- Peaches (need very cold winters to trigger flowers)

**AC2.2: Climate change is making life more difficult for people, for example:**

- loss of property and homes through fire
- loss of property and homes through flood
- heatwaves effect on health and long-term ability to remain in a place, livelihoods
- rising sea levels affecting island dwellers

**AC3.2: Main factors, for example:**

- energy use at home and when travelling
- things you buy.

**AC4.1: Steps to reduce own carbon footprint, for example:**

- walk or take public transport to college/work
- reduce fast food consumption
- buy some clothes second hand

**AC4.2: Ways businesses can reduce their carbon footprint, for example:**

- A florist using fewer imported flowers, cutting down on air miles/fuel use
- A café encouraging the use of re-usable cups, cutting down on emissions from making plastic cups

**Assessment guidance:**

**AC3.3:** A range of free-to-use calculators are available online. WWF Footprint Calculator <https://footprint.wwf.org.uk/> maybe most suitable for Entry Level 3 learners.

## Exploring and Presenting Enterprise Ideas

<b>Unit reference:</b>	D/617/4087
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to discuss ideas for an enterprise activity.	1.1 Discuss own enterprise ideas and the ideas of others.
2. Be able to select an enterprise idea.	2.1 State the main advantages and disadvantages of different enterprise ideas. 2.2 Choose an enterprise idea which has the potential to be successful.
3. Be able to present an idea for an enterprise activity to others.	3.1 Describe the key elements of a selected enterprise activity to others.

## Exploring Entrepreneurship

<b>Unit reference:</b>	D/617/4090
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know what makes a successful entrepreneur.	1.1 Describe what it means to be an 'entrepreneur'.  1.2 Identify the main skills needed to be a successful entrepreneur.
2. Be able to assess own suitability for enterprise.	2.1 List the enterprise skills they possess.  2.2 List enterprise skills they would need to develop to be a successful entrepreneur.  2.3 Use information on their current skills to assess their suitability for enterprise.

## Health and Safety in the Workplace

<b>Unit reference:</b>	T/617/4094
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about roles and responsibilities for health and safety in the workplace.	1.1 State key examples of what an employee can expect of their employer in relation to health and safety.  1.2 State the person(s) who is/are responsible for health and safety in a specific workplace.  1.3 Give examples of health and safety information in the workplace.
2. Know how to identify and control risks from hazards in the workplace.	2.1 State some common hazards in the workplace.  2.2 Outline the possible harm these hazards could cause.  2.3 Give examples of ways to eliminate or minimise hazards.
3. Know procedures for responding to accidents and incidents in the workplace.	3.1 Identify who to report hazards and risks to in the workplace.  3.2 Give examples of arrangements that are in place for emergencies and first aid.  3.3 Identify key actions that might need to happen following an accident or incident in the workplace.

## Improving Sustainability in the Workplace

<b>Unit reference:</b>	J/650/2214
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to identify an area of a business in need of improvement in terms of sustainability.	1.1 Select an <b>area of a workplace where current practices are not supporting sustainability</b> as well as they could.
2. Be able to identify processes, practices or resources to support improvement in terms of sustainability.	2.1 Outline <b>changes</b> that a workplace could make in a chosen area to <b>improve sustainability</b> .
3. Be able to develop and present a project plan to support improvement in terms of sustainability.	3.1 Create a basic project plan with key actions. 3.2 Present project plan so key actions and reasons they are needed are clear.

<b>Indicative content:</b>
<p><b>AC1.1: Area of a workplace where current practices are not supporting sustainability, for example:</b></p> <ul style="list-style-type: none"> <li>• approach to recycling</li> <li>• energy waste</li> </ul>
<p><b>AC2.1: Changes, for example:</b></p> <ul style="list-style-type: none"> <li>• ways of working</li> <li>• introduction of new products</li> </ul> <p><b>AC2.1: Improve sustainability, for example:</b></p> <ul style="list-style-type: none"> <li>• reducing waste</li> <li>• reducing pollution</li> <li>• reducing energy consumption</li> <li>• using sustainable materials</li> </ul>

## Interview Skills

<b>Unit reference:</b>	R/617/4099
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to prepare for an interview.	1.1 Identify key information about the employer and/or place of work. 1.2 Identify main tasks and activities associated with the job role or placement. 1.3 Prepare answers to a given set of questions likely to be asked at the interview. 1.4 List appropriate questions to ask at interview.
2. Be able to plan how to get to and present self at the interview.	2.1 Identify from information provided, the time and place where the interview will be held. 2.2 Plan a route and means of transport to travel to the interview. 2.3 Select an appropriate outfit.
3. Be able to present self positively at an interview.	3.1 Demonstrate appropriate personal presentation 3.2 Demonstrate positive non-verbal communication in an interview. 3.3 Give clear, straightforward answers to the questions asked.
4. Be able to review own performance in an interview.	4.1 Identify what went well in the interview and what did not.

### Assessment 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' awareness of:

**Assessment guidance:**

- the importance of preparing for an interview, including planning how to get there and what to wear
- what employers are looking for when they carry out interviews.

## Introduction to Self-Employment

<b>Unit reference:</b>	J/617/4102
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about self-employment.	1.1 Give examples of different types of products or services that can be offered by self-employed people.  1.2 State some of the key differences between working for yourself and being employed by someone else.  1.3 List some key advantages and disadvantages of self-employment.
2. Know about planning for self-employment.	2.1 Identify the key areas to consider when planning to be self-employed.  2.2 Identify sources of support for preparing for self-employment.
3. Know about income and expenditure.	3.1 Identify the main sources of income for a possible business.  3.2 Identify the main types of expenditure for a possible business.

## Making the Most of Work Placement

<b>Unit reference:</b>	L/617/4103
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to prepare for a work placement.	1.1 Identify key information about work placement setting. 1.2 Identify specific arrangements for first day of placement. 1.3 Identify different tasks they are likely to be required to do as part of the work placement. 1.4 Identify basic expectations of employer, such as for behaviour, personal presentation or time-keeping. 1.5 Identify possible issues that might arise on work placement and appropriate sources of support for resolving these in the setting and external to it.
2. Be able to set goals for a work placement.	2.1 Set goals for the work placement which are relevant to the setting and to their own ambitions for employment.
3. Be able to review a work placement.	3.1 State what went well during the work placement and what they could improve on. 3.2 Identify some of the things they have learned while on placement. 3.3 With guidance, set realistic goals relating to employability, which build on learning from the work placement.

### Assessment 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' awareness of:

**Assessment guidance:**

- the purpose of work placement and its role in improving employability skills and extending knowledge of future options for employment
- how preparation will improve their experience on placement
- common expectations in relation to attitudes and behaviours in the workplace
- possible issues that might arise while on placement and the importance of resolving these promptly.

## Negotiation Skills

<b>Unit reference:</b>	K/617/4108
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to communicate own wants, needs and views to others.	1.1 State own wants, needs and/or views in relation to a specific situation. 1.2 Give reasons for own wants, needs and/or views.
2. Be able to respond to the objections or queries of others.	2.1 Give answers which clarify wants, needs, and/or views, or reasons for these, when challenged by others.
3. Be able to discuss the wants, needs or views of others.	3.1 Actively listen to opposing standpoints of other party or parties in relation to a specific situation. 3.2 State where they agree and disagree with others, giving reasons
4. Be able to suggest ways forward at the end of a negotiation process.	4.1 Identify possible solutions, relevant to a specific situation, which take into account the wishes and views of others as well as their own.

### Assessment 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' awareness of:

- when negotiation may be necessary
- ways to compromise

## Numeracy Skills for Work

<b>Unit reference:</b>	R/617/4149
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to select appropriate numeracy skills in a work context.	1.1 Select the appropriate numeracy skills needed to carry out simple, practical workplace tasks of a routine nature.
2. Be able to apply appropriate numeracy skills in a work context.	2.1 Apply appropriate numeracy skills to routine workplace tasks or situations. 2.2 Use simple checking procedures.
3. Be able to use the results in situations where they have applied numeracy skills in a work context.	3.1 Use findings relating to routine workplace tasks to make an appropriate recommendation or take a relevant action (e.g. to order the right amount of paint).

### Assessment 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' awareness of:

- the relevance of numeracy skills to the types of work in which they are involved or to which they aspire

## Searching for a Job

<b>Unit reference:</b>	A/617/4131
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to find out about job vacancies.	1.1 Identify different sources of online and offline information about job vacancies. 1.2 Identify key information about specific jobs advertised from the information provided. 1.3 Select job vacancies to match own skills, abilities and interests from given sources of information.
2. Know how to take a pro-active approach to job search.	2.1 State ways in which an individual can make employers aware that they are looking for a job.

### Assessment guidance:

The 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' awareness of:

- the range of on and off-line sources of job vacancy information, and how to identify from the array of jobs listed those which are most suitable for them
- how they can take a pro-active approach to job search, e.g. by dropping into shops or restaurants to ask if there is, or might soon be, work available or emailing employers using an appropriate email address.

## Self-Management Skills for Work

<b>Unit reference:</b>	L/617/4134
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to demonstrate good time-keeping.	1.1 Arrive and leave punctually. 1.2 Work at an appropriate pace and in a focused manner.
2. Be able to work in an organised manner.	2.1 Follow guidelines in relation to tidiness or orderliness (e.g. replacing tools after use). 2.2 Follow guidelines or instructions to equip self appropriately for work.
3. Be able to manage own feelings and behaviours.	3.1 Apply self-management strategies to ensure that behaviours are appropriate to the workplace. 3.2 Ask for help in dealing with difficult situations when necessary.
4. Be able to review own self-management skills.	4.1 Identify positive aspects of own self-management. 4.2 Identify aspects of self-management that need improving.

### Assessment 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' awareness of:

- what is meant by 'self-management' in a work context
- expectations of employers
- the importance of being able to self-manage when at work

## Setting and Meeting Work-Related Targets

<b>Unit reference:</b>	H/617/4138
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to set a personal target relating to work.	1.1 Agree a personal target with an appropriate person.  1.2 Identify actions needed to achieve the personal target.
2. Be able to review progress towards a personal target.	2.1 Recognise whether or to what extent a target has been met.  2.2 Identify, as relevant, factors that <ul style="list-style-type: none"> <li>• have supported progress</li> <li>• are preventing or hindering progress.</li> </ul> 2.3 Identify next steps required towards meeting a personal target and/or setting a new personal target as appropriate.

### Assessment 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' awareness of:

- the role of targets in improving performance
- the importance of tracking progress towards targets.

## Skills for Creative Thinkers

<b>Unit reference:</b>	J/504/6299
<b>Unit level:</b>	Entry 3
<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 Come up with different ideas in response to questions, situations or problems.
2. Be able to work creatively to apply imaginative solutions to issues.	2.1 Explain own ideas to others. 2.2 Actively listen to the ideas of others and ask questions about these ideas. 2.3 Contribute to testing out different solutions.

## Skills for Effective Participants

<b>Unit reference:</b>	A/504/6249
<b>Unit level:</b>	Entry 3
<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 List some issues that affect their communities. 1.2 Describe some of the different ways in which issues affect self and others. 1.3 Suggest some potential solutions to community issues and listen actively to the suggestions of others.
2. Be able to take action to bring about improvements within communities.	2.1 Make a positive contribution to activity to improve community situations for self and others.

## Skills for Independent Enquirers

<b>Unit reference:</b>	T/504/6248
<b>Unit level:</b>	Entry 3
<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 investigations.	1.1 Identify what they need to find out to answer questions or resolve problems. 1.2 Identify some sources of relevant information to help answer questions or resolve problems.
2. Be able to carry out investigations.	2.1 Find out key information, relevant to their investigation, from different sources.
3. Be able to present findings of investigations.	3.1 Describe to others the main things they have found out from an investigation.

## Skills for Reflective Learners

<b>Unit reference:</b>	F/504/6902
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	15
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to identify own strengths and weaknesses.	1.1 List key personal strengths and weaknesses.
2. Be able to set goals for own development.	2.1 Agree appropriately challenging goals for personal development.
3. Be able to reflect on progress and achievement.	3.1 Describe own progress towards goals. 3.2 Respond positively to the views of others on own progress. 3.3 Agree ways to change, improve or build on approach to meeting goals, following a discussion of progress.

## Solving Work-Related Problems

<b>Unit reference:</b>	M/617/4143
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to select solutions to a work-related problem or issue.	1.1 Identify possible solutions to a particular problem or issue affecting self, using own experience and ideas and/or given sources of help, support and guidance.  1.2 Select an appropriate solution to the problem or issue.
2. Be able to apply a strategy to address a work-related problem or issue.	2.1 Take appropriate steps to address a straightforward work-related problem affecting self, once a particular solution has been chosen.

### Assessment 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' awareness of:

- common types of workplace problem
- sources of help in solving problems relating to work.

## Sustainability

<b>Unit reference:</b>	D/650/2211
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know what sustainability means.	1.1 Give a definition of sustainability. 1.2 State how future generations may be <b>affected</b> if people do not live and work in a sustainable way now.
2. Know how human activity is threatening sustainability.	2.1 Identify the biggest <b>threats to sustainability</b> caused by humans.
3. Know how a business or sector is working towards achieving sustainability.	3.1 Identify <b>changes</b> a chosen business or sector has made to help achieve sustainability.

### Indicative content:

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

- limited access to energy sources leading to much higher costs
- more limited availability of (affordable) goods and
- poorer air and water quality leading to increased ill-health

#### AC2.1: Threats to sustainability, for example:

- over-use of non-renewable resources
- practices where potentially renewable resources are used at too fast a pace to allow them to be sufficiently renewed

#### AC3.1: Changes, for example:

- more on-site recycling
- switch to cleaner fuel
- reduced use of plastics
- reduced packaging

## Taking Personal Responsibility for the Environment

<b>Unit reference:</b>	T/650/2075
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to research ways individuals can help fight the climate change.	1.1 Use different <b>sources</b> to find advice on how individuals can live more environmentally friendly lives.
2. Be able to identify ways to reduce own negative impact on the environment.	2.1 List actions they already take to reduce their negative impact on the environment. 2.2 Identify <b>actions or changes to reduce their negative impact on the environment that they could make at home.</b> 2.3 Identify <b>actions or changes to their negative impact on the environment they could make when outside of the home.</b>
3. Be able to implement actions or changes to reduce their negative impact on the environment.	3.1 Agree actions or changes and implement them over a set period of time.
4. Be able to reflect on how effectively they have been in reducing their negative impact on the environment.	4.1 Outline the <b>changes</b> they made and how well they stuck to them. 4.2 State why they chose to make these changes. 4.3 Give examples of other changes they could make to reduce their negative impact on the environment.

### Indicative content:

#### AC1.1: Sources, for example:

- leaflets
- websites

**AC2.1: Actions or changes to reduce their negative impact on the environment that they could make at home, for example:**

- products they could re-use
- recycle or buy/use less of or replace with less harmful alternatives
- eat more sustainably
- energy-saving actions

**AC2.2: Actions or changes to their negative impact on the environment they could make when outside of the home, for example:**

- using public transport
- walking/cycling
- reducing fast food

**AC3.1: Changes, for example:**

- behaviours
- choices
- products bought/used
- means of travel
- new habits

**Assessment guidance:**

**LO2:** Assessment could focus on actions/behaviours on a typical day or across a week including time spent in and out of the home. They should include travel, eating habits, disposing of waste, but may also focus on other areas depending on how learners spend their time.

**LO3:** Need to be realistic in terms of number/range, scale/cost and must be actions/changes where they are empowered to make them.

**LO4:** Across this unit, learners should cover a range of different areas in which they could reduce their impact. Examples of other changes for 4.3 should go beyond the areas they chose to focus on within learning outcomes 2 and 3.

## Time Management

<b>Unit reference:</b>	F/617/4146
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to manage their time while working or studying.	1.1 Arrive for and leave on time. 1.2 Complete short tasks within time set. 1.3 Take breaks in line with given guidelines.
2. Be able to review their time management.	2.1 Identify when they have managed their time effectively and when they have not.

### Assessment 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' awareness of:

- key aspects of time management
- expectations of employers/places of learning in relation to time-keeping

## Working in a Team

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

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to 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 Safely

<b>Unit reference:</b>	T/617/4127
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	10
<b>Credit value:</b>	1
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to identify risks and hazards in a work environment.	1.1 Identify risks and hazards in a specific work environment.
2. Be able to reduce risk of harm to self or others.	2.1 Conduct self in a way that minimises risk or harm to self or others in the work environment.
3. Be able to deal with low-risk hazards in the workplace environment.	3.1 Inform appropriate person of a low-risk hazard. 3.2 Follow instructions to deal with a low risk hazard.

### Assessment guidance:

The focus of the assessment for this unit is on the ability to work safely. However, it is expected that the underpinning teaching and learning will help develop learners' awareness of:

- what constitutes a risk or hazard
- their responsibilities for their own safety and that of others in a work environment
- characteristics of safe working.

## Working with Colleagues

<b>Unit reference:</b>	H/617/4155
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to work positively with colleagues.	1.1 Follow instructions from senior colleagues. 1.2 Carry out responsibilities in line with expectations of peers. 1.3 Use appropriate language and mannerisms when communicating with colleagues at all levels. 1.4 Ask for help from colleagues when needed. 1.5 Respond positively to requests for help from colleagues.

### Assessment guidance:

The focus of the assessment for this unit is on the skills required to work with colleagues. However, it is expected that the underpinning teaching and learning will help develop learners' awareness of:

- the key features of effective working relationships
- the difference between working effectively with peers and with senior colleagues.

### 3.3 Optional Group O2b (English) units

#### Engage in Discussion

<b>Unit reference:</b>	M/505/6129
<b>Unit summary:</b>	In this unit, learners will learn how to engage in discussion and make relevant points.
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to engage in discussion to reach a shared understanding of a topic.	1.1 Follow and understand the main points in discussions on different topics. 1.2 Make relevant contributions at an appropriate point. 1.3 Respect turn-taking conventions. 1.4 Respond appropriately to the contributions of others.

#### Assessment guidance:

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

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

## Engage in Discussion

<b>Unit reference:</b>	Y/505/6321
<b>Unit summary:</b>	In this unit, learners will learn how to engage in discussion with others, in both familiar and unfamiliar situations.
<b>Unit level:</b>	Level 1
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to engage in discussion.	1.1 Make relevant contributions to discussions in familiar and unfamiliar situations.  1.2 In discussion, present information and opinions in a logical sequence.
2. Be able to listen and respond to others in a discussion.	2.1 Actively listen to the contributions of others in a discussion.  2.2 Respect turn taking rights in a sustained discussion.  2.3 Respond to questions from others.  2.4 Use appropriate verbal and non-verbal strategies to clarify and confirm understanding of the contributions of others.  2.5 Use appropriate phrases for interruption.

### Assessment guidance:

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

**LO2:** earners 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 M/505/6129 – Engage in Discussion (Entry 3)**

## Listen and Respond

<b>Unit reference:</b>	H/505/4135
<b>Unit summary:</b>	In this unit, learners will learn how to listen and respond in conversations and discussions.
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to listen and respond in verbal exchanges.	1.1 Follow the gist of spoken communication in different contexts. 1.2 Listen for detail and identify specific information. 1.3 Use visual and verbal feedback signals to aid understanding. 1.4 Respond to spoken information and opinions. 1.5 Respond to questions on familiar topics.

### Assessment guidance:

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

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

## Listen and Respond

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

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

### Assessment guidance:

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

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

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

## Read for Information

<b>Unit reference:</b>	H/505/6127
<b>Unit summary:</b>	In this unit, learners will learn how to read straightforward written sources, including instructional texts, and use a dictionary to gain information.
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to read and obtain information from everyday sources.	1.1 Scan texts to locate information. 1.2 Obtain information through detailed reading. 1.3 Show understanding of straightforward instructional texts. 1.4 Identify common and specialist key words, including words on forms.
2. Be able to use a dictionary to obtain information.	2.1 Find the meaning of unfamiliar words in a simple dictionary. 2.2 Use alphabetical order to support dictionary use.

### Assessment guidance:

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

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

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

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

## Read for Information

<b>Unit reference:</b>	L/505/4131
<b>Unit summary:</b>	In this unit, learners will learn how to read and obtain information from different printed and online sources. They will learn how to use reference materials and spelling strategies to support understanding.
<b>Unit level:</b>	Level 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to read and obtain information from different sources.	1.1 Use organisational and structural features to locate information, for example: paragraphs, contents list, index, menu.  1.2 Locate and understand information from different printed and online sources.  1.3 Use visual cues to locate information, for example keys, symbols, alphabetical order.
2. Be able to use reference sources and spelling strategies.	2.1 Apply knowledge of words to understand unfamiliar vocabulary, for example applying knowledge of word structure, related words, word roots, derivations, borrowings.  2.2 Make use of reference sources to find meanings of unfamiliar words.  2.3 Understand the meaning of typical abbreviations used in reference materials.

### Assessment guidance:

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

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

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

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

## Read for Purpose and Meaning

<b>Unit reference:</b>	D/505/6126
<b>Unit summary:</b>	In this unit, learners will learn how to read and understand purpose and meaning in straightforward texts as well as simple strategies to support understanding.
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to read and understand texts.	1.1 Follow key events in different types of straightforward text. 1.2 Identify the main points and ideas in straightforward texts. 1.3 Identify the purposes of different types of texts. 1.4 Skim title, headings and illustrations for general meaning and purpose.
2. Be able to use simple reading strategies to support understanding.	2.1 Use organisational features, including images to support understanding. 2.2 Use punctuation and capitalisation in texts to aid understanding. 2.3 Use context to work out unfamiliar words. 2.4 Use knowledge of words, spelling and sentence patterns to support understanding for example, nouns, adjectives, connectives, verbs, prefixes and suffixes and plausible meaning.

### Assessment guidance:

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

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

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

## Read for Purpose and Meaning

<b>Unit reference:</b>	Y/505/6318
<b>Unit summary:</b>	In this unit, learners will learn how to read and understand meaning and purpose in a variety of texts. They will also learn to use a range of reading strategies to support understanding.
<b>Unit level:</b>	Level 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to read and understand texts.	1.1 Extract main points and specific details in different continuous texts. 1.2 Follow the main events in descriptive, explanatory and persuasive text.
2. Know how purpose of texts affects use of language and textual features.	2.1 Identify different purposes in different types of text. 2.2 Identify how language is used for specific purposes, for example to instruct, explain, describe and persuade. 2.3 Identify how textual features are used for specific purposes.
3. Be able to use reading strategies to support understanding.	3.1 Use grammatical features to predict meaning. 3.2 Use prediction and previewing techniques to identify plausible meanings and to check for sense. 3.3 Use images to identify meaning that is not explicit in the text. 3.4 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 D/505/6126 – Read for Purpose and Meaning (Entry 3)**

## Speak to Communicate

<b>Unit reference:</b>	K/505/6128
<b>Unit summary:</b>	In this unit, learners will learn how to speak to communicate in different situations.
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to speak to communicate information, feelings and opinions.	1.1 Speak with appropriate clarity, speed and phrasing.  1.2 Use appropriate language and register in different formal and informal, familiar situations.  1.3 Give short explanations, accounts and descriptions.  1.4 Ask questions and make requests to obtain information.

### Assessment guidance:

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

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

## Speak to Communicate

<b>Unit reference:</b>	R/505/6320
<b>Unit summary:</b>	In this unit, learners will learn how to speak to communicate information, ideas and opinions in a variety of contexts.
<b>Unit level:</b>	Level 1
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<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 K/505/6128 – Speak to Communicate (Entry 3)**

## Write Accurately

<b>Unit reference:</b>	L/505/4159
<b>Unit summary:</b>	In this unit, learners will learn to write legibly, using correct basic punctuation, spelling and grammar.
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

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

### Assessment guidance:

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

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

Please note that this unit is barred against unit F/505/4160 – Write with Accuracy (Level 1)

## Write with Accuracy

<b>Unit reference:</b>	F/505/4160
<b>Unit summary:</b>	In this unit, learners will learn how to improve the accuracy of their writing through using accurate spelling, punctuation and grammar.
<b>Unit level:</b>	Level 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to use correct grammar in written texts.	1.1 Write in complete sentences, using a range to suit text type. 1.2 Use correct subject verb agreement in sentences. 1.3 Use correct verb-tense agreement in sentences. 1.4 Use grammatical features correctly so that meaning is clear.
2. Be able to write legibly with correct spelling and punctuation.	2.1 Spell correctly words used most often in work, studies and daily life. 2.2 Spell words with regular and irregular spelling patterns. 2.3 Punctuate sentences correctly, so that meaning is clear. 2.4 Produce legible handwritten text.
3. Be able to proofread and revise writing.	3.1 Identify and correct errors of grammar, for example verb tense agreement, subject verb agreement. 3.2 Identify and correct common spelling errors. 3.3 Identify and correct punctuation errors. 3.4 Revise writing to improve meaning.

**Assessment guidance:**

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

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

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

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

## Write to Communicate

<b>Unit reference:</b>	H/505/6130
<b>Unit summary:</b>	In this unit, learners will learn to plan their writing, write in short paragraphs and to check their writing for errors.
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to write to communicate.	1.1 Plan and draft writing for different purposes. 1.2 Use short paragraphs to organise writing. 1.3 Write in a logical order, for example chronologically.

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

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

## Write to Communicate

<b>Unit reference:</b>	D/505/6322
<b>Unit summary:</b>	In this unit, learners will learn how to write to communicate ideas for different audiences and purposes.
<b>Unit level:</b>	Level 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to plan own writing.	1.1 Identify purpose and audience for writing. 1.2 Select appropriate format. 1.3 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 H/505/6130 – Write to Communicate (Entry 3)**

### 3.4 Optional Group O2c (Maths) units

#### Making Calculations

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

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to add and subtract whole numbers.	1.1 Add using three-digit numbers. 1.2 Subtract using three-digit numbers. 1.3 Approximate by rounding numbers less than 1000 to the nearest 10 or 100. 1.4 Recall addition and subtraction facts to 20. 1.5 Estimate answers to addition and subtraction calculations.
2. Be able to multiply and divide whole numbers.	2.1 Multiply two- digit whole numbers by single-digit numbers. 2.2 Recall simple multiplication tables 2, 3, 4, 5 and 10. 2.3 Divide two-digit whole numbers by single-digit whole numbers. 2.4 Interpret remainders in division operations. 2.5 Estimate answers to multiplication and division calculations.
3. Be able to solve problems with and without a calculator.	3.1 Interpret +, -, x, ÷ and = in practical situations. 3.2 Solve problems involving whole numbers and decimals.

	<p>3.3 Use of the standard order of operations in practical situations to solve multi-step calculations.</p> <p>3.4 Solve two-step word problems.</p>
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**Please note that this unit is barred against unit F/505/4868 – Making Calculations (Level 1)**

## Making Calculations

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

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to add and subtract whole numbers and decimals.	1.1 Add numbers and decimals up to 2 places using efficient written and mental methods. 1.2 Subtract numbers and decimals up to 2 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 2 places using efficient written and mental methods. 2.3 Divide whole numbers and decimals up to 2 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 divisions 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 K/505/4864 – Making Calculations (Entry 3)**

## Money, Time and Temperature

<b>Unit reference:</b>	D/505/4862
<b>Unit summary:</b>	In this unit, learners will learn about common measures of time, money and temperature in order to use and make observations about them in everyday situations.
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to work with money	1.1 Add amounts of money using decimal notation. 1.2 Subtract amounts of money using decimal notation. 1.3 Round sums of money to the nearest £1 or 10p. 1.4 Estimate and make approximate calculations relating to cost.
2. Be able to work with time.	2.1 Read time in common formats on analogue clocks and 12 and 24 hour digital clocks. 2.2 Measure time in days, hours and minutes. 2.3 Record time in common formats and using 12 and 24 hour formats, including am and pm.
3. Be able to work with temperature.	3.1 Read temperature using standard units. 3.2 Measure temperature in standard units. 3.3 Compare temperatures.

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

## Money, Time and Temperature

<b>Unit reference:</b>	M/505/4882
<b>Unit summary:</b>	In this unit, learners will learn about common measures of time, money and temperature in order to use and make observations about them in everyday situations.
<b>Unit level:</b>	Level 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

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

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

## Using Whole Numbers, Decimals, Fractions and Percentages

<b>Unit reference:</b>	T/505/4866
<b>Unit summary:</b>	In this unit, learners will learn about whole numbers, fractions, decimals and percentages in order to understand and use them in everyday situations.
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to work with whole numbers.	1.1 Count up to 1000. 1.2 Order numbers up to 1000. 1.3 Compare numbers up to 1000. 1.4 Read whole numbers up to 1000. 1.5 Write whole numbers up to 1000.
2. Be able to work with fractions.	2.1 State the meaning of unit fractions, for example $\frac{1}{5}$ , $\frac{1}{8}$ , $\frac{1}{10}$ . 2.2 Write common fractions. 2.3 Recognise and use fractions in equivalent forms, for example $\frac{5}{10} = \frac{1}{2}$ .
3. Be able to work with percentages.	3.1 Recognise and use common percentages, for example 25%, 50%. 3.2 Recognise and use common percentage/fraction/equivalences, for example $\frac{1}{2}$ , 0.5, 50%.
4. Be able to work with decimals.	4.1 State the meaning of decimals up to two decimal places. 4.2 Read up to two decimal places in practical contexts, for example measure to one place and money to two places. 4.3 Write up to two decimal places in practical contexts, for example measure to one place and money to two places.

	4.4 Explain the use of a leading zero in contexts such as £0.35.
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**Please note that this unit is barred against unit A/505/4867 – Numbers, Decimals, Fractions and Percentages (Level 1)**

## Numbers, Decimals, Fractions and Percentages

<b>Unit reference:</b>	A/505/4867
<b>Unit summary:</b>	In this unit, learners will learn about numbers, fractions, decimals and percentages in order to understand and use them in everyday situations.
<b>Unit level:</b>	Level 1
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to work with 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 T/505/4866 – Using Whole Numbers, Decimals, Fractions and Percentages (Entry 3)**

## Numerical Relationships, Algebra and Ratios

<b>Unit reference:</b>	J/505/4869
<b>Unit level:</b>	Level 1
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about numerical relationships.	1.1 Recognise multiples of 2 to 9, up to 100. 1.2 Recognise multiples of 10, 50, 100, 1000. 1.3 Know square numbers up to 10 x10. 1.4 Identify factors of numbers. 1.5 Recall multiplication facts up to 10x10 and make connections with division facts.
2. Be able to solve problems involving algebra.	2.1 Form word expressions from simple expressions in symbols. 2.2 Evaluate simple expressions and formulae. 2.3 Translate simple word problems into symbols, +, -, ÷, x and numbers.
3. Be able to work with ratios.	3.1 Work out simple ratio as the number of parts. 3.2 Explain direct proportion as the same rate of increase or decrease. 3.3 Use understanding of direct proportion to make simple calculations.

## Using and Communicating Data

<b>Unit reference:</b>	H/505/4863
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to extract information.	1.1 Extract numerical information from lists, tables, diagrams, bar and tally charts.  1.2 Make numerical comparisons from bar charts and pictograms.
2. Be able to collect and record information.	2.1 Select categories before collecting data.  2.2 Collect data in familiar situations.  2.3 Record numerical data using a tally.  2.4 Make observations about results.
3. Be able to organise and present information so it makes sense to others.	3.1 Use whole numbers, decimals and common fractions to present results.  3.2 Present data in tables, charts and diagrams, using key elements appropriately.  3.3 Use a simple scale to represent data in a bar chart or pictogram.  3.4 Provide simple descriptions of outcomes.

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

## Using and Communicating Data

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

## Using Probability

<b>Unit reference:</b>	A/505/4870
<b>Unit level:</b>	Level 1
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about 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 impossible.
2. Be able to calculate and express probability.	2.1 Calculate probability by the number of ways the event can happen divided by the total number of possible outcomes.  2.2 Express probability using fractions, decimals and percentages with the probability scale of 0 to 1.

## Using Size, Shape and Measures

<b>Unit reference:</b>	M/505/4865
<b>Unit level:</b>	Entry 3
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to read, measure, estimate and compare length.	1.1 Estimate length and distance, using non-standard and standard units. 1.2 Compare length and distance, using non-standard units and standard units. 1.3 Select and use appropriate units for measuring length. 1.4 Select and use appropriate instruments for measuring length. 1.1 Read and measure length and distance, using standard and non-standard units, to the nearest labelled and unlabelled division e.g. with two or ten divisions between the numbered points on the scale.
2. Be able to read, measure, estimate and compare weight.	2.1 Estimate and compare weight using non-standard and standard units. 2.2 Select and use appropriate units for measuring weight. 2.3 Select and use appropriate instruments for measuring weight. 2.4 Read and measure weight using standard and non-standard units to the nearest labelled and unlabelled division.
3. Be able to read, measure, estimate and compare capacity.	3.1 Estimate and compare capacity. 3.2 Select and use appropriate units for measuring capacity. 3.3 Select and use appropriate instruments for measuring capacity.

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

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

## Using Size, Shape and Space

<b>Unit reference:</b>	L/505/4890
<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. 3.3 Read scales to the nearest labelled and unlabelled division.

	<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 M/505/4865 – Using Size, Shape and Measures (Entry 3)**

## 4. Quality assurance

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

### 4.1 Internal quality assurance

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

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

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

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

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

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

### 4.2 Sampling

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

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

### 4.3 Internal standardisation

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

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

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

### 4.4 External quality assurance

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

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

### 4.5 Centre monitoring

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

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

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

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

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

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

#### 4.6 Quality assuring centre assessment decisions

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

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

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

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

#### 4.7 Malpractice and maladministration

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

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

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

#### 4.8 Direct claim status

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

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

## 4.9 Recognition of prior learning

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

The use of RPL is permitted for this qualification.

## 4.10 Reasonable adjustments and special considerations

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

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

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

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

## 4.11 Appeals

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

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

## 5. Glossary of terms

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

Term	Definition
<b>Assessment Criteria (AC)</b>	The standard a learner is expected to meet to demonstrate that learning outcomes have been met.
<b>Guided Learning Hours (GLH)</b>	The number of hours associated to a qualification/unit relating to the activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.
<b>Learning Outcomes (LO)</b>	Describes what a learner is expected to know, understand and be able to do as a result of the process of learning.
<b>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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