





This qualification specification covers the following qualification:

| Qualification number | Qualification title  |
|----------------------|--|
| 603/6504/3           | Gateway Qualifications Entry Level Certificate in Hospitality and Catering (Entry 3) |

| Version and date   | Change detail                  | Section/page reference |
|--------------------|--------------------------------|------------------------|
| 2.0 (January 2026) | Specification Template Updated | n/a                    |

The previous version of this qualification specification is available in Prism. Search for the qualification in the Qualification Library and select the 'Documents' tab.'

## About this qualification specification

Gateway Qualifications is a nationally regulated Awarding Organisation that supports education and training providers through its strong relationships, adaptability and expert team.

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Gateway Qualifications Entry Level Certificate in Hospitality and Catering (Entry 3).

This document should be read in conjunction with the Gateway Qualifications' Centre Handbook and other publications available on the website, which contain more detailed guidance on assessment and quality assurance practice.

In order to offer this qualification, you must be a Gateway Qualifications recognised centre and be approved to offer this qualification.

If your centre is not yet recognised, please contact our Business Development team to discuss becoming a Gateway Qualifications recognised centre:

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

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## Introduction

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

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

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

The qualification has been developed with the support of a number of further education colleges, training providers and adult and community learning providers. It has been designed to be consistent with the principles for study programmes for 16-19 year olds. 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 hospitality and catering sector. It is designed for learners who are new to the sector and wish to build confidence while developing an understanding of hospitality environments, customer service, food hygiene and basic catering activities.

Through mandatory units and a wide range of optional units, including hospitality and catering, employability skills and English or Maths, the qualification supports learners to develop both sector-specific and transferable skills, preparing them for progression to further learning or training within hospitality and catering.

### 1.2 Aims and objectives

The aim of this qualification is to provide learners with a broad introduction to the hospitality and catering industry while developing essential knowledge, practical awareness and workplace behaviours. The qualification allows learners to personalise their learning through optional units and supports progression to further learning, training or related vocational opportunities.

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

- understand the structure and purpose of the hospitality and catering industry
- recognise the importance of customer service in hospitality environments
- develop awareness of food hygiene, safety and basic health and safety practices
- gain introductory practical experience in hospitality and catering activities through selected optional units
- develop basic workplace skills, including communication, teamwork and following instructions
- develop employability skills, and English and/or Maths skills where selected, to support progression
- build confidence and readiness for further learning or training in hospitality and catering

### 1.3 Key information

| Qualification summary         |  |
|-------------------------------|--|
| Qualification title           | Gateway Qualifications Entry Level Certificate in Hospitality and Catering (Entry 3) |
| Qualification type            | Regulated Qualifications Framework (RQF)   |
| Qualification number          | 603/6504/3   |
| Learning aim reference number | 60365043   |
| Level                         | Entry Level 3  |
| Guided learning hours (GLH)   | 151  |

|                                |   |
|--------------------------------|---|
| Total qualification time (TQT) | 180   |
| Credit value                   | 18  |
| Sector subject area            | 7.4 Hospitality and Catering                                      |
| Age appropriateness            | Pre 16, 16-18, 19+  |
| Grading scale                  | Pass/Fail   |
| Assessment method              | Portfolio of Evidence   |
| Regulation information         | This qualification is regulated by Ofqual for use in England only |

## 1.4 Entry requirements

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

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

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

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

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

## 1.5 Progression opportunities

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

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

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

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

## 1.6 Equity, diversity and inclusion

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

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

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

## 1.7 Resource requirements

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

## 1.8 Achieving this qualification

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

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

To be awarded this qualification, learners must meet the rule of combination by successfully achieving the three units from the Mandatory Group, totalling 4 credits. In addition, they must complete a minimum of 8 credits from Optional Group O1 (Hospitality and Catering) and 6 further credits from either Optional Group O1 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 |
|----------------|--|------------|--------------|-----|
| D/502/4874     | Customer Service in the Hospitality Industry | Entry 3    | 1            | 10  |
| Y/504/8039     | Food Hygiene and Safety                      | Entry 3    | 2            | 20  |
| A/502/4834     | Introduction to the Hospitality Industry     | Entry 3    | 1            | 10  |

### Optional Group O1 (Hospitality and Catering)

| Unit reference | Unit title             | Unit level | Credit value | GLH |
|----------------|------------------------|------------|--------------|-----|
| Y/502/4808     | Basic Cooking          | Entry 3    | 2            | 20  |
| J/600/0711     | Basic Food Preparation | Entry 3    | 2            | 20  |

|                    |  |         |   |    |
|--------------------|--|---------|---|----|
| <b>K/502/5042</b>  | Basic Food Preparation and Cooking         | Level 1 | 3 | 30 |
| <b>J/504/7629</b>  | Bookings, Orders and Payments              | Level 1 | 2 | 20 |
| <b>T/617/4158</b>  | Digital Skills for Work                    | Entry 3 | 3 | 30 |
| <b>A/504/7630</b>  | Event Planning                             | Level 1 | 3 | 30 |
| <b>K/502/4957</b>  | Food Service                               | Level 1 | 3 | 30 |
| <b>*K/600/1091</b> | Guest Services in the Hospitality Industry | Entry 3 | 2 | 20 |
| <b>*H/504/7606</b> | Handling Money in a Sales Situation        | Entry 3 | 3 | 30 |
| <b>*Y/618/1197</b> | Handling Payments                          | Level 1 | 3 | 30 |
| <b>*A/600/1094</b> | Housekeeping and Guest Services            | Level 1 | 3 | 30 |
| <b>A/502/5059</b>  | Introduction to Food Commodities           | Level 1 | 1 | 10 |
| <b>F/504/7659</b>  | Meeting Special Dietary Needs              | Level 1 | 2 | 20 |
| <b>F/504/7631</b>  | Menu Planning                              | Level 1 | 2 | 20 |
| <b>*H/504/7640</b> | Planning a Healthy Diet                    | Entry 3 | 2 | 20 |
| <b>*K/504/7641</b> | Planning a Healthy Diet                    | Level 1 | 3 | 30 |
| <b>J/504/7632</b>  | Portering and Concierge Duties             | Level 1 | 2 | 20 |
| <b>L/502/5051</b>  | Preparing and Serving Drinks               | Level 1 | 3 | 30 |
| <b>F/502/4835</b>  | Serving Food and Drink                     | Entry 3 | 2 | 20 |
| <b>L/504/7633</b>  | Sustainability in Hospitality              | Level 1 | 2 | 20 |
| <b>T/504/7657</b>  | Using Kitchen Equipment                    | Level 1 | 4 | 40 |
| <b>R/504/7620</b>  | Working with Food in a Retail Environment  | Entry 3 | 2 | 20 |

\*The following units are barred against each other:

| Unit reference    | Unit title              | Unit level |
|-------------------|-------------------------|------------|
| <b>H/504/7640</b> | Planning a Healthy Diet | Entry 3    |
| <b>K/504/7641</b> | Planning a Healthy Diet | Level 1    |

| Unit reference    | Unit title                                 | Unit level |
|-------------------|--|------------|
| <b>K/600/1091</b> | Guest Services in the Hospitality Industry | Entry 3    |
| <b>A/600/1094</b> | Housekeeping and Guest Services            | Level 1    |

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

#### Optional Group O2a (Employability Skills)

| Unit reference    | Unit title         | Unit level | Credit value | GLH |
|-------------------|--------------------|------------|--------------|-----|
| <b>A/617/4047</b> | Applying for a Job | Entry 3    | 2            | 20  |

|                   |  |         |   |    |
|-------------------|--|---------|---|----|
| <b>K/617/4061</b> | Career Planning                                    | Entry 3 | 2 | 20 |
| <b>T/617/4080</b> | Communication Skills for Work                      | Entry 3 | 3 | 30 |
| <b>K/650/2071</b> | Community Environment Project                      | Entry 3 | 3 | 30 |
| <b>L/617/4070</b> | Conduct at Work                                    | Entry 3 | 2 | 20 |
| <b>D/617/4073</b> | Customer Service Skills                            | Entry 3 | 2 | 20 |
| <b>Y/650/2247</b> | Environmental Awareness                            | Entry 3 | 3 | 30 |
| <b>D/617/4087</b> | Exploring and Presenting Enterprise Ideas          | Entry 3 | 3 | 30 |
| <b>D/617/4090</b> | 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.

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

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

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

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

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

### 2.2 Assessment language

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

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

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

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

### 3. Unit details

#### 3.1 Mandatory Group units

#### Customer Service in the Hospitality Industry

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

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

#### Indicative content:

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

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

##### AC2.1: Communicate positively, for example:

- verbal communication:
  - use polite and friendly language
  - speak clearly and at an appropriate volume
  - use positive phrases
  - answer customer questions accurately and confidently

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

**AC3.1: Good personal presentation, for example:**

- personal hygiene
- clean uniform
- professional appearance

**AC3.2: Present self appropriately, for example:**

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

**Assessment guidance:**

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

## Food Hygiene and Safety

|                        |   |
|------------------------|---|
| <b>Unit reference:</b> | Y/504/8039  |
| <b>Unit summary:</b>   | This unit will allow learners to understand basic food hygiene and what safety measures can be implemented to aid this. |
| <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 basic food hygiene.                 | 1.1 Identify ways of <b>handling food safely</b> .<br>1.2 Outline <b>why it is important to follow basic hygiene rules</b> when dealing with food.   |
| 2. Know how food safety measures are implemented. | 2.1 Outline <b>the meaning of use by and sell by dates</b> on different products.<br>2.2 Identify <b>ways of knowing whether food is safe to eat</b> .<br>2.3 Identify <b>ways of keeping food stored safely</b> . |

### Indicative content:

#### AC1.1: Handling food safely, for example:

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

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

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

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

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

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

- check dates
- smell and appearance
- texture
- packaging

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

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

**Assessment guidance:**

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

## Introduction to the Hospitality Industry

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

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

### Indicative content:

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

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

#### AC1.2: Different services offered, for example:

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

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

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

**Assessment guidance:**

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

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

#### Basic Cooking

|                        |            |
|------------------------|------------|
| <b>Unit reference:</b> | Y/502/4808 |
| <b>Unit level:</b>     | Entry 3    |
| <b>GLH:</b>            | 20         |
| <b>Credit value:</b>   | 2          |
| <b>Grading method:</b> | Pass/Fail  |

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

## Basic Food Preparation

|                        |            |
|------------------------|------------|
| <b>Unit reference:</b> | J/600/0711 |
| <b>Unit level:</b>     | Entry 3    |
| <b>GLH:</b>            | 20         |
| <b>Credit value:</b>   | 2          |
| <b>Grading method:</b> | Pass/Fail  |

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

## Basic Food Preparation and Cooking

|                        |            |
|------------------------|------------|
| <b>Unit reference:</b> | K/502/5042 |
| <b>Unit level:</b>     | Level 1    |
| <b>GLH:</b>            | 30         |
| <b>Credit value:</b>   | 3          |
| <b>Grading method:</b> | Pass/Fail  |

| <b>LEARNING OUTCOMES</b>                               | <b>ASSESSMENT CRITERIA</b>  |
|--|---|
| <b>The learner will:</b>                               | <b>The learner can:</b>   |
| 1. Know the principal methods of cooking.              | 1.1 State the principal methods of cooking.<br>1.2 State typical cooking methods for different commodities.   |
| 2. Be able to prepare, cook and present simple dishes. | 2.1 Prepare, cook and present simple dishes safely and hygienically, using wet and dry methods.<br>2.2 Clean work areas and equipment safely and hygienically during and after preparing and cooking food.<br>2.3 State safe working practices for different cooking methods.<br>2.4 Review own performance and make suggestions for future improvements. |

## Bookings, Orders and Payments

|                        |            |
|------------------------|------------|
| <b>Unit reference:</b> | J/504/7629 |
| <b>Unit level:</b>     | Level 1    |
| <b>GLH:</b>            | 20         |
| <b>Credit value:</b>   | 2          |
| <b>Grading method:</b> | Pass/Fail  |

| LEARNING OUTCOMES  | ASSESSMENT CRITERIA   |
|--|---|
| The learner will:  | The learner can:  |
| 1. Know about booking systems in hospitality.                  | 1.1 Identify situations where bookings need to be taken from customers in hospitality settings.<br><br>1.2 Describe a simple booking system that may be used.<br><br>1.3 Identify the information that is required when taking a booking. |
| 2. Understand how to take a food order.                        | 2.1 Describe how to take an order from a customer.<br><br>2.2 Outline the information required by the kitchen to produce a food order.  |
| 3. Know the information that should appear on a customer bill. | 3.1 Describe the information that should be provided on a customer bill for hospitality services.   |
| 4. Know how different types of payment should be processed.    | 4.1 Describe the different payment methods that customers may use to pay a bill and how these are processed.<br><br>4.2 List information that should appear on a customer receipt.  |

## 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  |

| <b>LEARNING OUTCOMES</b>  | <b>ASSESSMENT CRITERIA</b>  |
|---|---|
| <b>The learner will:</b>  | <b>The learner can:</b>   |
| 1. Be able to use digital skills to handle work-related information.                        | 1.1 Find information required for routine work-related tasks.<br>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.<br>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.<br>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.<br>5.2 Seek help from an appropriate person when unable to solve a technical problem themselves.   |

## Event Planning

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

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

## Food Service

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

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

## Guest Services in the Hospitality Industry

|                        |            |
|------------------------|------------|
| <b>Unit reference:</b> | K/600/1091 |
| <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 as part of the guest services team. | 1.1 Identify different guest services.<br>1.2 State how to work well as part of a guest services team.<br>1.3 Follow instructions for the preparation of guest services; transporting materials, equipment and linen.<br>1.4 Follow instructions to service public areas, bedrooms, bathrooms/washrooms. |
| 2. Be able to communicate with customers.              | 2.1 Respond to customer queries politely.<br>2.2 Refer queries to the correct person.  |

**Please note that this unit is barred against A/600/1094 Housekeeping and Guest Services.**

## Handling Money in a Sales Situation

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

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

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

## Handling Payments

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

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

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

## Housekeeping and Guest Services

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

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

**Please note that this unit is barred against K/600/1091 Guest Services in the Hospitality Industry.**

## Introduction to Food Commodities

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

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

## Meeting Special Dietary Needs

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

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

## Menu Planning

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

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

## Planning a Healthy Diet

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

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

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

## Planning a Healthy Diet

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

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

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

## Portering and Concierge Duties

|                        |            |
|------------------------|------------|
| <b>Unit reference:</b> | J/504/7632 |
| <b>Unit level:</b>     | Level 1    |
| <b>GLH:</b>            | 20         |
| <b>Credit value:</b>   | 2          |
| <b>Grading method:</b> | Pass/Fail  |

| <b>LEARNING OUTCOMES</b>  | <b>ASSESSMENT CRITERIA</b>  |
|---|---|
| <b>The learner will:</b>  | <b>The learner can:</b>   |
| 1. Know what portering and concierge duties in hospitality involve.   | 1.1 Outline portering and concierge duties in hospitality.<br>1.2 Outline the knowledge, skills and resources required for portering and concierge duties.<br>1.3 Identify the equipment and resources required for portering and concierge duties.<br>1.4 Outline the hazards and risks to health and safety that may arise from portering and concierge duties. |
| 2. Know the importance of high standards of personal presentation in dealing with customers as a porter or concierge. | 2.1 Describe standards of personal presentation that should be met.<br>2.2 Outline why high standards of personal presentation must be met.<br>2.3 Outline the consequences of failing to meet required standards of personal presentation in given situations.   |
| 3. Know the importance of following organisational policy and procedures as a porter or concierge.                    | 3.1 Give reasons for why it is important to follow organisational policies and procedures as a porter or concierge.<br>3.2 Outline health and safety procedures that may be in place in relation to portering or concierge duties.<br>3.3 Outline the consequences of not following policy and procedure in given portering or concierge situations.              |

## Preparing and Serving Drinks

|                        |            |
|------------------------|------------|
| <b>Unit reference:</b> | L/502/5051 |
| <b>Unit level:</b>     | Level 1    |
| <b>GLH:</b>            | 30         |
| <b>Credit value:</b>   | 3          |
| <b>Grading method:</b> | Pass/Fail  |

| LEARNING OUTCOMES                                 | ASSESSMENT CRITERIA   |
|---|---|
| The learner will:                                 | The learner can:  |
| 1. Be able to prepare and serve different drinks. | 1.1 Identify different types of drink.<br>1.2 List correct equipment for preparing and serving different drinks.<br>1.3 Describe the main stages in serving the customer.<br>1.4 Prepare different drinks: <ul style="list-style-type: none"> <li>• safely and hygienically</li> <li>• according to instructions</li> <li>• using the correct equipment.</li> </ul> 1.5 Serve different drinks: <ul style="list-style-type: none"> <li>• safely and hygienically</li> <li>• according to instructions</li> <li>• using the correct equipment (including cup/glass).</li> </ul> 1.6 List suitable accompaniments for drinks service. |
| 2. Be able to work in a drinks service area.      | 2.1 Set up, maintain and close down the service area according to instructions.   |

## Serving Food and Drink

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

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

## Sustainability in Hospitality

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

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

## Using Kitchen Equipment

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

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

## Working with Food in a Retail Environment

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

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

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

#### Applying for a Job

|                        |            |
|------------------------|------------|
| <b>Unit reference:</b> | A/617/4047 |
| <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 prepare a job application. | 1.1 Extract key details about a specific job from information provided to applicant by the employer.<br><br>1.2 Identify relevant information needed for a job application form.<br><br>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.<br><br>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.   |

## 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.<br>3.2 Plan a simple timescale for achieving career goals.<br>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.<br><br>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.<br><br>2.2 Communicate in one-to-one and group situations.<br><br>2.3 Actively listen to what others say.<br><br>2.4 Answer straightforward questions and queries relating to work. |

## 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  |

| <b>LEARNING OUTCOMES</b>   | <b>ASSESSMENT CRITERIA</b>  |
|--|---|
| <b>The learner will:</b>   | <b>The learner can:</b>   |
| 1. Be able to select a focus for a community environment project.                      | 1.1 Agree a focus for a project to help community improve the environment.  |
| 2. Be able to communicate the benefits of engaging in a community environment project. | 2.2 Give reasons why 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 improvements were made through the project.<br>5.2 Identify what went well and what did not.<br>5.3 Make suggestions for further environmental improvement projects for the community. |

## 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).<br>1.2 Interact appropriately with others.<br>1.3 Apply sufficient effort to enable them to complete tasks set to the standard required.<br>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.<br>2.2 Identify aspects of own conduct that need improvement.  |

## 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.<br>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.<br>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.  |

## 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 weather patterns linked to climate change.<br>1.2 Identify the main ways in which industries are causing climate change.   |
| 2. Know about the effects of climate change on plants, animals and people. | 2.1 Give examples of the negative effect of climate change on animals and plants.<br>2.2 State how climate change is making life more difficult for people in different parts of the world.              |
| 3. Know about the carbon footprint.  | 3.1 Give a definition of 'carbon footprint'.<br>3.2 Identify the main factors that make up a carbon footprint.<br>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 steps to reduce own carbon footprint.<br>4.2 Give examples of ways businesses can reduce their carbon footprint.  |

## 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.<br>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'.<br><br>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.<br><br>2.2 List enterprise skills they would need to develop to be a successful entrepreneur.<br><br>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.<br>1.2 State the person(s) who is/are responsible for health and safety in a specific workplace.<br>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.<br>2.2 Outline the possible harm these hazards could cause.<br>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.<br>3.2 Give examples of arrangements that are in place for emergencies and first aid.<br>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 area of a workplace where current practices are not supporting sustainability as well as they could.                  |
| 2. Be able to identify processes, practices or resources to support improvement in terms of sustainability. | 2.1 Outline changes that a workplace could make in a chosen area to improve sustainability.   |
| 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.<br>3.2 Present project plan so key actions and reasons they are needed are clear. |

## 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.<br>1.2 Identify main tasks and activities associated with the job role or placement.<br>1.3 Prepare answers to a given set of questions likely to be asked at the interview.<br>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.<br>2.2 Plan a route and means of transport to travel to the interview.<br>2.3 Select an appropriate outfit.  |
| 3. Be able to present self positively at an interview.              | 3.1 Demonstrate appropriate personal presentation<br>3.2 Demonstrate positive non-verbal communication in an interview.<br>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.  |

## Introduction to Self-Employment

|                        |                                 |
|------------------------|---------------------------------|
| <b>Unit reference:</b> | Introduction to Self-Employment |
| <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.<br><br>1.2 State some of the key differences between working for yourself and being employed by someone else.<br><br>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.<br><br>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.<br><br>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.<br>1.2 Identify specific arrangements for first day of placement.<br>1.3 Identify different tasks they are likely to be required to do as part of the work placement.<br>1.4 Identify basic expectations of employer, such as for behaviour, personal presentation or time-keeping.<br>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.<br>3.2 Identify some of the things they have learned while on placement.<br>3.3 With guidance, set realistic goals relating to employability, which build on learning from the work placement.   |

## 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.<br>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.<br>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.                                   |

## 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.<br>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). |

## 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.<br><br>1.2 Identify key information about specific jobs advertised from the information provided.<br><br>1.3 Select job vacancies to match own skills, abilities and interests from given sources of information. |
| 2. Know how to take a proactive approach to job search. | 2.1 State ways in which an individual can make employers aware that they are looking for a job.   |

## 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.<br>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).<br>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.<br>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.<br>4.2 Identify aspects of self-management that need improving.   |

## 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.<br><br>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.<br><br>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. |

## 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.<br>2.2 Actively listen to the ideas of others and ask questions about these ideas.<br>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.           | 1.1 List some issues that affect their communities.<br><br>1.2 Describe some of the different ways in which issues affect self and others.<br><br>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.<br><br>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.<br>3.2 Respond positively to the views of others on own progress.<br>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.<br><br>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.   |

## 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  |

| <b>LEARNING OUTCOMES</b>  | <b>ASSESSMENT CRITERIA</b>  |
|---|---|
| <b>The learner will:</b>  | <b>The learner can:</b>   |
| 1. Know what sustainability means.  | 1.1 Give a definition of sustainability.<br>1.2 State how future generations may be affected 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 threats to sustainability caused by humans.  |
| 3. Know how a business or sector is working towards achieving sustainability. | 3.1 Identify changes a chosen business or sector has made to help achieve sustainability.   |

## 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 sources to find advice on how individuals can live more environmentally friendly lives.   |
| 2. Be able to identify ways to reduce own negative on the environment.  | 2.1 List actions they already take to reduce their negative impact on the environment.<br>2.2 Identify actions or changes to reduce their negative impact on the environment that they could make at home.<br>2.3 Identify actions or changes to their negative impact on the environment they could make when outside of the home. |
| 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 changes they made and how well they stuck to them.<br>4.2 State why they chose to make these changes.<br>4.3 Give examples of other changes they could make to reduce their negative impact on the environment.   |

## 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.<br>1.2 Complete short tasks within time set.<br>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.   |

## 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  |

| <b>LEARNING OUTCOMES</b>                                    | <b>ASSESSMENT CRITERIA</b>  |
|---|---|
| <b>The learner will:</b>                                    | <b>The learner can:</b>   |
| 1. Be able to plan as part of a team.                       | 1.1 Communicate about and agree team goals.<br>1.2 Actively listen to the ideas of others, showing respect for different views.<br>1.3 Identify some of the tasks needed to meet team goals.<br>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.<br>2.2 Offer help to other team members when it is requested and seek help when needed.<br>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.<br>3.2 Identify areas where they could improve their ability to work as part of a team.   |

## 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.<br>3.2 Follow instructions to deal with a low-risk hazard. |

## 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>  |
| <p>1. Be able to work positively with colleagues.</p> | <p>1.1 Follow instructions from senior colleagues.</p> <p>1.2 Carry out responsibilities in line with expectations of peers.</p> <p>1.3 Use appropriate language and mannerisms when communicating with colleagues at all levels.</p> <p>1.4 Ask for help from colleagues when needed.</p> <p>1.5 Respond positively to requests for help from colleagues.</p> |

### 3.4 Optional Group O2b (English) units

#### Engage in Discussion

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

| LEARNING OUTCOMES  | ASSESSMENT CRITERIA  |
|--|--|
| The learner will:  | The learner can:   |
| 1. Be able to engage in discussion to reach a shared understanding of a topic. | 1.1 Follow and understand the main points in discussions on different topics.<br>1.2 Make relevant contributions at an appropriate point.<br>1.3 Respect turn-taking conventions.<br>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 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.<br><br>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.<br><br>2.2 Respect turn taking rights in a sustained discussion.<br><br>2.3 Respond to questions from others.<br><br>2.4 Use appropriate verbal and non-verbal strategies to clarify and confirm understanding of the contributions of others.<br><br>2.5 Use appropriate phrases for interruption. |

### Assessment guidance:

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

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

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

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

## Listen and Respond

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

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

### Assessment guidance:

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

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

## Listen and Respond

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

| LEARNING OUTCOMES  | ASSESSMENT CRITERIA  |
|--|--|
| <b>The learner will:</b>                                 | <b>The learner can:</b>  |
| 1. Be able to understand and respond to spoken language. | 1.1 Identify relevant spoken information from different sources.<br><br>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.<br><br>2.2 Use appropriate verbal and non-verbal strategies to clarify and confirm understanding with others.<br><br>2.3 Provide feedback as required when listening to others.<br><br>2.4 Respond appropriately to questions on different topics. |

### Assessment guidance:

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

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

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

## Read for Information

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

| LEARNING OUTCOMES  | ASSESSMENT CRITERIA  |
|--|--|
| <b>The learner will:</b>   | <b>The learner can:</b>  |
| 1. Be able to read and obtain information from everyday sources. | 1.1 Scan texts to locate information.<br>1.2 Obtain information through detailed reading.<br>1.3 Show understanding of straightforward instructional texts.<br>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.<br>2.2 Use alphabetical order to support dictionary use.  |

| Assessment guidance:  |
|---|
| <b>LO1:</b> 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. |
| <b>AC2.1:</b> Look up unknown words in their personal reading.  |
| <b>AC2.2:</b> Use first and second place letters to order words alphabetically.   |

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

## Read for Information

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

| LEARNING OUTCOMES   | ASSESSMENT CRITERIA  |
|---|--|
| The learner will:   | The learner can:   |
| 1. Be able to read and obtain information from different sources. | 1.1 Use organisational and structural features to locate information, for example: paragraphs, contents list, index, menu.<br><br>1.2 Locate and understand information from different printed and online sources.<br><br>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.<br><br>2.2 Make use of reference sources to find meanings of unfamiliar words.<br><br>2.3 Understand the meaning of typical abbreviations used in reference materials. |

### Assessment guidance:

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

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

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

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

## Read for Purpose and Meaning

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

| LEARNING OUTCOMES   | ASSESSMENT CRITERIA   |
|---|---|
| The learner will:   | The learner can:  |
| 1. Be able to read and understand texts.                              | 1.1 Follow key events in different types of straightforward text.<br>1.2 Identify the main points and ideas in straightforward texts.<br>1.3 Identify the purposes of different types of texts.<br>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.<br>2.2 Use punctuation and capitalisation in texts to aid understanding.<br>2.3 Use context to work out unfamiliar words.<br>2.4 Use knowledge of words, spelling and sentence patterns to support understanding for example, nouns, adjectives, connectives, verbs, prefixes and suffixes and plausible meaning. |

### Assessment guidance:

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

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

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

## Read for Purpose and Meaning

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

| LEARNING OUTCOMES  | ASSESSMENT CRITERIA   |
|--|---|
| The learner will:  | The learner can:  |
| 1. Be able to read and understand texts.                                   | 1.1 Extract main points and specific details in different continuous texts.<br><br>1.2 Follow the main events in descriptive, explanatory and persuasive text.  |
| 2. Know how purpose of texts affects use of language and textual features. | 1.1 Identify different purposes in different types of text.<br><br>1.2 Identify how language is used for specific purposes, for example to instruct, explain, describe and persuade.<br><br>1.3 Identify how textual features are used for specific purposes.   |
| 2. Be able to use reading strategies to support understanding.             | 2.1 Use grammatical features to predict meaning.<br><br>2.2 Use prediction and previewing techniques to identify plausible meanings and to check for sense.<br><br>2.3 Use images to identify meaning that is not explicit in the text.<br><br>2.4 Use punctuation to support understanding of texts. |

### Assessment guidance:

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

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

## Speak to Communicate

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

| LEARNING OUTCOMES                   | ASSESSMENT CRITERIA  |
|-------------------------------------|--|
| <b>The learner will:</b>            | <b>The learner can:</b>  |
| 1. Be able to speak to communicate. | 1.1 Speak with appropriate clarity, speed and phrasing.<br>1.2 Use appropriate language and register in different formal and informal, familiar situations.<br>1.3 Give short explanations, accounts and descriptions.<br>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 R/505/6320 – Speak to Communicate (Level 1)

## Speak to Communicate

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

| LEARNING OUTCOMES                               | ASSESSMENT CRITERIA  |
|---|--|
| The learner will:                               | The learner can:   |
| 1. Be able to communicate with others.          | 1.1 Speak clearly in a way which suits the situation.<br>1.2 Express statements of fact, explanations, instructions, accounts and descriptions.<br>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.<br>2.2 Adapt content according to situation.   |

### Assessment guidance:

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

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

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

## Write Accurately

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

| LEARNING OUTCOMES   | ASSESSMENT CRITERIA  |
|---|--|
| <b>The learner will:</b>  | <b>The learner can:</b>  |
| 1. Be able to write using correct basic grammar.                  | 1.1 Write in complete sentences, for example, with one or more clauses in familiar forms of written communication.<br><br>1.2 Use pronouns so their meaning is clear.<br><br>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.<br><br>2.2 Spell correctly common words and relevant key words for work and special interest.<br><br>2.3 Use knowledge of sound-spelling links and letter patterns to spell a greater range of words.<br><br>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 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.<br>1.2. Use correct subject verb agreement in sentences.<br>1.3. Use correct verb-tense agreement in sentences.<br>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.<br>2.2. Spell words with regular and irregular spelling patterns.<br>2.3. Punctuate sentences correctly, so that meaning is clear.<br>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.<br>3.2. Identify and correct common spelling errors.<br>3.3. Identify and correct punctuation errors.<br>3.4. Revise writing to improve meaning.  |

### Assessment guidance:

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

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

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

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

## Write to Communicate

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

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

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

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

## Write to Communicate

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

| LEARNING OUTCOMES  | ASSESSMENT CRITERIA  |
|--|--|
| The learner will:  | The learner can:   |
| 1. Be able to plan own writing.  | 1.1 Identify purpose and audience for writing.<br>1.2 Select appropriate format.<br>1.1 Use appropriate planning techniques to produce a first draft.  |
| 2 Be able to structure own writing to communicate ideas and information. | 2.1 Present ideas and information in a logical sequence, using paragraphs as necessary.<br>2.2 Use language, format and structure that are suitable for purpose and audience.<br>2.3 Present information in a continuous sequence, so that meaning is clear.<br>2.4 Judge how much to write and the level of detail to include to suit purpose and audience.<br>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 H/505/6130 – Write to Communicate (Entry 3)**

### 3.5 Optional Group O2c (Maths) units

#### Making Calculations

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

| LEARNING OUTCOMES   | ASSESSMENT CRITERIA   |
|---|---|
| The learner will:   | The learner can:  |
| 1. Be able to add and subtract whole numbers.               | 1.1 Add using three-digit numbers.<br>1.2 Subtract using three-digit numbers.<br>1.3 Approximate by rounding numbers less than 1000 to the nearest 10 or 100.<br>1.4 Recall addition and subtraction facts to 20.<br>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.<br>2.2 Recall simple multiplication tables 2, 3, 4, 5 and 10.<br>2.3 Divide two-digit whole numbers by single-digit whole numbers.<br>2.4 Interpret remainders in division operations.<br>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.<br>3.2 Solve problems involving whole numbers and decimals.<br>3.3 Use of the standard order of operations in practical situations to solve multi-step calculations.<br>3.4 Solve two-step word problems.   |

Please note that this unit is barred against F/505/4868 – Making Calculations (Level 1)

## Making Calculations

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

| LEARNING OUTCOMES   | ASSESSMENT CRITERIA  |
|---|--|
| The learner will:   | The learner can:   |
| 1. Be able to add and subtract whole numbers and decimals.    | 1.1 Add numbers and decimals up to two places using efficient written and mental methods.<br>1.2 Subtract numbers and decimals up to two places using efficient written and mental methods.<br>1.3 Approximate by rounding.<br>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.<br>2.2 Multiply whole numbers and decimals up to two places using efficient written and mental methods.<br>2.3 Divide whole numbers and decimals up to two places using efficient written methods.<br>2.4 Recall tables up to 10x10 and make connections with division facts.<br>2.5 Estimate answers to multiplication and division calculations. |
| 3. Be able to solve problems with and without a calculator.   | 3.1 Solve problems involving positive numbers using the standard order of operations to solve multi-step calculations.<br>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> |
|--|--|

**Please note that this unit is barred against K/505/4864 – Making Calculations (Entry 3)**

## Money, Time and Temperature

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

| LEARNING OUTCOMES                    | ASSESSMENT CRITERIA  |
|--------------------------------------|--|
| The learner will:                    | The learner can:   |
| 1. Be able to work with money.       | 1.1 Add amounts of money using decimal notation.<br>1.2 Subtract amounts of money using decimal notation.<br>1.3 Round sums of money to the nearest £1 or 10p.<br>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.<br>2.2 Measure time in days, hours and minutes.<br>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.<br>3.2 Measure temperature in standard units.<br>3.3 Compare temperatures.  |

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

## Money, Time and Temperature

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

| LEARNING OUTCOMES                    | ASSESSMENT CRITERIA  |
|--------------------------------------|--|
| The learner will:                    | The learner can:   |
| 1. Be able to work with money.       | 1.1 Add and subtract sums of money, including through the use of columns with decimal points aligned.<br><br>1.2 Multiply and divide sums of money.<br><br>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.<br><br>2.2 Use different instruments to measure time in days, hours, minutes and seconds.<br><br>2.3 Record time in common formats and using 12 and 24-hour formats.<br><br>2.4 Add and subtract times in hours and minutes.<br><br>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.<br><br>3.2 Read temperature scales to the nearest labelled and unlabelled division.  |

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

## Using Whole Numbers, Decimals, Fractions and Percentages

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

| LEARNING OUTCOMES                      | ASSESSMENT CRITERIA   |
|--|---|
| The learner will:                      | The learner can:  |
| 1. Be able to work with whole numbers. | 1.1 Count up to 1000.<br>1.2 Order numbers up to 1000.<br>1.3 Compare numbers up to 1000.<br>1.4 Read whole numbers up to 1000.<br>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, $\frac{1}{5}$ , $\frac{1}{8}$ , $\frac{1}{10}$ .<br>2.2 Write common fractions.<br>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%.<br>3.2 Recognise and use common percentages, fractions, equivalences, for example, $\frac{1}{2}$ , 0.5, 50%.   |
| 4. Be able to work with decimals.      | 4.1 State the meaning of decimals up to two decimal places.<br>4.2 Read up to two decimal places in practical contexts, for example, measure to one decimal place and money to two decimal places.  |

|  |   |
|--|---|
|  | <p>4.3 Write up to two decimal places in practical contexts, for example, measure to one decimal place and money to two decimal places.</p> <p>4.4 Explain the use of a leading zero in contexts, for example, £0.35.</p> |
|--|---|

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

## Numbers, Decimals, Fractions and Percentages

|                        |  |
|------------------------|--|
| <b>Unit reference:</b> | A/505/4867   |
| <b>Unit summary:</b>   | In this unit, learners will learn about numbers, fractions, decimals and percentages in order to understand and use them in everyday situations. |
| <b>Unit level:</b>     | Level 1  |
| <b>GLH:</b>            | 30   |
| <b>Credit value:</b>   | 3  |
| <b>Grading method:</b> | Pass/Fail  |

| LEARNING OUTCOMES                    | ASSESSMENT CRITERIA   |
|--------------------------------------|---|
| The learner will:                    | The learner can:  |
| 1. Be able to work with numbers.     | 1.1 Read and write positive numbers including large numbers.<br>1.2 Order and compare positive numbers, including large numbers.<br>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.<br>2.2 Order and compare common fractions and mixed numbers.<br>2.3 Express one number as a fraction of another, for example, 10 as a fraction of 30.<br>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.<br>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.<br>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> |
|--|---|

**Please note that this unit is barred against T/505/4866 – Using Whole Numbers, Decimals, Fractions and Percentages (Entry 3)**

## Numerical Relationships, Algebra and Ratios

|                        |  |
|------------------------|--|
| <b>Unit reference:</b> | J/505/4869   |
| <b>Unit summary:</b>   | In this unit, learners will learn about numerical relationships, algebra and ratio to solve problems in everyday situations. |
| <b>Unit level:</b>     | Level 1  |
| <b>GLH:</b>            | 20   |
| <b>Credit value:</b>   | 2  |
| <b>Grading method:</b> | Pass/Fail  |

| LEARNING OUTCOMES                               | ASSESSMENT CRITERIA  |
|---|--|
| The learner will:                               | The learner can:   |
| 1. Know about numerical relationships.          | 1.1 Recognise multiples of two to nine, up to 100.<br>1.2 Recognise multiples of 10, 50, 100, 1000.<br>1.3 Know square numbers up to 10x10.<br>1.4 Identify factors of numbers.<br>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.<br>2.2 Evaluate simple expressions and formulae.<br>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.<br>3.2 Explain direct proportion as the same rate of increase or decrease.<br>3.3 Use understanding of direct proportion to make simple calculations.  |

## Using and Communicating Data

|                        |  |
|------------------------|--|
| <b>Unit reference:</b> | H/505/4863   |
| <b>Unit summary:</b>   | In this unit, learners will learn how to understand mathematical information and present results for use in everyday situations. |
| <b>Unit level:</b>     | Entry 3  |
| <b>GLH:</b>            | 30   |
| <b>Credit value:</b>   | 3  |
| <b>Grading method:</b> | Pass/Fail  |

| LEARNING OUTCOMES   | ASSESSMENT CRITERIA   |
|---|---|
| The learner will:   | The learner can:  |
| 1. Be able to extract information.  | 1.1 Extract numerical information from lists, tables, diagrams, bar and tally charts.<br>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.<br>2.2 Collect data in familiar situations.<br>2.3 Record numerical data using a tally.<br>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.<br>3.2 Present data in tables, charts and diagrams, using key elements appropriately.<br>3.3 Use a simple scale to represent data in a bar chart or pictogram.<br>3.4 Provide simple descriptions of outcomes. |

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

## Using and Communicating Data

|                        |  |
|------------------------|--|
| <b>Unit reference:</b> | J/505/4872   |
| <b>Unit summary:</b>   | In this unit, learners will learn how to understand mathematical information and present results for use in everyday situations. |
| <b>Unit level:</b>     | Level 1  |
| <b>GLH:</b>            | 30   |
| <b>Credit value:</b>   | 3  |
| <b>Grading method:</b> | Pass/Fail  |

| LEARNING OUTCOMES                                | ASSESSMENT CRITERIA   |
|--|---|
| The learner will:                                | The learner can:  |
| 1. Be able to extract and interpret information. | <p>1.1 Use understanding of title, labels and simple scales to extract information from lists, tables, diagrams, charts and line graphs.</p> <p>1.2 Use understanding of title, labels and simple scales to interpret information from lists, tables, diagrams, charts and line graphs.</p>   |
| 2. Be able to collect and organise data.         | <p>2.1 Identify appropriate methods for collecting data.</p> <p>2.2 Collect discrete data in tests and from observations.</p> <p>2.3 Organise discrete data so that it can be easily transferred into a suitable format for sharing.</p> <p>2.4 Find the arithmetical average (mean) for a set of data.</p> <p>2.5 Find the arithmetical range for a set of data.</p> <p>2.6 State how very high or low figures can distort the average (mean).</p> |
| 3. Be able to present results.                   | <p>3.1 Use whole numbers, decimals, fractions and percentages to present results.</p> <p>3.2 Represent data in tables, charts, diagrams and line graphs, to support the understanding of others.</p> <p>3.3 Select suitable methods, format and scale to present and describe outcomes.</p>   |

Please note that this unit is barred against H/505/4863 – Using and Communicating Data (Entry 3)

## Using Probability

|                        |   |
|------------------------|---|
| <b>Unit reference:</b> | A/505/4870  |
| <b>Unit summary:</b>   | In this unit, learners will learn how to understand and use probability for use in everyday situations. |
| <b>Unit level:</b>     | Level 1   |
| <b>GLH:</b>            | 20  |
| <b>Credit value:</b>   | 2   |
| <b>Grading method:</b> | Pass/Fail   |

| LEARNING OUTCOMES                                | ASSESSMENT CRITERIA  |
|--|--|
| <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.<br>1.2 Show understanding that some events are certain to happen and some are impossible.                                      |
| 2. Be able to calculate and express probability. | 2.1 Calculate probability by the number of ways the event can happen divided by the total number of possible outcomes.<br>2.2 Express probability using fractions, decimals and percentages, with the probability scale of 0 to 1. |

## Using Size, Shape and Measures

|                        |   |
|------------------------|---|
| <b>Unit reference:</b> | M/505/4865  |
| <b>Unit summary:</b>   | In this unit, learners will learn about size, shape and related common measures for use in everyday situations. |
| <b>Unit level:</b>     | Entry 3   |
| <b>GLH:</b>            | 30  |
| <b>Credit value:</b>   | 3   |
| <b>Grading method:</b> | Pass/Fail   |

| LEARNING OUTCOMES   | ASSESSMENT CRITERIA   |
|---|---|
| The learner will:   | The learner can:  |
| 1. Be able to read, measure, estimate and compare length.   | 1.1 Estimate length and distance, using non-standard and standard units.<br>1.2 Compare length and distance, using non-standard units and standard units.<br>1.3 Select and use appropriate units for measuring length.<br>1.4 Select and use appropriate instruments for measuring length.<br>1.5 Read and measure length and distance, using standard and non-standard units, to the nearest labelled and unlabelled division, for example, with two or ten divisions between the numbered points on the scale. |
| 2. Be able to read, measure, estimate and compare weight.   | 2.1 Estimate and compare weight using non-standard and standard units.<br>2.2 Select and use appropriate units for measuring weight.<br>2.3 Select and use appropriate instruments for measuring weight.<br>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.<br>3.2 Select and use appropriate units for measuring capacity.  |

|  |  |
|--|--|
|  | <p>3.3 Select and use appropriate instruments for measuring capacity.</p> <p>3.4 Read and measure capacity using standard and non-standard units to the nearest labelled and unlabelled division.</p>  |
| <p>4. Know about shape, positional vocabulary and space.</p> | <p>4.1 Sort 2-D and 3-D shapes according to their properties, for example, side length, angle, line of symmetry.</p> <p>4.2 Identify perimeter of simple shapes.</p> <p>4.3 Understand and use straightforward vocabulary related to shape, for example, side, length, angle, line of symmetry.</p> <p>4.4 Follow directions using positional vocabulary, including the four compass points.</p> |

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

## Using Size, Shape and Space

|                        |   |
|------------------------|---|
| <b>Unit reference:</b> | L/505/4890  |
| <b>Unit summary:</b>   | In this unit, learners will learn about size, shape and related common measures for use in everyday situations. |
| <b>Unit level:</b>     | Level 1   |
| <b>GLH:</b>            | 30  |
| <b>Credit value:</b>   | 3   |
| <b>Grading method:</b> | Pass/Fail   |

| LEARNING OUTCOMES                          | ASSESSMENT CRITERIA  |
|--|--|
| The learner will:                          | The learner can:   |
| 1. Be able to measure length and distance. | 1.1 Choose and use appropriate instruments for measuring length and distance.<br>1.2 Choose and use appropriate units for measuring length and distance.<br>1.3 Read scales to the nearest labelled and unlabelled division.<br>1.4 Add and subtract units of measure for length and distance.<br>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.<br>2.2 Choose and use appropriate units for measuring weight.<br>2.3 Read scales to the nearest labelled and unlabelled division.<br>2.4 Add and subtract units of measure for weight.<br>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.<br>3.2 Choose and use appropriate units for measuring capacity.   |

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

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

## 4. Quality Assurance

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

### 4.1 Internal quality assurance

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

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

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

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

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

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

### 4.2 Sampling

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

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

### 4.3 Internal standardisation

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

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

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

### 4.4 External quality assurance

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

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

### 4.5 Centre monitoring

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

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

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

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

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

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

## 4.6 Quality assuring centre assessment decisions

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

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

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

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

## 4.7 Malpractice and maladministration

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

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

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

## 4.8 Direct claim status

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

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

## 4.9 Recognition of prior learning

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

The use of RPL is permitted for this qualification.

## 4.10 Reasonable adjustments and special considerations

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

- adapting assessment materials
- adaptation of the physical environment for access purposes
- adaptation to equipment
- assessment material in an enlarged format or Braille
- assessment material on coloured paper or in audio format
- use of British Sign Language (BSL)
- changing usual assessment arrangements
- extra time, for example, 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.  |



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

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

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

Tel: 01206 911 211