

Essential Skills for Work and Life Qualifications (Wales) (3846-01)

Qualification Handbook

July 2025
Version 2.3

Qualifications at a glance

Industry area	Essential Skills – Communication, Application of Number and ICT
City & Guilds number	3846-01
Age group approved	Intended for post-16 learners
Entry requirements	None
Assessment	By portfolio
Approvals	Full approval required
Registration and certification	Consult the Walled Garden/Online Catalogue for more information (www.walled-garden.com)

Title and level	GLH	TQT	Ofqual number	QiW approval/ designation number
Entry 1				
Entry Level Award in Essential Skills for Work and Life (Entry 1)	60	60	600/7647/1	C00/0894/3
Entry Level Certificate in Essential Skills for Work and Life (Entry 1)	160	160	600/7185/0	C00/0517/1
Entry Level Extended Certificate in Essential Skills for Work and Life (Entry 1)	240	240	600/7191/6	C00/0517/7
Entry Level Diploma in Essential Skills for Work and Life (Entry 1)	370	370	600/7188/6	C00/0517/4
Entry 2				
Entry Level Award in Essential Skills for Work and Life (Entry 2)	60	60	600/7648/3	C00/0521/9
Entry Level Certificate in Essential Skills for Work and Life (Entry 2)	160	160	600/7186/2	C00/0517/2
Entry Level Extended Certificate in Essential Skills for Work and Life (Entry 2)	240	240	600/7747/5	C00/0522/0
Entry Level Diploma in Essential Skills for Work and Life (Entry 2)	370	370	600/7189/8	C00/0517/5

Title and level	GLH	TQT	Ofqual number	QiW approval/ designation number
Entry 3				
Entry Level Award in Essential Skills for Work and Life (Entry 3)	60	60	600/7649/5	C00/0521/7
Entry Level Certificate in Essential Skills for Work and Life (Entry 3)	160	160	600/7187/4	C00/0517/3
Entry Level Extended Certificate in Essential Skills for Work and Life (Entry 3)	240	240	600/7748/7	C00/0522/1
Entry Level Diploma in Essential Skills for Work and Life (Entry 3)	370	370	600/7190/4	C00/0517/6
Level 1				
Level 1 Award in Essential Skills for Work and Life	60	60	600/7192/8	C00/0517/8
Level 1 Certificate in Essential Skills for Work and Life	160	160	600/7193/X	C00/0517/9
Level 2				
Level 2 Award in Essential Skills for Work and Life	46	60	601/1396/0	C00/0600/4
Level 2 Certificate in Essential Skills for Work and Life	121	160	601/1397/2	C00/0894/4
Level 3				
Level 3 Award in Essential Skills for Work and Life	42	60	601/1398/4	C00/0600/5
Level 3 Certificate in Essential Skills for Work and Life	116	160	601/1412/5	C00/0601/2

Document change history

Version and date	Change detail	Section
1.2 March 2013	Amendments to barred combinations of units.	Barred combinations
2.0 November 2013	Addition of Level 2 and 3 Awards and Certificates.	Throughout document
2.1 September 2017	Added TQT and GLH details. Deleted QCF.	Qualification at a Glance, Structures, Appendix
2.2 July 2024	Added QiW approval/ designation numbers. Removed references to fast track/automatic approval. Minor wording changes and updates to hyperlinks.	Qualification at a Glance, Structures Approvals Throughout
2.3 July 2025	Added section on quality assurance. URLs to the qualification page updated. Support materials text updated. Added sections 'inclusion and diversity', 'sustainability' and 'access arrangements, reasonable adjustments and special consideration'. URLs to the qualification page updated. Relationships to other qualifications section removed. Front cover, front and back matter, table format, font updated.	2. Centre requirements 3. Delivering the qualification 4. Units Appendices Throughout

Contents

Qualifications at a glance		2
Document change history		4
Contents		5
1	Introduction	9
	Qualification structures	10
	Rules of combination	12
	Total qualification time	20
2	Centre requirements	21
	Approval	21
	Resource requirements	21
	Candidate entry requirements	22
	Age restrictions	22
	Quality assurance	22
3	Delivering the qualification	23
	Initial assessment and induction	23
	Essential Skills Wales evidence and knowledge requirements	23
	Support materials	23
	Recording documents	24
	Inclusion and diversity	24
	Sustainability	24
	Access arrangements, reasonable adjustments and special consideration	25
Units		26
Unit 102	Writing texts	27
Unit 109	Completing forms	29
Unit 110	Using money	31
Unit 111	Using shape	33
Unit 112	Using time	34
Unit 117	Calculations using whole numbers to 10	36
Unit 119	Using whole numbers to 10	39
Unit 127	Using ICT systems	42
Unit 128	Developing and presenting information using ICT	44
Unit 132	Organising information	46
Unit 133	Following safe and healthy working practices when using ICT	48
Unit 134	Finding, selecting and exchanging information using ICT	50
Unit 135	Positional vocabulary	52

Unit 136	Providing information orally	54
Unit 137	Obtaining information orally	56
Unit 141	Identifying the purpose of written material	58
Unit 142	Reading for information	60
Unit 146	Strategies for reading	62
Unit 149	Comparing sizes	64
Unit 201	Preparing to write	67
Unit 203	Writing with meaning	69
Unit 209	Completing forms	71
Unit 210	Using money	74
Unit 211	Using shape	76
Unit 212	Using time	78
Unit 214	Measuring and using weight	80
Unit 215	Measuring and using length	82
Unit 218	Calculations with whole numbers	84
Unit 220	Using whole numbers up to 100	87
Unit 222	Using fractions	90
Unit 227	Using ICT systems	92
Unit 228	Developing and presenting information using ICT	95
Unit 233	Following safe and healthy working practices when using ICT	98
Unit 234	Finding, selecting and exchanging information using ICT	100
Unit 235	Positional vocabulary	103
Unit 236	Providing information orally	105
Unit 237	Obtaining information orally	107
Unit 239	Discussion skills	110
Unit 242	Reading for information	112
Unit 244	Reading for a purpose	115
Unit 245	Reading graphical material	117
Unit 246	Strategies for reading	119
Unit 301	Preparing to write	121
Unit 304	Writing to communicate information	124
Unit 305	Writing to communicate opinions	127
Unit 309	Completing forms	130
Unit 310	Using money	133
Unit 311	Using shape	136
Unit 312	Using time	138
Unit 313	Using measurements	140
Unit 318	Calculations with whole numbers	142
Unit 323	Using fractions and decimals	145

Unit 327	Using ICT systems	148
Unit 328	Developing and presenting information using ICT	151
Unit 329	Collecting and presenting information graphically	153
Unit 333	Following safe and healthy working practices when using ICT	155
Unit 334	Finding, selecting and exchanging information using ICT	158
Unit 336	Providing information orally	161
Unit 337	Obtaining information orally	164
Unit 339	Discussion skills	166
Unit 342	Reading for information	168
Unit 344	Reading for a purpose	171
Unit 345	Reading graphical material	173
Unit 346	Strategies for reading	175
Unit 404	Writing to communicate information	177
Unit 406	Writing to persuade	180
Unit 407	Writing to describe	183
Unit 408	Developing writing skills – report	186
Unit 412	Using time	187
Unit 413	Using measurements	189
Unit 416	Calculations with measurements	190
Unit 421	Whole numbers, problem solving and calculations	192
Unit 424	Fractions, decimals and percentages	195
Unit 425	Probability	198
Unit 426	Ratios and proportions	200
Unit 427	Using ICT systems	201
Unit 428	Developing and presenting information using ICT	204
Unit 430	Collection and presentation of data	207
Unit 431	Extracting data	209
Unit 433	Following safe and healthy working practices when using ICT	211
Unit 434	Finding, selecting and exchanging information using ICT	214
Unit 438	Speaking and listening, providing and receiving information	217
Unit 440	Contributing to discussions	219
Unit 444	Reading for purpose	221
Unit 447	Following instructional and explanatory texts	223

Unit 448	Obtaining information and opinions from texts	225
Unit 516	Calculations with measure	226
Unit 525	Probability	228
Unit 527	Using Information and Communications Technology ICT	231
Unit 533	Following safe and healthy working practices when using Information and Communication Technology ICT	234
Unit 534	Finding, selecting and exchanging information using Information and Communication Technology ICT	237
Unit 538	Speaking and listening, providing and receiving information	240
Unit 544	Reading for a purpose	243
Unit 549	Writing to convey information	245
Unit 551	Number	247
Unit 553	Collection, presentation and interpretation of discrete data	250
Unit 554	Collection, presentation and interpretation of continuous data	253
Unit 555	Taking part in formal discussions	256
Unit 558	The purpose and intention of texts	259
Unit 559	Writing persuasive text	261
Unit 560	Giving a presentation	263
Unit 616	Calculations with measure	266
Unit 650	Writing a complex document	268
Unit 651	Number	271
Unit 651	Number	272
Unit 652	Interpretation of data	273
Unit 656	Critical reading	275
Unit 657	Reading, researching and reporting	278
Unit 661	Giving a formal presentation	281
4	Barred combinations	284
Appendix 1	Sources of general information	289

1 Introduction

This document outlines the Essential Skills for Work and Life qualifications (3846) offered by City & Guilds to centres in **Wales**.

Area	Description
Who are the qualifications for?	<p>The Essential Skills for Work and Life qualifications allow learners in Wales to develop their communication, application of number and ICT skills, through flexible and personalised learning.</p> <p>They are suitable for a wide range of settings and are particularly suited to community and work-based delivery where (because of time or other pressures) it might not be feasible to complete a full Essential Skills Wales (ESW) qualification. They can also act as a stepping-stone towards ESW, as well as to refresh skills that have not been used for some time or not fully mastered in previous learning.</p> <p>These qualifications are designed for post-16 learners and are distinct from the National Literacy and Numeracy Framework (LNF) for schools in Wales.</p>
What do the qualifications cover?	<p>The qualifications contain a wide range of small (1-3 credit) units at Entry 1, Entry 2, Entry 3, Level 1, Level 2 and Level 3 each aligned to the ESW evidence and knowledge requirements.</p> <p>Like ESW, these units focus on problem solving and application of these skills in life and work situations; the crucial difference is they allow learners to address specific skills gaps and build confidence in particular skills they need to improve (eg Strategies for Reading, Using Fractions, Developing and Presenting Information Using ICT), without needing to cover the whole of the ESW standard. They also allow communication, number and ICT skills to be integrated within a single qualification.</p>
Are the qualifications part of a framework or initiative?	<p>These qualifications complement ESW, and help learners develop the skills and application necessary to achieve these qualifications.</p>
Who did we develop the qualification with?	<p>The units and qualification structures were developed in conjunction with Agored Cymru, Pearson and the Welsh Government.</p>
What opportunities for progression are there?	<p>These qualifications can support progression towards ESW. Strong communication, number and ICT skills are vital in almost any career.</p>

Qualification structures

The Essential Skills for Work and Life suite comprises the following qualifications:

Ofqual number	QiW approval/ designation number	Qualification title	Credits	Min credit at/ above Level	GLH
600/7647/1	C00/0894/3	Entry Level Award In Essential Skills for Work and Life (Entry 1)	6	6	60
600/7185/0	C00/0517/1	Entry Level Certificate In Essential Skills for Work and Life (Entry 1)	16	16	160
600/7191/6	C00/0517/7	Entry Level Extended Certificate In Essential Skills for Work and Life (Entry 1)	24	24	240
600/7188/6	C00/0517/4	Entry Level Diploma In Essential Skills for Work and Life (Entry 1)	37	37	370
600/7648/3	C00/0521/9	Entry Level Award in Essential Skills for Work and Life (Entry 2)	6	6	60
600/7186/2	C00/0517/2	Entry Level Certificate In Essential Skills for Work and Life (Entry 2)	16	9	160
600/7747/5	C00/0522/0	Entry Level Extended Certificate In Essential Skills for Work and Life (Entry 2)	24	15	240
600/7189/8	C00/0517/5	Entry Level Diploma In Essential Skills for Work and Life (Entry 2)	37	28	370
600/7649/5	C00/0521/7	Entry Level Award In Essential Skills for Work and Life (Entry 3)	6	6	60
600/7187/4	C00/0517/3	Entry Level Certificate In Essential Skills for Work and Life (Entry 3)	16	12	160
600/7748/7	C00/0522/1	Entry Level Extended Certificate In Essential Skills for Work and Life (Entry 3)	24	18	240
600/7190/4	C00/0517/6	Entry Level Diploma In Essential Skills for Work and Life (Entry 3)	37	28	370
600/7192/8	C00/0517/8	Level 1 Award In Essential Skills for Work and Life	6	6	60

Ofqual number	QiW approval/ designation number	Qualification title	Credits	Min credit at/ above Level	GLH
600/7193/X	C00/0517/9	Level 1 Certificate In Essential Skills for Work and Life	16	9	160
601/1396/0	C00/0600/4	Level 2 Award In Essential Skills for Work and Life	6	6	46
601/1397/2	C00/0894/4	Level 2 Certificate In Essential Skills for Work and Life	16	12	121
601/1398/4	C00/0600/5	Level 3 Award In Essential Skills for Work and Life	6	6	42
601/1412/5	C00/0601/2	Level 3 Certificate In Essential Skills for Work and Life	16	12	116

All units are portfolio-assessed, and there are no mandatory units. Each qualification operates on a 'pick and mix' basis and can include a mixture of communication, application of number and ICT units – depending on the nature of the programme and learners' particular skills gaps. Within the Award-sized qualifications (6 credits), it is possible to focus on just one subject area.

The rules of combination for each Certificate, Extended Certificate and Diploma-sized qualification include (where applicable) units one level above and one level below the level of the qualification. For example, it is possible to complete Entry 2 and Level 1 units as part of an Entry 3 qualification; although in each case a minimum number of credits (indicated in the table on page 7) must be at or above the level of the qualification. Within the Award-sized qualification, all units must be achieved at the level of the qualification with the exception of the Level 2 Award which requires 6 credits, of which, 4 must come from the level 2 units.

It is not possible to count units achieved at more than one level towards the same qualification if they have the same title or cover the same area of the standards (eg the Entry 1 unit 'Using Whole Numbers to 10' and Entry 2 unit 'Using Whole Numbers up to 100' cannot both be counted). A complete list of all barred unit combinations can be found on page 230.

Rules of combination

Entry Level Award in Essential Skills for Work and Life (Entry 1) C00/0894/3 600/7647/1 (3846-01)

Learners must achieve a minimum of **6** credits to achieve this qualification. A minimum of **3** credits must come from Group A and the remaining **3** credits from Group A and/or Group B.

Entry Level Certificate in Essential Skills for Work and Life (Entry 1) C00/0517/1 600/7185/0 (3846-01)

Learners must achieve a minimum of **16** credits to achieve this qualification. A minimum of **9** credits must come from Group A and the remaining **7** credits may come from Group A and/or Group B.

Entry Level Extended Certificate in Essential Skills for Work and Life (Entry 1) C00/0517/7 600/7191/6 (3846-01)

Learners must achieve a minimum of **24** credits to achieve this qualification. A minimum of **15** credits must come from Group A and the remaining **9** credits from Group A and/or Group B.

Entry Level Diploma in Essential Skills for Work and Life (Entry 1) C00/0517/4 600/7188/6 (3846-01)

Learners must achieve a minimum of **37** credits to achieve this qualification. A minimum of **19** credits must come from Group A and the remaining **18** credits from Group A and/or Group B.

Entry Level Award in Essential Skills for Work and Life (Entry 2) C00/0521/9 600/7648/3 (3846-01)

To achieve this qualification, learners must achieve a minimum of **6** credits. A minimum of **3** credits must come from Group B and the remaining **3** credits from Group B and/or Group C.

Entry Level Certificate in Essential Skills for Work and Life (Entry 2) C00/0517/2 600/7186/2 (3846-01)

Learners must achieve a minimum of **16** credits to achieve this qualification. A minimum of **9** credits must come from Group B and the remaining **7** credits from Group A and/or Group B and/or Group C.

Entry Level Extended Certificate in Essential Skills for Work and Life (Entry 2) C00/0522/0 600/7747/5 (3846-01)

Learners must achieve a minimum of **24** credits to achieve this qualification. A minimum of **15** credits must come from Group B and the remaining **9** credits from Group A and/or Group B and/or Group C.

Entry Level Diploma in Essential Skills for Work and Life (Entry 2) C00/0517/5 600/7189/8 (3846-01)

Learners must achieve a minimum of **37** credits to achieve this qualification. A minimum of **19** credits must come from Group B and the remaining **18** credits from Group A and/or Group B and/or Group C.

Entry Level Award in Essential Skills for Work and Life (Entry 3) C00/0521/7 600/7649/5 (3846-01)

Learners must achieve a minimum of **6** credits to achieve this qualification. A minimum of **3** credits must come from Group C and the remaining **3** credits from Group C and/or Group D.

Entry Level Certificate in Essential Skills for Work and Life (Entry 3)

C00/0517/3 600/7187/4 (3846-01)

Learners must achieve a minimum of **16** credits to achieve this qualification. A minimum of **9** credits must come from Group C and the remaining **7** credits from Group B and/or Group C and/or Group D.

Entry Level Extended Certificate in Essential Skills for Work and Life (Entry 3) 600/7748/7 C00/0522/1 (3846-01)

Learners must achieve a minimum of **24** credits to achieve this qualification. A minimum of **15** credits must come from Group C and the remaining **9** credits from Group B and/or Group C and/or Group D.

Entry Level Diploma in Essential Skills for Work and Life (Entry 3) C00/0517/6 600/7190/4 (3846-01)

Learners must achieve a minimum of **37** credits to achieve this qualification. A minimum of **19** credits must come from Group C and the remaining **18** credits from Group B and/or Group C and/or Group D.

Level 1 Award in Essential Skills for Work and Life C00/0517/8 600/7192/8 (3846-01)

Learners must achieve a minimum of **6** credits from Group D to achieve this qualification.

Level 1 Certificate in Essential Skills for Work and Life C00/0517/9 600/7193/X 601/1396/0 (3846-01)

Learners must achieve a minimum of **16** credits to achieve this qualification. A minimum of **9** credits from Group D and the remaining **7** credits from Group C and/or Group D.

Level 2 Award in Essential Skills for Work and Life C00/0600/4 601/1396/0 (3846-01)

Learners must achieve a minimum of **6** credits to achieve this qualification. A minimum of **4** credits from group E and the remaining **2** credits from group E and/or Group F.

****Units with the same title at different levels may be taken but only the highest level will count****

Level 2 Certificate In Essential Skills for Work and Life C00/0894/4 601/1397/2 (3846-01)

Learners must achieve a minimum of **16** credits to achieve this qualification. A minimum of **9** credits must come from Group E.

The remaining **7** credits from Group D and/or Group E and/or Group F.

A maximum of **4** credits may come from Group D.

****Units with the same title at different levels may be taken but only the highest level will count****

Level 3 Award In Essential Skills for Work and Life C00/0600/5 601/1398/4 (3846-01)

Learners must achieve a minimum of **6** credits from Group F.

Level 3 Certificate In Essential Skills for Work and Life C00/0601/2 601/1412/5 (3846-01)

Learners must achieve a minimum of **16** credits.

12 credits must come from Group F.

A maximum of **4** credits must come from Group E.

Units with the same title at different levels may be taken but only the highest level will count

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Group A - Entry 1 units			
A/504/3464	102	Writing texts	3
T/504/3477	109	Completing forms	2
A/504/3478	110	Using money	3
R/504/3471	111	Using shape	3
R/504/3499	112	Using time	2
A/504/3691	117	Calculations using whole numbers to 10	3
F/504/3692	119	Using whole numbers to 10	3
F/504/3451	127	Using ICT systems	2
J/504/3452	128	Developing and presenting information using ICT	2
Y/504/3486	132	Organising information	1
H/504/3507	133	Following safe and healthy working practices when using ICT	1
Y/504/3522	134	Finding, selecting and exchanging information using ICT	2
F/504/3434	135	Positional vocabulary	1
R/504/3485	136	Providing information orally	3
L/504/3470	137	Obtaining information orally	3
R/504/3521	141	Identifying the purpose of written material	3
J/504/3449	142	Reading for information	2
D/504/3506	146	Strategies for reading	3
J/504/3516	149	Comparing sizes	3

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Group B – Entry 2 Units			
L/504/3517	201	Preparing to write	3
Y/504/3441	203	Writing with meaning	3
M/504/3459	209	Completing forms	2
L/504/3453	210	Using money	2
H/504/3460	211	Using shape	2
J/504/3466	212	Using time	1
D/504/3473	214	Measuring and using weight	1
H/504/3443	215	Measuring and using length	2
K/504/3508	218	Calculations with whole numbers	3
J/504/3676	220	Using whole numbers up to 100	2
D/504/3523	222	Using fractions	2
H/504/3474	227	Using ICT systems	2
F/504/3501	228	Developing and presenting information using ICT	2
H/504/3491	233	Following safe and healthy working practices when using ICT	1
M/504/3509	234	Finding, selecting and exchanging information using ICT	2
M/504/3476	235	Positional vocabulary	1
Y/504/3472	236	Providing information orally	2
H/504/3457	237	Obtaining information orally	3
D/504/3442	239	Discussion skills	2
A/504/3500	242	Reading for information	3
F/504/3479	244	Reading for a purpose	3
T/504/3480	245	Reading graphical material	2
F/504/3465	246	Strategies for reading	2

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Group C – Entry 3 Units			
K/504/3444	301	Preparing to write	3
K/504/3461	304	Writing to communicate information	3
M/504/3493	305	Writing to communicate opinions	3
K/504/3511	309	Completing forms	2
M/504/3512	310	Using money	2
L/504/3467	311	Using shape	2
Y/504/3536	312	Using time	1
R/504/3454	313	Using measurements	3
K/504/3525	318	Calculations with whole numbers	3
Y/504/3519	323	Using fractions and decimals	3
R/504/3468	327	Using ICT systems	2
T/504/3530	328	Developing and presenting information using ICT	2
Y/504/3455	329	Collecting and presenting information graphically	2
J/504/3483	333	Following safe and healthy working practices when using ICT	1
L/504/3503	334	Finding, selecting and exchanging information using ICT	2
H/504/3524	336	Providing information orally	2
H/504/3510	337	Obtaining information orally	3
T/504/3494	339	Discussion skills	2
R/504/3518	342	Reading for information	3
J/504/3502	344	Reading for a purpose	3
F/504/3482	345	Reading graphical material	1
A/504/3481	346	Strategies for reading	2

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Group D – Level 1 Units			
F/504/3515	404	Writing to communicate information	1
A/504/3514	406	Writing to persuade	1
A/504/3528	407	Writing to describe	1
Y/504/3004	408	Developing writing skills - report	1
T/504/3463	412	Using time	1
K/504/3475	413	Using measurements	1
T/504/3527	416	Calculations with measurements	1
J/504/3497	421	Whole numbers, problem solving and calculations	2
F/504/3529	424	Fractions, decimals and percentages	2
Y/504/3505	425	Probability	1
L/504/3520	426	Ratios and proportions	1
M/504/3445	427	Using ICT systems	1
T/504/3513	428	Developing and presenting information using ICT	2
D/504/3456	430	Collection and presentation of data	1
L/504/3484	431	Extracting data	1
M/504/3462	433	Following safe and healthy working practices when using ICT	1
A/504/3495	434	Finding, selecting and exchanging information using ICT	2
F/504/3496	438	Speaking and listening, providing and receiving information	1
Y/504/3469	440	Contributing to discussions	1
A/504/3447	444	Reading for purpose	1
R/504/3504	447	Following instructional and explanatory texts	1
T/504/3446	448	Obtaining information and opinions from texts	1

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Group E – Level 2 Units			
A/505/1080	516	Calculations with Measure	2
F/505/1095	525	Probability	1
F/505/1131	527	Using Information and Communications Technology ICT	3
A/505/1130	533	Following Safe and Healthy Working Practices when using Information and Communication Technology ICT	1
J/505/1129	534	Finding, Selecting and Exchanging Information using Information and Communication Technology ICT	2
K/505/1110	538	Speaking and Listening - Providing and Receiving Information	2
K/505/1107	544	Reading for a Purpose	2
M/505/1111	549	Writing to Convey Information	2
L/505/1083	551	Number	2
H/505/1087	553	Collection, Presentation and Interpretation of Discrete Data	2
L/505/1097	554	Collection, Presentation and Interpretation of Continuous Data	2
M/505/1108	555	Taking Part in Formal Discussions	1
T/505/1109	558	The Purpose and Intention of Texts	2
T/505/1112	559	Writing Persuasive Text	1
D/505/1167	560	Giving a Presentation	2

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Group F – Level 3 Units			
J/505/1101	659	Number	2
J/505/1115	661	Giving a Formal Presentation	1
T/505/1126	656	Critical Reading	2
A/505/1127	657	Reading, Researching and Reporting	1
F/505/1128	650	Writing a Complex Document	2
R/505/1165	616	Calculations with Measure	2
H/505/1168	652	Interpretation of Data	2

Total qualification time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Entry Level Award in Essential Skills for Work and Life (Entry 1)	60	60
Entry Level Certificate in Essential Skills for Work and Life (Entry 1)	160	160
Entry Level Extended Certificate in Essential Skills for Work and Life (Entry 1)	240	240
Entry Level Diploma in Essential Skills for Work and Life (Entry 1)	370	370
Entry Level Award in Essential Skills for Work and Life (Entry 2)	60	60
Entry Level Certificate in Essential Skills for Work and Life (Entry 2)	160	160
Entry Level Extended Certificate in Essential Skills for Work and Life (Entry 2)	240	240
Entry Level Diploma in Essential Skills for Work and Life (Entry 2)	370	370
Entry Level Award in Essential Skills for Work and Life (Entry 3)	60	60
Entry Level Certificate in Essential Skills for Work and Life (Entry 3)	160	160
Entry Level Extended Certificate in Essential Skills for Work and Life (Entry 3)	240	240
Entry Level Diploma in Essential Skills for Work and Life (Entry 3)	370	370
Level 1 Award in Essential Skills for Work and Life	60	60
Level 1 Certificate in Essential Skills for Work and Life	160	160
Level 2 Award in Essential Skills for Work and Life	46	60
Level 2 Certificate in Essential Skills for Work and Life	121	160
Level 3 Award in Essential Skills for Work and Life	42	60
Level 3 Certificate in Essential Skills for Work and Life	116	160

2 Centre requirements

Approval

City & Guilds centres will need to gain qualification approval before they can offer these qualifications; new centres will need to gain both centre and qualification approval before they can offer these qualifications. Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of these qualifications before designing a course programme.

Resource requirements

Centre staffing

Staff delivering these qualifications must be familiar with the Essential Skills Wales (ESW) knowledge and evidence requirements at each level, as well as the assessment criteria for each of the Essential Skills for Work and Life units they assess and/or quality assure. They must be secure in their own communication/literacy, number/numeracy and ICT skills, as well as familiar with the assessment and internal quality assurance (IQA) process.

City & Guilds does not specify any particular qualifications for assessing or internally quality assuring these qualifications, although they must be clearly capable of doing so. Other public bodies (eg Estyn) may set their own requirements for teaching staff.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot quality assure their own assessments.

Assessors and Internal Quality Assurers

Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for these qualifications.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of Essential Skills (communication, application of number and ICT), that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Candidate entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to complete any units/qualifications they work towards.

Age restrictions

There is no formal age restriction for these qualifications, although they are designed for use with learners over the age of 16.

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in City & Guilds **Quality Assurance Standards** documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must:

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds. External Quality Assurers (EQAs) are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

3 Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify the Essential Skills for Work and Life units and qualifications they should work towards.

The initial assessment process should identify:

- if the candidate has any specific training needs, and that they are capable of independently achieving the required standard
- support and guidance they may need when working towards these qualifications.
- any communication (including literacy, English or Welsh), application of number (including numeracy or mathematics) learning they have already undertaken or units/qualifications they have already completed.

We recommend that centres provide an induction programme, so the candidate fully understands the requirements of the qualifications, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Essential Skills Wales evidence and knowledge requirements

These qualifications are designed to complement the Essential Skills Wales (ESW) qualifications and are aligned to the ESW knowledge and evidence requirements.

These are set out in full in the document 'Essential Skills Wales', published by the Welsh Government and available to download from the ESW pages on City & Guilds' website, **Essential Skills for Work and Life (Wales) (3846)**.

We also recommend that any learning programme leading to these qualifications has regard to the adult literacy, adult numeracy and adult ICT core curricula.

Support materials

City & Guilds has developed a range of additional materials that can be used with these qualifications. We have a full range of resources to support teaching and learning in our Maths and English toolkit. These resources have been mapped to the Essential Skills qualifications.

Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence. City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of recording forms specifically for these qualifications. They can be found in the Logbook for this qualification which is available from the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external quality assurer (EQA), before they are used by candidates and assessors at the centre.

Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth. More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](http://www.cityandguilds.com)

Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that help our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

[Our Pathway to Net Zero | City & Guilds \(cityandguilds.com\)](http://www.cityandguilds.com)

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy and considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible
- waste procedures (ensuring that waste is minimised and recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

Access arrangements, reasonable adjustments and special consideration

City & Guilds has considered the design of these qualifications and their assessments in order to best support accessibility and inclusion for all learners. In order to best support accessibility and inclusion for all learners, City & Guilds understands however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Special consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

Please refer to the documents 'Joint Council for Qualifications (JCQ) Access Arrangements and Reasonable Adjustments', 'JCQ – A Guide to the special consideration process' and 'Access arrangements – When and how applications need to be made to City & Guilds' for more information. All of these are available on the **City & Guilds website**.

Units

The units that make up these qualifications are based on the Essential Skills Wales (ESW) evidence and knowledge requirements. To understand the expected standard at each level fully, the units should therefore be read in conjunction with the ESW amplification and guidance document, available to download from the ESW pages on City & Guilds' website, **Essential Skills for Work and Life (Wales) (3846)**.

Unit 102

Writing texts

UAN:	A/504/3464
Level:	Entry 1
Credit value:	3
GLH:	30

Learning outcome
The learner will: 1. be able to use upper and lower case letters.
Assessment criteria
The learner can: 1.1 give an example of when to write in block capitals 1.2 give an example of when it is necessary to use both upper and lower case letters 1.3 use letters in both capital and lower case form.

Learning outcome
The learner will: 2. be able to write simple documents.
Assessment criteria
The learner can: 2.1 give the main points to include in a document required for a stated purpose 2.2 state key words to include in text 2.3 write simple sentences to include in documents.

Learning outcome
The learner will: 3. be able to punctuate simple sentences.
Assessment criteria
The learner can: 3.1 use punctuation for simple sentences in own writing to include: a. capital letters for the start of a sentence b. full stops c. capital I when writing about self.

Unit 102 Writing texts

Supporting information

Guidance

LO 2: The document could be in the form of a note or postcard or other appropriate for this level.

Unit 109

Completing forms

UAN:	T/504/3477
Level:	Entry 1
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. understand terms found on forms.
Assessment criteria
The learner can: 1.1 give the meaning of terms found on forms.

Learning outcome
The learner will: 2. be able to complete forms.
Assessment criteria
The learner can: 2.1 use personal details to complete forms.

Unit 109 Completing forms

Supporting information

Guidance

The forms used should be appropriate for this level.

AC1.1 A minimum of four terms for example name, address, date of birth, telephone number.

AC2.1 A minimum of four forms should be included which vary in purpose but which are appropriate for this level.

Unit 110

Using money

UAN:	A/504/3478
Level:	Entry 1
Credit value:	3
GLH:	30

Learning outcome

The learner will:

1. know the purpose of cash.

Assessment criteria

The learner can:

- 1.1 identify situations where cash can be used.

Learning outcome

The learner will:

2. know the value of coins. (NE1.2)

Assessment criteria

The learner can:

- 2.1 identify coins up to £2
- 2.2 rank the coins in order of value
- 2.3 identify coins required for specific purposes.

Learning outcome

The learner will:

3. be able to use coins in everyday situations. (NE1.2)

Assessment criteria

The learner can:

- 3.1 demonstrate how to use coins when:
 - a. paying someone for goods
 - b. using machines or equipment.

Unit 110 Using money

Supporting information

Guidance

AC 1.1 A minimum of three situations.

AC 3.1b Machines or equipment - examples of this could be a vending machine or supermarket trolley.

UAN:	R/504/3471
Level:	Entry 1
Credit value:	3
GLH:	30

Learning outcome

The learner will:

1. understand how knowledge of shapes can be used in practical situations. (NE1.1)

Assessment criteria

The learner can:

- 1.1 outline a practical task or activity using 2D or 3D shapes.

Learning outcome

The learner will:

2. know common 2D shapes. (NE1.2)

Assessment criteria

The learner can:

- 2.1 state how 2D shapes differ from 3D shapes
- 2.2 identify 2D shapes including squares, rectangles, circles and triangles:
 - a. of different sizes
 - b. when shown in different positions.

Learning outcome

The learner will:

3. know common 3D shapes (NE1.2)

Assessment criteria

The learner can:

- 3.1 identify 3D shapes including cubes, spheres and coins:
 - a. of different sizes
 - b. when viewed from a different side.

Unit 112

Using time

UAN:	R/504/3499
Level:	Entry 1
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. understand vocabulary relating to the time. (NE1.1)
Assessment criteria
The learner can: 1.1 relate familiar events to: a. seasons of the year b. days of the week c. times of the day.

Learning outcome
The learner will: 2. be able to order events using vocabulary of time.
Assessment criteria
The learner can: 2.1 state the order of: a. the days of the week b. the seasons of the year 2.2 state the order of events which are expressed as o'clock times 2.3 state the order of events which are given by the day on which they occur.

Unit 112 Using time

Supporting information

Guidance

AC1.1c. Times of the day - using o'clock times or parts of the day.

AC2.2 O'clock times- up to 12 o'clock.

Unit 117

Calculations using whole numbers to 10

UAN:	A/504/3691
Level:	Entry 1
Credit value:	3
GLH:	30

Learning outcome
The learner will: 1. understand the meaning of addition and subtraction.
Assessment criteria
The learner can: 1.1 give examples of different names for: a. plus b. minus 1.2 identify symbols used in calculations 1.3 give examples of practical situations when it is necessary to add and subtract numbers.

Learning outcome
The learner will: 2. be able to add and subtract single digit numbers. (NE1.2)
Assessment criteria
The learner can: 2.1 add single-digit numbers with totals to 10 2.2 subtract single digit numbers from whole numbers to 10 2.3 identify pairs of numbers that add together to give 10 2.4 use +, - and = when writing down calculations 2.5 demonstrate ways of checking answers to calculations.

Learning outcome
The learner will: 3. be able to use calculation of whole numbers to 10 in practical tasks.
Assessment criteria
The learner can: 3.1 use plus and minus in a practical task/activity 3.2 state what the results mean.

Unit 117 Calculations using whole numbers to 10

Supporting information

Guidance

AC1.1 A minimum of two examples.

AC1.2 **Symbols** - at this level only the symbols for +, - and = are required.

AC1.3 A minimum of two examples.

AC 2.1 **Numbers** - Whole numbers to 10, including zero.

AC 2.5A minimum of two ways. One of the ways could include the use of a calculator.

UAN:	F/504/3692
Level:	Entry 1
Credit value:	3
GLH:	30

Learning outcome
The learner will: 1. understand a given problem involving whole numbers to 10. (NE1.1)
Assessment criteria
The learner can: 1.1 state how to tackle a problem involving numbers up to 10.

Learning outcome
The learner will: 2. understand information given by numbers. (NE1.1)
Assessment criteria
The learner can: 2.1 identify information given by numbers up to 10 in: a. simple written material b. simple graphical material c. simple numerical material 2.2 record the numbers using: a. digits b. words.

Learning outcome
The learner will: 3. understand the value of numbers up to 10.
Assessment criteria
The learner can: 3.1 count up to 10 items 3.2 order numbers according to their value 3.3 use number words to grade items 3.4 use words that compare the numbers of items.

Learning outcome
The learner will: 4. understand how numbers are used for a specific purpose (NE1.3)
Assessment criteria
The learner can: 4.1 use numbers to solve the problem stated in 1.1.

Unit 119 Using whole numbers to 10

Supporting information

AC1.1 Not all tasks included in LO2 and LO3 need to be included in the problem stated in 1.1.

AC1.1 & 3.2 Numbers - whole numbers up to 10 including zero.

AC2.1 **Simple** - the materials must be appropriate for this level with regard to literacy and numeracy.

AC3.3 Number words - ordinals such as first, second and third.

Unit 127

Using ICT systems

UAN:	F/504/3451
Level:	Entry 1
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. understand a simple given task requiring the use of ICT (ICTE1.1)
Assessment criteria
The learner can: 1.1 state a task or problem 1.2 state how the task is to be tackled.

Learning outcome
The learner will: 2. be able to use hardware and onscreen icons for a specific purpose (ICTE1.1)
Assessment criteria
The learner can: 2.1 use hardware to carry out the task stated in 1.1 2.2 demonstrate the use of onscreen icons 2.3 demonstrate the use of interface features.

Learning outcome
The learner will: 3. be able to use the help facility (ICTE1.1)
Assessment criteria
The learner can: 3.1 locate the help facility 3.2 indicate when it is appropriate to use the help facility 3.3 use the help facility to carry out a given task.
Learning outcome
The learner will: 4. be able to ask for help when needed (ICTE1.1)
Assessment criteria
The learner can: 4.1 identify when it is appropriate to ask for help 4.2 ask for help when needed.

Unit 127 Using ICT Systems

Supporting information

Guidance

AC1.1 and AC3.3: The task should be one appropriate to the level of this unit.

UAN:	J/504/3452
Level:	Entry 1
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. be able to enter personal information (ICTE1.3)
Assessment criteria
The learner can: 1.1 complete online forms requiring personal information.

Learning outcome
The learner will: 2. be able to present information through ICT (ICTE1.3)
Assessment criteria
The learner can: 2.1 use hard copies to present ICT information for the purpose 2.2 use screen shots to present ICT information for the purpose.

Learning outcome
The learner will: 3. be able to delete and amend information (ICTE1.3)
Assessment criteria
The learner can: 3.1 demonstrate how to correct mistakes in information 3.2 demonstrate how to delete information.

Learning outcome
The learner will: 4. be able to present information orally (ICTE1.3)
Assessment criteria
The learner can: 4.1 use spoken explanations to present ICT information for the purpose.

Unit 128 Developing and presenting information using ICT

Supporting information

Guidance

AC1.1 A minimum of two forms.

UAN:	Y/504/3486
Level:	Entry 1
Credit value:	1
GLH:	10

Learning outcome
The learner will: 1. be able to sort objects according to a stated criteria (NE1.2)
Assessment criteria
The learner can: 1.1 sort objects into two groups according to a given criterion.

Learning outcome
The learner will: 2. be able to represent numerical information in different ways (NE1.3)
Assessment criteria
The learner can: 2.1 show information using: a. lists b. diagrams c. simple pictogram.

Unit 132 Organising information

Supporting information

Guidance

AC2.1 Different information can be used to evidence lists, diagrams and pictograms.

AC2.1 At least two of each type are required.

Unit 133

Following safe and healthy working practices when using ICT

UAN:	H/504/3507
Level:	Entry 1
Credit value:	1
GLH:	10

Learning outcome
The learner will: 1. understand safety measures needed when using ICT (ICTE1.1)
Assessment criteria
The learner can: 1.1 give examples of safety problems that may exist with ICT 1.2 state how often breaks should be taken when using ICT.

Learning outcome
The learner will: 2. know where to find help when needed (ICTE1.1)
Assessment criteria
The learner can: 2.1 state where help may be obtained to make safety adjustments and give reasons.

Unit 133 **Following safe and healthy
working practices when
using ICT**

Supporting information

Guidance

AC1.1 A minimum of two examples.

Unit 134

Finding, selecting and exchanging information using ICT

UAN:	Y/504/3522
Level:	Entry 1
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. know some ICT sources of information (ICTE1.2)
Assessment criteria
The learner can: 1.1 give examples of some ICT sources of information.

Learning outcome
The learner will: 2. be able to locate information (ICTE1.2)
Assessment criteria
The learner can: 2.1 use ICT sources to find information for a stated given task.

Learning outcome
The learner will: 3. be able to enter and save information (ICTE1.3)
Assessment criteria
The learner can: 3.1 use ICT facilities to input information 3.2 demonstrate how to save information.

Learning outcome
The learner will: 4. be able to receive simple ICT based information (ICTE1.2)
Assessment criteria
The learner can: 4.1 give examples of ICT based information 4.2 use ICT to receive information.

Unit 134 **Finding, selecting and exchanging information using ICT**

Supporting information

Guidance

AC1.1 A minimum of two examples.

AC4.1 A minimum of two examples.

AC4.2 Eg e-mail or text message.

Unit 135

Positional vocabulary

UAN:	F/504/3434
Level:	Entry 1
Credit value:	1
GLH:	10

Learning outcome
The learner will: 1. understand positional vocabulary (NE1.2)
Assessment criteria
The learner can: 1.1 give the meaning of a range of terms used to describe the position of objects and places 1.2 locate objects and places by using some of the terms described in 1.1.

Unit 135 Positional vocabulary

Supporting information

Guidance

AC1.1 **Range** - at least 10.

Unit 136

Providing information orally

UAN:	R/504/3485
Level:	Entry 1
Credit value:	3
GLH:	30

Learning outcome
The learner will: 1. be able to use spoken language to make statements of fact.
Assessment criteria
The learner can: 1.1 give examples of when it may be necessary to provide factual information verbally 1.2 give factual information verbally.

Learning outcome
The learner will: 2. be able to use spoken language to express feelings and opinions.
Assessment criteria
The learner can: 2.1 give examples of when it may be appropriate to express feelings or opinions 2.2 give opinions and feelings verbally.

Learning outcome
The learner will: 3. be able to respond to requests for personal information.
Assessment criteria
The learner can: 3.1 give some examples of what is meant by personal information 3.2 give examples of when it may be necessary to provide personal information 3.3 give examples of when personal information should not be given 3.4 provide personal information on request 3.5 spell out personal details when requested.

Unit 136 Providing information orally

Supporting information

Guidance

- AC1.1 Minimum of two examples.

- AC1.2 This must be on a minimum of two occasions.
Providing different factual material on each occasion.

- AC2.1 Minimum of two examples.

- AC2.2 This must be on a minimum of two occasions
on different subjects.

- AC3.1 – 3.3 Minimum of two examples.

Unit 137

Obtaining information orally

UAN:	L/504/3470
Level:	Entry 1
Credit value:	3
GLH:	30

Learning outcome
The learner will: 1. be able to obtain information from short explanations.
Assessment criteria
The learner can: 1.1 identify the purpose of a short explanation 1.2 identify key words to listen out for in the explanation 1.3 identify key information from short explanations.

Learning outcome
The learner will: 2. be able to follow single-step oral instructions.
Assessment criteria
The learner can: 2.1 identify key words to listen out for in oral instructions 2.2 follow single step instructions 2.3 identify questions that can be used to check that the task has been completed successfully.

Learning outcome
The learner will: 3. be able to use spoken language to obtain information.
Assessment criteria
The learner can: 3.1 prepare questions to use to obtain information for a stated purpose 3.2 ask questions to obtain information for a stated purpose 3.3 identify the key detail in answers provided to questions in 3.2.

Unit 137 Obtaining information orally

Supporting information

Guidance

AC2.2 On at least three occasions. Each instruction should require a single action, though there may be a series of these.

AC3.1, 3.2 A minimum of three questions.

Unit 141

Identifying the purpose of written material

UAN:	R/504/3521
Level:	Entry 1
Credit value:	3
GLH:	30

Learning outcome
The learner will: 1. be able to recognise the purpose of simple texts.
Assessment criteria
The learner can: 1.1 find examples of written materials found in daily life including: a. a list b. a message c. an advert d. a notice 1.2 identify the purpose of each of the materials in 1.1 1.3 give examples of texts that are read for: a. pleasure b. information 1.4 identify the purpose of each of the materials in 1.3.

Learning outcome
The learner will: 2. be able to recognise the purpose of signs and symbols.
Assessment criteria
The learner can: 2.1 identify the meaning of a range of common signs and symbols 2.2 give examples of where the signs and symbols in 2.1 may be found.

Unit 141 Identifying the purpose of written material

Supporting information

Guidance

AC1.1 Written materials - At least one of the materials must contain an image or illustration.

AC2.1 A minimum of two.

AC2.2 A minimum of two.

Unit 142

Reading for information

UAN:	J/504/3449
Level:	Entry 1
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. be able to follow the meaning of short texts.
Assessment criteria
The learner can: 1.1 outline the gist of short texts.

Learning outcome
The learner will: 2. be able to obtain information from simple documents.
Assessment criteria
The learner can: 2.1 state information to be obtained from documents 2.2 identify the required information.

Unit 142 Reading for information

Supporting information

Guidance

AC1.1 A minimum of five short texts. The texts should be appropriate for this level.

AC2.1 A minimum of three documents. The documents should be appropriate for this level and could include simple notices and labels.

Unit 146

Strategies for reading

UAN:	D/504/3506
Level:	Entry 1
Credit value:	3
GLH:	30

Learning outcome
The learner will: 1. understand simple words, signs and symbols.
Assessment criteria
The learner can: 1.1 identify the meaning of a range of signs found in familiar situations 1.2 identify the meaning of a range of symbols found in familiar situations 1.3 identify the meaning of a range of words found in familiar situations.

Learning outcome
The learner will: 2. be able to decode simple regular words.
Assessment criteria
The learner can: 2.1 name and sound letters of the alphabet 2.2 use letter sounds to work out words.

Learning outcome
The learner will: 3. be able to use own language experience to identify words.
Assessment criteria
The learner can: 3.1 use surrounding words to help identify unfamiliar words 3.2 read own scribed words on familiar topics.

Learning outcome
The learner will: 4. know how to find and use the meaning of unfamiliar words.
Assessment criteria
The learner can: 4.1 find the meaning of a range of unfamiliar words 4.2 use the words in 4.1 orally in new sentences.

Unit 146 Strategies for reading

Supporting information

Guidance

AC1.1 -1.3 Range between five and ten.

AC2. 2 Words - these should be simple regular words
 which use a variety of consonants and vowels.

AC4.1 Range between five and ten.

Unit 149

Comparing sizes

UAN:	J/504/3516
Level:	Entry 1
Credit value:	3
GLH:	30

Learning outcome
The learner will: 1. be able to use words to describe the size of objects (NE1.2)
Assessment criteria
The learner can: 1.1 give examples of words which are used to: a. describe the size of an object b. compare the sizes of objects 1.2 use these words to: a. describe the size of a range of objects b. compare the size of a range of objects.

Learning outcome
The learner will: 2. be able to use words to describe the weight of objects (NE1.2)
Assessment criteria
The learner can: 2.1 give examples of words which are used to: a. describe the weight of an object b. compare the weights of objects 2.2 use these words to: a. describe the weight of a range of objects b. compare the weight of a range of objects.

Learning outcome
The learner will: 3. be able to use words to describe capacity (NE1.2)
Assessment criteria
The learner can: 3.1 give examples of words which are used to: a. describe capacity of an object b. compare the capacity of a range of objects.

Learning outcome
The learner will: 4. be able to measure objects (NE1.1)
Assessment criteria
The learner can: 4.1 measure objects using whole numbers.

Unit 149 Comparing sizes

Supporting information

Guidance

AC1.1, 2.1 and 3.1 - A minimum of two of each.

UAN:	L/504/3517
Level:	Entry 2
Credit value:	3
GLH:	30

Learning outcome
The learner will: 1. be able to choose the information required to include in own writing (CE2.3)
Assessment criteria
The learner can: 1.1 identify the main points to include in a document for a stated purpose.

Learning outcome
The learner will: 2. be able to choose the right format for a piece of writing (CE2.3)
Assessment criteria
The learner can: 2.1 identify possible formats which could be used for writing for a stated purpose 2.2 list reasons for choosing a particular format.

Learning outcome
The learner will: 3. be able to draft own writing (CE2.3)
Assessment criteria
The learner can: 3.1 draft writing for a given audience to include: a. simple sentences b. language fit for purpose.

Unit 201 Preparing to write

Supporting information

Guidance

- AC1.1 At least two documents must be considered.

- AC2.1 Minimum of two formats. Formats could include use of bullet points, illustrations etc.

- AC3.1 At least two separate documents should be drafted. There is no specified word count but documents should be appropriate for this level and fit for purpose.

UAN:	Y/504/3441
Level:	Entry 2
Credit value:	3
GLH:	30

Learning outcome
The learner will: 1. be able to produce a draft of a document (CE2.3)
Assessment criteria
The learner can: 1.1 produce a draft of a piece of text for a stated purpose.

Learning outcome
The learner will: 2. be able to review their draft for purpose and meaning (CE2.3)
Assessment criteria
The learner can: 2.1 proof read text to check it meets purpose and audience including: a. sentences used b. adjectives used 2.2 revise draft.

Learning outcome
The learner will: 3. be able to proof read final draft for accuracy (CE2.3)
Assessment criteria
The learner can: 3.1 check own writing for: a. punctuation b. spelling 3.2 produce final copy.

Unit 203 Writing with meaning

Supporting information

Guidance

- AC1.1 A minimum of two documents with two different purposes and audiences.
- AC3.1 a) Punctuation at this level includes accurate use of capital letters, full stops and question marks.
- AC3.1 b) Accuracy of spelling at this level must include the majority of personal details and familiar words.

UAN:	M/504/3459
Level:	Entry 2
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. be able to use personal details and familiar common words to fill in a form. (CE2.3)
Assessment criteria
The learner can: 1.1 spell personal details and familiar common words with accuracy for purpose.

Learning outcome
The learner will: 2. be able to complete a paper based form. (CE2.3)
Assessment criteria
The learner can: 2.1 identify the meaning of words commonly found on forms 2.2 produce legible hand written text in upper and lower case 2.3 complete a form so it is fit for purpose.

Learning outcome
The learner will: 3. be able to complete an on screen form. (CE2.3)
Assessment criteria
The learner can: 3.1 produce accurate word processed text 3.2 complete a form so it is fit for purpose.

Learning outcome
The learner will: 4. be able to check completed forms for accuracy. (CE2.3)
Assessment criteria
The learner can: 4.1 check and amend written and word processed work to ensure: a. it can be read easily b. it makes sense c. it is accurate d. spelling is correct.

Learning outcome
The learner will: 5. know how to keep online information secure
Assessment criteria
The learner can: 5.1 identify symbols which show that websites are secure 5.2 give examples of the type of information that should not be shared with others on unsecured websites such as social media sites.

Unit 209 Completing forms

Supporting information

Guidance

- AC2.3 A minimum of two hand written forms which are appropriate for the level of the unit.

- AC3.2 A minimum of two on screen forms which are appropriate for the level of the unit.

- AC5.2 A minimum of two types of information which are appropriate for the level of the unit.

Unit 210

Using money

UAN:	L/504/3453
Level:	Entry 2
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. know how coins can be combined to give different values of money. (NE2.2)
Assessment criteria
The learner can: 1.1 demonstrate how different amounts can be made up using a selection of coins 1.2 indicate equivalent values of coins.

Learning outcome
The learner will: 2. be able to carry out calculations involving money. (NE2.2)
Assessment criteria
2.1 calculate the cost in pence of more than one item 2.2 calculate the change from a pound 2.3 calculate the cost of more than one item in whole pounds 2.4 calculate the change needed in whole pounds.

Learning outcome
The learner will: 3. understand a problem or task requiring the use of money. (NE2.1)
Assessment criteria
The learner can: 3.1 outline the problem or task involving whole numbers 3.2 state how the task will be tackled.

Unit 210 Using money

Supporting information

Guidance

AC1.1 At this level the learners would not be expected to work with mixed numbers.

Coins – 1p 2p 5p 10p and 50p.

AC2.1 & 2.2 At this level learners would be expected to add two-digit whole numbers and calculate the change required from £1 if the total came to 99p or less.

AC2.3 & 2.4 At this level the learners should be able to calculate change in whole pounds from 5, 10 and 20 pound notes.

UAN:	H/504/3460
Level:	Entry 2
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. be able to recognise common 2D and 3D shapes. (NE2.2)
Assessment criteria
The learner can: 1.1 identify whether a shape is 2D or 3D 1.2 identify common 2D shapes 1.3 identify common 3D shapes 1.4 name the shapes of everyday objects.

Learning outcome
The learner will: 2. know the properties of common 2D and 3D shapes. (NE2.2)
Assessment criteria
The learner can: 2.1 give the numbers of sides and corners of common 2D shapes 2.2 give the numbers of faces, edges and corners of common 3D shapes 2.3 describe the shape of faces of common 3D shapes 2.4 identify shapes from their description.

Unit 211 Using shape

Supporting information

Guidance

There is no specific assessment information to be used with this unit.

Unit 212

Using time

UAN:	J/504/3466
Level:	Entry 2
Credit value:	1
GLH:	10

Learning outcome
The learner will: 1. be able to tell the time to the nearest 15 minutes in practical situations.
Assessment criteria
The learner can: 1.1 state and record the time in practical situations to the nearest quarter of an hour using: a. analogue clock b. 12 hour digital clock.

Learning outcome
The learner will: 2. know that the date can be expressed in different formats.
Assessment criteria
The learner can: 2.1 record the date using different formats 2.2 give common abbreviations for the months of the year 2.3 sequence events according to their date.

Unit 212 Using time

Supporting information

Guidance

AC2.1 At least two different formats.

Unit 214

Measuring and using weight

UAN:	D/504/3473
Level:	Entry 2
Credit value:	1
GLH:	10

Learning outcome
The learner will: 1. be able to estimate and measure weight of objects. (NE2.2)
Assessment criteria
The learner can: 1.1 estimate weight of objects in metric 1.2 use measuring tools to measure the weight of objects, reading to the nearest labelled division of a scale.

Learning outcome
The learner will: 2. be able to use measurements of weight. (NE2.2)
Assessment criteria
The learner can: 2.1 state weight measurements required for a specific purpose 2.2 measure and record weights required for specified purpose 2.3 use abbreviated form of units 2.4 use measurements for the specified purpose.

Unit 214 Measuring and using weight

Supporting information

Guidance

AC1.1 A minimum of five objects.

Unit 215

Measuring and using length

UAN:	H/504/3443
Level:	Entry 2
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. be able to use metres and centimetres when describing length.
Assessment criteria
The learner can: 1.1 state the unit of measurement to use when measuring length in a range of practical situations, including metres and centimetres 1.2 use the abbreviations for metres and centimetres when measuring length 1.3 state the relationship between centimetres and metres.

Learning outcome
The learner will: 2. be able to estimate and measure length. (NE2.1)
Assessment criteria
2.1 estimate length of objects in metres and centimetres 2.2 use measuring tools to measure the length of objects, reading to the nearest labelled division of a scale.

Learning outcome
The learner will: 3. be able to use measurements of length. (NE2.1, NE2.3)
Assessment criteria
The learner can: 3.1 state length measurements required for a specific purpose 3.2 measure lengths required for specified purpose 3.3 use measurements for the specified purpose.

Unit 215 Measuring and using length

Supporting information

Guidance

Range - At least five situations.

AC2.1 A minimum of five objects.

Unit 218

Calculations with whole numbers

UAN:	K/504/3508
Level:	Entry 2
Credit value:	3
GLH:	30

Learning outcome
The learner will: 1. be able to add and subtract whole numbers. (NE2.2)
Assessment criteria
The learner can: 1.1 add two-digit whole numbers 1.2 subtract two-digit whole numbers 1.3 use +, - and = to record calculations 1.4 demonstrate ways of checking answers to addition and subtraction.

Learning outcome
The learner will: 2. be able to multiply whole numbers. (NE2.2)
Assessment criteria
The learner can: 2.1 give examples of different words that mean multiply 2.2 multiply using single-digit whole numbers 2.3 give doubles of numbers to 10 2.4 use x and = to record calculations 2.5 demonstrate ways of checking answers to multiplication.

Learning outcome
The learner will: 3. know some mental strategies for addition and subtraction. (NE2.2)
Assessment criteria
The learner can: 3.1 demonstrate ways of mentally adding two-digit whole numbers 3.2 demonstrate one way of mentally subtracting whole numbers.

Learning outcome

The learner will:

4. be able to use calculations with whole numbers to solve task or problems. (NE2.2)

Assessment criteria

The learner can:

- 4.1 use calculations with whole numbers to solve tasks or problems including:
 - a. addition
 - b. subtraction
 - c. multiplication.

Unit 218 Calculations with whole numbers

Supporting information

Guidance

AC1.4 At least two ways. These could include inverse operation and use of a calculator.

AC2.1 A minimum of two examples.

AC2.5 At least two ways.

AC3.1 At least two ways.

Learning outcomes 1-3 can be demonstrated by working on practical tasks.

Unit 220

Using whole numbers up to 100

UAN:	J/504/3676
Level:	Entry 2
Credit value:	2
GLH:	20

Learning outcome

The learner will:

1. understand a problem or task requiring the use of whole numbers. (NE2.1)

Assessment criteria

The learner can:

- 1.1 outline the **problem or task** involving whole numbers up to 100
- 1.2 state how the task will be tackled.

Learning outcome

The learner will:

2. know how to find and record numerical information. (NE2.1)

Assessment criteria

The learner can:

- 2.1 identify information given by numbers up to 100
- 2.2 record numbers using:
 - a. digits
 - b. words.

Learning outcome

The learner will:

3. understand the value of numbers up to 100. (NE2.2)

Assessment criteria

The learner can:

- 3.1 count up to 20 items
- 3.2 order **numbers** according to their value
- 3.3 identify the value of each digit in a two digit number
- 3.4 round numbers of up to 2 digits up or down to the nearest 10.

Learning outcome
The learner will: 4. understand how data is used for a specific purpose. (NE2.3)
Assessment criteria
The learner can: 4.1 use the data found to solve a problem or task .

Unit 220 Using whole numbers up to 100

Supporting information

Guidance

AC2.2 The information can be numbers that appear in lists, symbols, simple tables, simple diagrams charts and block graphs in numerical or written materials.

AC3.2 **Numbers** - Whole numbers up to 100.

AC1.1, 4.1 The same **problem or task** can be used for Learning outcomes 1 and 4. The problem should be one appropriate for this level and need not involve addition, subtraction or multiplication.

More than one problem could be tackled to ensure Learning outcomes 2 and 3 are met.

Unit 222

Using fractions

UAN:	D/504/3523
Level:	Entry 2
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. be able to recognise fractions in everyday contexts. (NE2.1)
Assessment criteria
The learner can: 1.1 give examples of the names and symbols for common fractions 1.2 give examples of how fractions are used in everyday situations 1.3 show how common fractions relate to each other.

Learning outcome
The learner will: 2. be able to find halves and quarters of shapes and small numbers of items. (NE2.2)
Assessment criteria
The learner can: 2.1 in practical situations find: a. halves and quarters of a quantity b. halves and quarters of a shape 2.2 demonstrate at least one strategy for checking answers.

Unit 222 Using fractions

Supporting information

Guidance

AC1.1 A minimum of two examples. **Common fractions** include $\frac{1}{2}$ and $\frac{1}{4}$.

AC1.2 A minimum of two examples.

AC2.1 A minimum of three practical situations for each.
Quantity – An even number of items up to 20.

UAN:	H/504/3474
Level:	Entry 2
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. understand a straightforward given task requiring the use of ICT. (ICTE2.1)
Assessment criteria
The learner can: 1.1 identify the given task 1.2 outline how the task is to be tackled.

Learning outcome
The learner will: 2. be able to use hardware, software and onscreen icons for a specific purpose. (ICTE2.1)
Assessment criteria
The learner can: 2.1 use hardware and software to carry out the task outlined in 1.2 2.2 demonstrate the use of onscreen icons 2.3 demonstrate the use of interface features.

Learning outcome
The learner will: 3. be able to use the help facility. (ICTE2.1)
Assessment criteria
The learner can: 3.1 locate the help facility 3.2 give examples of when to use the help facility 3.3 use the help facility to find a solution to a given task.

Learning outcome
The learner will: 4. be able to ask for help when needed. (ICTE2.1)
Assessment criteria
The learner can: 4.1 state how additional help may be obtained if necessary 4.2 make a request for help to solve an ICT problem.

Unit 227 Using ICT systems

Supporting information

Guidance

AC3.2 A minimum of two examples.

AC3.3 The task should be one appropriate to the level of this unit.

Unit 228

Developing and presenting information using ICT

UAN:	F/504/3501
Level:	Entry 2
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. be able to enter personal information. (ICTE2.3)
Assessment criteria
The learner can: 1.1 complete online forms requiring personal information 1.2 demonstrate how to complete an online diary.

Learning outcome
The learner will: 2. be able to present information through ICT. (ICTE2.3)
Assessment criteria
The learner can: 2.1 use hard copies to present ICT information that is fit for purpose 2.2 use screen shots to present ICT information that is fit for purpose.

Learning outcome
The learner will: 3. be able to delete and amend information. (ICTE2.3)
Assessment criteria
The learner can: 3.1 identify changes required in inputted information 3.2 demonstrate how to make changes 3.3 demonstrate how to delete information.

Learning outcome
The learner will: 4. be able to present information orally. (ICTE2.3)
Assessment criteria
The learner can: 4.1 use spoken explanations to support ICT information.

Unit 228 **Developing and
presenting information
using ICT**
Supporting information

Guidance

AC1.1 A minimum of two forms.

Unit 233

Following safe and healthy working practices when using ICT

UAN:	H/504/3491
Level:	Entry 2
Credit value:	1
GLH:	10

Learning outcome
The learner will: 1. understand some safety measures needed when using ICT. (ICTE2.1)
Assessment criteria
The learner can: 1.1 outline safety checks that need to be made prior to using ICT 1.2 demonstrate personal posture needed when using a computer 1.3 state how often breaks should be taken when using a computer with reasons 1.4 state where support can be obtained when adjustments are required for safety and comfort.

Learning outcome
The learner will: 2. understand safety measures needed when using passwords and pins.
Assessment criteria
The learner can: 2.1 give examples of where pins and passwords may be required 2.2 state why they must be secure.

Unit 233 Following safe and healthy working practices when using ICT

Supporting information

Guidance

AC1.1 A minimum of two safety checks.

AC2.1 Two examples of where PINS and passwords may be required.

Unit 234

Finding, selecting and exchanging information using ICT

UAN:	M/504/3509
Level:	Entry 2
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. know ICT sources of information. (ICTE2.2)
Assessment criteria
The learner can: 1.1 give examples of ICT sources of information.

Learning outcome
The learner will: 2. be able to locate information using ICT sources. (ICTE2.2)
Assessment criteria
The learner can: 2.1 state ICT sources that could be used for a given task 2.2 locate information from ICT sources for a stated task .

Learning outcome
The learner will: 3. be able to use enter and save information. (ICTE2.2)
Assessment criteria
The learner can: 3.1 demonstrate how to save work using file names 3.2 state why work should be saved.

Learning outcome
The learner will: 4. be able to send and receive ICT based information. (ICTE2.2)
Assessment criteria
The learner can: 4.1 give examples of ICT based information 4.2 use ICT to send information 4.3 use ICT to receive information.

Unit 234 **Finding, selecting and
exchanging
information using ICT**
Supporting information

Guidance

AC2.1, 2.2 **Task** - Should be one appropriate to this level.

AC1.1 Two examples of ICT sources.

AC4.1 Two examples of ICT based information.

AC4.2; 4.3 Eg email or text message.

UAN:	M/504/3476
Level:	Entry 2
Credit value:	1
GLH:	10

Learning outcome
The learner will: 1. understand positional vocabulary. (NE2.2)
Assessment criteria
The learner can: 1.1 give the meaning of a range of terms used to describe the position of objects and places 1.2 locate objects and places by using some of the terms described in 1.1 1.3 state the location of places using some of the terms in described in 1.1.

Unit 235 Positional vocabulary

Supporting information

Guidance

AC1.1 **Range** - at least 10.

Unit 236

Providing information orally

UAN:	Y/504/3472
Level:	Entry 2
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. understand that spoken language needs to change for different situations. (CE2.1)
Assessment criteria
The learner can: 1.1 give examples of ways in which spoken language will vary in different situations.

Learning outcome
The learner will: 2. be able to speak to communicate statements of fact, short accounts and descriptions. (CE2.1)
Assessment criteria
The learner can: 2.1 speak to communicate: a. information b. feelings c. opinions d. questions.

Learning outcome
The learner will: 3. be able to use spoken language to clarify meaning. (CE2.1)
Assessment criteria
The learner can: 3.1 prepare questions that may be used to clarify and confirm understanding 3.2 ask questions to clarify and confirm understanding.

Unit 236 **Providing information orally**

Supporting information

Guidance

AC1.1 A minimum of two examples.

AC2.1 To a minimum of two different audiences in familiar contexts.

Unit 237

Obtaining information orally

UAN:	H/504/3457
Level:	Entry 2
Credit value:	3
GLH:	30

Learning outcome
The learner will: 1. be able to listen for and follow short narratives. (CE2.1)
Assessment criteria
The learner can: 1.1 outline the gist of a narrative.

Learning outcome
The learner will: 2. be able to listen for detail from oral presentations. (CE2.1)
Assessment criteria
The learner can: 2.1 identify key points and meaning of oral presentations 2.2 ask questions to check understanding.

Learning outcome
The learner will: 3. be able to obtain information by asking oral questions. (CE2.1)
Assessment criteria
The learner can: 3.1 ask questions to obtain information in informal situations 3.2 identify main points of answers.

Learning outcome
The learner will: 4. be able to listen for and identify simply expressed feelings and opinions. (CE2.1)
Assessment criteria
The learner can: 4.1 give examples of familiar language used to express feeling and opinions 4.2 give examples of non-verbal communication which can help indicate feelings and opinions 4.3 identify opinions and feelings from spoken language in informal situations.

Unit 237 Obtaining information orally

Supporting information

Guidance

AC2.1 A minimum of two **oral presentations** which may include instructions, narratives and short explanations.

AC3.1 At least two informal situations.

AC4.1, 4.2 At least five of each.

AC4.3 At least two informal situations.

UAN:	D/504/3442
Level:	Entry 2
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. be able to contribute to a discussion. (CE2.1)
Assessment criteria
The learner can: 1.1 list points to include in a discussion 1.2 make contributions to a discussion about a familiar topic.

Learning outcome
The learner will: 2. be able to follow discussions. (CE2.1)
Assessment criteria
The learner can: 2.1 list the main points of the discussion 2.2 state the outcomes of the discussion.

Unit 239 Discussion skills

Supporting information

Guidance

AC1.1, 1.2, 2.1 2.2 At least two discussions on two different topics with two or more people.

Unit 242

Reading for information

UAN:	A/504/3500
Level:	Entry 2
Credit value:	3
GLH:	30

Learning outcome
The learner will: 1. be able to locate information including the use of captions and illustrations. (CE2.2)
Assessment criteria
The learner can: 1.1 outline a problem or situation where information is needed 1.2 locate information required to solve a specific problem including the use of captions and illustrations in documents.

Learning outcome
The learner will: 2. be able to use key words to locate information. (CE2.2)
Assessment criteria
The learner can: 2.1 identify key words to locate information from: a. a dictionary b. indexes c. reference materials.

Learning outcome
The learner will: 3. be able to organise information. (CE2.2)
Assessment criteria
The learner can: 3.1 use initial letters to find and sequence words.

Learning outcome
The learner will: 4. be able to obtain information from texts. (CE2.2)
Assessment criteria
The learner can: 4.1 identify the main points from: a. chronological texts b. informative texts.

Unit 242 **Reading for information**

Supporting information

Guidance

AC2.1a. These materials may be electronic or paper based.

AC4.1 At least two of each type of text.

UAN:	F/504/3479
Level:	Entry 2
Credit value:	3
GLH:	30

Learning outcome
The learner will: 1. be able to recognise different purposes of text. (CE2.2)
Assessment criteria
The learner can: 1.1 give examples of materials with the following purpose: a. to explain b. to inform c. to instruct d. to entertain 1.2 identify the main features of a text which help to indicate its purpose.

Learning outcome
The learner will: 2. be able to use instructional texts.
Assessment criteria
The learner can: 2.1 find written instructions to meet a stated purpose 2.2 follow written instructions to carry out an activity or solve a problem.

Unit 244 Reading for a purpose

Supporting information

Guidance

AC1.1 A minimum of two.

AC1.2 **Features** - for example, these could include layout, images and words used.

AC2.1 Learners should be able to locate instructions that most appropriately meet a stated purpose, for example, find a simple recipe that uses particular ingredients. It would not be sufficient to locate a set of instructions which already present for example on food packaging.

AC2.2 At least two sets of instructions are required.

Unit 245

Reading graphical material

UAN:	T/504/3480
Level:	Entry 2
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. be able to obtain information from lists and tables. (NE2.1)
Assessment criteria
The learner can: 1.1 extract information for a stated purpose from: a. lists b. tables c. simple diagrams.

Learning outcome
The learner will: 2. understand how block graphs can indicate relative values. (NE2.1)
Assessment criteria
The learner can: 2.1 extract information from block graphs 2.2 indicate how the value of items compare by using information from a block graph.

Unit 245 Reading graphical material

Supporting information

Guidance

AC1.1b. **Tables** - simple tables such as a 2x3 cell matrix.

AC1.1 At least two of each.

AC2.1 A minimum of two.

UAN:	F/504/3465
Level:	Entry 2
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. be able to begin to use prior knowledge to engage with the text. (CE2.2)
Assessment criteria
The learner can: 1.1 state the meaning of key words relating to a chosen topic 1.2 identify main points from a piece of writing on the topic used in 1.1.

Learning outcome
The learner will: 2. be able to use strategies to work out unfamiliar words. (CE2.2)
Assessment criteria
The learner can: 2.1 indicate unfamiliar words within a text 2.2 identify unfamiliar words and their meanings using strategies to include: a. use of a simple dictionary b. phonics c. use of images d. use of surrounding text.

Learning outcome
The learner will: 3. be able to use organisational features of chronological and instructional texts. (CE2.2)
Assessment criteria
The learner can: 3.1 identify the main points of texts presented in different formats.

Unit 246 Strategies for reading

Supporting information

Guidance

AC1.1 Document – should be short and straightforward on a familiar topic and appropriate for the level of the unit.

AC2.2 One strategy can be used to identify an unfamiliar word but each of the strategies will need to have been used at some point.

AC3.1 Formats should include the use of illustrations, captions and symbols.

UAN:	K/504/3444
Level:	Entry 3
Credit value:	3
GLH:	30

Learning outcome
The learner will: 1. understand that the way writing is organised will depend on purpose and audience. (CE3.3)
Assessment criteria
The learner can: 1.1 identify the purpose and audience of proposed texts 1.2 give layouts for texts identified in 1.1.

Learning outcome
The learner will: 2. be able to plan writing. (CE3.3)
Assessment criteria
The learner can: 2.1 list information to be included in the text 2.2 demonstrate ways of planning for writing 2.3 use a plan to organise points that are to be included in texts identified in 1.1.

Learning outcome
The learner will: 3. understand that choice of language will vary according to purpose and audience. (CE3.3)
Assessment criteria
The learner can: 3.1 give examples of differences between formal and informal language 3.2 give examples of texts that require formal language 3.3 give examples of text that require informal language.

Learning outcome
The learner will: 4. be able to draft writing. (CE3.3)
Assessment criteria
The learner can: 4.1 draft formal and informal writing for a specific purpose to include: a. simple and compound sentences b. paragraphs.

Unit 301 Preparing to write

Supporting information

Guidance

AC2.2 At least two different ways.

AC3.1 At least five examples are required.

AC3.2 and 3.3 At least three examples of each.

AC4.1 At least three texts are required and they must include at least one example each of formal and informal texts.

Unit 304

Writing to communicate information

UAN: K/504/3461

Level: Entry 3

Credit value: 3

Learning outcome

The learner will:

1. understand that sources of information can exist in different written formats. (CE3.2)

Assessment criteria

The learner can:

- 1.1 give examples of different types of documents that are used to communicate information.

Learning outcome

The learner will:

2. be able to plan writing for communicating information. (CE3.3)

Assessment criteria

The learner can:

- 2.1 identify the purpose and audience of proposed written text
- 2.2 list points to be included in the writing
- 2.3 use a planning strategy to group and organise points.

Learning outcome

The learner will:

3. be able to provide written information to suit a specific purpose. (CE3.3)

Assessment criteria

The learner can:

- 3.1 draft writing which provides information using language that suits purpose and audience
- 3.2 use compound sentences which include common linking words
- 3.3 organise writing into paragraphs, if appropriate for purpose
- 3.4 punctuate texts
- 3.5 proof read and, if necessary, revise texts for meaning and accuracy
- 3.6 present final copy.

Unit 304

Writing to communicate information

Supporting information

Guidance

- AC1.1 A minimum of five different types of documents including both electronic and paper based.
- AC3.1 At least two texts should be produced and at least one of these should include the use of paragraphs. There is no recommended word count for the produced texts. The length should reflect the purpose of the documents and the level of the unit.
- AC3.4 Punctuation at this level includes accurate use of capital letters, full stops, question marks and exclamation marks.
- AC3.5 Accuracy of spelling, punctuation, grammar and paragraphing must be appropriate for this level.

Unit 305

Writing to communicate opinions

UAN:	M/504/3493
Level:	Entry 3
Credit value:	3
GLH:	30

Learning outcome
The learner will: 1. understand that written materials may express facts and opinions.
Assessment criteria
The learner can: 1.1 give examples of statements of fact 1.2 give examples of opinions 1.3 identify facts and opinions within written texts.

Learning outcome
The learner will: 2. be able to plan for communicating opinions. (CE3.3)
Assessment criteria
The learner can: 2.1 identify the purpose and audience of proposed texts 2.2 list points to be included in the text 2.3 use a planning strategy to group and organise points.

Learning outcome

The learner will:

3. be able to provide opinions in writing to suit a specific purpose. (CE3.3)

Assessment criteria

The learner can:

- 3.1 draft writing which provides opinions using language that suits purpose and audience
- 3.2 use compound sentences which include common linking words
- 3.3 organise writing into paragraphs if appropriate for purpose
- 3.4 punctuate texts
- 3.5 proof read and, if necessary, revise texts for meaning and accuracy
- 3.6 present final draft.

Unit 305 Writing to communicate opinions

Supporting information

Guidance

AC1.1 and 1.2 At least five examples of each.

AC1.3 At least three examples of each.

AC3.1 At least two texts should be produced and at least one of these should include the use of paragraphs. There is no recommended word count for the produced texts. The length should reflect the purpose of the documents should reflect the purpose and the level of the unit.

AC3.4 Punctuation at this level includes accurate use of capital letters, full stops, question marks and exclamation marks.

AC3.5 Accuracy of spelling, punctuation, grammar and paragraphing must be appropriate for this level.

UAN:	K/504/3511
Level:	Entry 3
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. understand a range of language used on forms.
Assessment criteria
The learner can: 1.1 state the meaning of terms: a. found on forms b. relating to forms.

Learning outcome
The learner will: 2. be able to complete a paper based form. (CE3.3)
Assessment criteria
The learner can: 2.1 complete a minimum of two forms requiring personal information and at least one paragraph of information.

Learning outcome
The learner will: 3. be able to complete a form electronically. (CE3.3, ICTE3.2)
Assessment criteria
The learner can: 3.1 demonstrate how to download a form for completion 3.2 complete an electronic form.

Learning outcome
The learner will: 4. understand precautions that must be taken when completing online forms.
Assessment criteria
The learner can: 4.1 give examples of the precautions that need to be taken to safeguard personal security when completing and submitting forms.

Unit 309 Completing forms

Supporting information

Guidance

AC1.1a. Terms could include, for example, DOB, referee, disclosure, career history, equal opportunities etc.

AC1.2b. Terms could include: download, SAE, PDF.

AC2.1 A minimum of two forms.

AC4.1 A minimum of two examples.

Unit 310

Using money

UAN:	M/504/3512
Level:	Entry 3
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. understand practical problems or tasks involving money. (NE3.1)
Assessment criteria
The learner can: 1.1 outline problems to be tackled 1.2 identify the information needed to solve the problems in 1.1 1.3 state how the problems will be tackled.

Learning outcome
The learner will: 2. be able to make estimates of calculations involving money. (NE3.2)
Assessment criteria
The learner can: 2.1 round money to the nearest a. pound b. 10p 2.2 estimate the total cost of a number of items 2.3 estimate the change required when paying for goods by cash.

Learning outcome
The learner will: 3. be able to use calculations to solve problems involving money. (NE3.2)
Assessment criteria
The learner can: 3.1 in practical situations carry out calculations involving money including: a. addition b. subtraction 3.2 check answers to calculations using a calculator.

Learning outcome
The learner will: 4. be able to use a calculator when working with money. (NE3.2)
Assessment criteria
The learner can: 4.1 demonstrate how to input a range of sums of money into a calculator 4.2 demonstrate how to add and subtract a range of sums of money with a calculator 4.3 demonstrate ways to check answers.

Learning outcome
The learner will: 5. be able to interpret the results of calculations involving money. (NE3.2)
Assessment criteria
The learner can: 5.1 show how the results of calculations involving money meet the purposes outlined in 1.1.

Unit 310 Using money

Supporting information

Guidance

AC1.1 A minimum of two problems.

AC2.2 At least three items.

AC4.1 and 4.2 **Range** - this should include whole pounds eg £3, pence eg 64p and mixed values eg £4.87 to ensure learners are aware of the importance of the decimal point.

Unit 311

Using shape

UAN:	L/504/3467
Level:	Entry 3
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. know vocabulary used to describe shapes. (NE3.2)
Assessment criteria
The learner can: 1.1 use the following terms to describe a range of 2D objects: a. side length b. angle c. line of symmetry 1.2 use the following terms to describe a range of 3D objects: a. faces b. edges.

Learning outcome
The learner will: 2. be able to solve practical problems involving 2D and 3D shapes. (NE3.1, NE3.2, NE3.3)
Assessment criteria
The learner can: 2.1 outline problems or tasks requiring use of shapes 2.2 use shapes to solve practical problems described in 2.1.

Unit 311 Using shape

Supporting information

Guidance

AC1.1 **Range** - a minimum of two objects.

AC2.1 A minimum of two problems

Unit 312

Using time

UAN:	Y/504/3536
Level:	Entry 3
Credit value:	1
GLH:	10

Learning outcome
The learner will: 1. be able to tell the time to the nearest 5 minute interval. (NE3.2)
Assessment criteria
The learner can: 1.1 state and record the time to the nearest 5 minute interval using a. analogue clocks b. digital clocks 1.2 indicate the time of day using am and pm.

Learning outcome
The learner will: 2. know that the date can be expressed in different formats. (NE3.2)
Assessment criteria
The learner can: 2.1 record dates in a range of formats.

Learning outcome
The learner will: 3. be able to measure time. (NE3.2)
Assessment criteria
The learner can: 3.1 estimate times required to complete activities 3.2 in practical situations measure time in: a. seconds b. minutes c. hours.

Unit 312 Using time

Supporting information

Guidance

AC2.1 **Range** - at least three formats.

AC3.2 This could be in the form of a timetable when planning an event.

Unit 313

Using measurements

UAN:	R/504/3454
Level:	Entry 3
Credit value:	3
GLH:	30

Learning outcome
The learner will: 1. understand problems and tasks involving measures. (NE3.1)
Assessment criteria
The learner can: 1.1 outline problems to be tackled 1.2 identify measurements needed to solve stated problems 1.3 identify measuring instruments needed.

Learning outcome
The learner will: 2. be able to estimate and measure. (NE3.2)
Assessment criteria
The learner can: 2.1 using metric units of measurement, estimate: a. length b. capacity c. weight 2.2 identify non standard units of measure 2.3 read simple scales on equipment used to measure: a. length b. capacity c. weight d. temperature.

Learning outcome
The learner will: 3. be able to use measurements. (NE3.2)
Assessment criteria
The learner can: 3.1 use measurements to solve practical problems.

Unit 313 Using measurements

Supporting information

Guidance

AC1.1 A minimum of three problems to be tackled and length, capacity and weight should be included at least once.

AC3.1 The practical problems could be those stated in 1.1.

Unit 318

Calculations with whole numbers

UAN:	K/504/3525
Level:	Entry 3
Credit value:	3
GLH:	30

Learning outcome

The learner will:

1. know data needed to solve a problem with whole **numbers**. (NE3.1)

Assessment criteria

The learner can:

- 1.1 outline problems to be tackled
- 1.2 identify data needed to solve problems.

Learning outcome

The learner will:

2. understand the value of whole **numbers**. (NE3.2)

Assessment criteria

The learner can:

- 2.1 in practical situations:
 - a. order whole numbers
 - b. compare whole numbers
 - c. round whole numbers.

Learning outcome
The learner will: 3. be able to perform calculations with whole numbers to solve a problem. (NE3.2)
Assessment criteria
The learner can: 3.1 in practical situations, estimate the answers to calculations with whole numbers including: a. addition b. subtraction c. multiplication d. division 3.2 perform calculations with whole numbers including: a. addition b. subtraction c. multiplication d. division 3.3 use a calculator to check answers.

Learning outcome
The learner will: 4. be able to interpret and present the results of calculations involving whole numbers . (NE3.3)
Assessment criteria
The learner can: 4.1 present and explain the results of calculations involving whole numbers.

Unit 318 Calculations with whole numbers

Supporting information

Guidance

Numbers whole numbers up to 1000.

AC3.1a, 3.2a Addition - using three digit whole numbers.

AC3.1b, 3.2b Subtraction - using three digit whole numbers.

AC3.1c, 3.2c Multiplication - two digit whole number by single digit whole numbers.

AC3.1d, 3.2d Division - two digit whole number by single digit whole numbers.

Unit 323

Using fractions and decimals

UAN:	Y/504/3519
Level:	Entry 3
Credit value:	3
GLH:	30

Learning outcome
The learner will: 1. be able to use fractions in everyday contexts. (NE3.2)
Assessment criteria
The learner can: 1.1 rank unit fractions in order of size 1.2 indicate the unit fractions of shapes to solve practical problems.

Learning outcome
The learner will: 2. be able to recognise and use equivalent fractions. (NE3.2)
Assessment criteria
The learner can: 2.1 identify equivalent fractions 2.2 give examples of equivalent fractions in: a. measures b. time.

Learning outcome
The learner will: 3. be able to use decimals in everyday contexts. (NE3.2)
Assessment criteria
The learner can: 3.1 rank decimal numbers 3.2 use decimal numbers to record values in everyday situations including: a. money b. measurements 3.3 add and subtract decimal numbers in practical situations.

Learning outcome
The learner will: 4. be able to use a calculator to calculate using decimals. (NE3.2)
Assessment criteria
The learner can: 4.1 identify a practical situation which needs to be solved by calculating with decimal numbers 4.2 indicate the numbers and calculation required 4.3 estimate answers to calculations 4.4 key decimal numbers and mathematical symbols into a calculator 4.5 record answers 4.6 demonstrate strategies that can be used to check answers obtained on the calculator.

Unit 323 Using fractions and decimals

Supporting information

Guidance

AC3.1 **Decimal** - up to two decimal places.

AC4.5 The number of digits given after the decimal point should be appropriate to the situation given in 4.1.

AC4.6 **Strategies** - these could be written or mental strategies.

UAN:	R/504/3468
Level:	Entry 3
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. understand a given task requiring the use of ICT.
Assessment criteria
The learner can: 1.1 identify the given task 1.2 outline how the task is to be tackled.

Learning outcome
The learner will: 2. be able to use hardware, software and onscreen icons for a specific purpose.
Assessment criteria
The learner can: 2.1 demonstrate how to start and shut down an ICT system 2.2 demonstrate how to open, use and close software 2.3 use hardware and onscreen icons 2.4 demonstrate the use of interface features 2.5 use ICT system to undertake task outlined in 1.2.

Learning outcome
The learner will: 3. be able to save data so that it is portable.
Assessment criteria
The learner can: 3.1 demonstrate how to save data so it can be found again 3.2 demonstrate correct procedures for retrieving data using portable storage devices.

Learning outcome
The learner will: 4. know how to solve problems occurring when using ICT.
Assessment criteria
The learner can: 4.1 locate the help facility 4.2 use the help facility when using ICT 4.3 give examples of errors when using ICT 4.4 outline ways of dealing with ICT errors.

Unit 327 Using ICT systems

Supporting information

Guidance

AC3.1, 3.2 Data in this instance could include written information, photos, files etc.

AC3.2 At least two different types of storage devices must be used.

AC4.3 A minimum of two examples of when the help facility could be used.

Unit 328

Developing and presenting information using ICT

UAN:	T/504/3530
Level:	Entry 3
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. be able to use ICT to present information.
Assessment criteria
The learner can: 1.1 outline the purpose of the information 1.2 use text and/or image and/or numbers to present information 1.3 outline how the presentation of information aids understanding.

Learning outcome
The learner will: 2. be able to amend information.
Assessment criteria
The learner can: 2.1 demonstrate proof reading for accuracy and purpose 2.2 identify and amend mistakes 2.3 amend texts for improvement.

Learning outcome
The learner will: 3. be able to display information through ICT.
Assessment criteria
The learner can: 3.1 use hard copies to display ICT information that is fit for purpose 3.2 use screen shots to display ICT information that is fit for purpose.

Unit 328 Developing and presenting information using ICT

Supporting information

Guidance

AC1.2 A minimum of three different texts should be produced demonstrating different formats. Information should include a combination of text, image and numbers.

Unit 329

Collecting and presenting information graphically

UAN:	Y/504/3455
Level:	Entry 3
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. know how to collect, organise and present data for a specific purpose. (NE3.1, NE3.3)
Assessment criteria
The learner can: 1.1 outline the task/problem requiring data collection and presentation 1.2 collect and record data 1.3 organise and present data in the following formats: a. table b. chart or graph 1.4 identify the most appropriate format for the data and purpose.

Unit 329 **Collecting and presenting information graphically**

Supporting information

Guidance

AC1.1 A minimum of two problems/tasks to be tackled.

AC1.2 **Collect and record** - this could be in the form of a tally chart.

Unit 333

Following safe and healthy working practices when using ICT

UAN:	J/504/3483
Level:	Entry 3
Credit value:	1
GLH:	10

Learning outcome
The learner will: 1. understand safety measures that need to be taken when using ICT.
Assessment criteria
The learner can: 1.1 outline the safety checks that should be made prior to using ICT 1.2 outline personal steps that should be taken to ensure own safety and comfort 1.3 outline procedures for obtaining help when safety issues occur.

Learning outcome
The learner will: 2. be able to back up work.
Assessment criteria
The learner can: 2.1 outline why backup copies of work should be made 2.2 demonstrate how to create a backup copy.

Learning outcome
The learner will: 3. understand safety measures needed when using pins and passwords.
Assessment criteria
The learner can: 3.1 outline the importance of keeping passwords and pins secure 3.2 give examples of ways of keeping passwords and pins secure.

Learning outcome
The learner will: 4. understand how to use the internet safely.
Assessment criteria
The learner can: 4.1 give examples of how to stay safe when downloading and uploading information 4.2 state safety and security measures needed when using social networking sites and chat rooms.

Unit 333 Following safe and healthy working practices when using ICT

Supporting information

Guidance

AC1.1 **Checks** - these should include those of hardware, cables etc.

AC3.2 A minimum of two examples.

AC4.1 A minimum of two examples.

Unit 334

Finding, selecting and exchanging information using ICT

UAN:	L/504/3503
Level:	Entry 3
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. know ICT sources.
Assessment criteria
The learner can: 1.1 give examples of ICT sources of information 1.2 identify ICT sources which can be used for a given task.

Learning outcome
The learner will: 2. be able to use ICT to locate information.
Assessment criteria
The learner can: 2.1 use ICT sources for the given task 2.2 demonstrate how to use the internet to search for and get information 2.3 give examples of when information provided by websites might not be reliable.

Learning outcome
The learner will: 3. be able to enter and save information.
Assessment criteria
The learner can: 3.1 demonstrate how to save information using files.

Learning outcome
The learner will: 4. be able to send ICT based information.
Assessment criteria
The learner can: 4.1 use ICT to send information.

Learning outcome
The learner will: 5. be able to receive ICT based information.
Assessment criteria
The learner can: 5.1 demonstrate how to open an email mailbox 5.2 use an email mailbox to read and reply to emails.

Unit 334 **Finding, selecting and
exchanging
information using ICT**
Supporting information

Guidance

AC1.1 A minimum of two examples.

AC1.2 A minimum of two ICT sources.

AC2.3 A minimum of two examples.

Unit 336

Providing information orally

UAN:	H/504/3524
Level:	Entry 3
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. understand that the spoken language used will depend on the situation. (CE3.1)
Assessment criteria
The learner can: 1.1 identify a range of formal and informal situations where spoken language is used 1.2 give examples of: a. formal language b. informal language.

Learning outcome
The learner will: 2. be able to use spoken language to provide information. (CE3.1)
Assessment criteria
The learner can: 2.1 prepare information to be presented orally in formal and informal situations 2.2 provide information on the same subject in different situations a. formal b. informal 2.3 outline the key differences in language used to provide information in 2.2 a and b.

Learning outcome
The learner will: 3. be able to convey opinions orally. (CE3.1)
Assessment criteria
The learner can: 3.1 prepare opinions to be presented orally 3.2 give opinions on the same subject in different situations a. formal b. informal.

Unit 336 Providing information orally

Supporting information

Guidance

AC1.1 A minimum of four of each.

AC1.2 A minimum of five of each.

AC2.2, 3.2 At least one formal and one informal situation.

The same formal situation can be used for 2.2a and 3.2a.

The same informal situation can be used for 2.2b and 3.2b.

Evidence may be gained through role play.

Unit 337

Obtaining information orally

UAN:	H/504/3510
Level:	Entry 3
Credit value:	3
GLH:	30

Learning outcome
The learner will: 1. be able to listen for information from instructions and explanations. (CE3.1)
Assessment criteria
The learner can: 1.1 outline a specific problem where information is required from oral instructions and explanations 1.2 identify detail obtained from explanations or instructions in formal and informal situations.

Learning outcome
The learner will: 2. be able to use spoken language to ask for information. (CE3.1)
Assessment criteria
The learner can: 2.1 prepare questions that can be used to gather information for a stated purpose in formal and informal situations 2.2 make oral requests for information in formal and informal situations 2.3 record responses and state how the purpose has been met.

Learning outcome
The learner will: 3. be able to follow spoken narratives and accounts of events. (CE3.1)
Assessment criteria
The learner can: 3.1 outline the gist of a narrative 3.2 identify details from an account of an event .

Unit 337 Obtaining information orally

Supporting information

Guidance

AC2.2 A minimum of two situations, at least one formal and one informal.

AC3.2 **Account of an event** - this could be a narrative such as a short story or an account of a news event.

Unit 339

Discussion skills

UAN:	T/504/3494
Level:	Entry 3
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. be able to contribute to discussions. (CE3.1)
Assessment criteria
The learner can: 1.1 outline the purpose of a discussion 1.2 identify the main ideas to be presented in a discussion 1.3 make contributions to discussions that plan a task or solve a problem 1.4 make contributions to discussions that share viewpoints on a topic.

Learning outcome
The learner will: 2. be able to follow the main points of discussions. (CE3.1)
Assessment criteria
The learner can: 2.1 identify different viewpoints within an oral discussion 2.2 demonstrate ways of clarifying understanding in a discussion.

Learning outcome
The learner will: 3. be able to use the outcomes of discussions. (CE3.1)
Assessment criteria
The learner can: 3.1 outline how discussions have been used to help reach decisions or solve problems.

Unit 339 Discussion skills

Supporting information

Guidance

AC1.3 and 1.4 A minimum of two discussions with two or more people.

AC2.1 A minimum of two discussions with two or more people.

The same discussions may be used for Learning outcome 1 and 2

Unit 342

Reading for information

UAN:	R/504/3518
Level:	Entry 3
Credit value:	3
GLH:	30

Learning outcome
The learner will: 1. be able to locate sources of required information. (CE3.2)
Assessment criteria
The learner can: 1.1 outline a specific problem where information is required 1.2 locate sources of information to solve the problem stated in 1.1 including electronic and paper based resources.

Learning outcome
The learner will: 2. be able to use key words to locate information. (CE3.2)
Assessment criteria
The learner can: 2.1 identify key words to use to locate information 2.2 use paper based and electronic resources to locate information.

Learning outcome
The learner will: 3. be able to use organisational features to locate information. (CE3.2)
Assessment criteria
The learner can: 3.1 locate information in tables and lists.

Learning outcome
The learner will: 4. be able to obtain information from texts. (CE3.2)
Assessment criteria
The learner can: 4.1 identify the main points and ideas from: a. chronological texts b. descriptive texts c. explanatory texts.

Unit 342 Reading for information

Supporting information

Guidance

AC2.2 At least one resource of each type is required. The information may be used to solve the problem stated in 1.1.

AC3.1 At least one of each type. The table or list may provide information to solve the problem outlined in 1.1.

AC4. At least one text of each type is required.

UAN:	J/504/3502
Level:	Entry 3
Credit value:	3
GLH:	30

Learning outcome
The learner will: 1. be able to recognise different purposes of text. (CE3.2)
Assessment criteria
The learner can: 1.1 give examples of materials with the following purpose: a. to explain b. to inform c. to instruct d. to entertain 1.2 identify features of text which help to indicate its purpose 1.3 skim read texts to identify if they meet a specified purpose.

Learning outcome
The learner will: 2. understand the language of instructional texts. (CE3.2)
Assessment criteria
The learner can: 2.1 give examples of different ways in which instructions can be presented 2.2 locate written instructions to meet a stated purpose 2.3 follow written instructions to carry out an activity or solve a problem.

Unit 344 Reading for a purpose

Supporting information

Guidance

AC1.1 A minimum of two of each type.

AC1.2 **Features** - these could include layout, images, words used.

A C2.1 A minimum of two different ways.

AC2.2 The task should involve finding the best set of instructions for a specific purpose and should be more challenging than pointing to a set of instructions on a package.

Unit 345

Reading graphical material

UAN:	F/504/3482
Level:	Entry 3
Credit value:	1
GLH:	10

Learning outcome
The learner will: 1. know how to obtain information from graphical material. (NE3.1)
Assessment criteria
The learner can: 1.1 extract information for a stated purpose from: a. tables b. charts c. block graphs 1.2 use bar charts and pictograms to compare numbers of different items.

Unit 345 Reading graphical material

Supporting information

Guidance

AC1.1 A minimum of two of each type.

AC1.1b **Charts** could include pie chart, pictogram, simple line graphs.

UAN:	A/504/3481
Level:	Entry 3
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. be able to use prior knowledge to engage with the meaning of text. (CE3.2)
Assessment criteria
The learner can: 1.1 list information to be obtained from reading a relevant document 1.2 list information already known about the topic covered in the document in 1.1 1.3 identify main points of information from the text following reading.

Learning outcome
The learner will: 2. be able to use strategies to work out the meaning of unfamiliar words. (CE3.2)
Assessment criteria
The learner can: 2.1 identify unfamiliar words from text 2.2 use strategies to work out possible meanings of unfamiliar words, including: a. surrounding text and images b. reference sources .

Learning outcome
The learner will: 3. be able to use organisational features of texts. (CE3.2)
Assessment criteria
The learner can: 3.1 identify main points of texts of different formats .

Unit 346 Strategies for reading

Supporting information

Guidance

AC1.1 **Document** – should be straightforward on a familiar topic and be at least one paragraph in length. They should be appropriate for the level of the unit.

AC2.2 **Reference sources** may be either electronic or paper based.

AC 3.1 Three different **formats** of texts are required. Differences in formats may include for example, layout on page, use of bullet points and numbering.

Unit 404

Writing to communicate information

UAN:	F/504/3515
Level:	Level 1
Credit value:	1
GLH:	10

Learning outcome
The learner will: 1. be able to plan texts that communicate information. (C1.3)
Assessment criteria
The learner can: 1.1 state purpose and audience of proposed texts 1.2 produce a plan showing the information to be included in the text 1.3 outline the proposed structure/format of the final texts 1.4 identify images that could support the text.

Learning outcome
The learner will: 2. be able to draft texts that communicate information. (C1.3)
Assessment criteria
The learner can: 2.1 draft texts to include language suitable for purpose and audience 2.2 use simple and compound sentences 2.3 present information in a logical sequence 2.4 organise continuous texts into paragraphs 2.5 punctuate texts.

Learning outcome
The learner will: 3. be able to check own texts for accuracy, meaning and organisation. (C1.3)
Assessment criteria
The learner can: 3.1 proof read texts for: a. meaning b. grammar c. punctuation d. spelling 3.2 rewrite texts to include improvements 3.3 include images to enhance meaning.

Unit 404 Writing to communicate information

Supporting information

Guidance

- AC2.1 At least one of the **texts** produced should be a minimum of 250 words.
- AC2.5 **Punctuate** - should include apostrophes. (both for possessive and contraction), as well as capital letters, full stops, question marks and exclamation marks.

UAN:	A/504/3514
Level:	Level 1
Credit value:	1
GLH:	10

Learning outcome
The learner will: 1. be able to plan persuasive texts. (C1.3)
Assessment criteria
The learner can: 1.1 state purpose and audience of proposed persuasive texts 1.2 produce a plan showing the information to be included in the text 1.3 outline the proposed structure/format of the final texts 1.4 identify images that could support the text.

Learning outcome
The learner will: 2. be able to draft texts that persuade. (C1.3)
Assessment criteria
The learner can: 2.1 draft persuasive texts to include language suitable for purpose and audience 2.2 use simple and compound sentences 2.3 present information in a logical sequence 2.4 use reference sources to find alternative vocabulary 2.5 organise continuous text into paragraphs 2.6 punctuate texts.

Learning outcome
The learner will: 3. be able to revise text for accuracy and meaning. (C1.3)
Assessment criteria
The learner can: 3.1 proof read texts for: a. meaning b. vocabulary c. grammar d. punctuation e. spelling 3.2 rewrite text to include improvements 3.3 include images to enhance meaning.

Unit 406 Writing to persuade

Supporting information

Guidance

AC2.1 One text must be at least 250 words long.

AC2.5 Punctuation should include apostrophes. (both for possessive and contraction), as well as capital letters, full stops, question marks and exclamation marks.

UAN:	A/504/3528
Level:	Level 1
Credit value:	1
GLH:	10

Learning outcome
The learner will: 1. be able to plan texts for a specific purpose. (C1.3)
Assessment criteria
The learner can: 1.1 state purpose and audience of proposed descriptive texts 1.2 produce a plan showing the information to be included in the texts 1.3 outline the proposed structure/format of the final texts 1.4 identify images that could support the texts.

Learning outcome
The learner will: 2. be able to draft descriptive texts. (C1.3)
Assessment criteria
The learner can: 2.1 draft descriptive texts to include language suitable for purpose and audience 2.2 use simple and compound sentences 2.3 present information in a logical sequence 2.4 use a thesaurus to find alternative vocabulary 2.5 organise continuous text into paragraphs 2.6 punctuate texts.

Learning outcome
The learner will: 3. be able to check own texts for technical accuracy, meaning and organisation. (C1.3)
Assessment criteria
The learner can: 3.1 proof read own texts for: a. meaning b. vocabulary c. grammar d. punctuation e. spelling 3.2 rewrite texts to include improvements 3.3 include images to enhance meaning.

Unit 407 Writing to describe

Supporting information

Guidance

AC2.1 One **text** must be at least 250 words long to reflect the level of the unit.

AC2.5 **Punctuate** should include apostrophes. (both for possessive and contraction), as well as capital letters, full stops, question marks and exclamation marks.

Unit 408

Developing writing skills – report

UAN:	Y/504/3004
Level:	Level 1
Credit value:	1
GLH:	10

Learning outcome
The learner will: 1. be able to write using punctuation, grammar and spelling.
Assessment criteria
The learner can: 1.1 produce written text, correctly punctuated, using a range of complete sentences to include conjunctions eg if, so, while, though, since, when 1.2 produce written text using correct grammar eg subject-verb agreement, correct use of tense 1.3 produce written text that is legible and spelled correctly most of the time, using a dictionary as necessary.

Learning outcome
The learner will: 2. be able to plan, draft and proof read a report suitable for the purpose and audience.
Assessment criteria
The learner can: 2.1 plan and draft a report of at least four paragraphs, taking into account purpose and audience in terms of format, length and language 2.2 proof-read and revise as necessary.

Unit 412

Using time

UAN:	T/504/3463
Level:	Level 1
Credit value:	1
GLH:	10

Learning outcome
The learner will: 1. know how to specify and describe a practical activity, problem or task involving time. (N1.1)
Assessment criteria
The learner can: 1.1 outline problems to be tackled 1.2 identify data, processes and calculations required to solve stated problems.

Learning outcome
The learner will: 2. know how to acquire data regarding time. (N1.1)
Assessment criteria
The learner can: 2.1 extract information from timetables using 24-hour clock 2.2 read, measure and record time using units and equipment according to purpose.

Learning outcome
The learner will: 3. be able to calculate using time. (N1.2)
Assessment criteria
The learner can: 3.1 carry out addition and subtraction involving time 3.2 convert between units of time.

Learning outcome
The learner will: 4. be able to interpret the results of calculations involving time. (N1.3)
Assessment criteria
The learner can: 4.1 present and explain the results of calculations involving time using a format and level of accuracy appropriate for purpose.

UAN:	K/504/3475
Level:	Level 1
Credit value:	1
GLH:	10

Learning outcome
The learner will: 1. know how to specify and describe a practical activity, problem or task involving measure. (N1.1)
Assessment criteria
The learner can: 1.1 outline problems to be tackled 1.2 identify equipment and measurements required to solve stated problems.

Learning outcome
The learner will: 2. be able to estimate and measure. (N1.1)
Assessment criteria
The learner can: 2.1 using metric units of measurement, estimate: a. length b. capacity c. weight 2.2 identify objects that can be used to support estimation 2.3 read scales, to the nearest labelled and unlabelled division, on equipment used to measure: a. length b. capacity c. weight d. temperature.

Learning outcome
The learner will: 3. be able to apply data from measurements. (N1.3)
Assessment criteria
The learner can: 3.1 use measurements to solve practical problems.

Unit 416

Calculations with measurements

UAN:	T/504/3527
Level:	Level 1
Credit value:	1
GLH:	10

Learning outcome

The learner will:

1. know how to specify and describe a practical activity, problem or task requiring calculations using measurements. (N1.1)

Assessment criteria

The learner can:

- 1.1 outline problems to be tackled
- 1.2 identify data required to solve stated problems.

Learning outcome

The learner will:

2. be able to calculate within a measurement system. (N1.2)

Assessment criteria

The learner can:

- 2.1 add and subtract common units of measure
- 2.2 convert between units of measure within a system, eg, metres to centimetres.

Learning outcome

The learner will:

3. be able to use measurements to find properties of shapes. (N1.2)

Assessment criteria

The learner can:

- 3.1 use measurements to calculate:
 - a. area
 - b. perimeter
 - c. volumeof a variety of regular shapes.

Learning outcome
The learner will: 4. be able to apply results of calculations using measurements. (N1.3)
Assessment criteria
The learner can: 4.1 present and explain the results of calculations involving measures using a format and level of accuracy appropriate for purpose.

Unit 421

Whole numbers, problem solving and calculations

UAN:	J/504/3497
Level:	Level 1
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. be able to specify and describe a practical activity, problem or task involving whole numbers. (N1.1)
Assessment criteria
The learner can: 1.1 outline problems to be tackled 1.2 identify data, processes and calculations required to solve stated problems.

Learning outcome
The learner will: 2. be able to perform calculations involving whole numbers in practical situations. (N1.2)
Assessment criteria
The learner can: 2.1 in practical situations perform calculations with whole numbers including: a. addition b. subtraction c. multiplication d. division 2.2 give strategies for checking answers 2.3 use a calculator to check answers.

Learning outcome
The learner will: 3. recognise negative numbers. (N1.1, 1.2)
Assessment criteria
The learner can: 3.1 compare negative numbers in practical situations 3.2 use negative numbers in addition and subtraction.

Learning outcome
The learner will: 4. be able to interpret and apply the results of calculations involving whole numbers. (N1.3)
Assessment criteria
The learner can: 4.1 round numbers to give a level of accuracy appropriate for purpose 4.2 present and explain the results of calculations involving whole numbers.

Unit 421 Whole numbers, problem solving and calculations

Supporting information

Guidance

AC2.1 **Whole numbers** - The numbers involved in calculations and problems should reflect the level of the unit and ought to include larger numbers. (over 1000)

Unit 424

Fractions, decimals and percentages

UAN:	F/504/3529
Level:	Level 1
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. be able to specify and describe a practical activity, problem or task involving fractions, decimals and percentages. (N1.1)
Assessment criteria
The learner can: 1.1 outline problems to be tackled 1.2 identify data, processes and calculations required to solve stated problems.

Learning outcome
The learner will: 2. be able to perform calculations involving decimal numbers in practical situations. (N1.2)
Assessment criteria
The learner can: 2.1 in practical situations carry out calculations involving decimal numbers including: a. addition b. subtraction c. multiplication by a whole number d. division by a whole number.

Learning outcome
The learner will: 3. be able to apply knowledge of fractions. (N1.2)
Assessment criteria
The learner can: 3.1 find unit and non unit fractions of whole numbers in a practical situation.

Learning outcome
The learner will: 4. be able to apply knowledge of percentages. (N1.2)
Assessment criteria
The learner can: 4.1 in practical situations: a. find percentage parts of quantities b. find percentage increase and decrease in quantities, including money.

Learning outcome
The learner will: 5. know strategies for checking answers to calculations. (N1.2)
Assessment criteria
The learner can: 5.1 use strategies for checking answers to calculations including: a. estimation after rounding b. inverse calculations.

Learning outcome
The learner will: 6. be able to interpret the results of calculations involving decimals, fractions and percentages. (N1.3)
Assessment criteria
The learner can: 6.1 present and explain the results of calculations involving fractions, decimals and percentages using a format and level of accuracy appropriate for purpose.

Unit 424 Fractions, decimals and percentages

Supporting information

Guidance

AC1.1 At least one **problem** should involve money.

UAN:	Y/504/3505
Level:	Level 1
Credit value:	1
GLH:	10

Learning outcome
The learner will: 1. understand that probability is an expression of likelihood. (N1.2)
Assessment criteria
The learner can: 1.1 state the likelihood of an event occurring using: a. fractions b. decimals c. percentages.

Learning outcome
The learner will: 2. be able to apply knowledge of probability. (N1.2,1.3)
Assessment criteria
The learner can: 2.1 use probability to compare the likelihood of two events occurring in a practical situation 2.2 use the result of probability calculation to inform a decision.

Unit 425 Probability

Supporting information

Guidance

AC2. At least one practical solution should involve money.

UAN:	L/504/3520
Level:	Level 1
Credit value:	1
GLH:	10

Learning outcome
The learner will: 1. know how to specify and describe a practical activity, problem or task involving use of ratio and proportion. (N1.1)
Assessment criteria
The learner can: 1.1 state a problem or task requiring the use of ratio or direct proportion 1.2 identify information required and procedure for solving the problem.

Learning outcome
The learner will: 2. be able to apply knowledge of ratio as the number of parts. (N1.2)
Assessment criteria
The learner can: 2.1 use ratios to describe the number of parts of a whole within data.

Learning outcome
The learner will: 3. be able to apply knowledge of direct proportion as the same rate of increase and decrease. (N1.2)
Assessment criteria
The learner can: 3.1 use scales on diagrams to find and interpret information, including working out actual measurements 3.2 use direct proportion to calculate quantities using ratio.

UAN:	M/504/3445
Level:	Level 1
Credit value:	1
GLH:	10

Learning outcome
The learner will:
1. understand a practical problem or given task requiring the use of ICT. (ICT1.1)
Assessment criteria
The learner can:
1.1 outline the given task which requires the use of ICT
1.2 plan how the task is to be tackled.

Learning outcome
The learner will:
2. be able to use hardware, software and onscreen icons for a specific purpose. (ICT1.1)
Assessment criteria
The learner can:
2.1 demonstrate how to start and shut down an ICT system
2.2 identify which software applications are to be used to complete the given task in 1.1
2.3 demonstrate how to open, use and close software identified in 2.2
2.4 use input and output devices
2.5 demonstrate how to use interface features
2.6 use ICT system to undertake the task defined in 1.1.

Learning outcome
The learner will:
3. be able to save and retrieve data. (ICT1.2)
Assessment criteria
The learner can:
3.1 demonstrate how to save data in files and folders so it can be found again
3.2 use procedures for inserting, accessing and removing portable storage devices.

Learning outcome

The learner will:

- 4. be able to solve problems occurring when using ICT. (ICT1.1)

Assessment criteria

The learner can:

- 4.1 use the help facility when using ICT
- 4.2 give examples of problems that may occur with:
 - a. ICT software
 - b. ICT hardware
- 4.3 outline ways of dealing with problems given in 4.2.

Unit 427 Using ICT systems

Supporting information

Guidance

AC2.4 Examples of input devices include keyboard and mouse. Examples of output devices include screens and printers.

AC3.1 Save data using files and folders at least twice.

AC4.2 A minimum of two examples of each should be given.

Unit 428

Developing and presenting information using ICT

UAN:	T/504/3513
Level:	Level 1
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. be able to enter and edit information using ICT. (ICT1.3)
Assessment criteria
The learner can: 1.1 enter data and text to create ICT based information 1.2 use ICT to import information for a particular purpose.

Learning outcome
The learner will: 2. be able to organise information according to purpose. (ICT1.3)
Assessment criteria
The learner can: 2.1 collate own and imported information 2.2 format information using text, tables, images and numbers to suit a specified purpose and audience.

Learning outcome
The learner will: 3. be able to develop and amend information. (ICT1.3)
Assessment criteria
The learner can: 3.1 demonstrate proof reading of draft for accuracy and purpose 3.2 identify and amend errors 3.3 develop final copy so that presented information meets its purpose.

Learning outcome
The learner will: 4. be able to use ICT to present information for a purpose and an audience. (ICT1.3)
Assessment criteria
The learner can: 4.1 use hard copies and screen shots to present ICT information 4.2 use a range of layouts to present ICT to suit purpose and audience.

Unit 428 Developing and presenting information using ICT

Supporting information

Guidance

- AC1.1 A minimum of one example of text, one example of number and one example of images.
- AC1.2 Information should include a combination of text, image and numbers.
- AC4.2 A minimum of three different layouts should be used to display information which differs according to purpose and audience.

Unit 430

Collection and presentation of data

UAN:	D/504/3456
Level:	Level 1
Credit value:	1
GLH:	10

Learning outcome
The learner will: 1. know how to collect, organise and present data for a specific purpose. (N1.1)
Assessment criteria
The learner can: 1.1 outline the task/problem requiring data collection and presentation 1.2 plan data collection activity 1.3 collect relevant data using accurate observations 1.4 organise and present data collected in a format appropriate for the task/problem including chart, graph or diagram.

Learning outcome
The learner will: 2. know ways of describing data. (N1.2,1.3)
Assessment criteria
The learner can: 2.1 find the range for a set of data 2.2 find the mean for a set of data 2.3 identify whether the values calculated give a true reflection of the data.

Unit 430 **Collection and
presentation of data**
Supporting information

AC2.1 and 2.2 Up to ten items should be included in the data set.

Unit 431

Extracting data

UAN:	L/504/3484
Level:	Level 1
Credit value:	1
GLH:	10

Learning outcome

The learner will:

1. know how to select relevant information from graphs, charts, tables and diagrams for a specific purpose. (N1.1)

Assessment criteria

The learner can:

- 1.1 outline the task/problem requiring the extraction of information
- 1.2 extract information for stated purpose from:
 - a. graphs
 - b. tables
 - c. diagrams
 - d. charts.

Learning outcome

The learner will:

2. understand that the presentation of data can influence interpretation. (N1.1)

Assessment criteria

The learner can:

- 2.1 give examples of graphical representations that can be misleading.

Learning outcome

The learner will:

3. be able to use information obtained from graphs, charts, tables and diagrams. (N1.2, 1.3)

Assessment criteria

The learner can:

- 3.1 use data obtained from graphs, charts, tables and diagrams for a specific purpose.

Unit 431 Extracting data

Supporting information

Guidance

AC2.1 A minimum of two examples.

Unit 433

Following safe and healthy working practices when using ICT

UAN:	M/504/3462
Level:	Level 1
Credit value:	1
GLH:	10

Learning outcome
The learner will: 1. know and use safety measures when using ICT. (ICT1.1)
Assessment criteria
The learner can: 1.1 demonstrate the safety checks that should be made prior to using ICT 1.2 use steps to ensure personal safety and comfort 1.3 demonstrate procedures for obtaining help when safety issues occur.

Learning outcome
The learner will: 2. understand the need to backup copies of work. (ICT1.1)
Assessment criteria
The learner can: 2.1 give reasons for making backup copies 2.2 demonstrate ways to create a backup copy 2.3 give the advantages and disadvantages of the ways given in 2.2 including reference to security of data.

Learning outcome
The learner will: 3. understand security measures that need to be taken when using ICT. (ICT1.1)
Assessment criteria
The learner can: 3.1 give examples of ways of ensuring passwords and PINs are secure 3.2 give examples of ways to ensure ICT systems are secure 3.3 demonstrate how to check that virus protection is valid.

Learning outcome
The learner will: 4. know how to use the internet safely. (ICT1.1)
Assessment criteria
The learner can: 4.1 outline how to stay safe when using the internet 4.2 outline safety and security measures needed when using social networking sites/chat rooms 4.3 outline safety and security measures when using personal details online.

Unit 433 Following safe and healthy working practices when using ICT

Supporting information

Guidance

AC1.1 A minimum of two examples of safety **checks**.

AC 2.1 A minimum of two reasons.

AC 2.2 A minimum of two ways.

AC 2.3 A minimum of two advantages and two disadvantages of each.

AC 3.1 At least two examples.

AC 3.2 At least three examples.

AC 4.2 This should also include own responsibilities to others.

Unit 434

Finding, selecting and exchanging information using ICT

UAN:	A/504/3495
Level:	Level 1
Credit value:	2
GLH:	20

Learning outcome
The learner will: 1. understand that the choice of ICT sources will depend on the task. (ICT1.1)
Assessment criteria
The learner can: 1.1 find ICT sources of information which could be used for a given task 1.2 indicate, giving reasons, which of the ICT sources found were most appropriate to the task.

Learning outcome
The learner will: 2. be able to use ICT and other sources to locate and select information. (ICT1.2)
Assessment criteria
The learner can: 2.1 use ICT sources and other sources for the task given in 1.1 2.2 demonstrate how to use the internet and other ICT sources to search and get different types of information 2.3 state how to check the reliability of websites 2.4 state how to identify if information is copyrighted 2.5 state how a copyright might affect how information is used.

Learning outcome
The learner will: 3. be able to enter and save information. (ICT1.2)
Assessment criteria
The learner can: 3.1 demonstrate how to enter information 3.2 demonstrate how to save information using folders and files 3.3 demonstrate procedures for inserting, accessing and removing portable storage devices.

Learning outcome
The learner will: 4. be able to send, receive and respond to ICT based information. (ICT1.2)
Assessment criteria
The learner can: 4.1 use ICT to send information 4.2 compose emails that convey information 4.3 open and save information sent as an attachment to an email 4.4 reply to emails 4.5 demonstrate how to add to and access information from an email address book.

Unit 434 Finding, selecting and exchanging information using ICT

Supporting information

Guidance

AC1.2 A minimum of two ICT sources.

AC3.2 Save data using files and folders at least twice.

AC4.1 This should include means other than email.

AC4.2 A minimum of three emails and these should be for different purposes and recipients. (at least one should include an attachment)

AC4.4 Reply to at least two emails from different sources.

AC4.5 Use an email address book on at least three occasions.

Unit 438

Speaking and listening, providing and receiving information

UAN:	F/504/3496
Level:	Level 1
Credit value:	1
GLH:	10

Learning outcome
The learner will: 1. understand and respond to spoken language in a range of contexts . (CA.1)
Assessment criteria
The learner can: 1.1 identify relevant detail and information in explanations, instructions and discussions 1.2 respond to points made by: a. asking questions to clarify and confirm understanding b. communicating agreement/disagreement, giving reasons.

Learning outcome
The learner will: 2. be able to speak to communicate facts and opinions in a range of contexts . (C1.1)
Assessment criteria
The learner can: 2.1 state facts and opinions orally, in a range of contexts 2.2 present information and ideas orally, in a logical sequence 2.3 use strategies to support information and ideas presented 2.4 use language appropriate to audience and context.

Unit 438 **Speaking and
listening, providing
and receiving
information**

Supporting information

Guidance

Learning outcomes 1 and 2 - **Contexts** must include at least one face to face conversation or discussion. Must include formal and informal.

Unit 440

Contributing to discussions

UAN:	Y/504/3469
Level:	Level 1
Credit value:	1
GLH:	10

Learning outcome
The learner will: 1. be able to follow and contribute to discussions . (C1.1)
Assessment criteria
The learner can: 1.1 prepare for discussions by outlining: a. purpose b. information relevant to the discussion 1.2 take part in discussions with two or more people to reach a shared understanding 1.3 make clear and relevant contributions to discussions 1.4 respect the turn taking rights of others during discussions 1.5 use appropriate phrases or gestures to join the discussion 1.6 outline conclusion to discussions.

Unit 440 Contributing to discussions

Supporting information

Guidance

Discussion - There must be evidence of at least two discussions; at least one of these must be face to face. The range of contexts must include formal and informal. The discussion must be between three or more people.

UAN:	A/504/3447
Level:	Level 1
Credit value:	1
GLH:	10

Learning outcome
The learner will: 1. understand how language and other textual features are used to achieve different purposes.
Assessment criteria
The learner can: 1.1 find examples of materials in a range of text types and state their purpose 1.2 give examples of the variation of language and other features within the text used to achieve different purposes.

Learning outcome
The learner will: 2. understand that strategies for obtaining information will vary according to text and purpose.
Assessment criteria
The learner can: 2.1 state the reading strategies that can be used to locate specific items of information within text and when this is appropriate 2.2 state the strategies used to gain the gist of a text and when this is appropriate 2.3 state the organisational features that can be used to locate information.

Unit 444 Reading for purpose

Supporting information

Guidance

AC1.1 and 1.2 A minimum of two.

Unit 447

Following instructional and explanatory texts

UAN:	R/504/3504
Level:	Level 1
Credit value:	1
GLH:	10

Learning outcome
The learner will: 1. understand instructional texts . (C1.2)
Assessment criteria
The learner can: 1.1 find texts that provide instructions for a specific purpose 1.2 identify criteria used to select the text most appropriate for purpose, eg, clarity, most up-to-date 1.3 use reference materials to clarify the meaning of unfamiliar words 1.4 follow instructions to carry out specified task.

Learning outcome
The learner will: 2. understand explanatory texts . (C1.2)
Assessment criteria
The learner can: 2.1 find explanatory texts that meet a specific purpose 2.2 give examples of the features of the text that identify it as being explanatory 2.3 identify specific detail from explanatory texts to meet a specified purpose 2.4 use detail obtained for a specified purpose.

Unit 447 Following instructional and explanatory texts

Supporting information

Guidance

Learning outcomes 1 and 2 **Texts** may be paper based or electronic.

AC2.2 A minimum of two examples.

Unit 448

Obtaining information and opinions from texts

UAN:	T/504/3446
Level:	Level 1
Credit value:	1
GLH:	10

Learning outcome
The learner will: 1. understand main points of texts.
Assessment criteria
The learner can: 1.1 identify the main points and opinions from texts to meet a specific purpose 1.2 use images to infer meaning which is not explicit in text 1.3 use reference materials to clarify the meaning of unfamiliar words 1.4 present the information obtained in a format to suit a specific purpose.

Unit 516

Calculations with measure

UAN:	A/505/1080
Level:	Level 2
Credit value:	2
GLH:	16

Learning outcome

The learner will:

1. know how formulae are used in calculations. (N2.2)

Assessment criteria

The learner can:

- 1.1 give formulae for calculations of area and perimeter for a **range** of combined 2D shapes
- 1.2 give formulae for volume for a **range** of 3D shapes.

Learning outcome

The learner will:

2. be able to use formulae in practical situations. (N2.1)
(N2.2)

Assessment criteria

The learner can:

- 2.1 describe **problems** requiring the use of formulae in practical situations
- 2.2 select the formulae to be used to solve the problem
- 2.3 make calculations using the required formulae to address the problems described in 2.1
- 2.4 describe the accuracy to which the results should be presented.

Learning outcome

The learner will:

3. be able to apply the results of calculations using measurements. (N2.3)

Assessment criteria

The learner can:

- 3.1 present and explain the **results** of calculations made in 2.3
- 3.2 explain how these results are used to address the problems described in 2.1.

Unit 516 Calculations with measure

Supporting information

Guidance

AC 1.1 A **range** is a minimum of three.

AC 1.2 A **range** is a minimum of three.

AC 2.1 A minimum of two **problems**. Area, perimeter and volume should be covered but need not be in the same problem.

AC 3.1 Scale drawings should be used to support the presentation of **results**.

UAN:	F/505/1095
Level:	Level 2
Credit value:	1
GLH:	8

Learning outcome
The learner will: 1. understand the applications of probability calculations.
Assessment criteria
The learner can: 1.1 describe the difference between experimental and theoretical probability 1.2 give examples of how probabilities can be used to make decisions.

Learning outcome
The learner will: 2. understand the relationship between theoretical probabilities, observed outcomes and sample sizes. (N2.2)
Assessment criteria
The learner can: 2.1 describe the possible outcomes of combined events occurring 2.2 calculate the theoretical probability of the combined events given in 1.1 2.3 use probabilities to make predictions on the outcome of events 2.4 compare the predicted results to actual results 2.5 describe the effect that sample size may have on actual results.

Learning outcome
The learner will: 3. be able to use probability of combined events to inform decisions. (N2.3)
Assessment criteria
The learner can: 3.1 use results of probability calculations and knowledge of influencing factors to support decisions in a practical application.

Unit 525 Probability

Supporting information

Guidance

If not specified then a range or plural reference within a unit refers that to a minimum of two.

AC 2.1 **Describe** could be using lists, two way tables, flowcharts/ probability trees to capture possible outcomes.

AC 3.1 The results and discussion used for AC 2.1-2.5 may be used to support 3.1.

Unit 527

Using Information and Communications Technology ICT

UAN:	F/505/1131
Level:	2
Credit value:	3
GLH:	24

Learning outcome
The learner will: 1. be able to plan for how ICT can be used to address multi-stepped activities. (ICT2.1)
Assessment criteria
The learner can: 1.1 describe the activity and its sub task 1.2 plan how to tackle the activity 1.3 plan and break down the activity into a series of activities.

Learning outcome
The learner will: 2. be able to use a range of hardware and software for a specific purpose. (ICT2.1)
Assessment criteria
The learner can: 2.1 explain the need for using correct procedures to start and shut down ICT systems 2.2 compare the use of different software applications to address the activity described in 1.1 2.3 open and close an application 2.4 use a range of input and output devices 2.5 demonstrate and use interface features 2.6 use ICT systems to undertake the activity described in 1.1.

Learning outcome
The learner will: 3. be able to manage file and folder structures. (ICT2.1)
Assessment criteria
The learner can: 3.1 implement the use of files and folders to manage and ensure efficient retrieval of data 3.2 perform procedures for handling and using storage media.

Learning outcome
The learner will: 4. be able to solve problems when using ICT. (ICT2.1)
Assessment criteria
The learner can: 4.1 use the help facility when using ICT 4.2 clarify examples of problems that may occur with: a. ICT software b. ICT hardware 4.3 describe how problems described in 4.2 can be resolved.

Unit 527 Using Information and Communications Technology ICT

Supporting information

Guidance

- AC 1.1 The **activity** should be at a complexity appropriate for this level and include at least three sub-activities.
- AC 1.3 The **plan** should include a series of steps involved in completing the activity.
- AC 2.2 Compare two different software **applications** as appropriate to the activity.
- AC 2.3 A minimum of two **applications**.
- AC 2.4 A minimum of two **input** and two **output devices**.
- AC 3.2 Where these facilities are not available then the process should be described.

Unit 533

Following safe and healthy working practices when using Information and Communication Technology ICT

UAN:	A/505/1130
Level:	2
Credit value:	1
GLH:	8

Learning outcome
The learner will: 1. be able to follow recommended safety practices when using ICT. (ICT2.1)
Assessment criteria
The learner can: 1.1 describe and apply the safety checks that should be made prior to using ICT 1.2 demonstrate reporting of faults when a problem occurs.

Learning outcome
The learner will: 2. know how to protect data from loss when using ICT. (ICT2.1)
Assessment criteria
The learner can: 2.1 describe and apply ways to protect data from loss .

Learning outcome
The learner will: 3. understand security measures that need to be taken when using ICT. (ICT2.1)
Assessment criteria
The learner can: 3.1 describe examples of ways of ensuring passwords and PINs are secure 3.2 describe examples of ways to ensure ICT systems are secure 3.3 explain how to check that virus protection is valid.

Learning outcome
The learner will: 4. understand online safety measures. (ICT2.1)
Assessment criteria
The learner can: 4.1 describe potential hazards to using the internet and social media 4.2 describe safeguarding measures that should be undertaken when using the internet and social media.

Unit 533 Following safe and healthy working practices when using Information and Communication Technology ICT

Supporting information

Guidance

- AC 1.1 **Safety checks** should include those concerning personal safety as well as that of the equipment.

- AC 2.1 A minimum of three **ways** to protect data. **Loss** should include personal loss and that due to being accessed by a third party.

- AC 3.1 At least two **examples**.

- AC 3.2 At least three **examples**.

- AC 4.1 A minimum of four **potential hazards**.

- AC 4.2 **Safeguarding measures** should include own responsibilities to others.

Unit 534 Finding, selecting and exchanging information using Information and Communication Technology ICT

UAN:	J/505/1129
Level:	2
Credit value:	2
GLH:	16

Learning outcome
The learner will: 1. know how to find and select ICT and other resources to carry out a specified activity. (ICT2.1, ICT2.2)
Assessment criteria
The learner can: 1.1 describe an activity which requires the sourcing of electronic or other data 1.2 compare the appropriateness of electronic and other sources of information 1.3 select resources for the activity described in 1.1.

Learning outcome
The learner will: 2. be able to use a range of ICT-based and other sources of information. (ICT2.1, ICT2.2)
Assessment criteria
The learner can: 2.1 use the resources selected in 1.3 to carry out the activity 2.2 assess the accuracy and reliability of information source used 2.3 explain the responsible use of information.

Learning outcome
The learner will: 3. be able to enter, save and organise information. (ICT2.2)
Assessment criteria
The learner can: 3.1 use ICT to enter and save information relating to the activity described in 1.1 3.2 organise information to ensure: a. ease of retrieval b. security of data.

Learning outcome
The learner will: 4. be able to exchange information using ICT. (ICT2.2)
Assessment criteria
The learner can: 4.1 use ICT to share with others information relating to the activity described in 1.1.

Unit 534 Finding, selecting and exchanging information using Information and Communication Technology ICT

Supporting information

Guidance

- AC 1.1 The **activity** should be at a complexity appropriate for this level.
- AC 2.3 **Responsible use** could include checking for copyright, providing references etc.
- AC 4.1 This could include the use of social media, shared drives or emails etc.

Unit 538

Speaking and listening, providing and receiving information

UAN:	K/505/1110
Level:	2
Credit value:	2
GLH:	16

Learning outcome
The learner will: 1. know how to overcome barriers to effective speaking and listening.
Assessment criteria
The learner can: 1.1 describe actual and potential barriers to effective speaking and listening 1.2 describe strategies to overcome barriers to effective speaking and listening.

Learning outcome
The learner will: 2. understand and respond to spoken language.
Assessment criteria
The learner can: 2.1 identify the speaker's intentions in different oral contexts 2.2 identify relevant detail and information in spoken language 2.3 use strategies to confirm understanding 2.4 respond to positive and/or negative comments to demonstrate that points made have been considered.

Learning outcome

The learner will:

3. be able to speak to communicate in a range of contexts.

Assessment criteria

The learner can:

- 3.1 describe features of effective communication
- 3.2 present ideas and information orally in different **contexts**, using varied vocabulary and expressions to suit the purpose
- 3.3 use **strategies** to ensure understanding of the audience.

Unit 538 Speaking and listening, providing and receiving information

Supporting information

Guidance

If not specified then a range or plural reference within a unit refers that to a minimum of two.

AC 1.1 A minimum of one **actual** and one **potential barrier**.

AC 1.2 A minimum of two **strategies** to be described.

AC 2.1 **Oral contexts** - a minimum of two different oral contexts. One context should be a presentation; the other context(s) may be a discussion, explanation or instructions.

AC 2.3 **Strategies** may be verbal or non verbal.
and 3.3

AC 3.2 A minimum of two different **contexts**. These may be the same as those used in 2.1.

UAN:	K/505/1107
Level:	2
Credit value:	2
GLH:	16

Learning outcome
The learner will: 1. be able to locate and select source documents and texts for a specific purpose. (C2.2)
Assessment criteria
The learner can: 1.1 define the purpose for reading 1.2 identify source texts to meet the purpose stated in 1.1 1.3 give reasons for selection of texts.

Learning outcome
The learner will: 2. be able to identify main points and specific detail. (C2.2, C2.3)
Assessment criteria
The learner can: 2.1 describe the writers' purpose in the texts selected, giving reasons for his/her conclusions 2.2 give definitions of any unfamiliar or technical words or concepts found in the selected texts 2.3 outline the main points of the selected texts.

Learning outcome
The learner will: 3. know how to evaluate texts in relation to purpose. (C2.2)
Assessment criteria
The learner can: 3.1 assess the effectiveness of the selected texts in meeting his/her purpose in reading, giving reasons 3.2 identify issues/questions arising from reading so far, for further research.

Unit 544 Reading for a purpose

Supporting information

Guidance

If not specified then a range or plural reference within a unit refers that to a minimum of two.

AC 1.2 A minimum of two **texts**, of different types, each of 500 words or more.

AC 2.1 This should include reference to how images and other visual aids convey information and/ or meaning if included.

AC 3.2 At least two **issues /questions**.

Unit 549

Writing to convey information

UAN:	M/505/1111
Level:	2
Credit value:	2
GLH:	16

Learning outcome
The learner will: 1. know how to plan both formal and informal writing. (C2.3)
Assessment criteria
The learner can: 1.1 state purpose of writing formal and an informal texts 1.2 for each text, state: a. the intended audience b. the format to be used c. the language style and key language features 1.3 plan the structure of texts conveying information.

Learning outcome
The learner will: 2. be able to write texts conveying information. (C2.3)
Assessment criteria
The learner can: 2.1 organise writing in paragraphs 2.2 construct simple, compound and complex sentences using correct grammar and punctuation 2.3 use correct spellings throughout.

Learning outcome
The learner will: 3. know how to edit and revise text to produce a final accurate version. (C2.3)
Assessment criteria
The learner can: 3.1 edit draft, checking for meaning, accurate spelling and correct use of grammar and punctuation 3.2 revise draft to produce fair copy with correct spelling, grammar and punctuation.

Unit 549 Writing to convey information

Supporting information

Guidance

AC 1.1 At least two **texts**, one formal, and one informal each of a minimum of 500 words. The information can be descriptive or explanatory.

AC 1.2c. Three **key language** features to be stated.

AC 1.3 The **plans** must be submitted as part of the evidence for this unit.

AC 3.1 Correct **punctuation** includes (but is not restricted to) the correct use of capital letters and full stops, commas and inverted commas (if applicable). Learners should be taught to avoid 'comma splicing' (eg the use of commas, without a conjunction, to separate equal clauses in compound sentences).

AC 3.2 Writing may be word processed and each piece must be a minimum of 500 words each.

UAN:	L/505/1083
Level:	2
Credit value:	2
GLH:	16

Learning outcome
The learner will: 1. be able to add and subtract fraction quantities. (N2.2)
Assessment criteria
The learner can: 1.1 change fractions to equivalent fractions for the purpose of addition and subtraction 1.2 carry out addition and subtraction of fractions and mixed numbers.

Learning outcome
The learner will: 2. know how to use ratios and direct proportion to calculate quantities and measures. (N2.2)
Assessment criteria
The learner can: 2.1 with a given ratio, calculate the number of parts and the value of one part for a specified purpose or problem 2.2 use direct proportion to scale quantities or dimensions up or down for a specified purpose or problem .

Learning outcome
The learner will: 3. be able to use percentages. (N2.1, N2.2)
Assessment criteria
The learner can: 3.1 find the percentage parts of quantities 3.2 evaluate one number as a percentage of another 3.3 use the results from 3.1 to calculate the percentage increase or decrease of a quantity 3.4 use calculations for a specified purpose or problem.

Learning outcome
The learner will: 4. be able to solve a multistage problem involving number. (N2.1, N2.2)
Assessment criteria
The learner can: 4.1 describe a multistage problem requiring calculations with number 4.2 select the numerical data and information required to address the problem in 4.1 4.3 select methods and calculations required to address the problem described in 4.1 4.4 calculate the information required to solve the problem described in 4.1 4.5 select the level of accuracy to which the results should be given for the specified purpose 4.6 explain how these results are used to address the problem described in 4.1.

Unit 551 Number

Supporting information

Guidance

- AC 1.1 A minimum of three **fractions**.
- AC 2.1 The **specified purpose or problem** may be the same as that
& 2.3 described in 4.1.
- AC 3.4 These **calculations** should include finding percentage increase or decrease and evaluating one number as a percentage of another.
- AC 4.1 **Multistage problem** - a minimum of two stages and these may be the same as those used in 2.2 or 3.4.
Number - these should include fractions/decimals.
- AC 4.2 The **numerical data and information** could be obtained in a variety of ways including measure, extracting from tables, charts and graphs, surveys etc.

Unit 553

Collection, presentation and interpretation of discrete data

UAN:	H/505/1087
Level:	2
Credit value:	2
GLH:	16

Learning outcome
The learner will: 1. understand the nature of discrete and continuous data.
Assessment criteria
The learner can: 1.1 define discrete data 1.2 define continuous data 1.3 give examples of both discrete and continuous data.

Learning outcome
The learner will: 2. know how to collect, organise and present discrete data for a specific purpose. (N2.1, N2.3)
Assessment criteria
The learner can: 2.1 describe the task/problem requiring the collection, organisation and presentation of numerical or quantitative data 2.2 plan the data collection activity 2.3 collect data relevant to the task 2.4 select formats with which to represent the data in 2.3 which suit the purpose, giving reasons for choice 2.5 organise and present data in the format selected in 2.4 2.6 describe ways in which the validity of the set of data collected could have been improved.

Learning outcome
The learner will: 3. know ways of describing data statistically. (N2.2)
Assessment criteria
The learner can: 3.1 calculate a range of measures of average and spread 3.2 describe which of the statistical terms calculated in 3.1 provide the most useful description of a specified set of discrete data 3.3 compare sets of discrete data.

Unit 553 Collection, presentation and interpretation of discrete data

Supporting information

Guidance

AC 1.3 A minimum of two of each.

AC 2.1 The **data** set should be of a minimum size of twenty, however, fit for purpose should be the key consideration.

AC 2.4 A minimum of two **formats** including one table and one graphical format.

AC 2.6 A minimum of two **ways**.

AC 3.1 The **data** set should be of a minimum size of twenty, however, fit for purpose should be the key consideration.

AC 3.1 A minimum of four.

AC 3.3 A minimum of two **sets** of data.

Unit 554

Collection, presentation and interpretation of continuous data

UAN:	L/505/1097
Level:	2
Credit value:	2
GLH:	16

Learning outcome
The learner will: 1. understand the nature of discrete and continuous data.
Assessment criteria
The learner can: 1.1 define discrete data 1.2 define continuous data 1.3 give examples of both discrete and continuous data.

Learning outcome
The learner will: 2. know how to collect, organise and present continuous data for a specific purpose. (N2.1, N2.3)
Assessment criteria
The learner can: 2.1 describe the task/problem requiring the collection, organisation and presentation of continuous data 2.2 plan the data collection activity 2.3 collect data relevant to the task 2.4 select formats with which to represent the data in 2.3 which suit the purpose, giving reasons for choices 2.5 organise and present data in the format selected in 2.4 2.6 describe ways in which the validity of the set of data collected could have been improved.

Learning outcome
The learner will: 3. know ways of describing continuous data statistically. (N2.2)
Assessment criteria
The learner can: 3.1 calculate a range of measures of average and spread 3.2 select the statistical terms given in 3.1 which provide the most useful description of a specified set of continuous data 3.3 compare sets of continuous data.

Unit 554 Collection, presentation and interpretation of continuous data

Supporting information

Guidance

AC 1.3 A minimum of two of each.

AC 2.4 A minimum of two **formats** including one table and one graphical format.

AC 2.6 A minimum of two **ways**.

AC 3.1 The data set should be of a minimum of two sets with a minimum size of twenty and include cumulative frequency. A minimum range of three measures.

AC 3.3 A minimum of two **sets** of data.

Unit 555

Taking part in formal discussions

UAN:	M/505/1108
Level:	2
Credit value:	1
GLH:	8

Learning outcome
The learner will: 1. know how to prepare for a discussion. (C2.1, C2.2)
Assessment criteria
The learner can: 1.1 identify a topic for discussion 1.2 make notes , following research on the topic, on points of fact or opinion.

Learning outcome
The learner will: 2. be able to take part in a purposeful group discussion. (C2.1)
Assessment criteria
The learner can: 2.1 contribute to a group discussion 2.2 support opinions and arguments with evidence 2.3 use phrases or gestures in order to join in the discussion or change the viewpoint or aspect of the topic 2.4 offer and respond to criticism of points made.

Learning outcome
The learner will: 3. be able to reach consensus. (C2.1)
Assessment criteria
The learner can: 3.1 demonstrate that he/she is listening to others 3.2 express his/her views to take account of the concerns/interests of others 3.3 help to move the discussion forward by developing points and/or opening up new ideas.

Learning outcome
The learner will: 4. be able to evaluate the discussion. (C2.1)
Assessment criteria
The learner can: 4.1 state the conclusion reached 4.2 give positive and negative points of own contribution 4.3 make a list of personal action points to develop discussion skills.

Unit 555 Taking part in formal discussions

Supporting information

Guidance

If not specified then a range or plural reference within a unit refers that to a minimum of two.

At least one discussion to be carried out, including at least three people:

AC 1.2 **Notes** can be bullet points, lists or tables, and should include a minimum of three points.

AC 2.4 This needs to be in a sensitive or a diplomatic manner.

AC 3.1 By appropriate body language and gestures, such as eye contact, nodding to show support, or by spoken indications, such as agreement, or questions seeking clarification.

AC 4.3 Minimum of two **action points**.

Unit 558

The purpose and intention of texts

UAN:	T/505/1109
Level:	2
Credit value:	2
GLH:	16

Learning outcome
The learner will: 1. be able to identify the main points and arguments in texts. (C2.2)
Assessment criteria
The learner can: 1.1 distinguish the main points in texts 1.2 describe how titles, headlines and any images are used to convey meaning.

Learning outcome
The learner will: 2. understand how language and layout are used in writing to convey argument and opinion. (C2.2)
Assessment criteria
The learner can: 2.1 describe the structure of the text 2.2 compare statements of fact and statements of opinion within a text and note differences in language and structure 2.3 identify vocabulary intended to influence the reader 2.4 illustrate how literary techniques used in the text are intended to influence the reader.

Learning outcome
The learner will: 3. be able to understand the purpose and intentions of texts. (C2.2)
Assessment criteria
The learner can: 3.1 compare different texts on the same topic to describe the writers' points of view 3.2 compare the writers' intentions and purposes in the texts used in 3.1 3.3 compare the effectiveness of the texts in achieving the stated purpose.

Unit 558 The purpose and intention of texts

Supporting information

Guidance

If not specified then a range or plural reference within a unit refers that to a minimum of two.

AC 1.1 A minimum of two **texts**, each 500 words long, and offering different viewpoints and purposes on the same topic.

AC 2.4 **Literary techniques** identified at this level should include metaphor, simile, irony, hyperbole (exaggeration), rhetorical questions, puns and other play on words, where these are present in the texts used.

AC 3.1 A minimum of two **texts**.

UAN:	T/505/1112
Level:	2
Credit value:	1
GLH:	8

Learning outcome
The learner will: 1. understand how to plan a piece of persuasive writing. (C2.3)
Assessment criteria
The learner can: 1.1 identify: a. topic b. audience c. format 1.2 make notes on key points to be made 1.3 plan writing with logical structure and persuasive sequence.

Learning outcome
The learner will: 2. be able to write simple documents.
Assessment criteria
The learner can: 2.1 organise persuasive writing in paragraphs 2.2 construct simple, compound and complex sentences using correct grammar and persuasive techniques 2.3 use punctuation correctly 2.4 use correct spellings throughout.

Learning outcome
The learner will: 3. be able to punctuate simple sentences.
Assessment criteria
The learner can: 3.1 edit draft, checking for meaning , accurate spelling and correct use of grammar and punctuation 3.2 revise draft to produce fair copy with correct spelling, grammar and punctuation .

Unit 559 Writing persuasive text

Supporting information

Guidance

- AC 1.3 The **plan** must be submitted as part of the evidence for this unit.
- AC 2.2 **Persuasive techniques** may include (but are not restricted to) the use of evidence, emotive language and stylistic devices such as rhetorical questions, exaggeration, or direct appeals to the reader).
- AC 3.1 As well as ensuring that the text makes sense, **checking for meaning** should also ensure that the language is effective for its purpose.
- AC 3.2 Correct **punctuation** includes (but is not restricted to) the correct use of capital letters and full stops, commas and inverted commas (if applicable). Learners should avoid 'comma splicing' (eg the use of commas, without a conjunction, to separate equal clauses in compound sentences). The accuracy required should be appropriate for the level of the unit and purpose of the audience.

UAN:	D/505/1167
Level:	2
Credit value:	2
GLH:	16

Learning outcome
The learner will: 1. know how to plan for a talk or presentation. (C2.1, C2.2)
Assessment criteria
The learner can: 1.1 select a topic related to work, study or own area of personal interest 1.2 describe the intended audience 1.3 make notes from sources of information on the chosen topic.

Learning outcome
The learner will: 2. understand how to organise material for a talk or presentation. (C2.1, C2.3)
Assessment criteria
The learner can: 2.1 make a plan for the talk or presentation 2.2 organise the presentation into a logical sequence.

Learning outcome
The learner will: 3. be able to give a talk or presentation. (C2.1)
Assessment criteria
The learner can: 3.1 give a talk or presentation lasting at least 4 minutes 3.2 include information or ideas obtained by research 3.3 speak clearly and audibly 3.4 adjust language and style of delivery to suit audience and subject 3.5 use images and/or other supporting resources to convey meaning 3.6 use appropriate communication behaviours.

Learning outcome
The learner will: 4. be able to evaluate own performance.
Assessment criteria
The learner can: 4.1 discuss strengths and weaknesses in own performance 4.2 identify action points for personal development.

Unit 560 Giving a presentation

Supporting information

Guidance

If not specified then a range or plural reference within a unit refers that to a minimum of two.

- AC 1.3 **Notes** can be bullet points, diagrams, mind maps, lists or tables, and must be included in the evidence submitted.
- AC 3.1 The audience must comprise a minimum of three people excluding the assessor.
- AC 3.5 At least one image or other material must be included. Supporting materials may include photographs or other images, models, artefacts or other exhibits, maps, diagrams, charts etc.
- AC 3.6 Consider the following specific aspects of non verbal contact: eye contact, pace of voice, gesture, posture.
- AC 4.2 Minimum of two **action points**.

UAN:	R/505/1165
Level:	3
Credit value:	2
GLH:	14

Learning outcome
The learner will: 1. be able to apply formulae in calculations involving measure. (N3.1, N3.2)
Assessment criteria
The learner can: 1.1 explain a task or situation involving compound measures to find unknown values 1.2 rearrange formulae and equations to enable calculations of unknown values 1.3 explain the accuracy to which the results should be presented 1.4 use the results of calculations to address the task or situation described in 1.1.

Learning outcome
The learner will: 2. understand how the principles of proportional change can be applied to problems involving shape and measure. (N3.1, N3.2, N3.3)
Assessment criteria
The learner can: 2.1 explain situations involving shape and measure which demonstrate: a. direct proportion b. indirect proportion 2.2 apply principles of direct proportion to solve problems involving compound measures.

Unit 616 Calculations with measure

Supporting information

Guidance

AC 1.1 A **compound measure** is made up of two or more measures, for example speed or density.

Unit 650

Writing a complex document

UAN:	F/505/1128
Level:	3
Credit value:	2
GLH:	14

Learning outcome
The learner will: 1. understand how to prepare an extended piece of writing. (C3.2, C3.3)
Assessment criteria
The learner can: 1.1 identify a complex topic for research and extended writing 1.2 describe the audience for the document 1.3 describe key features of the genre to be used 1.4 make notes from reading on the selected topic.

Learning outcome
The learner will: 2. be able to plan, and structure writing. (C3.3)
Assessment criteria
The learner can: 2.1 make a plan for a document on the selected topic showing a logical structure and organisation of material 2.2 produce a document brings together information or ideas from different sources 2.3 edit and revise document for clarity.

Learning outcome
The learner will: 3. be able to complete and evaluate a piece of extended writing. (C3.3, ICT3.3)
Assessment criteria
The learner can: 3.1 produce a final copy of writing which should show expression, accurate spelling and correct use of grammar and punctuation 3.2 produce a referencing system to indicate use of sources 3.3 describe strategies to ensure that final copy meets its intended purpose including accuracy and clarity 3.4 describe how the writing could be further enhanced.

Unit 650 Writing a complex document

Supporting information

Guidance

If not specifically stated in the assessment information, a plural statement in any assessment criterion means a minimum of two.

- AC 1.1 A **complex topic** is one in which either a variety of opinions or ideas, or a number of sources of information will need to be brought together and discussed.
- AC 1.3 A minimum of three **features** which may include (but are not restricted to) format, language register (formal/informal), aspects of language use (eg tense, use of the passive, technical language), use of images.
- AC 1.4 A minimum of 4 sources of information should be used.
- AC 2.1 The **plan** must be submitted as part of the evidence for this unit.
- AC 2.2 The **document** should be of at least 1000 words.
- AC 2.3 This could be evidenced by a draft, witness statement, track changes or discussion and may be produced and submitted electronically.
- AC 3.1 The writing should be between 1000 and 1500 words. At this level, a report of this length should normally be word processed. If this is not possible, an explanatory statement should be included. Work should be clearly presented.
- AC 3.3 At this level, full Harvard referencing is not required, but learners should be encouraged to develop good practice by recording where they found information and by producing a bibliography.
- AC 3.4 This could for example be by the use of images.

Unit 651 Number

UAN:	J/505/1101
Level:	3
Credit value:	2
GLH:	14

Learning outcome
The learner will: 1. be able to use indices in number operations. (N3.2)
Assessment criteria
The learner can: 1.1 explain positive, negative and fractional indices 1.2 use positive and negative and fractional indices in calculations 1.3 apply standard index form to simplify: a. large numbers b. decimal numbers 1.4 use numbers expressed in standard index form in calculations 1.5 use calculations involving indices to address a specific task or problem.

Learning outcome
The learner will: 2. be able to solve a multistage problem involving number. (N3.1, N3.2, N3.3)
Assessment criteria
The learner can: 2.1 describe a multistage problem requiring calculations with number 2.2 select the numerical data and information required to address the problem in 2.1 2.3 justify methods and calculations required to address the problem described in 2.1 2.4 implement written and electronic methods to calculate the information required to solve the multistage problem described in 2.1 2.5 explain how the findings are used to address the problem described in 2.1 2.6 summarise how the choice of data and operations could be modified to provide a more valid or reliable conclusion.

Unit 651 Number

Supporting information

Guidance

If not specified then a range or plural reference within a unit refers that to a minimum of two.

AC 1.5 The **specific task or problem** may be the same as that described in 2.1.

AC 2.1 **Multistage problems** - a minimum of three stages.

AC 2.2 The **numerical data and information** could be obtained in a variety of ways including measure, extracting from tables, charts and graphs, surveys etc.

UAN:	H/505/1168
Level:	3
Credit value:	2
GLH:	14

Learning outcome
The learner will: 1. understand how graphical information can be used as a source for data. (N3.1)
Assessment criteria
The learner can: 1.1 extract values from graphical representations using interpolation and extrapolation 1.2 extract statistical information from cumulative frequency graphs including: a. median b. first quartile c. third quartile d. interquartile range. 1.3 find graphical information that can be used as a source of data to address a specific task or problem 1.4 justify choices of graphical information used 1.5 analyse the data from a range of graphical representations 1.6 explain how the data is used in relation to the problem or task.

Learning outcome
The learner will: 2. be able to collect organise and analyse discrete and continuous data. (N3.1, N3.2, N3.3)
Assessment criteria
The learner can: 2.1 describe the task/problem requiring the collection, organisation and presentation of data 2.2 plan the data collection activity 2.3 collect data relevant to the task 2.4 analyse data and present findings graphically 2.5 use the findings to address the task described in 2.1 2.6 justify the methods of data collection, organisation and analysis 2.7 evaluate how the process could have been improved.

Unit 652 Interpretation of data

Supporting information

Guidance

If not specified then a range or plural reference within a unit refers that to a minimum of two.

AC 1.3 **Graphical information** at this level should present very detailed information relating to a large data set.

AC 2.1 The **data** sample must be of a size appropriate to the activity, sufficiently challenging to interpret and large enough to enable meaningful statistical calculations. A large sample could be greater than or equal to 30.

AC 2.4 Software packages may be used in the analysis.

AC 2.7 The evaluation should include some reference to validity and reliability.

UAN:	T/505/1126
Level:	3
Credit value:	2
GLH:	14

Learning outcome
The learner will:
1. be able to identify the main points and lines of argument or reasoning in complex texts. (C3.2 C3.3)
Assessment criteria
The learner can:
1.1 summarise the main points in a range of texts
1.2 explain how titles, headlines and images are used to convey meaning
1.3 analyse the structure of texts to show how lines of reasoning are developed.

Learning outcome
The learner will:
2. understand how writers use language to convey meaning which is not explicit. (C3.2, C3.3)
Assessment criteria
The learner can:
2.1 demonstrate with reference to texts how writers use language to convey bias, feelings, attitudes and values
2.2 analyse the use of emotive language and imagery in texts
2.3 analyse how literary techniques are used in texts to convey meaning which may not be explicit.

Learning outcome
The learner will: 3. be able to critically compare texts. (C3.2, C3.3)
Assessment criteria
The learner can: 3.1 compare and contrast the writers' intentions and purposes in different texts on the same topic 3.2 explain how the writers convey opinion and/or bias implicitly as well as explicitly in texts used in 3.1 3.3 critically compare the effectiveness of the texts used in 3.1 in achieving both the stated and any implicit purpose 3.4 evaluate relevance of the texts for own interests and purposes.

Unit 656 Critical reading

Supporting information

Guidance

AC 1.1 A minimum of four **texts** including one text from a newspaper or online journal, two texts should be of 500 words or more. At least one text should contain one or more images and be persuasive or argumentative.

AC 2.1, A minimum of two **texts**.
2.2 & 2.3

AC 2.3 **Literary techniques** identified at this level should include any of the following where they occur in the texts: metaphor, simile, irony, hyperbole (exaggeration), rhetorical questions, puns and other play on words, litotes (ironic understatement), foreshadowing and inter-textual references.

Unit 657

Reading, researching and reporting

UAN:	A/505/1127
Level:	3
Credit value:	1
GLH:	7

Learning outcome
The learner will: 1. know how to locate relevant information. (C3.2, ICT3.2)
Assessment criteria
The learner can: 1.1 explain purpose of research 1.2 select range of documents relevant to purpose 1.3 use organisational features to locate information within texts.

Learning outcome
The learner will: 2. understand complex documents. (C3.2, C3.3)
Assessment criteria
The learner can: 2.1 analyse the writers' purpose and intention in the texts selected 2.2 make notes from reading the texts, recording the sources used 2.3 explain any unfamiliar or technical words or concepts found in the selected texts, using reference works.

Learning outcome
The learner will: 3. be able to synthesise information from two or more documents. (C3.2, C3.3, ICT3.3)
Assessment criteria
The learner can: 3.1 compare documents and identify different viewpoints and opinions 3.2 develop a plan for a report using the information researched 3.3 write a report bringing together information from different sources 3.4 evaluate progress and identify areas for further research.

Learning outcome
The learner will: 4. know how to reference source materials.
Assessment criteria
The learner can: 4.1 produce a bibliography for the report which references sources used.

Unit 657 Reading, researching and reporting

Supporting information

Guidance

AC 1.2 A minimum of two texts, of different types, each of 1000 words or more. These may be selected from a longer reading list, including on-line resources, but the choice of texts must be made independently by the learner.

AC 1.3 These may include (but are not restricted to) contents lists, indexes, menus and search engines for on-line resources.

AC 2.1 The analysis should include reference to how any images or other visual aids are used to convey information and/or meaning.

AC 2.2 At this level, full Harvard referencing is not required, but & 4.1 learners should be encouraged to develop good practice by recording where they found information and by producing a bibliography.

AC 3.3 Images, diagrams, tables and other visuals should be added if they enhance the report.

Unit 661

Giving a formal presentation

UAN:	J/505/1115
Level:	3
Credit value:	1
GLH:	7

Learning outcome
The learner will: 1. know how to plan a formal talk or presentation. (C3.1, ICT3.1)
Assessment criteria
The learner can: 1.1 identify a topic related to work, study or own area of personal interest 1.2 describe the intended audience 1.3 identify any issues which may arise in relation to the audience 1.4 plan the physical arrangements for the presentation.

Learning outcome
The learner will: 2. be able to research and prepare for a presentation. (C3.1, ICT3.2)
Assessment criteria
The learner can: 2.1 describe the purpose of the presentation 2.2 summarise information gained from a range of sources, including on-line sources 2.3 develop a logically structured plan for the presentation.

Learning outcome
The learner will: 3. be able to give a formal presentation. (C3.1, ICT 3.3)
Assessment criteria
The learner can: 3.1 give a talk or presentation lasting at least 8 minutes to three or more people 3.2 use presentation techniques to support the talk or presentation 3.3 speak clearly and audibly, adapting language and speaking style to suit the audience and subject 3.4 justify use of images or other support material 3.5 evaluate audience understanding and clarify points as necessary 3.6 encourage audience questions and/or participation.

Learning outcome
The learner will: 4. be able to evaluate own performance. (C3.1)
Assessment criteria
The learner can: 4.1 evaluate own performance taking account of audience response 4.2 draw up a SMART action plan for improving personal presentation skills.

Unit 661 Giving a formal presentation

Supporting information

Guidance

- AC 1.3 **Issues** could include those relating to equal opportunities.
- AC 1.4 For example room layout, use of audio visual/ICT equipment, lighting etc.
- AC 2.2 A minimum of three sources of **information**, one of which should be online, and one paper-based.
- AC 2.3 The notes and **plan** may be used during the presentation as an aide memoire, but not as scripts to be read out in their entirety.
All notes and summaries should be included as evidence.
- AC 3.1 The audience must comprise a minimum of three people excluding the assessor.
- AC 3.2 **Presentation techniques** could include ICT resources.
- AC 3.4 At least one visual aid to be used (images could include photographs, works of art, cartoons). Other supporting materials may include models, artefacts or other exhibits, maps, diagrams, graphs, charts etc.
- AC 3.5 This could include an explanation of any technical language used.

4 Barred combinations

The following units are barred with each other. **If units are taken together only the highest level will count towards the qualification.**

Entry 1 Barred Units

3846-102	Entry 1 Writing Texts (3 credits)	201	203	301	304	305
3846-109	Entry 1 Completing Forms (2 credits)	209	309			
3846-110	Entry 1 Using Money (3 credits)	210	310			
3846-111	Entry 1 Using Shape (3 credits)	211	311			
3846-112	Entry 1 Using Time (2 credits)	212	312			
3846-117	Entry 1 Calculations Using Whole Numbers to 10 (3 credits)	218	318			
3846-119	Entry 1 Using Whole Numbers to 10 (3 credits)	220	318			
3846-127	Entry 1 Using ICT Systems (2 credits)	227	327			
3846-128	Entry 1 Developing and Presenting Information Using ICT (2 credits)	228	328			
3846-132	Entry 1 Organising Information (1 credits)	245	345			
3846-133	Entry 1 Following Safe and Healthy Working Practices when Using ICT (1 credit)	233	333			
3846-134	Entry 1 Finding, Selecting and Exchanging Information Using ICT (2 credits)	234	334			
3846-135	Entry 1 Positional Vocabulary (1 credit)	235				
3846-136	Entry 1 Providing Information Orally (3 credits)	236	336			
3846-137	Entry 1 Obtaining Information Orally (3 credits)	237	337			
3846-141	Entry 1 Identifying the Purpose of Written Material (3 credits)	244				
3846-142	Entry 1 Reading for Information (2 credits)	242	339			
3846-146	Entry 1 Strategies for Reading (3 credits)	246	346			
3846-149	Entry 1 Comparing Sizes (3 credits)	214	215	313	345	

Entry 2 Barred Units

3846-201	Entry 2 Preparing to Write (3 credits)	102	301	404	406	407	408	412
3846-203	Entry 2 Writing with Meaning (3 credits)	102	304	305	404	407	408	
3846-209	Entry 2 Completing Forms (2 credits)	109	309					
3846-210	Entry 2 Using Money (2 credits)	110	310	424				
3846-211	Entry 2 Using Shape (2 credits)	111	311					
3846-212	Entry 2 Using Time (1 credit)	112	312	412				
3846-214	Entry 2 Measuring and Using Weight (1 credit)	149	313	413	416			
3846-215	Entry 2 Measuring and Using Length (2 credits)	149	313	413	416			
3846-218	Entry 2 Calculations with Whole Numbers (3 credits)	117	318	421				
3846-220	Entry 2 Using Whole Numbers up to 100 (2 credits)	119	318	421				
3846-222	Entry 2 Using Fractions (2 credits)	323	424					
3846-227	Entry 2 Using ICT Systems (2 credits)	127	327	427				
3846-228	Entry 2 Developing and Presenting Information Using ICT (2 credits)	128	328	428				
3846-233	Entry 2 Following Safe and Healthy Working Practices when Using ICT (1 credit)	133	333	433				
3846-234	Entry 2 Finding, Selecting and Exchanging Information Using ICT (2 credits)	134	334	434				
3846-235	Entry 2 Positional Vocabulary (1 credit)	135	438					
3846-236	Entry 2 Providing Information Orally (2 credits)	136	336					
3846-237	Entry 2 Obtaining Information Orally (3 credits)	137	337					
3846-239	Entry 2 Discussion Skills (2 credits)	339	444	448				
3846-242	Entry 2 Reading for Information (3 credits)	142	342	444	448			
3846-244	Entry 2 Reading for a Purpose (3 credits)	141	342	344	444	447	448	
3846-245	Entry 2 Reading Graphical Material (2 credits)	132	345	430	431			
3846-246	Entry 2 Strategies for Reading (2 credits)	146	346	444	447	448		

Entry 3 Barred Units

3846-301	Entry 3 Preparing to Write (3 credits)	102	201	404	406	407	408
3846-304	Entry 3 Writing to Communicate Information (3 credits)	102	203	404	407	408	
3846-305	Entry 3 Writing to Communicate Opinions (3 credits)	102	203	407			
3846-309	Entry 3 Completing Forms (2 credits)	109	209				
3846-310	Entry 3 Using Money (2 credits)	110	210	424			
3846-311	Entry 3 Using Shape (2 credits)	111	211				
3846-312	Entry 3 Using Time (1 credit)	112	212	412			
3846-313	Entry 3 Using Measurements (3 credits)	149	214	215	413	416	
3846-318	Entry 3 Calculations with Whole Numbers (3 credits)	117	119	218	220	421	
3846-323	Entry 3 Using Fractions and Decimals (3 credits)	222	424				
3846-327	Entry 3 Using ICT Systems (2 credits)	127	227	427			
3846-328	Entry 3 Developing and Presenting Information Using ICT (2 credits)	128	228	428			
3846-329	Entry 3 Collecting and Presenting Information Graphically (2 credits)	430					
3846-333	Entry 3 Following Safe and Healthy Working Practices when Using ICT (1 credit)	133	233	433			
3846-334	Entry 3 Finding, Selecting and Exchanging Information Using ICT (2 credits)	134	234	434			
3846-336	Entry 3 Providing Information Orally (2 credits)	136	236	438			
3846-337	Entry 3 Obtaining Information Orally (3 credits)	137	237	438			
3846-339	Entry 3 Discussion Skills (2 credits)	142	239	440			
3846-342	Entry 3 Reading for Information (3 credits)	142	242	244	448		
3846-344	Entry 3 Reading for a Purpose (3 credits)	244	440	444	447		
3846-345	Entry 3 Reading Graphical Material (1 credit)	132	149	245	431		
3846-346	Entry 3 Strategies for Reading (2 credits)	146	246	444	448		

Level 1 Barred Units

3846-404	Level 1 Writing to Communicate Information (1 credit)	201	203	301	304				
3846-406	Level 1 Writing to Persuade (1 credit)	201	301						
3846-407	Level 1 Writing to Describe (1 credit)	201	203	301	304	305			
3846-408	Level 1 Developing Writing Skills - Report (1 credit)	201	203	301	304				
3846-412	Level 1 Using Time (1 credit)	212	312						
3846-413	Level 1 Using Measurements (1 credit)	214	215	313					
3846-416	Level 1 Calculations with Measurements (1 credit)	214	215	313	516				
3846-421	Level 1 Whole Numbers, Problem Solving and Calculations (2 credits)	218	220	318					
3846-424	Level 1 Fractions, Decimals and Percentages (2 credits)	210	222	310	323				
3846-425	Level 1 Probability (1 credit)	525							
3846-426	Level 1 Ratios and Proportions (1 credit)								
3846-427	Level 1 Using ICT Systems (1 credit)	227	327	527					
3846-428	Level 1 Developing and Presenting Information Using ICT (2 credits)	228	328						
3846-430	Level 1 Collection and Presentation of Data (1 credit)	245	329						
3846-431	Level 1 Extracting Data (1 credit)	245	345						
3846-433	Level 1 Following Safe and Healthy Working Practices when Using ICT (1 credit)	233	333	533					
3846-434	Level 1 Finding, Selecting and Exchanging Information Using ICT (2 credits)	234	334	534					
3846-438	Level 1 Speaking and Listening, Providing and Receiving Information (1 credit)	235	236	336	337	538			
3846-440	Level 1 Contributing to Discussions (1 credit)	239	344	339					
3846-444	Level 1 Reading for Purpose (1 credit)	239	242	244	246	344	346	544	656
3846-447	Level 1 Following Instructional and Explanatory Texts (1 credit)	244	246	344					
3846-448	Level 1 Obtaining Information and Opinions from Texts (1 credit)	239	242	244	246	342	346		

Level 2 Barred Units

3846-516	Level 2 Calculations with measure (2 credits)	416	616	
3846-525	Level 2 Probability (1 credit)	425		
3846-527	Level 2 Using Information and Communications Technology (ICT) (3 credits)	427		
3846-533	Level 2 Following safe and healthy working practices when Using Information and Communications Technology (ICT) (1 credit)	433		
3846-534	Level 2 Finding, selecting and exchanging information using Information and Communications Technology ICT (2 credits)	434		
3846-538	Level 2 Speaking and listening, providing and receiving information (2 credits)	438		
3846-544	Level 2 Reading for a purpose (2 credit)	444	656	
3846-549	Level 2 Writing to convey information (2 credits)	650	657	
3846-551	Level 2 Number (2 credits)	651		
3846-553	Level 2 Collection, presentation and interpretation of discrete data (2 credits)	652		
3846-554	Level 2 Collection, presentation and interpretation of continuous data (2 credits)	652		
3846-555	Level 2 Taking part in formal discussions (1 credit)			
3846-558	Level 2 The purpose and intention of texts (2 credits)	656		
3846-559	Level 2 Writing persuasive text (1 credit)			
3846-560	Level 2 Giving a presentation (2 credits)	661		

Level 3 Barred Units

3846-616	Level 3 Calculations with Measure (2 credits)	516		
3846-650	Level 3 Writing a complex document (2 credits)	549		
3846-651	Level 3 Number (2 credits)	551		
3846-652	Level 3 Interpretation of data (2 credits)	553	554	
3846-656	Level 3 Critical reading (2 credit)	558		
3846-657	Level 3 Reading, researching and reporting (1 credit)	549		
3846-661	Level 3 Giving a formal presentation (1 credit)	560		

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to www.cityandguilds.com or click on the links below:

Centre handbook: quality assurance standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The centre handbook should be used to ensure compliance with the terms and conditions of the centre contract.

Centre assessment: quality assurance standards

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

Access arrangements: when and how applications need to be made to City & Guilds

This provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

Please visit the **contact us** section of the City & Guilds website.

City & Guilds

For almost 150 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

Copyright

The content of this document is, unless otherwise indicated, © City & Guilds Limited and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and learners studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching learners working towards a City & Guilds qualification, or for internal administration purposes
- learners may copy the material only for their own use when working towards a City & Guilds qualification.

The Standard Copying Conditions (see the City & Guilds website) also apply.

Contains public sector information licensed under the Open Government Licence v3.0.

Published by City & Guilds Limited, a company registered in England and Wales (company number 16513878)

City & Guilds
Giltspur House
5–6 Giltspur Street
London
EC1A 9DE

cityandguilds.com/about-us