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

September 2017 Version 2.1

City&Guilds

Qualification at a glance

Subject area	Essential Skills – communication, application of number and ICT
City & Guilds number	3846
Age group approved	Intended for post-16 learners
Entry requirements	None
Assessment	By portfolio
Approval arrangements	Automatic approval for current City & Guilds Essential Skills Wales (3768) centres

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Entry 1				
Entry Level Award in Essential Skills for Work and Life (Entry 1)	60	60	3846-01	600/7647/1
Entry Level Certificate in Essential Skills for Work and Life (Entry 1)	160	160	3846-01	600/7185/0
Entry Level Extended Certificate in Essential Skills for Work and Life (Entry 1)	240	240	3846-01	600/7191/6
Entry Level Diploma in Essential Skills for Work and Life (Entry 1)	370	370	3846-01	600/7188/6
Entry 2				
Entry Level Award in Essential Skills for Work and Life (Entry 2)	60	60	3846-01	600/7648/3
Entry Level Certificate in Essential Skills for Work and Life (Entry 2)	160	160	3846-01	600/7186/2
Entry Level Extended Certificate in Essential Skills for Work and Life (Entry 2)	240	240	3846-01	600/7747/5
Entry Level Diploma in Essential Skills for Work and Life (Entry 2)	370	370	3846-01	600/7189/8
Entry 3				
Entry Level Award in Essential Skills for Work	60	60	3846-01	600/7649/5

and Life (Entry 3)				
Entry Level Certificate in Essential Skills for Work and Life (Entry 3)	160	160	3846-01	600/7187/4
Entry Level Extended Certificate in Essential Skills for Work and Life (Entry 3)	240	240	3846-01	600/7748/7
Entry Level Diploma in Essential Skills for Work and Life (Entry 3)	370	370	3846-01	600/7190/4

Title and level			City & Guilds number	Accreditation number
Level 1				
Level 1 Award in Essential Skills for Work and Life	60	60	3846-01	600/7192/8
Level 1 Certificate in Essential Skills for Work and Life	160	160	3846-01	600/7193/X
Level 2				
Level 2 Award in Essential Skills for Work and Life	46	60	3846-01	601/1396/0
Level 2 Certificate in Essential Skills for Work and Life	121	160	3846-01	601/1397/2
Level 3				
Level 3 Award in Essential Skills for Work and Life	42	60	3846-01	601/1398/4
Level 3 Certificate in Essential Skills for Work and Life	116	160	3846-01	601/1412/5

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, Structure Appendix

Contents

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?	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.
	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.
	These qualifications are designed for post-16 learners and are distinct from the National Literacy and Numeracy Framework (LNF) for schools in Wales.
What do the qualifications cover?	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.
	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.
Are the qualifications part of a framework or initiative?	These qualifications complement ESW, and help learners develop the skills and application necessary to achieve these qualifications.
Who did we develop the qualification with?	The units and qualification structures were developed in conjunction with Agored Cymru, Pearson and the Welsh Government.

| What opportunities for progression are there? | These qualifications can support progression towards ESW. Strong communication, number and ICT skills are vital in almost any career. |

Structures

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

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

Accreditation number	Qualification title	Credits	Min credit at/above Level	GLH
	Skills for Work and Life			
600/7193/X	Level 1 Certificate In Essential Skills for Work and Life	16	9	160

Accreditation number	Qualification title	Credits	Min credit at/above Level	GLH
601/1396/0	Level 2 Award In Essential Skills for Work and Life	6	6	46-48
601/1397/2	Level 2 Certificate In Essential Skills for Work and Life	16	12	121
601/1398/4	Level 3 Award In Essential Skills for Work and Life	6	6	42
601/1412/5	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) 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) 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) 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) 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) 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) 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) 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) 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) 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) 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 (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) 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 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 600/7193/X (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 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 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 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 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

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
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 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

If your Centre is already approved to offer the Essential Skills Wales qualifications (3768) with City & Guilds, approval to offer Essential Skills for Work and Life will be granted automatically. However, separate External Quality Assurance (EQA) monitoring activity might be required before results can be summited for certification.

Other 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 *Centre Manual - Supporting Customer Excellence* 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.

City & Guilds offers the following qualifications for Essential Skills practitioners:
- Level 3 Certificate for Essential Skills Practitioners (Literacy, Numeracy or ESOL) (8375)
- Level 2 Certificate for Supporting Adults and Young People in Essential Skills (9300)
- Level 3 Award in English for Literacy and Language Teaching, and Level 3 Award in Mathematics for Numeracy Teaching (6255).

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.

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 (**www.cityandguilds.com/esw**).

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 is developing a range of additional materials that can be used with these qualifications:
- Mathematics and English (Application of Number and Communication) teaching and learning resources (from summer 2013)

- Sample assessments for certain units (portfolio templates that can be used 'off the shelf')
(from spring 2013)

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.

4 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 **www.cityandguilds.com/esw**).

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.

City & Guilds Essential Skills for Work and Life Qualifications (Wales) (3846)

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.

Unit 111   Using shape

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

Unit 119   Using whole numbers to 10

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.

Unit 128 Developing and presenting information using ICT

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.

Unit 132　　　　Organising information

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.

Unit 201　　　　Preparing to write

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.

Unit 203   Writing with meaning

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 mimimum 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.

Unit 209   Completing forms

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.

Unit 211 Using shape

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 ½ and ¼.

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.

Unit 227   Using ICT systems

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.

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.

Unit 235　　　　Positional vocabulary

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.

Unit 239   Discussion skills

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.

Unit 244   Reading for a purpose

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.

Unit 246   Strategies for reading

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.

Unit 301　　Preparing to write

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.

Unit 309   Completing forms

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.

Unit 327   Using ICT systems

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.

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.

Unit 344   Reading for a purpose

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.

Unit 346   Strategies for reading

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.

Unit 406 Writing to persuade

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.

Unit 407　　　Writing to describe

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.

Unit 413   Using measurements

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. volume
of 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.

Unit 425   Probability

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.

Unit 426   Ratios and proportions

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.

Unit 427　　　　Using ICT systems

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.

Unit 444 Reading for purpose

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**.

Unit 525   Probability

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.

Unit 544   Reading for a purpose

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.

Unit 551   Number

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**.

Unit 559   Writing persuasive text

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.

Unit 560   Giving a presentation

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.**

Unit 616   Calculations with measure

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.

Unit 652   Interpretation of data

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.

Unit 656   Critical reading

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.

5   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	

Code	Title							
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 Relationships to other qualifications

Links to other qualifications

These qualifications have connections to the 3768 Essential Skills Wales qualifications.

Appendix 2   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 the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

• The centre and qualification approval process
• Assessment, internal quality assurance and examination roles at the centre
• Registration and certification of candidates
• Non-compliance
• Complaints and appeals
• Equal opportunities
• Data protection
• Management systems
• Maintaining records
• Assessment
• Internal quality assurance
• External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:
• SQA Awarding Body Criteria (2007)
• NVQ Code of Practice (2006)
and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications 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 homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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feedbackandcomplaints@cityandguilds.com