CANDIDATE LOGBOOK

Awards/Certificates in Mathematics Skills (3847-21/22/23)

August 2022 Version 2-1 (Editable)

City & Guilds

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Contents

1 About your candidate logbook

1.1 Contact details

Candidate name	
Candidate enrolment no	
Centre name	
Centre number	
Programme start date	
Date of registration with City & Guilds	

Keep a record of relevant contact details in the space provided below. You may find it helpful to make a note of phone numbers and e-mail addresses here.

Your Assessor(s)	
Your Internal Qualification Assurer	
Quality Assurance Contact	

1.2 Introduction to the logbook

This logbook will help you work towards the unit(s) or qualification you are aiming to achieve.

There are 55 units in total available in this logbook. You should discuss and agree with your Assessor/Tutor which of these units you need to work towards.

About City & Guilds

City & Guilds is your awarding body for this qualification. City & Guilds is the UK's leading awarding body for vocational qualifications.

Information about City & Guilds and our qualifications is available on our website **www.cityandguilds.com**.

2 Units

The following units are available to candidates working towards an Award/Certificate in Mathematics Skills (3847)

Unit No.	UAN	Unit level	Unit title	Credits	GLH
010	D/504/5093	Entry 1	Number - whole numbers to 10	2	20
011	H/504/5094	Entry 1	Number - addition	2	20
012	K/504/5095	Entry 1	Number - subtraction	2	20
013	M/504/5096	Entry 1	Measure, shape and space - money	1	10
014	T/504/5097	Entry 1	Measure, shape and space - time	1	10
015	A/504/5098	Entry 1	Measure, shape and space - size length, width and height	1	10
016	F/504/5099	Entry 1	Measure, shape and space - weight and capacity	1	8
017	K/504/5100	Entry 1	Measure, shape and space - common shapes and positional vocabulary	1	10
018	M/504/5101	Entry 1	Handling data - extract and sort data	2	13
019	T/504/5102	Entry 1	Handling data – represent information	2	20
110	A/504/5103	Entry 2	Number - whole numbers to 100	2	19
111	F/504/5104	Entry 2	Number - addition	1	10
112	J/504/5105	Entry 2	Number - subtraction	1	10
113	L/504/5106	Entry 2	Number - fractions	1	10
114	R/504/5107	Entry 2	Number – multiplication	1	10
115	Y/504/5108	Entry 2	Measure, shape and space - money	2	19
116	L/504/5316	Entry 2	Measure, shape and space - time	1	10
117	R/504/5110	Entry 2	Measure, shape and space - length	1	10
118	Y/504/5111	Entry 2	Measure, shape and space - weight, capacity and temperature	1	10
119	D/504/5112	Entry 2	Measure, shape and space - shapes and positional vocabulary	1	10
120	H/504/5113	Entry 2	Handling data - extract and sort data	2	20
121	K/504/5114	Entry 2	Handling data - collect and represent information	2	16
210	M/504/5115	Entry 3	Number - whole numbers to 1000	2	19
211	T/504/5116	Entry 3	Number - addition and subtraction	1	10
212	A/504/5117	Entry 3	Number - fractions	1	10
213	F/504/5118	Entry 3	Number - multiplication	1	10
214	J/504/5119	Entry 3	Number - division	1	10
215	A/504/5120	Entry 3	Number - decimals	1	9

216	F/504/5121	Entry 3	Measure, shape and space - money	1	10
217	J/504/5122	Entry 3	Measure, shape and space - temperature and time	1	10
218	R/504/5320	Entry 3	Measure, shape and space - length, weight, capacity and shapes	2	18
219	R/504/5124	Entry 3	Handling data - extract and use data	2	19
220	Y/504/5125	Entry 3	Handling data - represent information	2	16
310	R/504/5219	Level 1	Number - positive and negative numbers	2	20
311	L/504/5221	Level 1	Number - fractions, ratio and proportion	2	18
312	R/504/5222	Level 1	Number – decimals	1	10
313	D/504/5224	Level 1	Number - percentages	1	10
314	K/504/5226	Level 1	Measure, shape and space - money, time and temperature	1	10
315	M/504/5227	Level 1	Measure, shape and space - length, weight and capacity	1	10
316	R/504/5317	Level 1	Measure, shape and space - calculate using shape and space	2	17
317	M/504/5230	Level 1	Handling data - extract and interpret data	1	9
318	T/504/5231	Level 1	Handling data - collect, organise and represent data	1	6
319	A/504/5232	Level 1	Handling data - mean and range	1	10
320	T/504/5228	Level 1	Handling data – probability	1	10
410	R/504/5236	Level 2	Number - number and formulae	1	10
411	Y/504/5237	Level 2	Number - fractions, ratio and proportion	2	18
412	J/504/5234	Level 2	Number – decimals	1	10
413	F/504/5233	Level 2	Number - percentages	2	14
414	H/504/5239	Level 2	Measure, shape and space - money, time and temperature	1	10
415	Y/504/5240	Level 2	Measure, shape and space - length, weight and capacity	1	9
416	D/504/5238	Level 2	Measure, shape and space - shape and space	2	16
417	H/504/5242	Level 2	Handling data - extract and interpret data	1	7
418	T/504/5259	Level 2	Handling data - collect and use data	1	9
419	K/504/5243	Level 2	Handling data - statistics	1	9
420	D/504/5241	Level 2	Handling data – probability	1	10

3 The assessment process

The following people at your centre will explain the assessment process and help you achieve your unit(s)/qualification.

The Assessor/Tutor

The Assessor/Tutor is the person you will have the most contact with as you work towards your unit(s)/qualification. You may have more than one Assessor/Tutor depending on which unit(s) you take. You may also be assessed by a person who is not your Tutor.

The Internal Qualification Assurer

The internal quality assurer maintains the quality of assessment within the centre.

The Qualification Consultant

The qualification consultant works for City & Guilds and helps to ensure that your centre meets the required standards for quality and assessment.

4 Using your logbook

Recording forms

This logbook contains all of the forms you and your Assessor will need to plan, review and organise your evidence. Your Assessor will be able to help you decide which forms you need to complete and help you fill them in.

Please photocopy these forms as required.

5 Candidate progress record

Qualification title													
Qualification level													
Minimum credits required													
Units													
Credits													
Total Credits Achieved:													

I confirm that the evidence supplied for the above listed units is authentic and a true representation of my own work. The work logged in the following pages is my own work carried out during my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this qualification with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 010 Number – whole numbers to 10

2 credits

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to count up to 10 items

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 state numbers 0 - 10 in order		
1.2 count items up to 10		
1.3 count on up to 10		

2. Outcome 2 be able to read and write numbers up to 10

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 write numbers 0 - 10		
2.2 read numbers 0 – 10		

3. Outcome 3 be able to compare numbers up to 10

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 arrange numbers in order of value		
3.2 compare numbers		

Unit 010 Number – whole numbers to 10

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 011 Number - addition

2 credits

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to add single digit numbers with totals to 10

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 add number of given objects		
1.2 state number bonds		

2. Outcome 2 be able to interpret + and = in practical situations for solving problems

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 write the signs + and =		
2.2 work out problems that include signs + and =		

3. Outcome 3 be able to use a calculator to check addition calculations using whole numbers

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 use a calculator to check addition answers		

Unit 011 Number - addition

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 012 Number - subtraction

2 credits

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to subtract single digit numbers from numbers up to 10

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 take away number of given objects		
1.2 state subtraction facts		

2. Outcome 2 be able to interpret – and =in practical situations for solving problems

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 write the signs - and =		
2.2 work out problems that include signs - and =		

3. Outcome 3 be able to use a calculator to check subtraction calculations using whole numbers

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 use a calculator to check subtraction answers using whole numbers		

Unit 012 Number - subtraction

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 013 Measure, shape and space - money

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to recognise coins

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 identify 1p, 2p, 5p and 10p coins		
1.2 identify £1 and £2 coins		
1.3 select coins for different contexts		

2. Outcome 2 be able to recognise notes

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 identify £5 and £10 notes		
2.2 select notes for different contexts		

Unit 013 Measure, shape and space - money

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 014 Measure, shape and space - time

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to relate familiar events to times of the day

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 state something usually done in the morning		
1.2 state something usually done in the afternoon		
1.3 state something usually done in the evening		
1.4 give an o'clock time for an activity		

2. Outcome 2 be able to relate familiar events to days of the week

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 state the days of the week		
2.2 order the days of the week		
2.3 state the day of the week an activity occurs		

3. Outcome 3 be able to relate familiar events to seasons of the year

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 state the seasons of the year		
3.2 state the season in which an event occurs		

Unit 014 Measure, shape and space - time

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 015 Measure, shape and space – size, length, width and height

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 Be able to compare sizes of items

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 use words to describe size		
1.2 compare items in terms of size		

2. Outcome 2 be able to compare length of items

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 use words to describe length		
2.2 compare items in terms of length		

3. Outcome 3 be able to compare width of items

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 use words to describe width		
3.2 compare items in terms of width		

4. Outcome 4 be able to compare height of items

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
4.1 use words to describe height		
4.2 compare items in terms of height		

Unit 015 Measure, shape and space – size, length, width and height

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 016 Measure, shape and space – weight and capacity

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to compare weight of items

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 use words to describe weight		
1.2 compare items in terms of weight		

2. Outcome 2 be able to compare capacity of items

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 use words to describe capacity		
2.2 compare items in terms of capacity		

Unit 016 Measure, shape and space – weight and capacity

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 017 Measure, shape and space – common shapes and positional vocabulary

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to name common 2D shapes

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 name common 2D shapes in a range of orientations		

2. Outcome 2 be able to name common 3D shapes

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 name common 3D shapes in a range of orientations		

3. Outcome 3 be able to use everyday positional vocabulary

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 recognise words that explain position		
3.2 use words that explain position for given situations		

Unit 017 Measure, shape and space – common shapes and positional vocabulary

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 018 Handling data – extract and sort data

2 credits

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to extract simple information from lists

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 select information from lists ordered numerically		
1.2 select numerical information from lists ordered in different ways		

2. Outcome 2 be able to sort objects using a single criterion

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 sort given objects by single criterion		

Unit 018 Handling data – extract and sort data

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 019 Handling data - represent information

2 credits

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to construct simple lists

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 create simple list		

2. Outcome 2 be able to represent information numerically

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 present information numerically		

3. Outcome 3 be able to construct pictorial representations

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 represent information pictorially		
3.2 create a simple pictogram		

Unit 019 Handling data - represent information

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 110 Number – whole numbers to 100

2 credits

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to count up to 20 items

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 state numbers 0 - 20 in order		
1.2 count items up to 20		
1.3 count on up to 20		

2. Outcome 2 be able to read numbers up to 100

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 read numbers 0-100		

3. Outcome 3 be able to write numbers up to 100

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 write numbers 0-100 in numerals		

4. Outcome 4 be able to order numbers up to 100

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
4.1 arrange numbers in order of value		
4.2 compare numbers		

5. Outcome 5 be able to approximate numbers to the nearest 10

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
5.1 round numbers to the nearest 10		

Unit 110 Number – whole numbers to 100

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 111 Number - addition

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 know addition facts to 10

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 state pairs of numbers that add up to 10		

2. Outcome 2 be able to interpret + and = in practical situations to solve problems

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 write the signs + and =		
2.2 list words that mean addition		
2.3 work out problems including signs + and =		

3. Outcome 3 be able to add two digit whole numbers

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 add together single digit numbers with two digit whole numbers		
3.2 add together whole numbers with two digits		

4. Outcome 4 be able to use a calculator to check addition calculations using whole numbers

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
4.1 use a calculator to check answers in addition calculations		

Unit 111 Number - addition

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 112 Number - subtraction

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 know subtraction facts to 10

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 State subtraction facts for numbers with totals to 10		

2. Outcome 2 be able to interpret – and = in practical situations to solve problems

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 write the signs - and =		
2.2 list words that mean subtraction		
2.3 work out given problems using - and =		

3. Outcome 3 be able to subtract two digit whole numbers

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 subtract single digit numbers from two digit numbers		
3.2 subtract two digit numbers from whole numbers with two digits		

4. Outcome **be able to use a calculator to check subtraction calculations using whole numbers**

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
4.1 use a calculator to check answers for given subtraction calculations		

Unit 112 Number - subtraction

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 113 Number - fractions

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to read and write halves and quarters of quantities

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 convert fractions to words		
1.2 write fractions as numbers and symbols		

2. Outcome 2 be able to find halves and quarters of shapes

2.1 at least one occasion
2.2 at least one occasion
2.3 at least two occasions
2.4 at least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 state the number of halves it takes to make one whole		
2.2 state the number of quarters it takes to make one whole		
2.3 find halves of shapes		
2.4 find quarters of shapes		

3. Outcome 3 be able to compare halves and quarters of quantities

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 find halves of given quantities		
3.2 find quarters of given quantities		
3.3 compare halves and quarters of given quantities		

4. Outcome 4 be able to find halves and quarters of small numbers of items

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
4.1 work out halves of given amounts		
4.2 work out quarters of given amounts		

Unit 113 Number - fractions

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 114 Number - multiplication

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to use and interpret x and = in practical situations to solve problems

1.1 at least two occasions
1.2 at least one occasion
1.3 at least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 write the signs x and =		
1.2 list words which mean 'multiplication'		
1.3 work out given problems including the signs x and =		

2. Outcome 2 be able to multiply single-digit whole numbers
At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 multiply single digit whole numbers		

3. Outcome 3 be able to use a calculator to check multiplication calculations using whole numbers

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 use a calculator to check answers for given multiplication calculations		

Unit 114 Number - multiplication

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 115 Measure, shape and space - money

2 credits

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to add amounts of money up to £1

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 count out coins to make amounts up to £1		

2. Outcome 2 be able to calculate the cost in pence of more than one item

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 work out the cost in pence of more than one item		

3. Outcome 3 be able to calculate the change in pence from transactions

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 work out the change in pence from different transactions		

4. Outcome 4 be able to calculate the cost in whole pounds of more than one item

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
4.1 work out the cost in whole pounds of more than one item		

5. Outcome 5 be able to calculate the change in whole pounds from a transaction

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
5.1 work out the change in whole pounds from different transactions		

Unit 115 Measure, shape and space - money

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 116 Measure, shape and space - time

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to order the months of the year

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 state the months of the year in order		
1.2 match month of year to numerical position		

2. Outcome 2 be able to record time in common date formats

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 read dates in different formats		
2.2 write dates in different formats		

3. Outcome 3 be able to read time displayed on analogue clocks

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 read time displayed on analogue clocks in hours		
3.2 read time displayed on analogue clocks in half hours		
3.3 read time displayed on analogue clocks in quarter hours		

4. Outcome 4 be able to read time displayed on 12-hour digital clocks

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
4.1 read time displayed on 12 hour digital clocks in hours		
4.2 read time displayed on 12-hour digital clocks in half hours		
4.3 read time displayed on 12-hour digital clocks in quarter hours		

Unit 116 Measure, shape and space - time

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 117 Measure, shape and space - length

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to measure length

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 use measuring instruments with simple scales		
1.2 measure length in common standard units		
1.3 record measurements		

2. Outcome 2 be able to compare length using standard and non- standard units

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 estimate length		
2.2 compare length in common standard units with non-standard units		

3. Outcome 3 be able to write units of measurement

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 write units of measurement in full		
3.2 recognise units of measurement written in abbreviated form		

Unit 117 Measure, shape and space - length

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 118 Measure, shape and space – weight, capacity and temperature

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to compare weight using common standard units

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 estimate weight in kilograms		
1.2 measure weight to the nearest kilogram		
1.3 compare weight in kilograms		
1.4 recognise kilogram in abbreviated form		
1.5 record weight		

2. Outcome 2 be able to compare capacity using common standard and non-standard units

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 estimate capacity in litres and non-standard units		
2.2 measure capacity in litres		
2.3 compare capacity in litres with non-standard units		
2.4 recognise litre in abbreviated form		
2.5 record capacity		

3. Outcome 3 be able to compare positive temperatures

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 identify units used for measuring temperature		
3.2 write units used for measurement of temperature		
3.3 compare temperatures		

Unit 118 Measure, shape and space – weight, capacity and temperature

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 119 Measure, shape and space – shapes and positional vocabulary

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to recognise 2D shapes

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 identify common 2D shapes in a range of orientations		
1.2 describe properties of common 2D shapes		

2. Outcome 2 be able to recognise 3D shapes

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 Identify common 3D shapes in a range of orientations and sizes		
2.2 describe properties of common 3D shapes		

3. Outcome 3 be able to use positional vocabulary

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 write words that explain position		
3.2 give directions using positional words		

Unit 119 Measure, shape and space – shapes and positional vocabulary

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 120 Handling data – extract and sort data

2 credits

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to extract information from lists and tables

At least one occasion

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 select information from lists and tables		

2. Outcome 2 be able to extract information from diagrams

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 select information from simple diagrams		

3. Outcome 3 be able to make numerical comparisons from block graphs

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 select information from block graphs		
3.2 compare numerical information obtained from block graphs		

4. Outcome 4 be able to sort objects using two criteria

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
4.1 sort given objects by two criteria		

Unit 120 Handling data – extract and sort data

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 121 Handling data – collect and represent information

2 credits

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to collect numerical information

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 collect numerical information		
1.2 record information		

2. Outcome 2 be able to represent information

At least one occasion

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 construct a simple table of information		
2.2 construct a simple diagram		
2.3 construct a simple bar chart		

Unit 121 Handling data – collect and represent information

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 210 Number – whole numbers to 1000

2 credits

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to count up to 1000

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 state numbers 0-1000 given in digit form		
1.2 count in tens from any number below 1000		
1.3 count in hundreds from any number below 1000		

2. Outcome 2 be able to read numbers up to 1000

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 read numbers written in numerical form		

3. Outcome 3 be able to match numbers in figures and words up to 1000

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 match numbers in figures to numbers in words		

4. Outcome 4 be able to compare numbers up to 1000

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
4.1 arrange numbers in order of value		
4.2 compare numbers		

5. Outcome 5 be able to approximate by rounding

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
5.1 round numbers to the nearest 10		
5.2 round numbers to the nearest 100		

Unit 210 Number – whole numbers to 1000

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 211 Number – addition and subtraction

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 know addition facts up to 20

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 state addition facts up to 20		

2. Outcome 2 be able to add three-digit whole numbers

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 add together three-digit whole numbers without the use of a calculator		

3. Outcome 3 be able to use + and = in practical situations to solve problems

3.1 at least one occasion
3.2 at least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 list words that mean addition		
3.2 use symbols to record whole number calculations when solving addition problems		

4. Outcome 4 know subtraction facts

At least two occasions

Assessment criteria	Evidence date	
The learner can:	**Portfolio reference**	
4.1 state pairs of subtraction facts for numbers with totals to 20		

5. Outcome 5 be able to subtract whole numbers

At least two occasions

Assessment criteria	Evidence date	
The learner can:	**Portfolio reference**	
5.1 subtract single digit numbers from three digit whole numbers		
5.2 subtract two digit numbers from three digit whole numbers		
5.3 subtract three digit whole numbers from three digit whole numbers		

6. Outcome 6 be able to use – and = in practical situations to solve problems

6.1 at least one occasion
6.2 at least two occasions

Assessment criteria	Evidence date	
The learner can:	**Portfolio reference**	
6.1 list words that mean subtraction		
6.2 use symbols to record whole number calculations when solving subtraction problems		

7. Outcome 7 be able to use a calculator to solve problems

At least one occasion

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
7.1 use a calculator to find answers to addition problems		
7.2 use a calculator to find answers to subtraction problems		
7.3 use a calculator to check calculations		

8. Outcome 8 be able to approximate answers to calculations

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
8.1 use approximation in calculations to estimate answers		

Unit 211 Number – addition and subtraction

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 212 Number - fractions

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to read and write common fractions

1.1 at least two occasions
1.2 at least two occasions
1.3 at least one occasion
1.4 at least one occasion

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 read common fractions		
1.2 write common fractions		
1.3 define the term denominator		
1.4 define the term numerator		

2. Outcome 2 be able to use equivalent fractions

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 identify equivalent fractions		
2.2 find equivalent fractions in everyday contexts		

Unit 212 Number - fractions

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 213 Number - multiplication

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 know multiplication facts

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 state multiplication facts		

2. Outcome 2 be able to multiply whole numbers without the use of a calculator

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 multiply two digit whole numbers by single digit whole numbers without the use of a calculator		

3. Outcome 3 be able to use x and = in practical situations to solve multiplication problems

3.1 at least one occasion
3.2 at least two occasions
3.3 at least two occasions
3.4 at least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 list words that mean multiplication		
3.2 use symbols to record whole number calculations when solving multiplication problems		
3.3 solve multiplication problems using a calculator		
3.4 check solutions to problems using a calculator		

4. Outcome 4 be able to estimate answers to multiplication calculations

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
4.1 use approximation in multiplication calculations to estimate answers		

Unit 213 Number - multiplication

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 214 Number - division

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to work out whole number calculations which give remainders

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 divide two digit whole numbers by single digit whole numbers		
1.2 interpret remainders		

2. Outcome 2 be able to use ÷ and = in practical situations to solve division problems

2.1 at least one occasion
2.2 at least two occasions
2.3 at least two occasions
2.4 at least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 list words that mean division		
2.2 use symbols to record whole number calculations when solving division problems		
2.3 solve division problems without the use of a calculator		
2.4 check solutions to problems without the use of a calculator		

3. Outcome 3 be able to use a calculator to solve division problems

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 use a calculator to find solutions to division problems		
3.2 use a calculator to check calculations		

4. Outcome 4 be able to estimate answers to calculations

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
4.1 use approximation in division calculations to estimate answers		

Unit 214 Number - division

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 215 Number - decimals

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to read and write decimals up to two decimal places

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 read decimals		
1.2 write common measures in decimal form		
1.3 write money in decimal form		
1.4 identify place value in a decimal number		

2. Outcome 2 be able to use a calculator to solve problems using whole numbers and decimals

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 use a calculator to solve problems with whole numbers and decimals		
2.2 use a calculator to check calculations		

Unit 215 Number - decimals

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 216 Measure, shape and space - money

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to use decimal notation to express monetary value

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 read prices written as decimals		
1.2 record money using decimal notation		
1.3 identify place value in a decimal number		

2. Outcome 2 be able to add amounts of money expressed as pounds and pence

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 add amounts of money without the use of a calculator		
2.2 add amounts of money using a calculator		

3. Outcome 3 be able to subtract amounts of money expressed as pounds and pence

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 subtract one amount of money from another without the use of a calculator		
3.2 subtract one amount of money from another using a calculator		
3.3 check calculations using a calculator		

4. Outcome 4 be able to round sums of money

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
4.1 round sums of money to the nearest pound		
4.2 round sums of money to the nearest 10 pence		

Unit 216 Measure, shape and space - money

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 217 Measure, shape and space – temperature and time

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to record temperature

1.1 at least one occasion
1.2 at least two occasions
1.3 at least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 state unit of measurement of temperature		
1.2 read temperatures using measuring instruments		
1.3 record temperatures		

2. Outcome 2 be able to compare temperatures

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 compare the temperatures of different places		

3. Outcome 3 be able to record time

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 read times written in am and pm		
3.2 measure time in common time and date formats		
3.3 record time in common time and date formats		

Unit 217 Measure, shape and space – temperature and time

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 218 Measure, shape, space and time – length, weight, capacity and shapes

2 credits

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 know units of measurement

At least one occasion

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 list standard and non-standard units of measurement for length		
1.2 list standard and non-standard units of measurement for weight		
1.3 list standard and non-standard units of measurement for capacity		

2. Outcome 2 be able to compare length using standard and non- standard units

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 read measurements on measuring instruments		
2.2 record measurements of length		
2.3 approximate measurements of length in standard and non-standard units		
2.4 compare length		

3. Outcome 3 be able to compare weight using common standard units

At least two occasions

Assessment criteria	Evidence date	
The learner can:	**Portfolio reference**	
3.1 read measurements of weight		
3.2 approximate measurements of weight		
3.3 measure weight using an appropriate measuring instrument		
3.4 compare weight		

4. Outcome 4 be able to compare capacity using common standard and non-standard units

At least two occasions

Assessment criteria	Evidence date	
The learner can:	**Portfolio reference**	
4.1 read measurements of capacity		
4.2 approximate measurements of capacity		
4.3 measure capacity using an appropriate measuring instrument		
4.4 record capacity		
4.5 compare capacity		

5. Outcome 5 be able to recognise the properties of 2D shapes

At least two occasions

Assessment criteria	Evidence date	
The learner can:	**Portfolio reference**	
5.1 describe the properties of 2D shapes		
5.2 sort 2D shapes to solve practical problems		

6. Outcome 6 be able to recognise the properties of 3D shapes

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
6.1 describe the properties of 3D shapes		
6.2 sort 3D shapes to solve practical problems		

Unit 218 Measure, shape, space and time – length, weight, capacity and shapes

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 219 Handling data – extract and use data

2 credits

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to extract numerical information from a range of sources

1.1 at least one occasion
1.2 at least two occasions
1.3 at least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 obtain information from lists and tables		
1.2 obtain information from diagrams		
1.3 obtain information from simple charts		

2. Outcome 2 be able to make numerical comparisons from bar charts

2.1 at least one occasion
2.2 at least two occasions
2.3 at least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 identify title and labels on bar charts		
2.2 extract required information from bar charts		
2.3 compare information obtained from bar charts		

3. Outcome 3 be able to make numerical comparisons from pictograms

3.1 at least one occasion
3.2 at least two occasions
3.3 at least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 state the meaning of the 'key' on pictograms		
3.2 extract required information from pictograms		
3.3 compare information obtained from pictograms		

Unit 219 Handling data – extract and use data

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 220 Handling data - represent information

2 credits

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to collect and record numerical information

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 collect numerical information		
1.2 use a tally chart to record information		

2. Outcome 2 be able to represent information in a range of different formats

At least one occasion

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 construct a table		
2.2 construct a diagram		
2.3 construct a chart		
2.4 construct a pictogram		

Unit 220 Handling data - represent information

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 310 Number – positive and negative numbers

2 credits

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to compare numbers up to seven digits

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 recognise numbers up to seven digits written in digit form and in words		
1.2 write numbers up to seven digits in digit form and in words		
1.3 arrange numbers in order of value		
1.4 use > to describe two different numbers up to seven digits		
1.5 use < to describe two different numbers up to seven digits		

2. Outcome 2 be able to identify negative numbers in everyday situations

At least one occasion

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 define negative numbers		
2.2 state the everyday situations when negative numbers are used		

3. Outcome 3 be able to add and subtract whole numbers up to seven digits

3.1 at least one occasion
3.2 at least one occasion
3.3 at least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 add whole numbers up to seven digits using written and calculator methods		
3.2 subtract whole numbers up to seven digits using written and calculator methods		
3.3 check calculations using a calculator		

4. Outcome 4 be able to multiply whole numbers

4.1 at least two occasions
4.2 at least two occasions
4.3 at least two occasions
4.4 at least one occasion
4.5 at least one occasion

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
4.1 multiply whole numbers up to six digits by 10 without the use of a calculator		
4.2 multiply whole numbers up to five digits by 100 without the use of a calculator		
4.3 multiply two digit whole numbers by two digit whole numbers without the use of a calculator		
4.4 check calculations using a calculator		
4.5 check calculations without the use of a calculator		

5. Outcome 5 know multiplication facts

At least two occasions

Assessment criteria	Evidence date	
The learner can:	**Portfolio reference**	
5.1 state multiplication facts up to 10 x 10		
5.2 state multiples of 2 to 9 up 100		
5.3 state multiples of 10, 50, 100 and 1000		
5.4 state square numbers up to 10 x 10		

6. Outcome 6 be able to divide whole numbers

6.1 at least two occasions
6.2 at least two occasions
6.3 at least two occasions
6.4 at least one occasion
6.5 at least one occasion

Assessment criteria	Evidence date	
The learner can:	**Portfolio reference**	
6.1 divide whole numbers up to seven digits by 10 without the use of a calculator		
6.2 divide whole numbers up to seven digits by 100 without the use of a calculator		
6.3 divide whole numbers up to seven digits by whole numbers of any value using written and calculator methods		
6.4 check calculations using a calculator		
6.5 check calculations without the use of a calculator		

7. Outcome 7 be able to approximate by rounding

At least one occasion

Assessment criteria	Evidence date	
The learner can:	**Portfolio reference**	
7.1 round whole numbers up to seven digits nearest: • 10 • 100 • 1000 • 1 000 000		

8. Outcome 8 be able to estimate answers to a range of calculations

At least one occasion
This should be interpreted as one addition, one subtraction, one multiplication and one division altogether

Assessment criteria	Evidence date	
The learner can:	**Portfolio reference**	
8.1 use approximation in addition calculations to estimate answers without the use of a calculator		
8.2 use approximation in subtraction calculations to estimate answers without the use of a calculator		
8.3 use approximation in multiplication calculations to estimate answers without the use of a calculator		
8.4 use approximation in division calculations to estimate answers without the use of a calculator		

Unit 310 Number – positive and negative numbers

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 311 Number – fractions, ratio and proportion

2 credits

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to read mixed numbers

1.1 at least two occasions
1.2 at least two occasions
1.3 at least one occasion

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 read common fractions in digit form		
1.2 read mixed numbers in digit form		
1.3 state the everyday situations when common fractions and mixed numbers are used		

2. Outcome 2 be able to write mixed numbers

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 write common fractions in digit form		
2.2 write mixed numbers in digit form		

3. Outcome 3 be able to compare fractions and mixed numbers

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 arrange common fractions and mixed numbers in digit form in order of value		
3.2 use > to describe common fractions and mixed numbers in digit form		
3.3 use < to describe common fractions and mixed numbers in digit form		

4. Outcome 4 know equivalencies between common fractions, percentages and decimals

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
4.1 state the equivalent percentages and decimals of given fractions		
4.2 state the equivalent decimals and fractions of given percentages		
4.3 state the equivalent percentages and fractions of given decimals		
4.4 calculate fractions of whole numbers		

5. Outcome 5 be able to work out simple ratio and direct proportion

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
5.1 using simple ratio expressed in the form of three parts to one part in calculations		
5.2 scale quantities by a factor of two		

Unit 311 Number – fractions, ratio and proportion

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 312 Number - decimals

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to read decimal numbers up to three places

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 recognise decimals in everyday situations		
1.2 read decimals		

2. Outcome 2 be able to write decimals up to three places

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 write decimals in digit form		

3. Outcome 3 be able to compare decimals up to three places

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 arrange decimals in digit form in order of value		
3.2 use > to describe different decimals in digit form		
3.3 use < to describe different decimals in digit form		

4. Outcome 4 be able to add and subtract, decimals up to two places

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
4.1 add decimals using written and calculator methods		
4.2 subtract decimals using written and calculator methods		

5. Outcome 5 be able to multiply decimals up to two places

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
5.1 multiply decimals by up to two digit whole numbers using written and calculator methods		
5.2 multiply decimals by 10 and 100 without the use of a calculator		

6. Outcome 6 be able to divide decimals up to two places

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
6.1 divide decimals by single digit whole numbers using written and calculator methods		
6.2 divide decimals by 10 and 100 without the use of a calculator		

7. Outcome 7 be able to approximate decimals by rounding

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
7.1 round decimals to whole numbers		
7.2 round decimals to two decimal places		

Unit 312 Number - decimals

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 313 Number - percentages

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to recognise percentages

On at least one occasion

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 define percentages		
1.2 recognise the everyday situations when percentages are used		

2. Outcome 2 be able to write percentages

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 write whole number percentages in digit form		

3. Outcome 3 be able to compare whole number percentages

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 arrange percentages in order of value		
3.2 use > to describe different percentages in digit form		
3.3 use < to describe different percentages in digit form		

4. Outcome 4 be able to recognise simple percentage increase and decrease

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
4.1 state the everyday situations when a percentage increase is used		
4.2 state the everyday situations when a percentage decrease is used		

5. Outcome 5 be able to find whole number percentage parts of quantities and measurements

At least one occasion

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
5.1 calculate percentage parts of quantities using written and calculator methods		
5.2 calculate percentage parts of measurements using written and calculator methods		

6. Outcome 6 be able to find whole number percentage increases

At least one occasion

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
6.1 calculate a percentage increase using a written and calculator method		

7. Outcome 7 be able to find whole number percentage decreases

At least one occasion

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
7.1 calculate a percentage decrease using a written and calculator method		

Unit 313 Number percentages

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 314 Measure, shape and space – money, time and temperature

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to calculate amounts of money expressed in pounds and pence

At least one occasion

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 add amounts of money		
1.2 subtract amounts of money		
1.3 multiply amounts of money in pounds and pence by one and two digit numbers		
1.4 divide amounts of money in pounds and pence by one and two digit numbers		

2. Outcome 2 be able to record time

2.1 at least two occasions
2.2 at least one occasion
2.3 at least one occasion
2.4 at least two occasions
2.5 at least two occasions
2.6 at least two occasions
2.7 at least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 record time in standard British formats		
2.2 select measuring instruments to measure and record time		
2.3 measure time in seconds and minutes		
2.4 add time in hours and minutes using 24 hour clock time		
2.5 subtract time in hours and minutes using 24 hour clock time		
2.6 record time using a 24 hour clock format		
2.7 record time using a 12 hour clock format		

3. Outcome 3 be able to record temperature

3.1: at least one occasion
3.2, 3.3 and 3.4 are likely to be covered by the same activity but should be shown on at least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 list units of measurement for temperature		
3.2 select measuring instruments to measure and record temperature		
3.3 measure temperature		
3.4 record temperature in different units of measurement		

Unit 314 Measure, shape and space – money, time and temperature

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 315 Measure, shape and space – length, weight and capacity

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to record length

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 select instruments for measuring length		
1.2 measure length in a range of different contexts		
1.3 record length using appropriate units		
1.4 convert units of measurement within the same system of measurement		

2. Outcome 2 be able to record weight

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 select instruments for measuring weight		
2.2 measure weight in a range of different contexts		
2.3 record weight using appropriate units		
2.4 convert units of measurement within the same system of measurement		

3. Outcome 3 be able to record capacity

At least two occasions

Assessment criteria	Evidence date	
The learner can:	**Portfolio reference**	
3.1 select instruments for measuring capacity		
3.2 measure capacity in a range of different contexts		
3.3 record capacity using appropriate units		
3.4 convert units of measurement within the same system of measurement		

4. Outcome 4 be able to carry out calculations within the same system of measurement

At least two occasions

Assessment criteria	Evidence date	
The learner can:	**Portfolio reference**	
4.1 add within the same system of measurement		
4.2 subtract within the same system of measurement		

Unit 315 Measure, shape and space – length, weight and capacity

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 316 Measure, shape and space – calculate using shape and space

2 credits

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to solve problems using the mathematical properties of regular 2D shapes

1.1: at least one occasion
1.2 at least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 identify the properties of 2D squares and rectangles		
1.2 solve problems using the properties of squares and rectangles		

2. Outcome 2 be able to draw 2D shapes in different orientations using grids

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 use grids to draw squares and rectangles in different orientations.		

3. Outcome 3 be able to calculate the perimeters of simple shapes

At least one occasion

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 define perimeter		
3.2 list common units of measurement for perimeter		
3.3 describe the methods used to calculate the perimeters of simple shapes		
3.4 calculate perimeters of rectangles		
3.5 calculate perimeters of triangles		
3.6 calculate perimeters of squares		

4. Outcome 4 be able to calculate the areas of rectangles

4.1: at least one occasion
4.2: at least one occasion
4.3: at least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
4.1 list common units of measurement for area		
4.2 state the formula in words for calculating the area of a rectangle		
4.3 calculate areas of rectangles		

5. Outcome 5 be able to calculate volumes of simple shapes

5.1: at least one occasion
5.2: at least one occasion
5.3: at least one occasion
5.4: at least one occasion
5.5: at least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
5.1 list common units of measure for volume		
5.2 list cuboid shapes used in everyday situations		
5.3 label dimensions of a cuboid		
5.4 state the formula in words for finding out the volume of a cuboid		
5.5 calculate the volume of a cuboid		

Unit 316 Measure, shape and space – calculate using shape and space

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 317 Handling data – extract and interpret data

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to extract and interpret information from a range of sources

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 extract information from different sources		
1.2 interpret information from tables		
1.3 interpret information from diagrams		
1.4 interpret information from bar charts and pie charts		
1.5 extract information from single line graphs		

Unit 317 Handling data – extract and interpret data

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 318 Handling data – collect, organise and represent data

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to record discrete data

At least one occasion

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 select methods for collecting discrete data		
1.2 select methods for recording discrete data		
1.3 record collected discrete data		

2. Outcome 2 be able to represent discrete data

At least one occasion

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 organise data for representation		
2.2 select scales to represent data		
2.3 construct tables		
2.4 construct charts		
2.5 construct diagrams		

Unit 318 Handling data – collect, organise and represent data

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 319 Handling data – mean and range

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to find the arithmetical average (mean) for sets of data

1.1: at least one occasion
1.2: at least one occasion
1.3: at least two occasions
1.4: at least one occasion

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 define the term 'average'		
1.2 state the everyday contexts when the term 'average' is used		
1.3 calculate the means for different sets of given data		
1.4 identify the factors that can distort the mean value		

2. Outcome 2 be able to find the arithmetical range for sets of data

2.1: at least one occasion
2.2: at least one occasion
2.3: at least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 define the term 'range'		
2.2 state the everyday contexts in which the term 'range' is used		
2.3 calculate the ranges for different sets of given data		

Unit 319 Handling data – mean and range

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 320 Handling data - probability
1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to show that some events are more likely to occur than others

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 provide examples of events that are certain to happen		
1.2 provide examples of events that are impossible		
1.3 provide examples of events that are more likely to occur than others		

2. Outcome 2 be able to express the likelihood of an event occurring

2.1: at least one occasion
2.2: at least one occasion
2.3: at least two occasions
2.4: at least two occasions
2.5: at least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 plot the likelihood of events occurring on a probability scale of 0 to 1		
2.2 describe the methods used to calculate the probability of an event occurring		
2.3 express the probability of given events occurring as a fraction		
2.4 express the probability of given events occurring as a decimal		
2.5 express the probability of given events occurring as a percentage		

Unit 320 Handling data - probability

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 410 Number – number and formulae

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to compare positive and negative numbers of any value in practical contexts

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 record positive numbers of any value in digit form		
1.2 record negative numbers of any value in digit form		
1.3 arrange positive and negative numbers in order of value		
1.4 compare positive and negative numbers of any value		

2. Outcome 2 be able to carry out calculations with numbers of any value

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 carry out calculations involving two or more operations in a sequence using written and calculator methods		
2.2 check calculations using a calculator		
2.3 use memory functions of a calculator in two step calculations		

3. Outcome 3 be able to make substitutions in given formulae to produce results

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 substitute numerical values for words and symbols in a given formula without brackets		
3.2 carry out operations within calculations in the correct order		
3.3 multiply when there is no operator between a number and one or more variables		
3.4 evaluate simple formulae using brackets		
3.5 evaluate simple expressions involving more than one variable		

Unit 410 Number – number and formulae

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 411 Number – fractions, ratio and proportion

2 credits

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to use fractions to compare amounts and quantities

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 use factors to reduce a fraction to its simplest form		
1.2 use fractions with the same denominators to order amounts		
1.3 order fractions with different denominators to order quantities		
1.4 use fractions to compare amounts		
1.5 use fractions to compare quantities		

2. Outcome 2 be able to use equivalences between fractions, decimals and percentages

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 convert a given fraction to a decimal and a percentage		
2.2 convert a given decimal to a fraction and a percentage		
2.3 convert a given percentage to a fraction and a decimal		
2.4 arrange fractions, decimals and percentages in order of value		
2.5 calculate parts of whole numbers		

3. Outcome 3 be able to evaluate one number as a fraction of another

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 calculate a number as a fraction of another, giving the answer in its simplest form		

4. Outcome 4 be able to use fractions to add and subtract amounts and quantities

4.1 at least two occasions
4.2 at least two occasions
4.3 at least one occasion
4.4 at least one occasion

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
4.1 use fractions to add amounts without a calculator		
4.2 use fractions to subtract quantities without a calculator		
4.3 use a calculator to add and subtract fractions		
4.4 use a calculator to check fraction calculations		

5. Outcome 5 be able to calculate ratio and direct proportion

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
5.1 calculate the number of parts in a given ratio		
5.2 calculate quantities using ratio in the form of a:b:c		
5.3 calculate using direct proportion		

Unit 411 Number – fractions, ratio and proportion

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 412 Number - decimals

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to compare decimals

At least one occasion

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 round numbers with three decimal places to two decimal places		
1.2 round numbers with two decimal places to one decimal place		
1.3 round numbers with one decimal place to a whole number		
1.4 round answers from a calculator to an appropriate degree of accuracy		
1.5 order decimals up to three places		
1.6 compare decimals up to three places		

2. Outcome 2 be able to add and subtract decimals up to three places

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 add decimals using efficient written methods		
2.2 subtract decimals using efficient written methods		
2.3 add decimals using efficient calculator methods		
2.4 subtract decimals using efficient calculator methods		

3. Outcome 3 be able to multiply and divide decimals to three places

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 multiply decimals by numbers of any value using efficient written methods		
3.2 divide decimals by numbers of any value using efficient written methods		
3.3 multiply decimals by numbers of any value using efficient calculator methods		
3.4 divide decimals by numbers of any value using efficient calculator methods		

Unit 412 Number - decimals

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 413 Number - percentages

2 credits

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to compare percentages

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 order percentages for different situations		
1.2 compare percentages for different situations		

2. Outcome 2 be able to calculate percentage increases and decreases

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 calculate percentage increases for different situations		
2.2 calculate percentage decreases for different situations		
2.3 calculate results of percentage changes in different situations		

3. Outcome 3 be able to find percentage parts of quantities and measurements

At least one occasion

Assessment criteria	Evidence date	
The learner can:	**Portfolio reference**	
3.1 calculate percentage parts of quantities and measurements using efficient written methods		
3.2 calculate percentage parts of quantities and measurements using efficient calculator methods		
3.3 calculate percentage parts of quantities and measurements using quick methods		

4. Outcome 4 be able to evaluate one number as a percentage of another

At least two occasions

Assessment criteria	Evidence date	
The learner can:	**Portfolio reference**	
4.1 calculate one number as a percentage of another		

Unit 413 Number - percentages

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 414 Measure, shape and space – money, time and temperature

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to calculate amounts of money of any value expressed in pounds and pence

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 calculate amounts of money involving two or more operations in a sequence using efficient written and calculator methods		

2. Outcome 2 be able to convert between currencies

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 convert from sterling to different currencies		
2.2 convert to sterling from different currencies		

3. Outcome 3 be able to record time in different formats

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 state the different units of time		
3.2 state the relationship between units of time		
3.3 calculate durations of time in hours and minutes for a series of events using 12 hour and 24 hour clock formats		
3.4 calculate durations of time using a calendar		
3.5 record durations of time, in different formats		

4. Outcome 4 be able to record temperature

4.1: at least one occasion
4.2 and 4.3 and are likely to be covered by the same activity but should be shown on at least two occasions
4.4 at least one occasion
4.5 at least one occasion

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
4.1 select units for measurement of temperature		
4.2 measure temperature		
4.3 record temperature in different units of temperature		
4.4 calculate temperature differences within the same system		
4.5 calculate temperature differences between different systems using conversion tables and scales		

Unit 414 Measure, shape and space – money, time and temperature

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 415 Measure, shape and space – length, weight and capacity

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to compare lengths of any size

At least one occasion

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 select degree of accuracy for measuring length in different contexts		
1.2 measure length using metric units		
1.3 compare length using metric units		
1.4 carry out calculations involving units within the same system		
1.5 carry out calculations involving units between imperial and metric systems using conversion tables and scales		
1.6 use conversion factors		

2. Outcome 2 be able to compare weight

At least one occasion

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 select degree of accuracy for measuring weight in different contexts		
2.2 measure weight using metric units		
2.3 compare weight using metric units		
2.4 carry out calculations involving units within the same system		
2.5 carry out calculations involving units between imperial and metric systems using conversion tables and scales		
2.6 use conversion factors		

3. Outcome 3 be able to compare capacity

At least one occasion

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 select degree of accuracy for measuring capacity in different contexts		
3.2 measure capacity using metric units		
3.3 compare capacity using metric units		
3.4 carry out calculations involving units within the same system		
3.5 carry out calculations involving units in imperial and metric systems using conversion tables and scales		
3.6 use conversion factors		

Unit 415 Measure, shape and space – length, weight and capacity

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 416 Measure, shape and space – shape and space

2 credits

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to use given formulae expressed in letters and symbols

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 calculate perimeters of regular shapes using given formulae		
1.2 calculate areas of regular shapes using given formulae		
1.3 calculate areas of composite shapes using given formulae		
1.4 calculate volumes of cuboids and cylinders using given formulae		

2. Outcome 2 be able to work out dimensions from scale drawings

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 use scales on drawings to calculate actual measurements		

3. Outcome 3 be able to use common 2D representations of 3D objects

3.1: at least one occasion
3.2: at least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
3.1 list 3D objects represented in 2D form		
3.2 use 2D representations of 3D objects		

4. Outcome 4 be able to solve problems involving 2D shapes and parallel lines

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
4.1 identify parallel lines on common 2D shapes		
4.2 use the properties of parallel lines to solve problems		

Unit 416 Measure, shape and space – shape and space

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 417 Handling data – extract and interpret data

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to interpret discrete data and continuous data

1.1 at least one occasion
1.2: at least one occasion
1.3: at least two occasions
1.4: at least two occasions
1.5: at least two occasions
1.6: at least two occasions
1.7: at least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 define discrete data		
1.2 define continuous data		
1.3 extract discrete and continuous data from different sources		
1.4 interpret information from complex tables		
1.5 interpret information from diagrams		
1.6 interpret information from composite bar charts		
1.7 interpret information from line graphs with more than one line		

Unit 417 Handling data – extract and interpret data

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 418 Handling data – collect and use data

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to represent discrete data

1.1: at least two occasions
1.2: at least two occasions
1:3 at least one occasion
1:4 at least one occasion
1:5 at least one occasion
1:6 at least one occasion
1:7 at least one occasion

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 collect discrete data from a range of sources		
1.2 organise discrete data for representation		
1.3 construct complex tables		
1.4 construct pie charts		
1.5 construct composite bar charts		
1.6 construct scale diagrams		
1.7 describe the effects of using different scales in representations		

2. Outcome 2 be able to represent continuous data

At least one occasion

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 collect continuous data from a range of sources		
2.2 represent continuous data in a line graph		
2.3 identify trends from an analysis of the slope of the line		

Unit 418 Handling data – collect and use data

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 419 Handling data - statistics

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to compare the mean, median and mode

1.1: at least two occasions
1.2: at least two occasions
1.3: at least two occasions
1.4: at least two occasions
1.5: at least one occasion

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 find the mean for sets of data		
1.2 find the median for sets of data		
1.3 find the mode for sets of data		
1.4 compare the mean, median and mode for different sets of data		
1.5 state the different purposes for which the mean, median and mode can be used		

2. Outcome 2 be able to use the range to describe the spread within two sets of data

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 calculate the range of sets of data		
2.2 compare the ranges of sets of data		

Unit 419 Handling data - statistics

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Unit 420 Handling data - probability

1 credit

Note: Please refer to the Assessment Pack for assessment guidance on this unit.

1. Outcome 1 be able to identify the range of possible outcomes of independent events

At least two occasions

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
1.1 state the possible outcomes when events are independent		
1.2 record the outcomes of an independent event		

2. Outcome 2 be able to identify the range of possible outcomes of combined events

2.1 at least two occasions
2.2 at least one occasion
2.3 at least one occasion

Assessment criteria	**Evidence date**	
The learner can:	**Portfolio reference**	
2.1 state the possible outcomes when events are combined		
2.2 record the possible outcomes of combined events in tables		
2.3 record the possible outcomes of combined events in tree diagrams		

Unit 420 Handling data - probability

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

Learner name:	
Learner signature:	
Date:	

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name:	
Assessor signature:	
Date:	

IQA name:	
IQA signature:	
Date:	

Appendix 1 Summary of City & Guilds assessment policies

Health and Safety
All centres have to make sure that they provide a safe and healthy environment for learning, including induction and assessment. City & Guilds external verifiers check this when they visit assessment centres.

Equal Opportunities
Your centre will have an equal opportunities policy. Your centre will explain this to you during your induction, and may give you a copy of the policy.

City & Guilds equal opportunities policy is available from our website **www.cityandguilds.com**, City & Guilds Customer Relations Team or your centre.

Access to assessment
City & Guilds qualifications are open to all candidates. Some candidates may need extra help with their assessment, for example, a person with a visual impairment may need a reader.

If you think you will need alternative assessment arrangements, you should discuss this with your centre during your induction, and record this on your assessment plan. City & Guilds will allow centres to make alternative arrangements for you if you are eligible and if the qualification allows for this. This must be agreed before you start your qualification.

City & Guilds guidance and regulations document *Access to assessment and qualifications* is available on the City & Guilds website **www.cityandguilds.com**, from the City & Guilds Customer Relations Team or your centre.

Complaints and appeals
Centres must have a policy and procedure to deal with any complaints you may have. You may feel you have not been assessed fairly, or may want to appeal against an assessment decision if you do not agree with your Assessor.

These procedures will be explained during induction and you will be provided with information about the Quality Assurance Co-ordinator within your centre who is responsible for this.

Most complaints and appeals can be resolved within the centre, but if you follow the centre procedure and are still not satisfied you can complain to City & Guilds.

Our complaints policy is on our website **www.cityandguilds.com** or is available from the City & Guilds Customer Relations Team or your centre.

Useful contacts

UK learners **General qualification information**	**E: learnersupport@cityandguilds.com**
UK Centres Registrations, Exam entries (Dated/On-Demand/e-volve Scheduling), Invoices, Missing or late exam materials, Results entries, Certification, Publications.	F: +44 (0)20 7294 2413 E: **centresupport@cityandguilds.com**
Walled Garden New account enquiries or amendment of existing account details, password resets and on-line technical problems.	F: +44 (0)20 7294 2413 E: **online@cityandguilds.com**
General e-assessment support enquiries	E : **evolvesupport@cityandguilds.com**
SmartScreen General SmartScreen queries	E**: subscribe@Smartscreen.co.uk**
Employers Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	If you are an employer, please contact City & Guilds Kineo: **www.kineo.com/contact-us** E: **business@cityandguilds.com**
Feedback and complaints	E: **feedbackandcomplaints@cityandguilds.com**

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If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: feedbackandcomplaints@cityandguilds.com

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

Please note: the Essential Skills qualification and subject criteria (on which these qualifications are based) are published by the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA) Regulation function.

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