PATHWAYS

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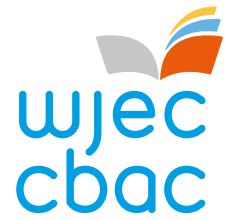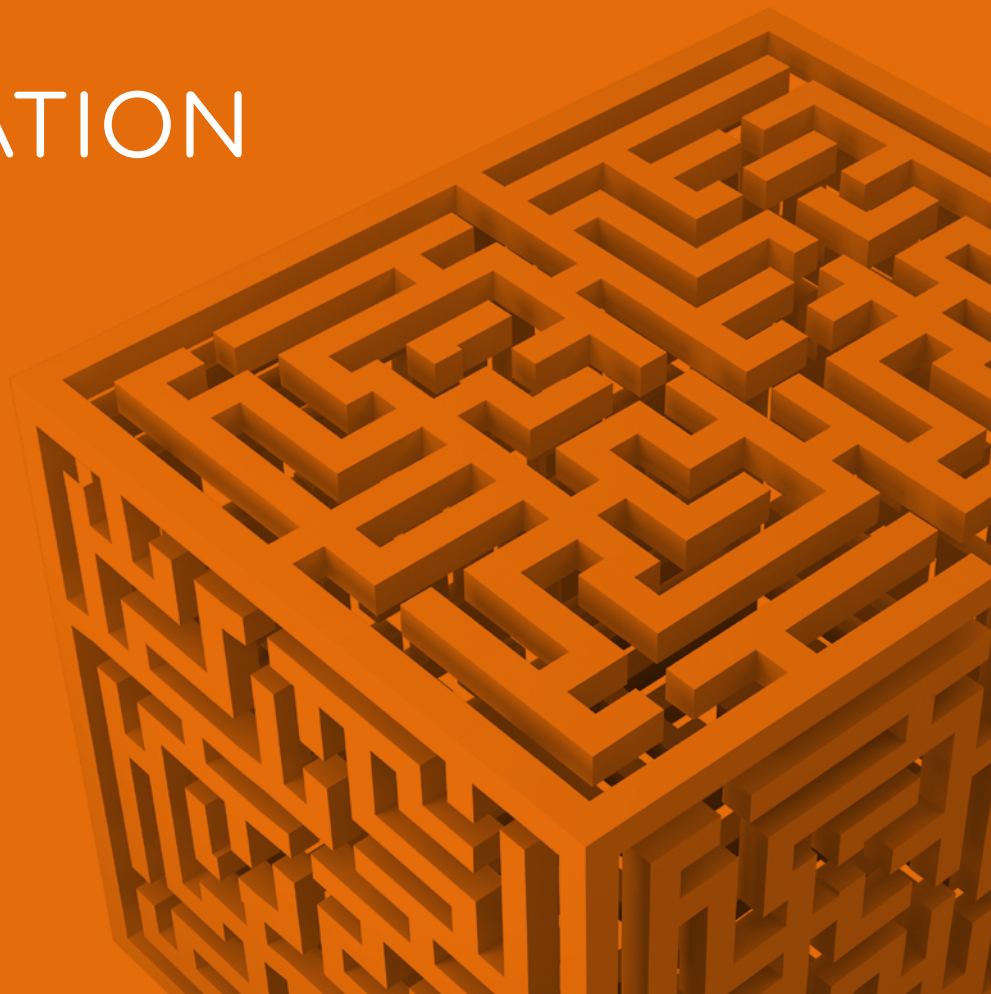
WJEC Essential Skills for Work and Life
Award | Certificate | Diploma
Pathways Qualification

REGULATED BY OFQUAL
DESIGNATED BY QUALIFICATIONS WALES

SPECIFICATION

Teaching from 2019

Essential Skills for Work and Life
Award | Certificate | Diploma

Specification

For assessment from January 2019

WJEC Pathway Qualifications

Our Pathway qualifications are unitised, credit-based qualifications, which enable centres to develop flexible programmes of learning customised to an individual or group of learners' needs.

They are assessed through a portfolio of evidence which is internally assessed by the centre and externally quality assured by WJEC.

Pathway qualifications are designed for a wide range of learners in different settings including:

- learners in further education
- adult returners
- work-based learners
- community education and local volunteers
- teaching staff
- learners in alternative education
- and pre-16 learners in schools

Pathway qualifications are available in the following subjects:

- Additional English
- Cornish
- Creative, Media and Performing Arts
- Essential Skills for Work and Life
- French
- German
- Healthy Living and Fitness
- Humanities
- ICT
- *Yr Iaith ar Waith* (Welsh Second Language – Using Language at Work)
- Independent Living
- Italian
- Japanese
- Mandarin
- Maths
- Personal and Social Development
- Personal Progress
- Preparation for Work
- Spanish
- Welsh First Language
- Welsh Second Language

More information on our qualifications can be found on the WJEC (www.wjec.co.uk) and Eduqas websites (www.eduqas.co.uk).

Contents

1. Introduction to Essential Skills for Work and Life

Our Essential Skills for Work and Life qualifications offer learners the opportunity to develop skills in communication, number and digital literacy as well as wider employability skills.

Centres can select units from across the four skill areas of application of number, communication, digital literacy and employability or from within one skill area to develop personalised programmes of learning to meet the needs of an individual or group of learners. Units can be combined to form an 'Award' 'Certificate' or 'Diploma' qualification depending on the total credit value of the units achieved.

Each unit is discrete and allows learners to focus on the specific skills they wish to improve or master for the first time. Learning is assessed through a portfolio of evidence collected by the learner and assessed by the centre with a sample of learner portfolios externally quality assured by our team of external verifiers.

Essential Skills for Work and Life units have been designed specifically to support and encourage opportunities for learners to develop and apply transferable skills in a more manageable and relevant manner. They support learners with an interest in developing skills in number, communication, digital literacy and employability or those currently working within any area where a working knowledge of these skills would be particularly useful.

The qualifications and individual units can provide a useful 'stepping stone' to larger qualifications such as Essential Skills Wales (ESW), Functional Skills and the Skills Challenge Certificate.

From 2018, we have introduced endorsed certificates in Application of Number, Communication and Digital Literacy to allow greater transparency and recognition of individuals' achievements. For more information on endorsements, please see page 6.

Qualification Titles and Codes

This specification covers the following WJEC Essential Skills for Work and Life qualifications:

Qualification Title	QiW Number	Ofqual Register
Entry 1		
WJEC Entry Level Award in Essential Skills for Work and Life (Entry 1)	C00/0649/9	601/3968/7
WJEC Entry Level Certificate in Essential Skills for Work and Life (Entry 1)	C00/0650/0	601/3969/9
WJEC Entry Level Diploma in Essential Skills for Work and Life (Entry 1)	C00/0649/6	601/3920/1
Entry 2		
WJEC Entry Level Award in Essential Skills for Work and Life (Entry 2)	C00/0653/7	601/3970/5
WJEC Entry Level Certificate in Essential Skills for Work and Life (Entry 2)	C00/0653/6	601/4119/0
WJEC Entry Level Diploma in Essential Skills for Work and Life (Entry 2)	C00/0650/3	601/3976/6
Entry 3		
WJEC Entry Level Award in Essential Skills for Work and Life (Entry 3)	C00/0650/4	601/3977/8
WJEC Entry Level Certificate in Essential Skills for Work and Life (Entry 3)	C00/0650/4	601/3977/8
WJEC Entry Level Diploma in Essential Skills for Work and Life (Entry 3)	C00/0650/5	601/3978/X
Level 1		
WJEC Level 1 Award in Essential Skills for Work and Life	C00/0650/6	601/3979/1
WJEC Level 1 Certificate in Essential Skills for Work and Life	C00/0650/7	601/3980/8
Level 2		
WJEC Level 2 Award in Essential Skills for Work and Life	C00/0650/8	601/3981/X
WJEC Level 2 Certificate in Essential Skills for Work and Life	C00/0650/9	601/3993/6
Level 3		
WJEC Level 3 Award in Essential Skills for Work and Life	C00/0651/0	601/3982/1
WJEC Level 3 Certificate in Essential Skills for Work and Life	C00/0651/1	601/3983/3

Endorsed titles

Where a learner completes all units from within the same skill area of the qualification this can be recognised on the qualification certificate as an endorsed title. An endorsed title might be valuable to a learner who is looking to demonstrate their skills in a specific area and/or who may wish to complete a second Essential Skills for Work and Life qualification at the same level but in a different skill area at a later date.

Endorsed Awards are available at all levels for Application of Number, Communication and Digital Literacy (with the exception of Entry 1 for Digital Literacy). Endorsed Certificates are also available for Application of Number and Communication at Entry 1 to Entry 3.

Application of Number
Entry 1
Entry Level Award in Essential Skills for Skills and Life (Application of Number) (Entry 1)
Entry Level Certificate in Essential Skills for Skills and Life (Application of Number) (Entry 1)
Entry 2
Entry Level Award in Essential Skills for Skills and Life (Application of Number) (Entry 2)
Entry Level Certificate in Essential Skills for Skills and Life (Application of Number) (Entry 2)
Entry 3
Entry Level Award in Essential Skills for Skills and Life (Application of Number) (Entry 3)
Entry Level Certificate in Essential Skills for Skills and Life (Application of Number) (Entry 3)
Level 1
Level 1 Award in Essential Skills for Skills and Life (Application of Number)
Level 2
Level 2 Award in Essential Skills for Skills and Life (Application of Number)
Level 3
Level 3 Award in Essential Skills for Skills and Life (Application of Number)

Communication
Entry 1
Entry Level Award in Essential Skills for Skills and Life (Communication) (Entry 1)
Entry Level Certificate in Essential Skills for Skills and Life (Communication) (Entry 1)
Entry 2
Entry Level Award in Essential Skills for Skills and Life (Communication) (Entry 2)
Entry Level Certificate in Essential Skills for Skills and Life (Communication) (Entry 2)
Entry 3
Entry Level Award in Essential Skills for Skills and Life (Communication) (Entry 3)
Entry Level Certificate in Essential Skills for Skills and Life (Communication) (Entry 3)
Level 1
Level 1 Award in Essential Skills for Skills and Life (Communication)

| **Level 2** |
| Level 2 Award in Essential Skills for Skills and Life (Communication) |
| **Level 3** |
| Level 3 Award in Essential Skills for Skills and Life (Communication) |

| **Digital Literacy** |
| **Entry 2** |
| Entry Level Award in Essential Skills for Skills and Life (Digital Literacy) (Entry 2) |
| **Entry 3** |
| Entry Level Award in Essential Skills for Skills and Life (Digital Literacy) (Entry 3) |
| **Level 1** |
| Level 1 Award in Essential Skills for Skills and Life (Digital Literacy) |
| **Level 2** |
| Level 2 Award in Essential Skills for Skills and Life (Digital Literacy) |
| **Level 3** |
| Level 3 Award in Essential Skills for Skills and Life (Digital Literacy) |

Centres should consult the administration handbook for information on how to register learners for an endorsed title.

2.   Qualification Structure

Our Essential Skills for Work and Life qualifications can comprise of units from across the four skill areas or entirely of units from a single skill area. Where a learner completes units from within one skill area only, it may be possible for them to be awarded a qualification with an endorsed title.

At least 51% of the total credit value of the units achieved must be at the same level as the qualification being claimed. The remaining 49% of the credit can be from a combination of units that are **one level below** the qualification or at any level above the qualification. For some qualifications there is a maximum credit contribution from the lower level as specified in the rules of combination.

Guided Learning Hours, Credit and Total Qualification Time

Guided Learning Hours (GLH) gives an indication to delivers of the amount of supervised learning and assessment that is required to deliver the unit and can be used for planning purposes. Guided learning includes teaching and supervised assessment activities and is provided for each individual unit.

Credit Values provide an estimate of the total time taken by learners, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria. One credit is the equivalent to a total of 10 hours of learning. In the Essential Skills for Work and Life qualifications, credit is also used as the basis for the rules of combination.

Total Qualification Time represents an estimate of the total amount of time that can reasonably be expected to be required in order for a learner to achieve and demonstrate achievement of the qualification. The Total Qualification Time assigned to the qualifications is as follows:

Award in Essential Skills for Skills and Life	60 hours
Certificate in Essential Skills for Skills and Life	160 hours
Diploma in Essential Skills for Skills and Life	240 hours

Barred Combinations

Units with the same title or similar overlapping content cannot be combined in the same qualification. A full list of barred combinations is available in Appendix A.

Rules of Combination
Entry 1 Qualifications

Entry Level Award in Essential Skills for Work and Life (Entry 1)
Total credits required: 6 of which a minimum of 4 must be at Entry 1. The remaining 2 credits can be at Entry 1 or above.

Entry Level Award in Essential Skills for Work and Life (Application of Number) (Entry 1)
Total credits required: 6 of which a minimum of 4 must be at Entry 1. The remaining 2 credits can be at Entry 1 or above. Only Application of Number units can contribute to this endorsed qualification.

Entry Level Award in Essential Skills for Work and Life (Communication) (Entry 1)
Total credits required: 6 of which a minimum of 4 must be at Entry 1. The remaining 2 credits can be at Entry 1 or above. Only Communication units can contribute to this endorsed qualification.

Entry Level Certificate in Essential Skills for Work and Life (Entry 1)
Total credits required: 16 of which a minimum of 9 must be at Entry 1. The remaining 7 credits can be at Entry 1 or above.

Entry Level Certificate in Essential Skills for Work and Life (Application of Number) (Entry 1)
Total credits required: 16 of which a minimum of 9 must be at Entry 1. The remaining 7 credits can be at Entry 1 or above. Only Application of Number units can contribute to this endorsed qualification.

Entry Level Certificate in Essential Skills for Work and Life (Communication) (Entry 1)
Total credits required: 16 of which a minimum of 9 must be at Entry 1. The remaining 7 credits can be at Entry 1 or above. Only Communication units can contribute to this endorsed qualification.

Entry Level Diploma in Essential Skills for Work and Life (Entry 1)
Total credits required: 24 of which a minimum of 13 must be at Entry 1. The remaining 11 credits can be at Entry 1 or above.

Entry 2 Qualifications

Entry Level Award in Essential Skills for Work and Life (Entry 2)
Total credits required: 6 of which a minimum of 4 must be at Entry 2. The remaining 2 credits can be at Entry 1 or above

Entry Level Award in Essential Skills for Work and Life (Application of Number) (Entry 2)
Total credits required: 6 of which a minimum of 4 must be at Entry 2. The remaining 2 credits can be at Entry 1 or above. Only Application of Number units can contribute to this endorsed qualification.

Entry Level Award in Essential Skills for Work and Life (Communication) (Entry 2)
Total credits required: 6 of which a minimum of 4 must be at Entry 2. The remaining 2 credits can be at Entry 1 or any level above. Only Communication units can contribute to this endorsed qualification.

Entry Level Award in Essential Skills for Work and Life (Digital Literacy) (Entry 2)
Total credits required: 6 of which a minimum of 4 must be at Entry 2. The remaining 2 credits can be at Entry 1 or above. Only Digital Literacy units can contribute to this endorsed qualification.

Entry Level Certificate in Essential Skills for Work and Life (Entry 2)
Total credits required: 16 of which a minimum of 9 must be at Entry 2. A maximum of 4 of the remaining credits can be from Entry 1. Any remaining credits can be from any higher level.

Entry Level Certificate in Essential Skills for Work and Life (Application of Number) (Entry 2)
Total credits required: 16 of which a minimum of 9 must be at Entry 2. A maximum of 4 of the remaining credits can be from Entry 1. Any remaining credits can be from any higher level. Only Application of Number units can contribute to this endorsed qualification.

Entry Level Certificate in Essential Skills for Work and Life (Communication) (Entry 2)
Total credits required: 16 of which a minimum of 9 must be at Entry 2. A maximum of 4 of the remaining credits can be from Entry 1. Any remaining credits can be from any higher level. Only Communication units can contribute to this endorsed qualification.

Entry Level Diploma in Essential Skills for Work and Life (Entry 2)
Total credits required: 24 of which a minimum of 13 must be at Entry 2. A maximum of 6 of the remaining credits can be from Entry 1. Any remaining credits can be from any higher level.

Entry 3 Qualifications

Entry Level Award in Essential Skills for Work and Life (Entry 3)
Total credits required: 6 of which a minimum of 4 must be at Entry 3. The remaining 2 credits can be from Entry 2 or any level above

Entry Level Award in Essential Skills for Work and Life (Application of Number) (Entry 3)
Total credits required: 6 of which a minimum of 4 must be at Entry 3. The remaining 2 credits can be from Entry 2 or any level above. Only Application of Number units can contribute to this endorsed qualification

Entry Level Award in Essential Skills for Work and Life (Communication) (Entry 3)
Total credits required: 6 of which a minimum of 4 must be at Entry 3. The remaining 2 credits can be from Entry Level 2 or any level above. Only Communication units can contribute to this endorsed qualification.

Entry Level Award in Essential Skills for Work and Life (Digital Literacy) (Entry 3)
Total credits required: 6 of which a minimum of 4 must be at Entry 3. The remaining 2 credits can be from Entry 2 or any level above. Only Digital Literacy units can contribute to this endorsed qualification.

Entry Level Certificate in Essential Skills for Work and Life (Entry 3)
Total credits required: 16 of which a minimum of 9 must be at Entry 3. A maximum of 4 of the remaining credits can be from Entry 2**.** Any remaining credits can be from any higher level.

Entry Level Certificate in Essential Skills for Work and Life (Application of Number) (Entry 3)
Total credits required: 16 of which a minimum of 9 must be at Entry 3. A maximum of 4 of the remaining credits can be from Entry 2**.** Any remaining credits can be from any higher level. Only Application of Number units can contribute to this endorsed qualification.

Entry Level Certificate in Essential Skills for Work and Life (Communication) (Entry 3)
Total credits required: 16 of which a minimum of 9 must be at Entry 3. A maximum of 4 of the remaining credits can be from Entry 2**.** Any remaining credits can be from any higher level. Only Communication units can contribute to this endorsed qualification.

Entry Level Certificate in Essential Skills for Work and Life (Digital Literacy) (Entry 3)
Total credits required: 16 of which a minimum of 9 must be at Entry 3. A maximum of 4 of the remaining credits can be from Entry 2**.** Any remaining credits can be from any higher level.Only Digital Literacy units can contribute to this endorsed qualification.

Entry Level Diploma in Essential Skills for Work and Life (Entry 3)
Total credits required: 24 of which a minimum 13 must be at Entry 3. A maximum of 6 of the remaining credits can be from Entry 2**.** Any remaining credits can be from any higher level.

Level 1 Qualifications

Level 1 Award in Essential Skills for Work and Life
Total credits required 6 of which a minimum of 4 must be at Level 1. The remaining 2 credits can be from Entry 3 or any level above.

Level 1 Award in Essential Skills for Work and Life (Application of Number)
Total credits required: 6 of which a minimum of 4 must be at Level 1. The remaining 2 credits can be from Entry 3 or any level above. Only Application of Number units can contribute to this endorsed qualification.

Level 1 Award in Essential Skills for Work and Life (Communication)
Total credits required: 6 of which a minimum of 4 must be at Level 1. The remaining 2 credits can be from Entry 3 or any level above. Only Communication units can contribute to this endorsed qualification.

Level 1 Award in Essential Skills for Work and Life (Digital Literacy)
Total credits required: 6 of which a minimum of 4 must be at Level 1. The remaining 2 credits can be from Entry 3 or any level above. Only Digital Literacy units can contribute to this endorsed qualification.

Level 1 Certificate in Essential Skills for Work and Life
Total credits required 16 of which a minimum 12 must be at Level 1. A maximum of 4 of the remaining credits can be from Entry 3.

Level 2 Qualifications

Level 2 Award in Essential Skills for Work and Life
Total credits required: 6 of which a minimum of 4 must be at Level 2. The remaining 2 credits can be from Level 1 or Level 3.

Level 2 Award in Essential Skills for Work and Life (Application of Number)
Total credits required: 6 of which a minimum of 4 must be at Level 2. The remaining 2 credits can be from Level 1 or Level 3. Only Application of Number units can contribute to this endorsed qualification.

Level 2 Award in Essential Skills for Work and Life (Communication)
Total credits required: 6 of which a minimum of 4 must be at Level 2. The remaining 2 credits can be from Level 1 or Level 3. Only Communication units can contribute to this endorsed qualification.

Level 2 Award in Essential Skills for Work and Life (Digital Literacy)
Total credits required: 6 of which a minimum of 4 must be at Level 2. The remaining 2 credits can be from Level 1 or Level 3. Only Digital Literacy units can contribute to this endorsed qualification.

Level 2 Certificate in Essential Skills for Work and Life
Total credits required: 16 of which a minimum of 9 must be at Level 2. A maximum of 4 of the remaining credits can be from Level 1. Any remaining credits can be from any higher level.

Level 3 Qualifications

Level 3 Award in Essential Skills for Work and Life
Total credits required: 6 at Level 3 of which a minimum of 4 must be at Level 3. The remaining 2 credits can be from Level 2 or Level 3.

Level 3 Award in Essential Skills for Work and Life (Application of Number)
Total credits required: 6 at Level 3 of which a minimum of 4 must be at Level 3. The remaining 2 credits can be from Level 2 or Level 3. Only Application of Number units can contribute to this endorsed qualification.

Level 3 Award in Essential Skills for Work and Life (Communication)
Total credits required: 6 at Level 3 of which a minimum of 4 must be at Level 3. The remaining 2 credits can be from Level 2 or Level 3. Only Communication units can contribute to this endorsed qualification.

Level 3 Award in Essential Skills for Work and Life (Digital Literacy)
Total credits required: 6 at Level 3 of which a minimum of 4 must be at Level 3. The remaining 2 credits can be from Level 2 or Level 3. Only Digital Literacy units can contribute to this endorsed qualification.

Level 3 Certificate in Essential Skills for Work and Life
Total credits required: 16 of which a minimum of 12 must be at Level 3. A maximum of 4 of the remaining credit can be from Level 2.

3. Assessment

Principles of Assessment

Our Essential Skills for Work and Life units are internally assessed and externally quality assured.

Internal assessment is based on a portfolio or folder of evidence collected by the learner that is assessed on a Pass/Not Yet Achieved basis. The portfolio is evidence of competence, not of development or improvement, and must only be collected after the process of teaching, learning, development and practice of skills has been completed to the satisfaction of the learner and their assessor. This does not preclude 'assessment for learning', however, which is invaluable for tracking progress and involving the leaner with their own assessment.

The term 'portfolio' is a loose one and should not be taken as meaning a vast collection of paper or artefacts. Competence can be evidenced in a variety of ways and this process must not in itself become a barrier to achievement. Equally, in order for the qualifications to have worth and integrity, assessment must be rigorous and underpinned by robust quality assurance. If not, the worth and integrity of the qualification is compromised. In all instances the evidence must be the learners' own work that is authenticated as being their own.

Ideally, the learner should gather their evidence as they undertake meaningful activities such as within a vocational, work-based or social setting. Here the 'portfolio' might well largely comprise evidence that is clearly cross-referenced to where it is held within the learner's environment. In all instances such evidence would have to be supported by the rigorous use of assessment records and witness-statements.

Whilst it is sometimes more meaningful for the requirements of a given unit to be met through a series of related tasks, this is not always a requirement. Where appropriate, individual learning outcomes within the same unit can be evidenced by means of different activities. Should a learner wish to develop wholly new skills then the activity identified or designed by their assessor to show that they can apply that which they have learned and developed must be purposeful and set within a context relevant to that individual.

The following principles apply to the assessment of each unit:

- all assessment criteria must be met as specified for the learning outcomes of each unit to be achieved
- each unit must be assessed independently
- learners must evidence each learning outcome though the same piece of evidence can apply when cross-referenced to more than one learning outcome where considered appropriate
- evidence can be provided through products of learners' work, observations, witness statements, question and answers, expert witness statements, etc.
- all evidence claimed must be readily available for external quality assurance when called for by WJEC and/or supported by robust witness statements
- all assessment criteria must be met as specified for the unit learning outcomes to be achieved.

Access and Special Consideration

This specification has been designed to offer fair access for all and to minimise the need to make reasonable adjustments for learners who have particular requirements. It is expected that, normally, individual learners' abilities, interests and needs will be appropriately catered for by centres through the choice of key issues and qualifications available.

If there are any queries about the use of this flexibility inherent in the specification to meet learners' needs, or about the use of reasonable adjustments, centres should contact WJEC.

Exceptionally, if a centre wishes to request that a learner receives special consideration; procedures will follow those outlined in Section E of the JCQ publication, *Access Arrangements, Reasonable Adjustments and Special Consideration.*

Assessing evidence

Each centre must appoint assessors in sufficient numbers and of sufficient experience and expertise to carry out the internal assessment of the units. WJEC will provide training for assessors where requested; support material, including sample documentation, is also available.

Assessment of evidence must be made against the assessment criteria given in this specification. Assessment must only be undertaken by assessors with the competence described above.

The assessor is responsible for ensuring that:

- they are clear about the requirements of the learning outcomes and assessment criteria statements prior to commencing
- evidence presented for assessment is authentic
- they are able to identify where a range of potentially diverse sources of evidence could be used
- assessment decisions are accurately recorded
- witness statements are authentic, valid and robust
- written evidence is appropriately annotated showing how it relates to the assessment criteria
- observation records contain sufficient detail for objective corroboration of decisions
- all evidence claimed is readily available or supported by robust witness statements.

Internal Quality Assurance and Standardisation

Centres are required to standardise assessment decisions. This is the process by which centres ensure that all learners are judged to the same standard across different assessors, teaching groups and programmes from year to year.

Where more than one assessor is involved, the centre must appoint an Internal Quality Assurer (IQA) whose role is to:

- document all activities
- ensure that assessment opportunities identified for learners are fit for purpose
- ensure all assessment activities are in accordance with the assessment criteria
- co-ordinate meetings of assessors
- ensure all assessors have appropriate documentation in place to support fair and valid assessment decisions
- develop a sampling strategy appropriate to the centre type
- sample assessment judgements at appropriate times to ensure all assessors in the centre are correctly and consistently applying the assessment criteria
- provide feedback to assessors
- provide support to assessors on interpretation of assessment criteria;
- maintain records.

Training Internal Quality Assurers and Assessors

WJEC provides training for Internal Quality Assurers and Assessors through a combination of face-to-face and remote/on-line training.

Support material including sample documentation is also available to assessors and lead assessors.

4. Qualification Approval, Registration and Certification

Qualification approval

Centres wishing to offer the Essential Skills for Work and Life qualifications must complete a qualification approval application[1]. The purpose of the qualification approval process is to ensure that each centre has the resources and capacity to deliver, assess and internally quality assure the qualifications. Information required includes:

- site details
- resources available to support delivery and assessment
- assessor and Internal Quality Assurer details
- procedures for:
  - assessing candidate evidence
  - standardising internal assessment decisions
  - maintaining standards over time and across cohorts.

Centres should contact the WJEC ESW Section for full details of the qualification approval process and requirements.

Centres in Wales applying to offer the Essential Skills Wales suite of qualifications (ESW) will also be approved to offer Essential Skills for Work and Life to the same level.

Registration and certification

Learners are registered and certificated through our web-based registration and certification system 'WJEC Connect'. WJEC Connect allows centres to submit registrations on a 'roll-on/roll-off' basis i.e. registrations can be submitted at any time and in any number throughout the calendar year.

Learners must be registered for a qualification however learners can receive a unit certificate (certificate of credit) for the successful completion of each individual unit where required. Once a learner has successfully met the rule of combination for the qualification they are registered for, the centre will be able to claim the certificate for the learner. Certificates will confirm the title, level and size of qualification i.e. Award, Certificate or Diploma.

Full guidance on the registration and certification process is available to centre's via WJEC Connect and additional support is provided by the WJEC ESW Section.

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[1] New centres that have not previously worked with WJEC will also need to complete our Centre Registration process.

External quality assurance

The consistency of assessment practices and decisions across centres is achieved through external quality assurance of a sample of candidate work from each centre through a process of external verification. The purpose of external verification is for WJEC to confirm that a centre is correctly applying the Essential Skills for Work and Life standards and that its internal quality assurance procedures are robust, rigorous and working in practice.

WJEC will select which candidate's work will be sampled according to a sampling strategy agreed with the centre during the qualification approval process. External quality assurance will be carried out through a combination of remote verification and/or through external verification visits.

For remote verification activity, centres will be required to send the sample or arrange for it to be securely shared with their allocated External Quality Assurer (EQA) e.g. through WJEC Connect, One Drive, Google Drive etc. For an external verification visits, the EQA will select the sample from all available work. Arrangements for external assurance visits can be found in the document *Essential Skills for Work and Life External Quality Assurance Visit: Procedures for Centres*, a copy of which can be found on WJEC Connect.

Centres must retain the portfolios of all candidates, except those chosen in the sample, for a period of two months. These portfolios must be available to WJEC if requested.

Centres must ensure that each candidate's work selected for sampling includes:

- an assessment checklist completed and signed by the assessor to confirm the assessment decision;
- an evidence referencing record, clearly showing where evidence is located if not included in the learner's portfolio
- witness statements confirming the nature, existence and location of any evidence not included in the portfolio
- a declaration sheet signed by the candidate confirming the authenticity of the evidence presented
- all evidence produced by the candidate in completion of the assessment annotated appropriately by the assessor

The EQA will review all evidence presented to ensure standards are aligned. Evidence will be judged against the assessment criteria and the following:

- Annotation – is the evidence produced by candidates appropriately annotated, including the detail and clarity in evidence produced by the assessor?
- Authentication – is it clear that the evidence submitted was authentically produced by the learner?
- Standardisation – is there evidence of effective standardisation/internal quality assurance within the centre?

The outcome of external quality assurance process will be to either accept or amend a centre's assessment decisions. Feedback will be provided through a Centre EQA Report which will include guidance on any required actions needed before re-submission.

5. Units

Unit Structure

Unit title	The unit title summarises the content of the unit in a concise manner.
Level	Units are assigned a level which describes the complexity of the unit[2].
Credit value	Each unit of the WJEC Qualifications in Essential Skills for work and life is assigned a credit value. One credit is the equivalent to a total of 10 hours of learning. Learning time is defined as the total time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.
Guided Learning Hours (GLH)	Guided learning time represents only those hours in which a tutor is present and contributing to the learning process. In some organisations this is known as 'contact time'. This time includes lecturers, supervised practical periods and supervised study time.
Purpose	This provides a brief summary of the applied purpose for the unit.
Learning outcomes	Learning outcomes state what the learner should know, understand or be able to do as a result of completing the learning in the unit.
Assessment Criteria	The assessment criteria specify the standard a learner is expected to meet to demonstrate that the learning outcomes of that unit have been achieved.
Additional Guidance	Additional guidance provides additional clarification on unit content and amplification of the assessment criteria where relevant.

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[2] Level descriptors are provided at Appendix B for information.

Essential Skills for Work and Life Units

Unit Ref	Unit Title	GLH	Credit Value
	Entry 1		
6843E1	Communication: Obtaining Information Orally	30	3
6845E1	Communication: Providing Information Orally	30	3
6851E1	Communication: Strategies for Reading	30	3
6841E1	Communication: Identifying the Purpose of Written Material	30	3
6847E1	Communication: Reading for Information	20	2
6856E1	Communication: Writing Short Documents	30	3
6832E1	Communication: Completing Forms	20	2
6829E1	Application of Number: Using Whole Numbers to 10	30	3
6802E1	Application of Number: Calculations Using Whole Numbers to 10	30	3
6826E1	Application of Number: Using Money	30	3
6828E1	Application of Number: Using Time	20	2
6809E1	Application of Number: Comparing Sizes	30	3
6818E1	Application of Number: Positional Vocabulary	10	1
6827E1	Application of Number: Using Shape	30	3
6817E1	Application of Number: Organising Information	10	1
6869E1	Digital Literacy: Digital Productivity and Creativity	20	2
6870E1	Digital Literacy: Digital Responsibility and Collaboration	10	1
	Entry 2		
6851E2	Communication: Strategies for Reading	20	2
6846E2	Communication: Reading for a Purpose	30	3
6847E2	Communication: Reading for Information	30	3
6844E2	Communication: Preparing to Write	30	3
6864E2	Communication: Writing with Meaning	30	3
6843E2	Communication: Obtaining Information Orally	30	3
6845E2	Communication: Providing Information Orally	20	2
6836E2	Communication: Discussion Skills	20	2
6832E2	Communication: Completing Forms	20	2
6831E2	Application of Number: Using Whole Numbers up to 100	20	2
6804E2	Application of Number: Calculations with whole numbers	30	3
6823E2	Application of Number: Using Fractions	20	2
6826E2	Application of Number: Using Money	20	2
6828E2	Application of Number: Using Time	10	1
6822E2	Application of Number: Reading Graphical Material	20	2
6814E2	Application of Number: Measuring and Using Length	20	2
6818E2	Application of Number: Positional Vocabulary	10	1
6815E2	Application of Number: Measuring and Using Weight	10	1
6827E2	Application of Number: Using Shape	20	2
6869E2	Digital Literacy: Digital Productivity and Creativity	20	2
6871E2	Digital Literacy: Digital Collaboration	20	2
6872E2	Digital Literacy: Digital Responsibility	20	2
6873E2	Digital Literacy: Digital Information Literacy	20	2

Entry 3			
6851E3	Communication: Strategies for Reading	20	2
6846E3	Communication: Reading for a Purpose	30	3
6847E3	Communication: Reading for Information	30	3
6844E3	Communication: Preparing to Write	30	3
6857E3	Communication: Writing to Communicate Information	30	3
6858E3	Communication: Writing to Communicate Opinions	30	3
6843E3	Communication: Obtaining Information Orally	30	3
6845E3	Communication: Providing Information Orally	20	2
6836E3	Communication: Discussion Skills	20	2
6832E3	Communication: Completing Forms	20	2
6804E3	Application of Number: Calculations with Whole Numbers	30	3
6824E3	Application of Number: Using Fractions and Decimals	30	3
6826E3	Application of Number: Using Money	20	2
6828E3	Application of Number: Using Time	10	1
6825E3	Application of Number: Using Measurements	30	3
6827E3	Application of Number: Using Shape	20	2
6822E3	Application of Number: Reading Graphical Material	10	1
6805E3	Application of Number: Collecting and Presenting Information Graphically	20	2
6874E3	Digital Literacy: Digital Productivity	20	2
6875E3	Digital Literacy: Digital Creativity	30	3
6871E3	Digital Literacy: Digital Collaboration	30	3
6872E3	Digital Literacy: Digital Responsibility	20	2
6873E3	Digital Literacy: Digital Information Literacy	20	2
Level 1			
6835L1	Communication: Developing Writing Skills – Report	10	1
6850L1	Communication: Speaking and Listening, Providing and Receiving Information	10	1
6863L1	Communication: Writing to Persuade	10	1
6857L1	Communication: Writing to Communicate Information	10	1
6862L1	Communication: Writing to Describe	10	1
6846L1	Communication: Reading for a Purpose	10	1
6833L1	Communication: Contributing to Discussions	10	1
6837L1	Communication: Following Instructional and Explanatory Texts	10	1
6842L1	Communication: Obtaining Information and Opinions from Texts	10	1
6828L1	Application of Number: Using Time	10	1
6825L1	Application of Number: Using Measurements	10	1
6803L1	Application of Number: Calculations with Measurements	10	1
6806L1	Application of Number: Collection and Presentation of Data	10	1
6811L1	Application of Number: Extracting Data	10	1
6812L1	Application of Number: Fractions, Decimals and Percentages	20	2
6819L1	Application of Number: Probability	10	1
6821L1	Application of Number: Ratios and Proportions	10	1
6801L1	Application of Number: Whole Numbers, Problem Solving and Calculations	20	2

6874L1	Digital Literacy: Digital Productivity	30	3
6875L1	Digital Literacy: Digital Creativity	30	3
6871L1	Digital Literacy: Digital Collaboration	20	2
6872L1	Digital Literacy: Digital Responsibility	20	2
6873L1	Digital Literacy: Digital Information Literacy	30	3
6876L1	Employability: Identify and Monitor Achievement of Personal Targets	10	1
	Level 2		
6850L2	Communication: Speaking and Listening- Providing and Receiving Information	20	2
6839L2	Communication: Giving a Presentation	20	2
6853L2	Communication: The Purpose and Intention of Written Documents	20	2
6846L2	Communication: Reading for a Purpose	20	2
6852L2	Communication: Taking Part in Formal Discussions	10	1
6855L2	Communication: Writing Persuasive Text	10	1
6861L2	Communication: Writing to Convey Information	20	2
6803L2	Application of Number: Calculations with Measure	20	2
6816L2	Application of Number: Numerical Problem Solving	20	2
6808L2	Application of Number: Collection, Presentation and Interpretation of Discrete Data	20	2
6807L2	Application of Number: Collection, Presentation and Interpretation of Continuous Data	20	2
6819L2	Application of Number: Probability	10	1
6874L2	Digital Literacy: Digital Productivity	30	3
6875L2	Digital Literacy: Digital Creativity	30	3
6871L2	Digital Literacy: Digital Collaboration	30	3
6872L2	Digital Literacy: Digital Responsibility	20	2
6873L2	Digital Literacy: Digital Information Literacy	30	3
6876L2	Employability: Setting, Monitoring and Reviewing of Targets	10	1
	Level 3		
6834L3	Communication: Critical Reading	20	2
6848L3	Communication: Reading, Researching and Reporting	10	1
6838L3	Communication: Giving a Formal Presentation	10	1
6854L3	Communication: Writing a Complex Document	20	2
6803L3	Application of Number: Calculations with Measure	20	2
6816L3	Application of Number: Numerical Problem Solving	20	2
6813L3	Application of Number: Interpretation of Data	20	2
6812L3	Application of Number: Compound Interest	30	3
6875L3	Digital Literacy: Digital Creativity	30	3
6871L3	Digital Literacy: Digital Collaboration	30	3
6872L3	Digital Literacy: Digital Responsibility	30	3
6873L3	Digital Literacy: Digital Information Literacy	30	3
6876L3	Employability: Setting, Monitoring and Reviewing a Personal Development Plan	10	1

Level	Entry 1
Code	6843
Title	**Obtaining Information Orally**
GLH	30
Credit Value	3
Purpose	To develop the learner's skills to obtain information presented orally including identifying purpose and detail and how to find information through questioning.

Learning Outcomes *The learner will*		Assessment Criteria *The learner can*	
1.	Be able to obtain information from short conversations.	**1.1**	Identify the purpose of a minimum of **two** short conversations.
		1.2	Take part in conversations.
		1.3	Identify key information from short conversations.
2.	Be able to follow single-step oral instructions.	**2.1**	Identify key words in oral instructions.
		2.2	Follow single step instructions on at least **three** occasions to complete tasks.
		2.3	Check that the tasks in 2.2 have been completed successfully.
3.	Be able to obtain orally	**3.1**	List a minimum of at least **three** questions to ask.
		3.2	Ask a minimum of at least **three** to obtain information.

Additional Guidance

1.1 – 1.3 The conversations can be with one or more people

2.2 Each instruction should require a single action, though there may be a series of these.

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

Level	Entry 1
Code	6845
Title	**Providing Information Orally**
GLH	30
Credit Value	3
Purpose	To develop the learner's skills to provide factual information and opinions orally.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Know when it is appropriate to provide information orally	**1.1** Give a minimum of **two** examples when it may be necessary to give information orally. **1.2** Give a minimum of **two** examples when it may be necessary to say how he/she feels **1.3** Give a minimum of **two** examples when he/she may be asked to give personal information **1.4** Give an example of when personal information should not be given **1.5** State a way of politely refusing to provide personal information
2. Be able to provide information orally.	**2.1** Give information orally on a minimum of **two** occasions **2.2** State opinions and feelings orally on a minimum of **two** occasions on different subjects **2.3** Provide a minimum of two pieces of personal information when asked.
Additional Guidance	
2.1 A different piece of information should be given on **each** occasion. The information given should be different to that in 2.3. If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 1
Code	6851
Title	**Strategies for Reading**
GLH	30
Credit Value	3
Purpose	To enable the learner to start using strategies for decoding text.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Understand simple words, signs and symbols.	**1.1** Identify the meaning of between **five** and **ten** signs found in familiar situations. **1.2** Identify the meaning of between **five** and **ten** symbols found in familiar situations. **1.3** Identify the meaning of between **five** and **ten** words found in familiar situations.
2. Be able to work out simple regular words.	**2.1** Name and sound letters of the alphabet. **2.2** Use letter sounds to work out a minimum of **five** words**.**
3. Be able to use own language experience to identify words.	**3.1** Use surrounding words to help work out unfamiliar words. **3.2** Read own scribed words on familiar topics.
4. Know how to find and use the meaning of unfamiliar words.	**4.1** Find the meaning of between **five** and **ten** unfamiliar words. **4.2** Use the words in 4.1 orally in new sentences.

Additional Guidance

2.2 These should be simple regular words which use a variety of consonants and vowels.

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

Level	Entry 1
Code	6841
Title	**Identifying the Purpose of Written Material**
GLH	30
Credit Value	3
Purpose	To develop the learner's skills to start to recognise the purpose and meaning of simple texts.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to recognise the purpose of simple documents.	**1.1** Find at least **one** example of written materials found in daily life including: (a) a list (b) a message (c) an advert (d) a notice. **1.2** Identify the purpose of each of the materials in 1.1. **1.3** Give a minimum of **two** examples of written materials that are read for: (a) pleasure (b) information.
2. Be able to recognise the purpose of signs and symbols.	**2.1** Identify the meaning of at least **four** common signs and symbols. **2.2** Give an example of where the signs and symbols in 2.1 may be found.
Additional Guidance	
1.1 **One** of the materials **must** contain an image or illustration. They may be printed or hand written. If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 1
Code	6847
Title	**Reading for Information**
GLH	20
Credit Value	2
Purpose	To equip the learner with the skills to obtain information from simple texts.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to follow the meaning of short pieces of writing.	**1.1** Outline the gist of a minimum of **five** short passages of writing.
2. Be able to obtain information from simple documents.	**2.1** State information to be obtained from a minimum of **three** documents. **2.2** Identify the required information.

Additional Guidance

1.1 The passages should be appropriate for this level and include different text types.

2.1 The documents should be appropriate for this level and could include simple notices and labels.

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

Level	Entry 1
Code	6856
Title	**Writing Short Documents**
GLH	30
Credit Value	3
Purpose	To develop the skills and knowledge needed to begin writing.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to use upper and lower case letters.	**1.1** Give an example of when to write in block capitals. **1.2** Give an example of when it is necessary to use both upper and lower case letters. **1.3** Use letters in both capital and lower case form.
2. Be able to produce simple documents.	**2.1** Give the main points to include in a minimum of **two** documents required for a stated purpose. **2.2** State key words to include in the document in 2.1 **2.3** Write a minimum of **three** simple sentences to include in the document.
3. Be able to punctuate simple sentences.	**3.1** Use punctuation for a minimum of **three** simple sentences in own writing to include: (a) capital letters for the start of a sentence (b) full stops (c) capital I when writing about self.
Additional Guidance	
2. The document could be in the form of a note or postcard or other that is appropriate for this level. **3.1** These may be the same as those used in 2.3 If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 1
Code	6832
Title	**Completing Forms**
GLH	20
Credit Value	2
Purpose	To enable the learner to become familiar with the terms found on forms and the confidence to complete simple forms unaided.

Learning Outcomes *The learner will*		Assessment Criteria *The learner can*	
1.	Understand terms found on forms.	**1.1**	Give the meaning of a minimum of **four** terms found on forms.
2.	Be able to complete forms.	**2.1**	Use personal details to complete a minimum of **four** forms.

Additional Guidance

The forms used should be appropriate for this level.

1.1 For example name, address, date of birth, telephone number.

2.1 Forms should vary in purpose but be appropriate for this level.

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

Level	Entry 1
Code	6829
Title	**Using Whole Numbers to 10**
GLH	30
Credit Value	3
Purpose	The aim of this unit is to accredit skills of recognising and using numbers up to 10 in calculations. It is anticipated that these skills are to be taught in conjunction with other numeracy skills such as measure and data handling.

Learning Outcomes *The learner will*		Assessment Criteria *The learner can*	
1.	Understand the meaning of addition and subtraction.	**1.1**	Give examples of different names for: (a) plus (b) minus.
		1.2	Identify symbols used in calculations.
		1.3	Give examples of practical situations when it is necessary to add and subtract whole numbers to 10 including zero.
2.	Be able to add and subtract single digit numbers.	**2.1**	Add single-digit numbers with totals to 10.
		2.2	Subtract single digit numbers from whole numbers to 10.
		2.3	Identify pairs of numbers that add together to give 10.
		2.4	Use +, – and = when writing down calculations.
		2.5	Demonstrate a minimum of **two** ways of checking answers to calculations.
3.	Be able to use calculation of whole numbers to 10 in practical tasks.	**3.1**	Use plus and minus in a practical task/activity.
		3.2	State what the results mean.

Additional Guidance

1.2 At this level only the symbols for +. – and = are required

2.5 One of the ways could include the use of a calculator.

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

Level	Entry 1
Code	6802
Title	**Calculations Using Whole Numbers to 10**
GLH	30
Credit Value	3
Purpose	The aim of this unit is to accredit skills of recognising and using numbers up to 10. It is anticipated that these skills are to be taught in conjunction with other numeracy skills such as measure and data handling.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Understand a given problem involving whole numbers to 10.	**1.1** State how to tackle a problem involving numbers up to 10 including zero.
2. Understand information given by numbers.	**2.1** Identify information given by numbers up to 10 including zero in: (a) simple written material (b) simple graphical material (c) simple numerical material. **2.2** Record the numbers using: (a) digits (b) words.
3. Understand the value of numbers up to 10.	**3.1** Count up to 10 items. **3.2** Order numbers according to their value. **3.3** Use number words to grade items. **3.4** Use words that compare the numbers of items.
4. Understand how numbers are used for a specific purpose.	**4.1** Use numbers to solve the problem stated in 1.1.

Additional Guidance

1.1 Not all tasks included in learning objective **2** and **3** need to be included in the problem stated in 1.1.

2.1 The materials must be appropriate for this level with regard to literacy and numeracy.

2.2 b) Ordinals such as first, second and third.

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

Level	Entry 1
Code	6826
Title	**Using Money**
GLH	30
Credit Value	3
Purpose	To develop the skills to use coins in practical situations.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Know the purpose of money.	**1.1** Identify a minimum of **three** situations where money can be used.
2. Know the value of coins.	**2.1** Identify coins up to £2.
	2.2 Place the coins in order of value.
	2.3 Identify coins required for a minimum of **three** specific purposes.
3. Be able to use coins in everyday situations.	**3.1** Demonstrate how to use coins when: (a) paying someone for goods on a minimum of **two** separate occasions (b) using machines or equipment on at least **one** occasion.
Additional Guidance	
3.1 b) Examples of this could be a vending machine or supermarket trolley.	
If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 1
Code	6828
Title	**Using Time**
GLH	20
Credit Value	2
Purpose	To enable learners to understand and use measures of time.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*

1. Understand vocabulary relating to the time.	**1.1** Relate familiar events to:
	   (a) seasons of the year
	   (b) days of the week
	   (c) times of the day.

2. Be able to order events using vocabulary of time.	**2.1** State the order of
	   (a) days of the week
	   (b) seasons of the year.
	
	2.2 Order daily events by the times they occur
	2.3 Order weekly events by the day on which they occur.

Additional Guidance

1.1c) Using o'clock times or parts of the day.

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

Level	Entry 1
Code	6809
Title	**Comparing Sizes**
GLH	30
Credit Value	3
Purpose	To develop the skills needed for using size.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to use words to describe the size of objects.	**1.1** Give a minimum of **two** examples each of words which are used to: (a) describe the size of an object (b) compare the sizes of objects. **1.2** Use these words to: (a) describe the size of a minimum of **six** objects (b) compare the size of a minimum of **six** objects.
2. Be able to use words to describe the weight of objects.	**2.1** Give a minimum of **two** examples each of words which are used to: (a) describe the weight of an object (b) compare the weights of objects. **2.2** Use these words to: (a) describe the weight of a minimum of **six** objects (b) compare the weight of a minimum of **six** objects.
3. Be able to use words to describe capacity.	**3.1** Give a minimum of **two** examples each of words which are used to: (a) describe capacity of an object (b) compare the capacity of at least **six** of objects.
4. Be able to measure objects.	**4.1** Measure objects using whole numbers.
Additional Guidance If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 1
Code	6818
Title	**Positional Vocabulary**
GLH	10
Credit Value	1
Purpose	To develop the skills needed to describe objects by their position.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Understand positional vocabulary.	**1.1** Give the meaning of a minimum of **ten** terms used to describe the position of objects and places. **1.2** Locate objects and places by using some of the terms described in 1.1.
Additional Guidance	
If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 1
Code	6827
Title	**Using Shape**
GLH	30
Credit Value	3
Purpose	To develop the skills needed to use shape.

Learning Outcomes *The learner will*		Assessment Criteria *The learner can*	
1.	Understand how knowledge of shapes can be used in practical situations.	**1.1**	Outline a practical task or activity using 2D or 3D shapes.
2.	Know common 2D shapes.	**2.1**	Identify 2D shapes including squares, rectangles, circles and triangles: (a) of different sizes (b) when shown in different positions.
3.	Know common 3D shapes.	**3.1**	Identify 3D shapes including cubes, spheres and coins (a) of different sizes (b) when viewed from a different side.
Additional Guidance			
If not specified then a plural reference within a unit refers to a minimum of two.			

Level	Entry 1
Code	6817
Title	**Organising Information**
GLH	10
Credit Value	1
Purpose	To develop the skills to organise objects and information.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to sort objects according to a stated criteria.	**1.1** Sort objects into **two** groups according to a given criterion.
2. Be able to represent numerical information in different ways.	**2.1** Show a minimum **two** for each type of information using: (a) lists (b) diagrams (c) simple pictogram.
Additional Guidance	
2.1 Different information can be used to evidence lists, diagrams and pictograms.	

Level	Entry 1
Code	6869
Title	**Digital Productivity and Creativity**
GLH	20
Credit Value	2
Purpose	To develop skills for inputting and enhancing digital information.

Learning Outcomes *The learner will*		Assessment Criteria *The learner can*	
1.	Know that information can be stored on digital devices.	**1.1**	Indicate a minimum of **three** devices that can be used to store digital information.
		1.2	Give a minimum of **three** examples of information that can be stored digitally.
2.	Be able to access information on a digital device.	**2.1**	State the information required.
		2.2	Open a file to access the information.
3.	Be able to add information to a digital device.	**3.1**	Enter information onto a digital device.
4.	Know how digital resources can be enhanced.	**4.1**	Give a minimum of **two** examples of ways to enhance a digital resource.
5.	Be able to use digital creative features.	**5.1**	Use **one** of the ways given in 4.1 to enhance a digital resource.

Additional Guidance
1.1 Devices should be indicated from a range of six options.
4.1 Examples of digital resources could include photographs, text, E-books. A minimum of **three** ways required

Level	Entry 1
Code	6870
Title	**Digital Responsibility and Collaboration**
GLH	10
Credit Value	1
Purpose	To give the learner the knowledge of safe working practices when using ICT systems.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*	
1. Be able to turn on and turn off a digital device.	**1.1**	Turn on a digital device.
	1.2	Use a security feature to access the device.
	1.3	Turn off a digital device.
	1.4	Indicate when a digital device may need charging.
	1.5	Charge a digital device.
2. Be able to use digital tools to collaborate with others.	**2.1**	Name a digital tool that can be used to communicate with another person.
	2.2	Communicate with another person using the tool named in 2.1.
Additional Guidance		
1.1 Turn on could also include reactivate from sleep mode.		
1.2 Security device could include a pass code or fingerprint etc.		
2.2 For example, identifying and arranging a meeting place, contacting a friend or relative who does not live locally.		
If not specified then a plural reference within a unit refers to a minimum of two.		

Level	Entry 2
Code	6851
Title	**Strategies for Reading**
GLH	20
Credit Value	2
Purpose	To develop the learner's effective reading skills.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to use strategies to work out unfamiliar words within a piece of writing.	**1.1** Indicate unfamiliar words within a piece of writing **1.2** Identify unfamiliar words and their meanings using strategies to include: (a) use of a simple dictionary (b) phonics (c) use of images (d) use of context.
2. Be able to use organisational features of chronological and instructional material.	**2.1** Identify the main points from at least **one** chronological and at least **one** instructional material presented in different formats.

Additional Guidance:

1.1 The piece of writing should be short and straightforward on a familiar topic and appropriate for the level of the unit.

1.2 One strategy can be used to work out an unfamiliar word but each of the stated strategies will need to have been used at some point.

2.1 The formats should include some use of illustrations, captions and symbols.

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

Level	Entry 2
Code	6846
Title	**Reading for a Purpose**
GLH	30
Credit Value	3
Purpose	To develop the learner's skills to identify the purpose of texts.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to recognise the purpose of written material of different text types.	1.1 Give examples of materials with the following purpose: (a) to explain (b) to inform (c) to instruct (d) to entertain. 1.2 Identify the key features of materials in 1.1
2. Be able to follow written instructions'.	2.1 Find a minimum of **two** sets of written instructions to meet a stated purpose. 2.2 Follow a minimum of **two** sets of written instructions to carry out an activity or solve a problem.

Additional Guidance

1.1 Minimum of **two** for each text type.

1.2 Features could include for example the use of images, layout, language and words used etc.

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

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

Level	Entry 2
Code	6847
Title	**Reading for Information**
GLH	30
Credit Value	3
Purpose	To develop the learner's skills to locate information from different types of written material.

Learning Outcomes *The learner will*		Assessment Criteria *The learner can*	
1.	Be able to use key words to locate information.	**1.1**	Identify key words to locate information from: (a) a dictionary (b) an index (c) reference materials.
2.	Be able to organise information.	**2.1**	Use initial letters to find and sequence words.
3.	Be able to obtain information from written material.	**3.1**	Identify the main points from a minimum of **two** for each of: (a) chronological material (b) informative material.
Additional Guidance			
1.1 c) These materials may be digital or paper based. If not specified then a plural reference within a unit refers to a minimum of two.			

Level	Entry 2
Code	6844
Title	**Preparing to Write**
GLH	30
Credit Value	3
Purpose	To develop the learner's skills to prepare for writing and write a draft.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to choose the information required to include in own writing.	**1.1** Identify the main points from a minimum of **two** documents to include in a document for a stated purpose.
2. Be able to choose the right format for a piece of writing.	**2.1** Identify a minimum of **two** possible formats, which could be used for writing for a stated purpose. **2.2** List reasons for choosing a particular format.
3. Be able to draft own writing.	**3.1** Draft a minimum of **two** separate documents for a given audience to include: (a) simple sentences (b) language fit for purpose.
Additional Guidance	
2.1 Formats could include use of bullet points, illustrations etc. **3.1** There is no specified word count but documents should be appropriate for this level and fit for purpose. If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 2
Code	6864
Title	**Writing with Meaning**
GLH	30
Credit Value	3
Purpose	To develop the learners' writing and reviewing skills.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to produce a draft of a document.	1.1 Produce a minimum of **two** written drafts for different purposes and audiences.
2. Be able to review his/her draft for purpose and meaning.	2.1 Proof read the drafts in 1.1 to check they meet the purpose and audience including: (a) sentences used (b) adjectives used. 2.2 Revise drafts.
3. Be able to proof read his/her final draft for accuracy.	3.1 Check own writing for (a) punctuation (b) spelling. 3.2 Produce final copies.

Additional Guidance

3.1 a) Punctuation at this level includes accurate use of capital letters, full stops and question marks.

3.1 b) Accuracy of spelling at this level must include the majority of personal details and familiar words.

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

Level	Entry 2
Code	6843
Title	**Obtaining Information Orally**
GLH	20
Credit Value	2
Purpose	To develop the learner's effective listening skills through explanations, instructions and narratives.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to listen for and follow short narratives.	**1.1** Outline the gist of a narrative.
2. Be able to listen for detail from oral presentations.	**2.1** Identify key points and meaning of a minimum of **two** oral presentations.
	2.2 Ask questions to check understanding.
3. Be able to obtain information by asking oral questions.	**3.1** Ask questions to obtain information in a minimum of **two** informal situations.
	3.2 Identify main points of answers.
4. Be able to listen for and identify simply expressed feelings and opinions.	**4.1** Give a minimum of **five** examples of familiar language used to express feeling and opinions.
	4.2 Give a minimum of **five** examples of non-verbal communication which can help indicate feelings and opinions.
	4.3 Identify opinions and feelings from spoken language in a minimum of **two** informal situations.
Additional Guidance	
2.1 Presentations may include instructions, narratives and short explanations.	
If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 2
Code	6845
Title	**Providing Information Orally**
GLH	20
Credit Value	2
Purpose	To develop the learner's effective speaking skills.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Understand that spoken language needs to change for different situations.	**1.1** Give a minimum of **two** examples of ways in which spoken language will vary in different situations.
2. Be able to speak to communicate statements of fact, short accounts and descriptions.	**2.1** Speak to communicate to a minimum of **two** different audiences in familiar contexts: (a) information (b) feelings (c) opinions (d) questions.
3. Be able to use spoken language to clarify meaning.	**3.1** Prepare questions that may be used to clarify and confirm understanding. **3.2** As questions to clarify and confirm understanding.
Additional Guidance If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 2
Code	6836
Title	**Discussion Skills**
GLH	20
Credit Value	2
Purpose	To develop the learners' speaking and listening skills to take part in a discussion.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to contribute to a discussion.	**1.1** List points to include in a minimum of **two** discussions. **1.2** Make contributions to the discussions about a familiar topic.
2. Be able to follow discussions.	**2.1** List the main points of the discussions. **2.2** State the outcomes of the discussions.
Additional Guidance **1.1** Discussions should involve two or more people and be on different topics. If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 2
Code	6832
Title	**Completing Forms**
GLH	20
Credit Value	2
Purpose	To develop the learners' skills in order to complete everyday forms.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to use personal details and familiar common words to fill in a form.	**1.1** Spell personal details and familiar common words with accuracy for purpose.
2. Be able to complete a paper based form.	**2.1** Identify the meaning of words commonly found on forms. **2.2** Produce legible hand written text in upper and lower case **2.3** Complete a minimum of **two** hand written forms so they are fit for purpose.
3. Be able to complete an on screen form.	**3.1** Produce accurate word-processed text. **3.2** Complete a minimum of **two** on screen forms so they are fit for purpose.
4. Be able to check completed forms for accuracy.	**4.1** Check and amend written and word processed work to ensure: (a) it can be read easily (b) it makes sense (c) it is accurate (d) spelling is correct.
5. Know how to keep online information secure.	**5.1** Identify symbols which show that websites are secure. **5.2** Give a minimum of **two** examples of the type of information that should not be shared with others on unsecured websites such as social media sites.
Additional Guidance	
The forms used should be appropriate for this level.	
If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 2
Code	6831
Title	**Using Whole Numbers up to 100**
GLH	20
Credit Value	2
Purpose	To develop the skills to find and present information numerically.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Understand the value of numbers up to 100.	**1.1** Count up to 20 items. **1.2** Order numbers according to their value. **1.3** Identify the value of each digit in a two digit number. **1.4** Round numbers of up to 2 digits up or down to the nearest 10.
2. Be able to plan for a given problem or task requiring the use of whole numbers.	**2.1** Outline the problem or task involving whole numbers up to 100. **2.2** State how the problem or task in 2.1 will be tackled.
3. Be able to find and record numerical information.	**3.1** Identify information given by numbers. **3.2** Record numbers using (a) digits (b) words.
4. Be able to use data for a specific purpose.	**4.1** Use data to solve a problem or task in 2.1.

Additional Guidance

2. Problem or task – The same can be used for learning outcome **1** and **4**. The problem should be one appropriate for this level and need not involve addition, subtraction or multiplication.

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

Numbers – Whole numbers up to 100, including zero.

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

Level	Entry 2
Code	6804
Title	**Calculations with Whole Numbers**
GLH	30
Credit Value	3
Purpose	To develop the skills to use whole numbers in calculations to solve problems.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to add and subtract whole numbers.	**1.1** Add two-digit whole numbers. **1.2** Subtract two-digit whole numbers. **1.3** Use +, – and = to record calculations. **1.4** Show a minimum of **two** ways of checking answers to addition and subtraction calculations.
2. Be able to multiply whole numbers.	**2.1** Give a minimum of **two** examples of different words that mean multiply. **2.2** Multiply using single-digit whole numbers. **2.3** Give doubles of numbers to 10. **2.4** Use x and = to record calculations. **2.5** Demonstrate a minimum of two ways of checking answers to multiplication.
3. Be able to use mental strategies for addition and subtraction.	**3.1** Show a minimum of **two** ways of mentally adding two-digit whole numbers. **3.2** Demonstrate a way of mentally subtracting whole numbers.
4. Be able to use calculations with whole numbers to solve a task or problems.	**4.1** Use calculations with whole numbers to solve a task or problem including: (a) addition (b) subtraction (c) multiplication.
Additional Guidance	
Learning outcomes **1-3** can be demonstrated by working on practical tasks. **1.4** These could include inverse operation and use of a calculator. If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 2
Code	6823
Title	**Using Fractions**
GLH	20
Credit Value	2
Purpose	To develop the skills to use fractions in practical situations.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to recognise fractions in everyday contexts.	**1.1** Give a minimum of **two** examples of the names and symbols for common fractions. **1.2** Give a minimum of **two** examples of how fractions are used in everyday situations. **1.3** Show how common fractions relate to each other.
2. Be able to find halves and quarters of shapes and small numbers of items.	**2.1** In a minimum of **three** practical situations for each find: (a) halves and quarters of a quantity (b) halves and quarters of a shape. **2.2** Demonstrate at least one strategy for checking answers.

Additional Guidance

1.1 Common fractions include ½ and ¼.

2.1 Quantity – An even number of items up to 20.

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

Level	Entry 2
Code	6826
Title	**Using Money**
GLH	20
Credit Value	2
Purpose	To develop the skills to solve problems involving calculations with money.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to combine coins to give different values of money.	**1.1** Show how different amounts can be made up using a selection of coins. **1.2** Indicate equivalent values of coins.
2. Be able to carry out calculations involving money.	**2.1** On a minimum of **two** occasions, calculate the cost in pence of more than one item. **2.2** On a minimum of **two** occasions, calculate the change from one pound. **2.3** On a minimum of **two** occasions, calculate the cost of more than one item in whole pounds. **2.4** On a minimum of **two** occasions, calculate the change needed in whole pounds.
3. Be able to solve a problem or task requiring the use of money.	**3.1** Outline the problem or task involving money. **3.2** State how the problem or task will be tackled.

Additional Guidance

Coins – 1p 2p 5p 10p and 50p.

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

2.1 & **2.2** At this level learners would be expected to add two-digit whole numbers and calculate the change required from £1 if the total came to 99p or less.

2.3 & **2.4** At this level the learners should be able to calculate change in whole pounds from 5, 10 and 20 pound notes.

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

Level	Entry 2
Code	6828
Title	**Using Time**
GLH	10
Credit Value	1
Purpose	To develop the skills needed to record time.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to tell the time to the nearest 15 minutes in practical situations.	**1.1** State and record the time in practical situations to the nearest quarter of an hour using: (a) analogue clock (b) 12 hour digital clock.
2. Be able to express the date in different formats.	**2.1** Record the date using a minimum of **two** different formats. **2.2** Give common abbreviations for the months of the year. **2.3** Sequence events according to their date.
Additional Guidance If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 2
Code	6822
Title	**Reading Graphical Material**
GLH	20
Credit Value	2
Purpose	To equip learners with the skills to gain information from graphical material.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to obtain information from lists and tables.	**1.1** Extract information for a stated purpose from a minimum of **two** of each: (a) lists (b) tables (c) simple diagrams.
2. Be able to use information from block graphs.	**2.1** Extract information from a minimum of **two** block graphs. **2.2** Indicate how the value of items compares by using information from a block graph.
Additional Guidance Tables – Simple tables such as a 2x3 cell matrix. If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 2
Code	6814
Title	**Measuring and Using Length**
GLH	20
Credit Value	2
Purpose	To equip learners with the skills to solve problems involving the measurement of length.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to use metres and centimetres when describing length.	**1.1** State the unit of measurement to use when measuring length in a minimum of **five** practical situations, including metres and centimetres. **1.2** Use the abbreviations for metres and centimetres when, measuring length. **1.3** State the relationship between centimetres and metres.
2. Be able to estimate and measure length.	**2.1** Estimate length of a minimum of **five** objects in metres and centimetres. **2.2** Use measuring tools to measure the length of objects, reading to the nearest labelled division of a scale.
3. Be able to use measurements of length.	**3.1** State length measurements required for a specific purpose. **3.2** Measure lengths required for specified purpose. **3.3** Use measurements for the specified purpose.
Additional Guidance	
If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 2
Code	6818
Title	**Positional Vocabulary**
GLH	10
Credit Value	1
Purpose	To equip learners with the skills to describe the position of objects.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to use positional vocabulary.	**1.1** Give the meaning of a minimum of **ten** words used to describe the position of objects and places. **1.2** Locate objects and places by using some of the terms described in 1.1. **1.3** State the location of places using some of the terms in described in 1.1.
Additional Guidance	
If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 2
Code	6815
Title	**Measuring and Using Weight**
GLH	10
Credit Value	1
Purpose	To equip learners with the skills to solve problems involving the measurement of weight.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to estimate and measure weight of objects.	**1.1** Estimate weight of a minimum of **five** objects in metric. **1.2** Use measuring tools to measure the weight of objects, reading to the nearest labelled division of a simple scale. **1.3** Use full and abbreviated form of units to record weights
2. Be able to use measurements of weight.	**2.1** State weight measurements required for a specific purpose. **2.2** Use measurements for the purpose specified in 2.1.
Additional Guidance If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 2
Code	6827
Title	**Using Shape**
GLH	20
Credit Value	2
Purpose	To introduce learners to the properties of 2D and 3D shapes and the related vocabulary.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to recognise common 2D and 3D shapes.	**1.1** Identify whether a shape is 2D or 3D. **1.2** Identify common 2D shapes. **1.3** Identify common 3D shapes. **1.4** Name the shapes of everyday objects.
2. Know the properties of common 2D and 3D shapes.	**2.1** Give the numbers of sides and corners of common 2D shapes. **2.2** Give the numbers of faces, edges and corners of common 3D shapes. **2.3** Describe the shape of faces of common 3D shapes. **2.4** Identify shapes from their description.
Additional Guidance	
If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 2
Code	6869
Title	**Digital Productivity and Creativity**
GLH	20
Credit Value	2
Purpose	To develop skills for inputting, enhancing and saving digital information.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Know that information can be stored on digital devices.	**1.1** Identify a minimum of **three** devices that can be used to store digital information. **1.2** Give a minimum of **three** examples of information that can stored on the devices identified in 1.1
2. Be able to create and add information to a digital file.	**2.1** State the purpose of the file. **2.2** Create a file on a digital device. **2.3** Enter information into the file created in 2.2
3. Be able to save a digital file.	**3.1** Name the file created in 2.2. **3.2** Save the file created in 2.2.
4. Know how digital resources can be enhanced.	**4.1** Give examples of creative features that can be used to enhance a digital resource.
5. Be able to use digital creative features.	**5.1** Enhance digital resources using a minimum of **two** resources and **two** creative features for each resource.
Additional Guidance **4.1** and **5.1** Examples of resources could include photographs, text, E-books. If not specified then a plural reference within a unit refers that to a minimum of two.	

Level	Entry 2
Code	6871
Title	**Digital Collaboration**
GLH	20
Credit Value	2
Purpose	To enable learners to work online in a safe and responsible manner.

Learning Outcomes *The learner will*		Assessment Criteria *The learner can*	
1.	Know digital tools that can be used to collaborate with others.	**1.1**	Identify a minimum of **three** tasks that can be completed with others by using digital tools.
		1.2	Identify a minimum of **one** tool per task that can be used to complete the tasks in 1.1.
2.	Be able to use digital tools to collaborate with others.	**2.1**	Communicate digitally with others to plan a task.
		2.2	Work online with others, in real time, to complete a digital task.
		2.3	Outline the outcome of the task.

Additional Guidance

2.1 This does not have to be synchronous (real-time). This could include arranging a meeting time, agreeing on a collaborative tool etc. Communicating agenda for a meeting.

Digital Tools could include for example: shared online documents, online video calling, emails, text messages, social media sites or blogs.

2.2 For example: Carrying out a meeting via online video calling, using a digital tool to record a discussion during a meeting.

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

Level	Entry 2
Code	6872
Title	**Digital Responsibility**
GLH	20
Credit Value	2
Purpose	To enable learners to work online in a safe and responsible manner.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Know ways of staying safe online.	**1.1** List a minimum of **two** ways to ensure others are not able to access personal digital devices. **1.2** Outline the importance of using appropriate language and behaviour when sending messages digitally. **1.3** List a minimum of **three** precautions to take when buying and selling online.
2. Be able to stay safe and responsible in a digital world.	**2.1** Set up a security feature on a digital device. **2.2** Use a security feature to access a device. **2.3** Mute a digital device on request. **2.4** Turn off a digital device.
3. Be able to open and respond to personal messages.	**3.1** Open a message on a digital device. **3.2** Input a response to a message on a digital device using appropriate language and behaviour. **3.3** Send the message created in 3.2.
4. Be able to access transaction based online services.	**4.1** List a minimum of **two** ways of paying for goods and services online. **4.2** Demonstrate a way of buying an item or service online.

Additional Guidance

1.3 These should include, for example: online auctions, in app purchases and online shops.

2.1 & 2.2 Security feature could include a pass code or fingerprint etc. Where the device already has a passcode, setup could include changing the code.

3.1 This could be a text message, email or any other type of digital message.

4.2 This could include for example buying goods or paying for services but may be carried out in a simulated situation. Learners can add items to baskets etc. but should not be required to provide real financial information or complete the transaction. Devices could include for example, mobile phones, tablets, PCs etc.

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

Level	Entry 2
Code	6873
Title	**Digital Information Literacy**
GLH	20
Credit Value	2
Purpose	To develop skills for locating digital information

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Know places where digital information may be stored.	**1.1** Give a minimum of **three** examples of digital information. **1.2** List a minimum of **three** devices that can be used to find digital information. **1.3** Give a minimum of **three** examples of sources of digital information.
2. Be able to find information stored digitally.	**2.1** State the information required. **2.2** State the source to be accessed. **2.3** Identify key word(s) or feature(s) to use to scan for the required information on the source. **2.4** Find the information required.
Additional Guidance **2.1** Examples of information could include: A train time, recipe, meeting place. If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 3
Code	6851
Title	**Strategies for Reading**
GLH	20
Credit Value	2
Purpose	To develop strategies for decoding written material and identifying the main points.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to use strategies to engage with the meaning of written content of documents.	**1.1** Use a minimum of **two** strategies to engage with written content. **1.2** Identify main points of written content

2. Be able to use strategies to work out the meaning of unfamiliar words.	**2.1** Identify unfamiliar words in written content
	
	2.2 Use a minimum of **two** strategies to work out possible meanings of unfamiliar words, including
	
	   (a) surrounding writing and images
	   (b) reference sources.

Additional Guidance

The documents in this unit may be digital or paper-based.

1.1 The documents should be straightforward on a familiar topic and be at least one paragraph in length. It should be appropriate for the level of the unit.

Strategies could include for example:

- discussing the topic prior to reading
- listing what he/she already knows about the topic
- listing the information required from the written content

2.2 Reference sources may be either digital or paper based.

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

Level	Entry 3
Code	6846
Title	**Reading for a Purpose**
GLH	30
Credit Value	3
Purpose	To enable the learner to develop the skills to use written materials for a specific purpose.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to recognise the purpose of different types of written materials.	**1.1** Give a minimum of **two** examples for each of the materials with the following purpose: (a) to explain (b) to inform (c) to instruct (d) to entertain. **1.2** Identify features of the materials in 1.1, which are typical of its text type. **1.3** Find materials that meet a specified purpose.
2. Understand the language of instructional texts.	**2.1** Give a minimum of **two** examples of different ways in which instructions can be presented.
3. Be able to locate and follow instructions that meet a stated purpose.	**3.1** Locate written instructions to meet a stated purpose. **3.2.** Follow written instructions to carry out an activity or solve a problem.
Additional Guidance	
1.2 Features – these could include layout, images, words used. **3.1** The task should involve finding the best set of instructions for a specific purpose and should be more challenging than pointing to a set of instructions on a package. If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 3
Code	6847
Title	**Reading for Information**
GLH	30
Credit Value	3
Purpose	To equip learners with the skills to obtain information from written texts.

Learning Outcomes *The learner will*	Assessment Criteria *Th learner can*
1. Be able to locate sources of required information.	**1.1** Outline a specific problem where information is required. **1.2** Locate sources of information to solve the problem stated in 1.1
2. Be able to use key words to locate information.	**2.1** Identify key words to use to locate specific information. **2.2** Use key words to locate specified information.
3. Be able to use organisational features to locate information.	**3.1** Locate information from a minimum of **one** for each of tables and lists**.**
4. Be able to obtain information from written material.	**4.1** Identify the main points and ideas from: (a) chronological material (b) descriptive material (c) explanatory material.
Additional Guidance **1.2** This may include digital and non-digital sources **3.1** The table or list may provide information to solve the problem outlined in 1.1. If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 3
Code	6844
Title	**Preparing to Write**
GLH	30
Credit Value	3
Purpose	To develop the skills needed for preparing to write.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*	
1. Understand that the way writing is organised will depend on purpose and audience.	**1.1**	Identify the purpose and audience of proposed document.
	1.2	Give a proposed layout for document identified in 1.1.
2. Be able to plan writing.	**2.1**	List information to be included in the document for 1.1.
	2.2	Demonstrate a minimum of **two** different ways for planning for writing.
	2.3	Use the plan to organise points that are to be included in the writing for 1.1.
3. Understand that choice of language will vary according to purpose and audience.	**3.1**	Give a minimum of **five** examples of differences between formal and informal language.
	3.2	Give a minimum of **three** examples of where the use formal language may be required.
	3.3	Give a minimum of **three** examples of where the use of informal language may be required.
4. Be able to draft writing.	**4.1**	Draft formal and informal writing for a specific purpose. The writing should include: (a) simple and compound sentences (b) paragraphs.

Additional Guidance

4.1 At least **three** pieces of writing are required. At least **one** piece should be formal and **one** informal.

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

Level	Entry 3
Code	6857
Title	**Writing to Communicate Information**
GLH	30
Credit Value	3
Purpose	To enable learners to produce writing that communicates information and is fit for purpose.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*	
1. Understand that sources of information can exist in different written formats.	**1.1**	Give a minimum of **five** examples of different types of documents that are used to communicate information.
2. Be able to plan writing for communicating information.	**2.1**	Identify the purpose and audience of proposed written material.
	2.2	List points to be included in the writing.
	2.3	Use a planning strategy to group and organise points listed in 2.2.
3. Be able to provide written information to suit a specific purpose.	**3.1**	Draft writing which provides information using language that suits purpose and audience.
	3.2	Use compound sentences, which include common linking words.
	3.3	Organise writing into paragraphs, if appropriate for purpose.
	3.4	Punctuate writing.
	3.5	Proof read and, if necessary, revise writing for meaning and accuracy.
	3.6	Present final copy

Additional Guidance

1.1 This includes both digital and non-digital formats.

3.1 At least **two** pieces of writing should be produced and at least **one** of these should include the use of paragraphs. There is no recommended word count. The length should reflect the purpose of the documents and the level of the unit.

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

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

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

Level	Entry 3
Code	6858
Title	**Writing to Communicate Opinions**
GLH	30
Credit Value	3
Purpose	To enable learners to produce writing that communicates opinions and is fit for purpose.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Understand that written materials may express facts and opinions	**1.1** Give a minimum of **five** examples of statements of fact. **1.2** Give a minimum of **five** examples of opinions. **1.3** Identify a minimum of **three** facts and **three** opinions within written texts.
2. Be able to plan for communicating opinions.	**2.1** Identify the purpose and audience of proposed writing. **2.2** List points to be included in the writing. **2.3** Use a planning strategy to group and organise points.
3. Be able to provide opinions in writing to suit a specific purpose.	**3.1** Draft writing which provides opinions using language that suits purpose and audience. **3.2** Use compound sentences, which include common linking words. **3.3** Organise writing into paragraphs if appropriate for purpose. **3.4** Punctuate writing. **3.5** Proof read and, if necessary, revise writing for meaning and accuracy. **3.6** Present final draft.
Additional Guidance	
3.1 A minimum of **two** pieces of writing should be produced and at least **one** of these should include the use of paragraphs. There is no recommended word count. The length should reflect the purpose of the document and the level of the unit.	
3.4 Punctuation at this level includes accurate use of capital letters, full stops, question marks and exclamation marks.	
3.5 Accuracy of spelling, punctuation, grammar and paragraphing must be appropriate for this level.	
If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 3
Code	6843
Title	**Obtaining Information Orally**
GLH	30
Credit Value	3
Purpose	To develop the skills required to obtain information presented orally to meet a specific purpose.

Learning Outcomes *The learner will*	Assessment Criteria *The larner can*
1. Be able to listen for information from instructions and explanations.	**1.1** Outline a specific problem where information is required from oral instructions and explanations. **1.2** Identify detail obtained from explanations or instructions in formal and informal situations.
2. Be able to use spoken language to ask for information.	**2.1** Prepare questions that can be used to gather information for a stated purpose in formal and informal situations. **2.2** Make oral requests for information in a minimum of one formal and one informal situation. **2.3** Record responses and state how the purpose has been met.
3. Be able to follow spoken narratives and accounts of events.	**3.1** Outline the gist of a narrative. **3.2** Identify details from an account of an event.
Additional Guidance	
3. Account of an event could be a narrative such as a short story or an account of a news event. If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 3
Code	6845
Title	**Providing Information Orally**
GLH	20
Credit Value	2
Purpose	To develop the skills to provide information orally in formal and informal situations.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Understand that the spoken language used will depend on the situation.	**1.1** Identify a minimum of **four** formal and **four** informal situations where spoken language is used. **1.2** Give a minimum **five** examples for each of: (a) formal language (b) informal language.
2. Be able to use spoken language to provide information.	**2.1** Prepare information to be presented orally in formal and informal situations. **2.2** Provide information on the same subject for a minimum of **one** for each: (a) formal situations (b) informal situations. **2.3** Outline the key differences in language used to provide information in 2.2 a) and b).
3. Be able to convey opinions orally.	**3.1** Prepare opinions to be presented orally. **3.2** Give opinions on the same subject in different for a minimum of **one** for each of: (a) formal situations (b) informal situations.
Additional Guidance	
2.2 & **3.2** The same formal situation can be used for 2.2 a) and 3.2 a). The same informal situation can be used for 2.2 b) and 3.2 b). Evidence may be gained through role-play. If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 3
Code	6836
Title	**Discussion Skills**
GLH	20
Credit Value	2
Purpose	To develop the skills to fully participate in discussions.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to contribute to discussions.	**1.1** Outline the purpose of a discussion. **1.2** Identify the main ideas to be presented in a discussion. **1.3** Make contributions to discussions that plan a task or solve a problem. **1.4** Make contributions to discussions that share viewpoints on a topic.
2. Be able to follow the main points of discussions.	**2.1** Identify different viewpoints within an oral discussion. **2.2** Demonstrate ways of clarifying understanding in a discussion.
3. Be able to use the outcomes of discussions.	**3.1** Outline how discussions have been used to help reach decisions or solve problems.

Additional Guidance

1.3 & **1.4** A minimum of **two** discussions with two or more people.

2.1 A minimum of **two** discussions with two or more people.

The same discussions may be used for learning outcome 1 and 2.

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

Level	Entry 3
Code	6832
Title	**Completing Forms**
GLH	20
Credit Value	2
Purpose	To develop the skills for completing everyday forms.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Understand a range of language used on forms.	**1.1** State the meaning of terms: (a) found on forms (b) relating to forms
2. Be able to complete a paper-based form.	**2.1** Complete a minimum of **two** forms requiring personal information and at least **one** paragraph of information.
3. Be able to complete a digital form.	**3.1** Demonstrate how to download a form for completion. **3.2** Complete a digital form.
4. Understand precautions that must be taken when completing online forms	**4.1** Give a minimum of **two** examples of the precautions that need to be taken to safeguard personal security when completing and submitting forms.
Additional Guidance	
1.1 a) Terms could include, for example, dob, referee, disclosure, career history, equal opportunities etc. **1.2 b)** Terms could include download, SAE, pdf. If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 3
Code	6804
Title	**Calculations with Whole Numbers**
GLH	30
Credit Value	3
Purpose	To develop the skills to use whole numbers in calculations to solve problems.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to identify data needed to solve a problem or task with whole numbers.	**1.1** Outline a problem or task to be tackled. **1.2** Identify data needed to solve the problem or task in 1.1.
2. Understand the value of whole numbers.	**2.1** In practical situations a) order whole numbers b) compare whole numbers c) round whole numbers.
3. Be able to perform calculations with whole numbers	**3.1** In practical situations, estimate the answers to calculations with whole numbers including: (a) addition (b) subtraction (c) multiplication (d) division. **3.2** Perform calculations with whole numbers including: (a) addition (b) subtraction (c) multiplication (d) division. **3.3** Use a calculator to check answers.
4. Be able to interpret and present the results of calculations involving whole numbers.	**4.1** Present and explain the results of calculations involving whole numbers.
Additional Guidance	
Numbers whole numbers up to 1000 including zero. **3.2 a)** Addition – using three digit whole numbers. **3.2 b)** Subtraction – using three digit whole numbers. **3.2 c)** Multiplication – two-digit whole number by single digit whole numbers. **3.2 d)** Division – two digit whole number by single digit whole numbers. If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 3
Code	6824
Title	**Using Fractions and Decimals**
GLH	30
Credit Value	3
Purpose	To develop the skills to use fraction and decimal numbers in calculations to solve problems.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to use fractions in everyday contexts.	**1.1** Order unit fractions in order of size. **1.2** Indicate the unit fractions of shapes

2. Be able to recognise and use equivalent fractions.	**2.1** Identify equivalent fractions.
	2.2 Give examples of equivalent fractions in
	    (a) measures
	    (b) time.

3. Be able to use decimals in everyday contexts.	**3.1** Rank decimal numbers.
	3.2 Use decimal numbers to record values in everyday situations including:
	    (a) money
	    (b) measurements.
	3.3 Add and subtract decimal numbers.

4. Be able to solve problems involving decimal numbers.	**4.1** Identify a practical situation, which needs to be solved by calculating with decimal numbers. **4.2** Indicate the numbers and calculations required. **4.3** Estimate answers to calculations 4.2. **4.4** Perform calculations in 4.2. **4.5** Record answers in 4.2. **4.6** Demonstrate a minimum of **two** strategies that can be used to check answers in 4.4.

Additional Guidance

Decimal – up to two decimal places.

Strategies – these could be written or mental strategies.

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

4.6 **One** strategy should involve the use of a calculator.

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

Level	Entry 3
Code	6826
Title	**Using Money**
GLH	20
Credit Value	2
Purpose	To develop the skills to solve problems involving calculations with money.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Understand practical problems or tasks involving money.	**1.1** Outline a minimum of **two** problems to be tackled. **1.2** Identify the information needed to solve the problems in 1.1. **1.3** State how the problems will be tackled.
2. Be able to make estimates of calculations involving money.	**2.1** Round money to the nearest (a) pound (£) (b) 10p. **2.2** Estimate the total cost of at least **three** items on a minimum of **three** occasions. **2.3** Estimate the change required when paying for goods by cash.
3. Be able to use calculations to solve problems involving money.	**3.1** Carry out calculations involving money including: (a) addition (b) subtraction. **3.2** Check answers to calculations using a calculator.
4. Be able to use a calculator when working with money.	**4.1** Demonstrate how to input a **range** of sums of money into a calculator. **4.2** Demonstrate how to add and subtract a **range** of sums of money with a calculator. **4.3** Demonstrate ways to check answers.
5. Be able to interpret the results of calculations involving money.	**5.1** Show how the results of calculations involving money meet the purposes outlined in 1.1.

Additional Guidance

4.1 & **4.2** this should include whole pounds e.g. £3, pence e.g. 64p and mixed values e.g. £4.87 to ensure learners are aware of the importance of the decimal point.

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

Level	Entry 3
Code	6828
Title	**Using Time**
GLH	10
Credit Value	1
Purpose	To develop the skills to solve problems involving the measurement of time.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to tell the time to the nearest 5 minute interval.	**1.1** State and record the time to the nearest 5 minute interval using: (a) analogue clocks (b) 12-hour digital clocks. **1.2** Indicate the time of day using am and pm.
2. Be able to express the date in different formats.	**2.1** Record dates in a minimum of **three** formats
3. Be able to measure time.	**3.1** Estimate times required to complete activities. **3.2** In practical situations measure time in: (a) seconds (b) minutes (c) hours.
Additional Guidance	
3.2 This could be in the form of a timetable when planning an event. If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 3
Code	6825
Title	**Using Measurements**
GLH	30
Credit Value	3
Purpose	To develop the skills to solve problems involving the measurement of length, capacity and weight.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to plan how to undertake a problem or task involving measures.	**1.1** Outline a minimum of **three** problems or tasks to be tackled. **1.2** Identify measurements needed to undertake the problem or task in 1.1. **1.3** Identify measuring instruments needed.
2. Be able to estimate and measure.	**2.1** Using metric units of measurement, estimate: (a) length (b) capacity (c) weight. **2.2** Identify non-standard units of measure. **2.3** Read simple scales on equipment used to measure: (a) length (b) capacity (c) weight (d) temperature.
3. Be able to use measurements	**3.1** Use measurements to solve practical problems.

Additional Guidance

1.1 Length, capacity and weight should be included at least once.

3.1 The practical problems could be those stated in 1.1.

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

Level	Entry 3
Code	6827
Title	**Using Shape**
GLH	20
Credit Value	2
Purpose	To develop the skills to solve problems involving shape.

Learning Outcomes *The learner will*	**Assessment Criteria** *The learner can*
1. Be able to use vocabulary relating to shapes.	**1.1** Use the following terms to describe a minimum of **two** 2D objects: (a) side length (b) angle (c) line of symmetry. **1.2** Use the following terms to describe a minimum of **two** 3D objects: (a) faces (b) edges.
2. Be able to solve practical problems involving 2D and 3D shapes.	**2.1** Outline a minimum of **two** problems or tasks requiring use of shapes. **2.2** Use shapes to solve practical problems described in 2.1.
Additional Guidance If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 3
Code	6822
Title	**Reading Graphical Material**
GLH	10
Credit Value	1
Purpose	To develop the skills to gain information from graphical material.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to obtain information from graphical material.	**1.1** Extract information for a stated purpose from a minimum of **two** of each of: (a) tables (b) charts (c) block graphs. **1.2** Use bar charts and pictograms to compare numbers of different items

Additional Guidance

1.1 b) Charts could include pie chart, pictogram, simple line graphs.

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

Level	Entry 3
Code	6805
Title	**Collecting and Presenting Information Graphically**
GLH	20
Credit Value	2
Purpose	To develop the skills to collect record and present information in an appropriate format for purpose.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to collect, organise and present data for a specific purpose.	**1.1** Outline a minimum of **two** problems or tasks requiring data collection and presentation. **1.2** Collect and record data. **1.3** Organise and present data in the following formats: (a) table (b) chart or graph. **1.4** Identify the most appropriate format for the data so that it meets the purpose outlined in 1.1.
Additional Guidance	
1.2 This could be in the form of a tally chart. If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 3
Code	6874
Title	**Digital Productivity**
GLH	20
Credit Value	2
Purpose	To develop skills for inputting, enhancing and saving digital information.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Understand the difference between a file and a folder for storing digital information.	**1.1** Outline what is meant by a file. **1.2** Outline what is meant by a folder.
2. Be able to organise information into files and folders.	**2.1** Provide a plan of how digital information will be organised into files and folders for a specified purpose. **2.2** Create a minimum of **two** folders for a specified purpose. **2.3** Create a minimum of **two** files and add information. **2.4** Save the files with suitable names. **2.5** Organise the files into the folders created in 2.2.
3. Be able to edit digital information.	**3.1** Open a file containing information to be edited. **3.2** Make a minimum of **two** amendments to the information. **3.3** Make a minimum of **two** changes to the format of the information.
Additional Guidance	
3.2 For example, adding and removing information, adding an image or sound. **3.3** For example adding a border, changing font size and/or style, resizing an image. If not specified then a plural reference within a unit refers to a minimum of two.	

Level	Entry 3
Code	6875
Title	**Digital Creativity**
GLH	30
Credit Value	3
Purpose	To explore the use and creation of multimedia digital resources

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Understand what is meant by a multimedia digital resource.	**1.1** State what is meant by a multimedia digital resource. **1.2** Give a minimum of **three** examples of multimedia digital resources. **1.3** Identify where multimedia digital resources may be used. **1.4** Give a minimum of **four** examples of digital tools that can be used to create a multimedia digital resource.
2. Be able to create a multimedia digital resource for a particular purpose.	**2.1** Outline a task requiring the use of a multimedia digital resource. **2.2** List a minimum of **two** media required for the digital resource in 2.1. **2.3** Identify a digital tool to create the multimedia digital resource in 2.1. **2.4** Create a multimedia digital resource.
3. Be able to review a multimedia digital resource.	**3.1** Outline how the resource met its purpose. **3.2** Outline how the resource could have been improved.
4. Understand how to use the internet safely.	**4.1** Give a minimum of **two** examples of how to stay safe when downloading and uploading information. **4.2** State safety and security measures needed when using social networking sites and chat rooms.

Additional Guidance

2.1 At this level tasks could include for example preparing promotional material, providing evidence for a portfolio, e-book etc.

2.2 Media could include for example:

- text
- images
- audio
- video

2.3 Digital tool is software or an application, which can be used to create a resource.

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

Level	Entry 3
Code	6871
Title	**Digital Collaboration**
GLH	30
Credit Value	3
Purpose	To develop the use of digital collaborative tools to plan and carry out activities.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Know how digital collaboration can be useful when carrying out a task	**1.1** Outline how online collaboration and communication can be useful when carrying out a task. **1.2** Identify a minimum of **three** methods of online collaboration and communication. **1.3** List **one** advantage and **one** disadvantage of each method in 1.2.
2. Be able to use appropriate digital tools to collaborate with others.	**2.1** Identify a task to be completed by online communication and collaboration. **2.2** Choose appropriate tools to complete the task in 2.1. **2.3** Use the tools identified in 2.2 to complete the task in 2.1.
3. Be able to consider how well collaborative tasks are completed.	**3.1** Outline the outcome of the activity. **3.2** Indicate the appropriateness of the tools chosen in 2.3 for the activity. **3.3** Indicate where the collaboration process could have been improved.

Additional Guidance
Communication: Providing and receiving information.
Collaboration: Working together for a common purpose.
2.2 At least **two** tools, at least **one** should be synchronous, that is the communication is carried out in real-time, such as online video calling and at least **one** should be asynchronous, that is, not necessarily carried out at the same time. Digital Tools could include for example: shared online documents, online video calling, emails, text messages, social media sites or blogs.
If not specified then a plural reference within a unit refers to a minimum of two.

Level	Entry 3
Code	6872
Title	**Digital Responsibility**
GLH	20
Credit Value	2
Purpose	To enable learners to communicate online in a safe and responsible manner and to control a personal digital footprint.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Know ways of staying safe online.	**1.1** Give a minimum of **three** examples of ways to interact with others online.
	1.2 Outline a minimum of **four** ways to protect personal identity when online.
	1.3 Give examples of a minimum of **two** checks that can be made to ensure messages received are genuine.
	1.4 Outline the importance of responsible digital communication.
	1.5 State what is meant by a digital footprint.
	1.6 State what is meant by social media.
2. Be able to stay safe in a digital world.	**2.1** Use security features to protect digital devices and information.
3. Be able to interact safely in a digital world.	**3.1** Interact online with others within a range of contexts.
	3.2 Complete and submit an online form.

Additional Guidance

2.1 Security feature could include a pass code or fingerprint, firewall etc.

3.1 A minimum of **three** different contexts for example:

- social media
- messages
- websites
- online transactions.

3.2 A tutor learner generated form, such as a Google form is acceptable if simulated contexts are necessary.

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

Level	Entry 3
Code	6873
Title	**Digital Information Literacy**
GLH	20
Credit Value	2
Purpose	To develop skills for locating and checking digital information.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Know what is meant by a reliable digital source of information.	**1.1** Give a minimum of **three** examples of sources of digital information. **1.2** Outline what would make a digital source of information fit for its purpose.
2. Be able to find information stored digitally	**2.1** State the information required to complete a minimum of **two** tasks given tasks. **2.2** Identify digital sources of the information required. **2.3** Locate the required digital information. **2.4** State checks made to ensure the information is fit for its purpose. **2.5** Identify an alternative place where the information could have been found.

Additional Guidance

2.1 Examples of task at this level could include: planning a journey, finding instructions for a DIY task, shop locations and opening times.

2.5 This may be digital or non-digital.

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

Level	1
Code	6835
Title	**Developing Writing Skills – Report**
GLH	10
Credit Value	1
Purpose	To develop skills for report writing

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to write using punctuation, grammar and spelling.	**1.1** Produce written text, correctly punctuated using a range of complete sentences to include conjunctions. **1.2** Produce written text using correct grammar e.g. subject-verb agreement, correct use of tense. **1.3** Produce written text that is legible and spelled correctly most of the time, using a dictionary as necessary.
2. Be able to plan, draft and proof read a report suitable for the purpose and audience.	**2.1** Plan and draft a report of at least **four** paragraphs, taking into account purpose and audience in terms of format, length and language. **2.2** Proof-read and revise as necessary.
Additional Guidance 1.1 Examples are – if, so, though, since, when. If not specified then a plural reference within a unit refers to a minimum of two.	

Level	1
Code	6850
Title	**Speaking and Listening, Providing and Receiving Information**
GLH	10
Credit Value	1
Purpose	To give learners the skills to be able to provide and received information orally, judging the relevance of details received and appropriateness of language used.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Understand and respond to spoken language in a range of contexts	**1.1** Identify relevant detail and information in explanations, instructions and discussions. **1.2** Respond to points made by: (a) asking questions to clarify and confirm understanding. (b) communicating agreement/disagreement, giving reasons.
2. Be able to speak to communicate facts and opinions in a range of contexts.	**2.1** State facts and opinions orally, in a range of contexts. **2.2** Present information and ideas orally, in a logical sequence. **2.3** Use strategies to support information and ideas presented. **2.4** Use language appropriate to audience and context.
Additional Guidance If not specified then a plural reference within a unit refers to a minimum of two.	

Level	1
Code	6863
Title	**Writing to Persuade**
GLH	10
Credit Value	1
Purpose	To enable learners to write persuasively using appropriate language for purpose. In doing so they will also need to develop their skills to show accuracy in spelling, grammar and punctuation.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to plan persuasive texts.	**1.1** State purpose and audience of proposed persuasive texts. **1.2** Produce a plan showing the information to be included in the text. **1.3** Outline the proposed structure/format of the final texts. **1.4** Identify images that could support the text.
2. Be able to draft texts that persuade.	**2.1** Draft persuasive texts to include language suitable for purpose and audience. **2.2** Use simple and compound sentences. **2.3** Present information in a logical sequence. **2.4** Use reference sources to find alternative vocabulary. **2.5** Organise continuous text into paragraphs. **2.6** Punctuate texts.
3. Be able to revise text for accuracy and meaning.	**3.1** Proof read texts for: (a) meaning (b) vocabulary (c) grammar (d) punctuation (e) spelling. **3.2** Rewrite text to include improvements. **3.3** Include images to enhance meaning.
Additional Guidance	
2.1 **One** text must be at least 250 words long.	
2.2 Punctuation should include apostrophe (both for possessive and contraction), as well as capital letters, full stops, questions marks and exclamation marks.	
If not specified then a plural reference within a unit refers to a minimum of two.	

Level	1
Code	6857
Title	**Writing to Communicate Information**
GLH	10
Credit Value	1
Purpose	To provide a means to accredit learners who need to access part of the current ESW qualification. In this instance, the learners will be equipped with the skills of writing to inform in a variety of contexts.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to plan texts that communicate information	**1.1** State purpose and audience of proposed texts. **1.2** Produce a plan showing the information to be included in the text. **1.3** Outline the proposed structure/format of the final texts. **1.4** Identify images that could support the text.
2. Be able to draft texts that communicate information	**2.1** Draft texts to include language suitable for purpose and audience. **2.2** Use simple and compound sentences. **2.3** Present information in a logical sequence. **2.4** Organise continuous texts into paragraphs. **2.5** Punctuate texts
3. Be able to check own texts for accuracy, meaning and organisation.	**3.1** Proof read texts for: (a) meaning (b) grammar (c) punctuation (d) spelling. **3.2** Rewrite texts to include improvements. **3.3** Include images to enhance meaning.

Additional Guidance

2.1 At least **one** of the texts produced should be a minimum of 250 words.

2.5 Punctuate – should include apostrophe (both for possessive and contraction), as well as capital letters, full stops, question marks and exclamation marks.

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

Level	1
Code	6862
Title	**Writing to Describe**
GLH	10
Credit Value	1
Purpose	To enable learners to write descriptively using appropriate language for purpose. In doing so they will also need to develop their skills to show accuracy in spelling, grammar and punctuation.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to plan texts for a specific purpose.	**1.1** State purpose and audience of proposed descriptive texts. **1.2** Produce a plan showing the information to be included in the text. **1.3** Outline the proposed structure/format of the final texts. **1.4** Identify images that could support the text.
2. Be able to draft descriptive texts	**2.1** Draft texts to include language suitable for purpose and audience. **2.2** Use simple and compound sentences. **2.3** Present information in a logical sequence. **2.4** Use a thesaurus to find alternative vocabulary. **2.5** Organise continuous texts into paragraphs. **2.6** Punctuate texts.
3. Be able to check own texts for technical accuracy, meaning and organisation.	**3.1** Proof read own texts for: (a) meaning (b) vocabulary (c) grammar (d) punctuation (e) spelling. **3.2** Rewrite texts to include improvements. **3.3** Include images to enhance meaning.
Additional Guidance **2.1** At least **one** of the texts produced should be a minimum of 250 words. **2.5** Punctuate **–** should include apostrophe (both for possessive and contraction), as well as capital letters, full stops, question marks and exclamation marks. If not specified then a plural reference within a unit refers to a minimum of two.	

Level	1
Code	6846
Title	**Reading for a Purpose**
GLH	10
Credit Value	1
Purpose	To give learners an introduction to the skills for critical reading.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*	
1. Understand how language and other textual features are used to achieve different purposes.	**1.1**	Find a minimum of **two** examples of materials in a range of text types and state their purpose.
	1.2	Give a minimum of **two** examples of the variation of language and other features within the text used to achieve different purposes.
2. Understand that strategies for obtaining information will vary according to text and purpose.	**2.1**	State the reading strategies that can be used to locate specific items of information within text and when this is appropriate.
	2.2	State the strategies used to gain the gist of a text and when this is appropriate.
	2.3	State the organisation features that can be used to locate information.
Additional Guidance		
If not specified then a plural reference within a unit refers to a minimum of two.		

Level	1
Code	6833
Title	**Contributing to Discussions**
GLH	10
Credit Value	1
Purpose	To give learners the skills to be to plan for and contribute to discussion in an appropriate manner.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to follow and contribute to discussions.	**1.1** Prepare for discussion by outlining: (a) purpose (b) Information relevant to the discussion. **1.2** Take part in discussions with two or more people to reach a shared understanding. **1.3** Make clear and relevant contributions to discussions. **1.4** Respect the turn taking rights of other during discussions. **1.5** Use appropriate phrases or gestures to join the discussion. **1.6** Outline conclusions to discussions.

Additional Guidance

There must be evidence of at least **two** discussions; at least **one** must be face to face.

The range of contexts must include formal and informal.

The discussion must be between three or more people.

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

Level	1
Code	6837
Title	**Following Instructional and Explanatory Texts**
GLH	10
Credit Value	1
Purpose	To give learners the skills to be able to judge reading material for appropriateness and to be able to extract relevant information.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*	
1. Understand instructional texts.	**1.1**	Find texts that provide instructions for a specific purpose.
	1.2	Identify criteria used to select the text most appropriate for purpose, e.g. clarity, most up-to-date.
	1.3	Use reference materials to clarify the meaning of unfamiliar words.
	1.4	Follow instructions to carry out specified task.
2. Understand explanatory texts	**2.1**	Find a minimum of **two** explanatory texts that meet a specific purpose.
	2.2	Give examples of the features of the text that identify it as being explanatory.
	2.3	Identify specific detail from explanatory texts to meet a specified purpose.
	2.4	Use detail obtained for a specified purpose.
Additional Guidance		
Texts may be paper based or electronic.		
If not specified then a plural reference within a unit refers to a minimum of two.		

Level	1
Code	6842
Title	**Obtaining Information and Opinions from Texts**
GLH	10
Credit Value	1
Purpose	To give learners the skills to extract relevant information from texts.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Understand main points of texts.	**1.1** Identify the main points and opinions from texts to meet a specific purpose. **1.2** Use images to infer meaning which is not explicit in text. **1.3** Use reference material to clarify the meaning of unfamiliar words. **1.4** Present the information obtained in a format to suit a specific purpose.
Additional Guidance	
If not specified then a plural reference within a unit refers to a minimum of two.	

Level	1
Code	6828
Title	**Using Time**
GLH	10
Credit Value	1
Purpose	To equip learners with the skills for solving problems using time including those requiring calculations and extraction of data.

Learning Outcomes *The learner will*		Assessment Criteria *The learner can*	
1.	Know how to specify and describe a practical activity, problem or task involving time.	**1.1**	Outline problems to be tackled.
		1.2	Identify data, processes and calculation required to solve stated problems.
2.	Know how to acquire data regarding time.	**2.1**	Extract information from timetables using 24-hour clock.
		2.2	Read, measure and record time using units and equipment according to purpose.
3.	Be able to calculate using time.	**3.1**	Carry out addition and subtraction involving time.
		3.2	Convert between units of time.
4.	Be able to interpret the results of calculations involving time.	**4.1**	Present and explain the results of calculations involving time using a format and level of accuracy appropriate for purpose.
Additional Guidance			
If not specified then a plural reference within a unit refers to a minimum of two.			

Level	1
Code	6825
Title	**Using Measurements**
GLH	10
Credit Value	1
Purpose	To equip learners with the skills to apply their knowledge of metric measure in practical situations.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Know how to specify and describe a practical activity, problem or task involving measure.	**1.1** Outline problems to be tackled. **1.2** Identify equipment and measurements required to solve stated problems.
2. Be able to estimate and measure.	**2.1** Using metric units of measure, estimate: (a) length (b) capacity (c) weight **2.2** Identify objects that can be used to support estimation. **2.3** Read scales, to the nearest labelled and unlabelled division, on equipment used to measure: (a) length (b) capacity (c) weight (d) temperature.
3. Be able to apply data from measurements.	**3.1** Use measurement to solve practical problems.
Additional Guidance If not specified then a plural reference within a unit refers to a minimum of two.	

Level	1
Code	6803
Title	**Calculations with Measurements**
GLH	10
Credit Value	1
Purpose	By working towards this unit, learners will be able to select measurements and use within calculations appropriately.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Know how to specify and describe a practical activity, problem or task requiring calculation using measurements.	**1.1** Outline problems to be tackled. **1.2** Produce a plan showing the information to be included in the text.
2. Be able to use calculate within a measurement system.	**2.1** Add and subtract common units of measure. **2.2** Convert between units of measure within a system, e.g. metres to centimetres.
3. Be able to use measurements to find properties of shapes.	**3.1** Use measurements to calculate: (a) area (b) perimeter (c) volume of a variety of regular shapes.
4. Be able to apply results of calculations using measurements.	**4.1** Present and explain the results of calculations involving measures using a format and level of accuracy appropriate for purpose.
Additional Guidance	
If not specified then a plural reference within a unit refers to a minimum of two.	

Level	1
Code	6806
Title	**Collection and Presentation of Data**
GLH	10
Credit Value	1
Purpose	To equip learners with the skills to be able to collect and present data for a specified purpose.

Learning Outcomes *The learner will*		Assessment Criteria *The learner can*	
1.	Know how to collect, organise and present data for a specific purpose.	**1.1**	Outline the task/problem requiring data collection and presentation.
		1.2	Plan data collection activity.
		1.3	Collect relevant data using accurate observations.
		1.4	Organise and present data collected in a format appropriate for the task/problem including chart, graph or diagram.
2.	Know ways of describing data.	**2.1**	Find the range for a set of data up to 10 items.
		2.2	Find the mean for a set of data up to 10 items.
		2.3	Identify whether the values calculated give a true reflection of the data.
Additional Guidance			
If not specified then a plural reference within a unit refers to a minimum of two.			

Level	1
Code	6811
Title	**Extracting Data**
GLH	10
Credit Value	1
Purpose	By working towards this unit, learners will be able to develop the skills needed to extract data from a variety of sources for a specific purpose. They will also learn to recognise how the presentation of data can influence initial interpretations.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to select relevant data from graphs, charts, tables and diagrams for a specific purpose.	**1.1** Extract data for a stated purpose from a: (a) graph (b) table (c) diagram (d) chart
2. Understand that the presentation of data can influence interpretation.	**2.1** Give a minimum of **two** examples of graphical representations that can be misleading.
3. Be able to use information obtained from graphs, charts, tables and diagrams.	**3.1** Use data obtained from a graph, chart, table and diagram for a specific purpose.
Additional Guidance If not specified then a plural reference within a unit refers to a minimum of two.	

Level	1
Code	6812
Title	**Fractions, Decimals and Percentages**
GLH	20
Credit Value	2
Purpose	Learners will be able to carry our calculations with fractions, decimals and percentages and use their knowledge.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to plan a practical activity, problem or task involving fractions, decimals and percentages.	**1.1** Outline an activity or task which includes the use of fractions, decimals and percentages. **1.2** Identify data, processes and calculations required to carry out the activity or task
2. Be able to perform calculations involving decimal numbers.	**2.1** Perform calculations involving decimal numbers including: (a) addition (b) subtraction (c) multiplication by a whole number (d) division by a whole number.
3. Be able to apply knowledge of fractions.	**3.1** Find unit and non-unit fractions of whole numbers.
4. Be able to apply knowledge of percentages.	**4.1** Find percentage parts of quantities. **4.2** Find percentage increase and decrease in quantities, including money.
5. Know strategies for checking answers to calculations.	**5.1** Use strategies for checking answers to calculations including: (a) estimation after rounding (b) inverse calculations.
6. Be able to interpret the results of calculations involving decimals, fractions and percentages in practical situations.	**6.1** Perform a task involving fractions, decimals and percentages. **6.2** Present the results of calculations in 6.1 using a format and level of accuracy appropriate for purpose of the task. **6.3** Explain how the results of the calculations meet the purpose of the task.
Additional Guidance	
1.1 At least **one** problem should involve money.	
If not specified then a plural reference within a unit refers to a minimum of two.	

Level	1
Code	6819
Title	**Probability**
GLH	10
Credit Value	1
Purpose	To develop knowledge of probability and how it is expressed and apply this knowledge in practical situations.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to show that probability is an expression of likelihood.	**1.1** State the likelihood of an event in (a) fractions (b) decimals (c) percentages.
2. Be able to apply knowledge of probability.	**2.1** Use probability to compare the likelihood of **two** events occurring in a practical situation. **2.2** Use the result of probability calculations to inform a decision.
Additional Guidance	
2.1 At least **one** practical situation should involve money. If not specified then a plural reference within a unit refers to a minimum of two.	

Level	1
Code	6821
Title	**Ratios and Proportions**
GLH	10
Credit Value	1
Purpose	To enable learners to use ratio and direct proportion in practical situations.

Learning Outcomes *The learner will*		Assessment Criteria *The learner can*	
1.	Know how to specify and describe a practical activity, problem of task involving use of ratio and proportion	**1.1**	State a problem or task requiring the use of ratio or direct proportion.
		1.2	Identify information required and procedure for solving the problem.
2.	Be able to apply knowledge of ratio as the number of parts.	**2.1**	Use ratios to describe the number of parts of a whole within data.
3.	Be able to apply knowledge of direct proportion as the same rate of increase and decrease.	**3.1**	Use scales on diagrams to find and interpret information, including working out actual measurements.
		3.2	Use direct proportion to calculate quantities using ratio.
Additional Guidance			
If not specified then a plural reference within a unit refers to a minimum of two.			

Level	1
Code	6801
Title	**Whole Numbers, Problem Solving and Calculations**
GLH	20
Credit Value	2
Purpose	To develop learner's skills for solving problems involving calculations with whole numbers.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*	
1. Be able to specify and describe a practical activity, problem or task involving whole numbers.	**1.1**	Outline problems to be tackled.
	1.2	Identify data, processes and calculations required to solve stated problems.
2. Be able to perform calculations involving whole numbers in practical situations.	**2.1**	Perform calculations with whole numbers in practical situations.
	2.2	Give strategies for checking answers
	2.3	Use a calculator to check answers.
3. Be able to recognise negative numbers	**3.1**	Compare negative numbers in practical situations.
	3.2	Use negative numbers in addition and subtraction.
4. Be able to interpret and apply the results of calculations involving whole numbers.	**4.1**	Round numbers to give a level of accuracy appropriate for purpose.
	4.2	Present and explain the results of calculations involving whole numbers.

Additional Guidance

2.1 Calculations to include:

    (a) addition

    (b) subtraction

    (c) multiplication

    (d) division

3.1 The numbers may be whole numbers

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

Level	1
Code	6874
Title	**Digital Productivity**
GLH	30
Credit Value	3
Purpose	To develop skills for organising, storing, sharing and protecting digital information.

Learning Outcomes *The learner will*		Assessment Criteria *The learner can*	
1.	Know how to protect digital information.	**1.1**	Give a minimum of **four** examples of places where digital information can be stored.
		1.2	Outline why digital information may need to be protected.
		1.3	Outline a minimum of **two** methods of protecting information stored digitally.
2.	Be able to organise and store digital information.	**2.1**	Provide a plan of how digital information will be organised into folders and sub-folders for a specified purpose.
		2.2	Create a minimum of **two** folders with **two** sub-folders in each folder for a specified purpose.
		2.3	Create a minimum of **four** files and add information.
		2.4	Save the files with suitable names.
		2.5	Organise the files into the folders and sub-folders created in 2.2.
3.	Know how to share digital information.	**3.1**	Identify a minimum of **four** methods of sharing digital information.
		3.2	Give an advantage and disadvantage of each of the methods in 3.1.
4.	Be able to share digital information.	**4.1**	Use a minimum of **two** different methods to share digital information.
Additional Guidance			
If not specified then a plural reference within a unit refers to a minimum of two.			

Level	1
Code	6875
Title	**Digital Creativity**
GLH	30
Credit Value	3
Purpose	To explore the use and creation of multimedia digital resources.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Understand what is meant by digital creativity.	**1.1** Outline what is meant by digital creativity. **1.2** Give a minimum of **three** examples of where digital tools can be used for creative purposes. **1.3** Outline how the use of more than one media can enhance a digital resource. **1.4** Give a minimum of **three** examples of multimedia digital resources and **one** digital tool that could be used to create them.
2. Be able to use digital creativity to complete a task.	**2.1** Outline a task requiring the use of digital creativity. **2.2** Plan an approach or multimedia resource for completing the task in 2.1, which includes the tools to be used. **2.3** Use a minimum of **two** digital tools creatively to complete the task
3. Be able to review a task, which uses digital creativity.	**3.1** Outline how well the approach or multimedia resource in 2.2 met the purpose of the task. **3.2** Outline a minimum of **two** possible improvements that could be made to the approach or any resources created.

Additional Guidance

1.4 Digital tool is the software or application used to create the resource.

2.1 At this level tasks could include, for example, setting up and maintaining social media groups, preparing promotional material, providing evidence for a portfolio producing an e-book etc.

3.1 This should include how suitable the approach or resource was for the audience.

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

Level	1
Code	6871
Title	**Digital Collaboration**
GLH	20
Credit Value	2
Purpose	To develop the use of digital collaborative tools to plan and carry out activities efficiently and effectively.

Learning Outcomes *The learner will*		Assessment Criteria *The learner can*	
1.	Understand how digital collaboration can enhance practice.	**1.1**	Outline what is meant by synchronous and asynchronous digital tools.
		1.2	Identify a minimum of **two** synchronous tools that could be used for online collaboration and communication.
		1.3	Identify a minimum of **two** asynchronous tools that can be used for online collaboration and communication.
		1.4	Outline how digital collaborative tools could be used to enhance personal and professional practices.
		1.5	Identify potential benefits and risks of the digital collaborative tools in 1.2 and 1.3.
2.	Be able to work effectively and efficiently with a digital team.	**2.1**	Identify an opportunity to collaborate using online tools to complete a task.
		2.2	Choose a minimum of **two** tools required to complete the tasks in 2.1.
		2.3	Demonstrate the use of methods of collaborating online to complete a task or solve a problem.
3.	Be able to review a digital collaborative activity.	**3.1**	Outline the outcome of the activity.
		3.2	Outline the appropriateness of the tools and methods chosen for the collaborative activity.
		3.3	Outline how the digital collaboration could have been improved.
Additional Guidance			
Communication: Providing and receiving information. Collaboration: Working together for a common purpose. If not specified then a plural reference within a unit refers to a minimum of two.			

Level	1
Code	6872
Title	**Digital Responsibility**
GLH	20
Credit Value	2
Purpose	To enable learners to work online in a safe and responsible manner with an awareness of their personal digital footprint.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Understand the importance of digital responsibility.	**1.1** Give a minimum of **four** examples of methods for staying safe in a digital world. **1.2** Outline personal responsibility to others in a digital world. **1.3** Outline the risks associated with interacting online. **1.4** Outline how to act on inappropriate interactions and/or content.
2. Understand how to manage a personal digital footprint.	**2.1** State minimum of **three** appropriate methods to manage a digital footprint. **2.2** Outline how online information can impact on his/herself and others. **2.3** State the impact of cookies and website tracking.
3. Be able to work safely in a range of digital environments.	**3.1** Interact online with others within a minimum of **four** different contexts. **3.2** Download information safely and securely. **3.3** Complete and submit an online form.

Additional Guidance

3.1 Different contexts could include:

- social media
- messages
- websites
- online transactions (this could be simulated).

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

Level	1
Code	6873
Title	**Digital Information Literacy**
GLH	30
Credit Value	3
Purpose	To develop skills for locating and assessing digital information.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*	
1. Know that digital sources should be relevant and reliable.	**1.1**	Give a minimum of **three** examples of digital sources used to: (a) inform (b) sell (c) give opinions.
	1.2	Give reasons why it may be beneficial to access a number of different digital sources before selecting the information required.
2. Be able to find and save information stored digitally.	**2.1**	Outline the information required for a specified task.
	2.2	State words or phrases that can be used to search for the information in 2.1.
	2.3	Use the words or phrases in 2.2 to search for information.
	2.4	Indicate, giving reasons, the information that most closely meets his/her purpose.
	2.5	Save the information found in 2.3 so that it can be retrieved at a later time.
3. Be able to use digital information to complete a task.	**3.1**	Use the digital information found in 2.4 to complete the task stated in 2.1.

Additional Guidance

2.1 The task could finding out information in order to choose products or services, finding out a topic of interest or carrying out research for a course of study.

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

Level	1
Code	6876
Title	**Identify and Monitor Achievement of Personal Targets**
GLH	10
Credit Value	1
Purpose	To give learners the skills to be able to identify and monitor achievement of personal targets.

Learning Outcomes *The learner will*		Assessment Criteria *The learner can*	
1.	Be able to identify SMART targets.	**1.1**	Identify what is meant by SMART targets.
		1.2	Identify at least **three** personal SMART targets to support successful completion of learning programme.
2.	Be able to monitor achievement of targets.	**2.1**	Regularly monitor progress to achieve the targets set.
		2.2	Record required actions from at least **two**, one to one meetings with a responsible person to support achievement of targets.
		2.3	Summarise success in achieving personal targets.
Additional Guidance			
If not specified then a plural reference within a unit refers to a minimum of two.			

Level	2
Code	6850
Title	**Speaking and Listening – Providing and Receiving Information**
GLH	20
Credit Value	2
Purpose	To develop the speaking and listening skills for effective communication.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Know how to overcome barriers to effective speaking and listening.	**1.1** Describe **one** actual and **one** potential barrier to effective speaking and listening. **1.2** Describe a minimum of **two** strategies to overcome barriers to effective speaking and listening.
2. Understand and respond to spoken language.	**2.1** Identify the speaker's intentions in different oral contexts. **2.2** Identify relevant detail and information in spoken language. **2.3** Use strategies to confirm understanding. **2.4** Respond to positive and/or negative comments to demonstrate that points made have been considered.
3. Be able to speak to communicate in a range of contexts.	**3.1** Describe features of effective communication. **3.2** Present ideas and information orally in a minimum of **two** different contexts, using varied vocabulary and expressions to suit the purpose. **3.3** Use strategies to ensure understanding of the audience.

Additional Guidance

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

2.3 & **3.3** Strategies may be verbal or non-verbal.

3.2 These may be the same as those used in 2.1.

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

Level	2
Code	6839
Title	**Giving a Presentation**
GLH	20
Credit Value	2
Purpose	To develop learners' skills so that they can plan, prepare and deliver a presentation to an audience.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*	
1. Know how to plan for a talk or presentation.	**1.1**	Select a topic related to work, study or own area of personal interest.
	1.2	Describe the intended audience.
	1.3	Make notes from sources of information on the chosen topic.
2. Understand how to organise material for a talk or presentation.	**2.1**	Make a plan for the talk or presentation.
	2.2	Organise the presentation into a logical sequence.
3. Be able to give a talk or presentation.	**3.1**	Give a talk or presentation lasting at least 4 minutes.
	3.2	Include information or ideas obtained by research.
	3.3	Speak clearly and audibly.
	3.4	Adjust language and style of delivery to suit audience and subject.
	3.5	Use images and/or other supporting resources to convey meaning.
	3.6	Use appropriate communication behaviours.
4. Be able to evaluate own performance.	**4.1**	Discuss strengths and weaknesses in own performance.
	4.2	Identify a minimum of **two** action points for personal development.

Additional Guidance

2.1 Notes can be bullet points, diagrams, mind maps, lists or tables, and must be included in the evidence submitted.

3.1 The audience must comprise a minimum of three people

3.5 At least **one** image or other material must be included. Supporting materials may include photographs or other images, models, artefacts or other exhibits, maps, diagrams, charts etc.

3.6 Consider the following specific aspects of non-verbal contact: eye contact, pace of voice, gesture, posture.

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

Level	2
Code	6853
Title	**The Purpose and Intention of Written Documents**
GLH	20
Credit Value	2
Purpose	To develop learners' critical reading skills.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to identify the main points and arguments in written documents.	**1.1** Distinguish the main points in a minimum of **two** written documents. **1.2** Describe how titles, headlines and any images in 1.1 are used to convey meaning.
2. Be able to show how language and layout are used in writing to convey argument and opinion.	**2.1** Describe the structure of a document used to convey argument and opinion. **2.2** Compare statements of fact and statements of opinion within the document in 2.1, including differences in language used. **2.3** Identify vocabulary in 2.1 intended to influence the reader. **2.4** Describe how literary techniques used in the document in 2.1 are intended to influence the reader.
3. Be able to show the purpose and intentions of documents.	**3. 1** Compare a minimum of **two** different documents on the same topic to describe a point of view. **3.2** Compare the writers' intentions and purposes in the documents used in 3.1 **3.3** Compare the effectiveness of the documents in 3.1 in achieving the stated purpose.

Additional Guidance

1.1 Each document at least 500 words long and offering different viewpoints and purposes on the same topic.

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

3.1 Documents are of a complexity required for this level

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

Level	2
Code	6846
Title	**Reading for a Purpose**
GLH	20
Credit Value	2
Purpose	To develop learners' skills in locating, using and evaluating the usefulness of source materials.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*	
1. Be able to locate and select documents for a specific purpose.	**1.1**	Define the purpose for reading.
	1.2	Identify a minimum of **two** source documents to meet the purpose stated in 1.1.
	1.3	Give reasons for selection of the document.
2. Be able to identify main points and specific detail.	**2.1**	Describe the writers' purpose in the selected documents, giving reasons for conclusions reached.
	2.2	Give definitions of any unfamiliar or technical words or concepts found in the selected documents.
	2.3	Outline the main points of the selected documents.
3. Be able to evaluate documents in relation to purpose.	**3.1**	Evaluate the effectiveness of the selected documents in 1.2 meeting the purpose in 1.1

Additional Guidance

The documents used in this unit may be digital or paper-based.

1.2 Documents are of different types, each of 500 words or more.

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

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

Level	2
Code	6852
Title	**Taking Part in Formal Discussions**
GLH	10
Credit Value	1
Purpose	To develop learners' discussion skills to enable them to take the lead in moving discussions forward and to respond sensitively to others.

Learning Outcomes *The learner will*		Assessment Criteria *The learner can*	
1.	Know how to prepare for a discussion.	**1.1**	Identify a topic for discussion.
		1.2	Make notes, following research on the topic, on points of fact or opinion.
2.	Be able to take part in a purposeful group discussion.	**2.1**	Contribute to a group discussion.
		2.2	Support opinions and arguments with evidence.
		2.3	Use phrases or gestures in order to join the discussion or change the viewpoint or aspect of the topic.
		2.4	Offer and respond to criticism of points made.
3.	Be able to reach consensus.	**3.1**	Demonstrate that he/she is listening to others.
		3.2	Express his/her views to take account of the concerns/interests of others.
		3.3	Help to move the discussion forward by developing points and/or opening up new ideas.
4.	Be able to evaluate the discussion.	**4.1**	State the conclusion reached.
		4.2	Give positive and negative points of own contribution.
		4.3	List a minimum of **two** personal action points to develop discussion skills.

Additional Guidance

At least **one** discussion can be carried out, including at least three people.

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

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

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

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

Level	2
Code	6855
Title	**Writing Persuasive Text**
GLH	10
Credit Value	1
Purpose	To develop the learners' skills in writing persuasively.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to plan a piece of persuasive writing.	**1.1** Identify for a piece of persuasive writing the: (a) topic (b) audience (c) format. **1.2** Make notes on key points to be made. **1.3** Plan writing with logical structure and persuasive sequence.
2. Be able to draft persuasive writing.	**2.1** Organise persuasive writing in paragraphs. **2.2** Construct simple, compound and complex sentences using correct grammar and persuasive techniques.
3. Be able to edit and revise persuasive writing to produce a final version.	**3.1** Edit draft, checking for meaning, accurate spelling and correct use of grammar and punctuation. **3.2** Revise draft to produce final copy.

Additional Guidance

1.3   The plan must be submitted as part of the evidence for this unit.

2.2   The persuasive techniques may include (but are not restricted to) the use of evidence, emotive language and stylistic devices such as rhetorical question, or direct appeals to the reader).

3.1   As well as ensuring that the text makes sense, checking for meaning should also ensure that the language is effective for its purpose.

3.2   Correct punctuation includes (but is not restricted to) the correct use of capital letters and full stops, commas and inverted commas, without a conjunction, to separate equal clauses in compound sentences). The accuracy required should be appropriate for the level of the unit and purpose of the audience.

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

Level	2
Code	6861
Title	**Writing to Convey Information**
GLH	20
Credit Value	2
Purpose	To develop learners' writing skills to enable them to convey information, varying format, language and style to suit audience.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to plan formal and informal writing that conveys information.	**1.1** State purpose of writing **one** formal and **one** informal writing that conveys information. **1.2** For each piece of writing in 1.1 state: (a) the format to be used (b) the language style and key language features (c) the structure **1.3** Plan the structure of texts conveying information.
2. Be able to draft writing to convey information.	**2.1** Produce a draft piece of writing that conveys information **2.2** Organise writing in 2.1 into paragraphs. **2.3** Construct simple, compound and complex sentences in the draft document in 2.1.
3. Be able to edit and revise documents which convey information to produce a final accurate version.	**3.1** Edit draft in 2.1, checking for meaning, accurate spelling and correct use of grammar and punctuation. **3.2** Revise draft in 2.1 to produce fair copy with correct spelling, grammar and punctuation.

Additional Guidance

1.1 **Each** document should be a minimum of 500 words. The information can be descriptive or explanatory. The intended audience for the writing should be indicated

1.2 (b) **Three** key language features to be stated.

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

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

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

Level	2
Code	6803
Title	**Calculations with Measure**
GLH	20
Credit Value	2
Purpose	To develop the understanding of formulae in calculations required for the application of measure.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to show how formulae are used in calculations.	**1.1** Give formulae for calculations of area and perimeter for a minimum of **three** 2D shapes. **1.2** Give formulae for calculations of volume for a minimum of **three** 3D shapes.
2. Be able to use formulae in practical situations.	**2.1** Describe a minimum of **two** problems requiring the use of formulae in practical situations. **2.2** Select the formulae to be used to solve the problem. **2.3** Make calculations using the required formulae to address the problems described in 2.1. **2.4** Describe the level of accuracy to which the results should be presented
3. Be able to apply the results of calculations using measurements.	**3.1** Present and explain the results of calculations made in 2.3. **3.2** Explain how these results are used to address the problems described in 2.1.

Additional Guidance

2.1   Area, perimeter and volume should be covered but need not be in the same problem.

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

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

Level	2
Code	6816
Title	**Numerical Problem Solving**
GLH	20
Credit Value	2
Purpose	To develop the learner's understanding of whole and parts of numbers and how this can be applied to multistage tasks or problems.

Learning Outcomes *The learner will*		Assessment Criteria *The learner can*	
1.	Be able to add and subtract fraction quantities.	**1.1**	Change a minimum of **three** fractions to equivalent fractions for the purpose of addition and subtraction.
		1.2	Carry out addition and subtraction of fractions and mixed numbers.
2.	Be able to use ratios and direct proportion to calculate quantities and measures.	**2.1**	With a given ratio, calculate the number of parts and the value of one part for a specified purpose or problem.
		2.2	Use direct proportion to scale quantities or dimensions up or down for a specified purpose or problem
3.	Be able to use percentages.	**3.1**	Find the percentage parts of quantities.
		3.2	Evaluate **one** number as a percentage of another.
		3.3	Use the results from 3.1 to calculate the percentage increase or decrease of a quantity.
		3.4	Use **calculations** for a specified purpose or problem
4.	Be able to solve a multistage problem involving number.	**4.1**	Describe a multistage problem requiring calculations with number**.**
		4.2	Select the numerical data and information required to address the problem in 4.1.
		4.3	Select methods and calculations required to address the problem described in 4.1.
		4.4	Calculate the information required to solve the problem described in 4.1.
		4.5	Select the level of accuracy to which the results should be given for the specified purpose.
		4.6	Explain how these results are used to address the problem described in 4.1

Additional Guidance

2.1 & 2.3 The specified purpose or problem may be the same as that described in 4.1.

3.4 These calculations should include finding percentage increase or decrease and evaluating one number as a percentage of another.

4.1 Multistage Problem – a minimum of **two** stages; these may be the same as those used in 2.2 or 3.4. Number – these should include fractions/ decimals.

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

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

Level	2
Code	6808
Title	**Collection, Presentation and Interpretation of Discrete Data**
GLH	20
Credit Value	2
Purpose	To look at the nature of discrete data, its collection, display and interpretation.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to show the nature of discrete and continuous data	**1.1** Define discrete data. **1.2** Define continuous data. **1.3** Give a minimum of **two** examples each of both discrete and continuous data
2. Be able to show how to collect, organise and present discrete data for a specific purpose.	**2.1** Describe the task or problem requiring the collection, organisation and presentation of numerical or quantitative data. **2.2** Plan the data collection activity. **2.3** Collect data relevant to the task or problem. **2.4** Select a minimum of **two** formats with which to represent the data in 2.3 to suit the purpose, giving reasons for choice. **2.5** Organise and present data in the format selected in 2.4. **2.6** Describe a minimum of **two** ways in which the validity of the set of data collected could have been improved
3. Be able to describe data statistically.	**3.1** Calculate a range of measures of average and spread. **3.2** Describe which of the statistical terms calculated in 3.1 provide the most useful description of a specified set of discrete data. **3.3** Compare a minimum of **two** sets of discrete data.

Additional Guidance

2.1 The data set should be of a minimum size of twenty; however, fitness for purpose should be the key consideration.

2.4 **One** format should be a table and one graphical format.

3.1 The data set should be of a minimum size of twenty; however, fitness for purpose should be the key consideration.

3.2 A minimum of **four**.

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

Level	2
Code	6807
Title	**Collection, Presentation and Interpretation of Continuous Data**
GLH	20
Credit Value	2
Purpose	To look at the nature of continuous data, its collection, display and interpretation.

Learning Outcomes *The learner will*		Assessment Criteria *The learner can*	
1.	Be able to show the nature of discrete and continuous data	**1.1**	Define discrete data.
		1.2	Define continuous data.
		1.3	Give a minimum of **two** examples each of both discrete and continuous data
2.	Be able to collect, organise and present continuous data for a specific purpose.	**2.1**	Describe the task or problem requiring the collection, organisation and presentation of continuous data.
		2.2	Plan the data collection activity.
		2.3	Collect data relevant to the task or problem.
		2.4	Select a minimum of **two** formats with which to represent the data in 2.3, which suit the purpose, giving reasons for choices.
		2.5	Organise and present data in the format selected in 2.4.
		2.6	Describe a minimum of **two** ways in which the validity of the set of data collected could have been improved.
3.	Be able to describe continuous data statistically.	**3.1**	Calculate a range of measures of average and spread.
		3.2	Select the statistical terms given in 3.1, which provide the most useful description of a specified set of continuous data.
		3.3	Compare a minimum of **two** sets of continuous data.
Additional Guidance			
2.4	Formats include **one** table and **one** graphical format.		
3.1	The data set should be of a minimum of **two** sets with a minimum size of twenty and include cumulative frequency. A minimum range of **three** measures.		
If not specified then a plural reference within a unit refers to a minimum of two.			

Level	2
Code	6819
Title	**Probability**
GLH	10
Credit Value	1
Purpose	To develop the learner understands of probability and how its calculation can be used to inform decisions.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Understand the applications of probability calculations.	**1.1** Describe the difference between experimental and theoretical probability. **1.2** Give examples of how probabilities can be used to support decision-making.
2. Understand the relationship between theoretical probabilities, observed outcomes and sample sizes.	**2.1** Describe the possible outcomes of combined events occurring. **2.2** Calculate the theoretical probability of the combined events given in 1.1. **2.3** Use probabilities to make predictions on the outcome of events. **2.4** Compare the predicted results to actual results. **2.5** Describe the effect that sample size may have on actual results.
3. Be able to use probability of combined events to inform decisions.	**3.1** Use results of probability calculations and knowledge of influencing factors to support decisions in a practical application

Additional Guidance

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

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

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

Level	2
Code	6874
Title	**Digital Productivity**
GLH	30
Credit Value	3
Purpose	To develop skills for organising, storing, sharing and protecting digital information.

Learning Outcomes *The learner will*		Assessment Criteria *The learner can*	
1.	Understand common digital problems and how to resolve them.	**1.1**	Describe a minimum of **four** problems that can occur when working with digital devices.
		1.2	Describe a minimum of **one** solution for each problem presented in 1.1.
2.	Be able to assess, select and use appropriate digital technologies and tools to complete a task.	**2.1**	Select a minimum of **two** of each potential technologies and tools that can be used for a specified task.
		2.2	Assess the most appropriate technologies and tools for the given task.
		2.3	Use the selected technologies and tools to carry out the task.
		2.4	Describe the outcome of the task.
3.	Be able to organise, store, share and protect digital information.	**3.1**	Store digital information in a systematic way which supports easy access.
		3.2	Share files and folders with: (a) full editing rights (b) view only rights (c) comment only rights
		3.3	Protect files in a way that is appropriate for a specified task.

Additional Guidance

1.1 These may relate to connectivity, operating systems, compatibility.

2.1 A minimum of two of each.

Technology – device

Tool – software/application

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

Level	2
Code	6875
Title	**Digital Creativity**
GLH	30
Credit Value	3
Purpose	To explore digitally creative approaches

Learning Outcomes *The learner will*		Assessment Criteria *The learner can*	
1.	Understand how digital tools and techniques can be used creatively.	**1.1**	Define what is meant by a digital creative solution.
		1.2	Describe how digital creative solutions are used in everyday scenarios.
		1.3	Describe a minimum of **two** of each benefits and risks of using: (a) multimedia resources (b) social media solutions.
		1.4	Give a minimum of **three** examples of each of digital tools and techniques that can be used for creative purposes.
2.	Be able to use a range of digital tools and techniques to create a multimedia resource.	**2.1**	Describe a task requiring the use of a multimedia digital resource.
		2.2	Plan how the multimedia resource in 2.1 will be created including a minimum of **two** tools and **two** techniques to be used.
		2.3	Create a minimum of **three** multimedia digital resources.
3.	Be able to use digital tools creatively for a social media task.	**3.1**	Describe a task requiring a social media solution.
		3.2	Plan an approach for completing a task in 2.1 including the tool(s) and technique(s) to be used.
		3.3	Complete the task in 3.1.
4.	Be able to review creative digital solutions to tasks.	**4.1**	Give a minimum of **two** advantages and **two** disadvantages of digital tools and techniques employed in 2.3 and 3.3.
		4.2	Review the resource and social media solution created with reference to: (a) design (b) purpose (c) quality (d) audience (e) accessibility.
		4.3	Describe how the resource and social media solution could be adapted or developed for a different audience or purpose.

Additional Guidance

1.4 Digital tool is the software or application used to create a resource. Digital technique is how the tool will be used.

2.1 At this level tasks should include, for example, creating a web page, online tutorials, market research, providing evidence for a portfolio, producing an interactive ebook etc.

2.3 Media could include for example: text, images, audio, video, animation.

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

Level	2
Code	6871
Title	**Digital Collaboration**
GLH	30
Credit Value	3
Purpose	To develop the use of digital collaborative tools to plan and carry out activities efficiently and effectively. To be able to reflect on the digital processes chosen.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Understand how digital collaboration can enhance personal and professional practice.	**1.1** Describe how digital collaborative tools could be used to enhance personal and professional practices. **1.2** Compare a minimum of **three** synchronous (real-time) and **three** asynchronous online collaborative tools giving the potential benefits and risks of each.
2. Be able to collaborate online effectively and efficiently.	**2.1** Describe a task to be addressed using collaborative online tools. **2.2** Compare a minimum of **two** possible combinations of digital methods that could be used to complete the task in 2.1. **2.3** Collaborate with a minimum of **two** other people online using a combination of synchronous and asynchronous digital tools to complete the task in 2.1.
3. Be able to reflect on the digital collaborative process.	**3.1** Assess how well the collaborative process has met the task brief described in 2.1. **3.2** Describe how the process could have been improved.

Additional Guidance

1.1 This should include some reference to synchronous and asynchronous tools

2.2 Including synchronous and asynchronous tools.

Digital Tools could include for example: blogs, vlogs, VLE, wikis, online forums, social media, collaborative tools, infographics, and presentation tools.

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

Level	2
Code	6872
Title	**Digital Responsibility**
GLH	20
Credit Value	2
Purpose	To enable learners to collaborate and communicate online in a safe and responsible manner and to manage a personal and organisational digital footprint.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Understand the importance of digital responsibility in a wide range of digital communities and environments.	**1.1** Describe the risks and benefits of interacting in a digital environment. **1.2** Describe ways of staying safe on line in a minimum of **three** digital communities and environments. **1.3** Describe a minimum of **three** potential consequences of inappropriate or unlawful online activity. **1.4** Describe measures to ensure the security of sensitive digital data or information.
2. Be able to review a personal digital footprint.	**2.1** Review own digital footprint. **2.2** Describe a minimum of **two** ways to manage own digital footprint in the future.
Additional Guidance **1.2** At least **one** way per environment. If not specified then a plural reference within a unit refers to a minimum of two.	

Level	2
Code	6873
Title	**Digital Information Literacy**
GLH	30
Credit Value	3
Purpose	To develop skills for intelligent sourcing and evaluation of digital information required for a specified purpose.

Learning Outcomes *The learner will*		Assessment Criteria *The learner can*	
1.	Know how a digital information search may be refined so that it more accurately meets its purpose.	**1.1**	Describe ways to refine a search so that the resulting digital information is relevant.
		1.2	Describe how the information obtained should be verified in order to ensure its accuracy, currency and authority.
		1.3	Describe what is meant by Search Engine Optimisation.
2.	Be able to search for, refine, assess and organise digital information	**2.1**	Describe a task requiring the application of a minimum of **three** different items of digital information.
		2.2	Describe the information required to complete the task in 2.1.
		2.3	Refine the search to optimise the information retrieved.
		2.4	Carry out the required search.
		2.5	Select, giving reasons, the information which meets the purpose of the task.
		2.6	Organise and save the information so that it is applied to the task in 2.1.
3.	Be able to use and review the digital information to complete a task	**3.1**	Use digital information found in 2.4 to complete the task stated in 2.1.
		3.2	Assess the appropriateness of the information obtained for the stated task.

Additional Guidance

2.1 Examples include: Research for a study assignment, product development, researching fitness plans.

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

Level	2
Code	6876
Title	**Setting, Monitoring and Reviewing Targets**
GLH	10
Credit Value	1
Purpose	To give learners the skills to be able to set, monitor and review Targets to develop their skills for employment.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*	
1. Be able to set SMART targets.	**1.1**	Describe what is meant by SMART Targets
	1.2	Identify and describe purpose of at least **two** SMART personal targets to ensure successful completion of learning programme
	1.3	Identify and describe purpose of at least **two** SMART personal targets to develop employability skills.
2. Be able to monitor and revise targets.	**2.1**	Monitor progress to achieve the targets on an on-going basis.
	2.2	Review and revise targets with a responsible person at regular intervals.
	2.3	Describe own progress in achieving targets including consideration of the views of others.
Additional Guidance		
If not specified then a plural reference within a unit refers to a minimum of two.		

Level	3
Code	6834
Title	**Critical Reading**
GLH	20
Credit Value	2
Purpose	To develop learners' ability to analyse and describe the use of written language.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to identify the main points and lines of argument or reasoning in complex documents.	**1.1** Summarise the main points in a minimum of **four** documents**.** **1.2** Explain how titles, headlines and images are used to convey meaning. **1.3** Analyse the structure of documents to show how lines of reasoning are developed.
2. Understand how writers use language to convey meaning which is not explicit.	**2.1** Demonstrate with reference to a minimum of **two** documents**,** how writers use language to convey bias, feelings, attitudes and values. **2.2** Analyse the use of emotive language and imagery in a minimum of **two** documents. **2.3** Analyse how literary techniques are used in a minimum of **two** documents to convey meaning which many not be explicit.
3. Be able to critically compare documents.	**3.1** Compare and contrast the writers' intentions and purposes in different documents on the same topic. **3.2** Explain how the writers convey opinion and/or bias implicitly as well as explicitly in texts used in 3.1. **3.3** Critically compare the effectiveness of the documents used in 3.1 in achieving both the stated and any implicit purpose. **3.4** Evaluate relevance of the documents for own interests and purposes.

Additional Guidance

1.1 Including **one** document from a newspaper or online journal, **two** documents should be of 1000 words or more. At least **one** document should contain one or more images and be persuasive or argumentative.

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

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

Level	3
Code	6838
Title	**Giving a Formal Presentation**
GLH	10
Credit Value	1
Purpose	To develop learners' presentation skills so that they can plan, prepare and deliver a formal presentation to an audience.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Know how to plan a formal talk or presentation.	**1.1** Identify a topic related to work, study or own area of personal interest. **1.2** Describe the intended audience. **1.3** Identify any issues which may arise in relation to the audience. **1.4** Plan the physical arrangements for the presentation.
2. Be able to research and prepare for a presentation.	**2.1** Describe the purpose of the presentation **2.2** Summarise information gained from a minimum of **three** sources, including on-line sources **2.3** Develop a logically structured plan for the presentation.
3 Be able to give a formal presentation.	**3.1** Give a talk or presentation lasting at least 8 minutes to three or more people. **3.2** Use presentation techniques to support the talk or presentation **3.3** Speak clearly and audibly, adapting language and speaking style to suit the audience and subject. **3.4** Justify use of images or other support material**.** **3.5** Evaluate audience understanding and clarify points as necessary. **3.6** Encourage audience questions and/or participation.
4 Be able to evaluate own performance.	**4.1** Evaluate own performance taking account of audience response. **4.2** Draw up a minimum of **two** SMART action plans for improving personal presentation skills.

Additional Guidance

1.3 Issues could include those relating to equal opportunities.

1.4 For example room layout, use of audio visual/ICT equipment, lighting etc.

2.2 **One** source should be online, and **one** paper-based.

2.3 The notes and plan may be used during the presentation as an aide memoire, but not as scripts to be read out in their entirety. All notes and summaries should be included as evidence.

3.1 Audience must exclude the assessor.

3.2 Presentation techniques could include ICT resources.

3.4 At least **one** visual aid to be used (images could include photographs, works of art, cartoons). Other support material may include models, artefacts or other exhibits, maps, diagrams, graphs, charts etc.

3.5 This could include an explanation of any technical language used.

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

Level	3
Code	6848
Title	**Reading, Researching and Reporting**
GLH	10
Credit Value	1
Purpose	To develop learners' research skills and their understanding of how to present their findings.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to locate relevant information.	**1.1** Explain purpose of research. **1.2** Select a minimum of **two** of documents relevant to purpose. **1.3** Use organisational features to locate information within documents.
2. Be able to understand complex documents.	**2.1**. Analyse the writers' purpose and intention in the documents selected. **2.2.** Make notes from reading the documents, recording the sources used. **2.3.** Explain any unfamiliar or technical words or concepts found in the selected documents, using reference works.
3. Be able to synthesise information from two or more documents.	**3.1** Compare documents and identify different viewpoints and opinions. **3.2** Develop a plan for a report using the information researched. **3.3** Write a report bringing together information from different sources. **3.4** Evaluate progress and identify areas for further research.
4. Know how to reference source materials.	**4.1** Produce a bibliography for the report, which references sources used.

Additional Guidance

1.2 Documents to be of different types, **each** of 1000 words or more. These may be selected from a longer reading list, including on-line resources, but the learner must make the choice of documents independently.

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

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

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

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

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

Level	3
Code	6854
Title	**Writing a Complex Document**
GLH	20
Credit Value	2
Purpose	To develop learners' ability to produce accurately written extended texts on complex topics.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Understand how to prepare an extended piece of writing.	**1.1** Identify a complex topic for research and extended writing. **1.2** Describe the audience for the document. **1.3** Describe a minimum of **three** key features of the genre to be used. **1.4** Make notes from reading a minimum of **four** sources on the selected topic.
2. Be able to plan, and structure writing.	**2.1** Make a **plan** for a document on the selected topic showing a logical structure and organisation of material. **2.2** Produce a document, which brings together information or ideas from different sources. **2.3** Edit and revise document for clarity.
3. Be able to complete and evaluate a piece of extended writing.	**3.1** Produce a final copy of writing which should show expression, accurate spelling and correct use of grammar and punctuation. **3.2** Produce a referencing system to indicate use of sources. **3.3** Describe strategies to ensure that final copy meets its intended purpose including accuracy and clarity. **3.4** Describe how the writing could be further enhanced.

Additional Guidance

1.1 A complex topic is one in which either a variety of opinions or ideas, or a number of sources of information will need to be brought together and discussed.

1.3 Features may include (but are not restricted to) format, language register (formal/informal), aspects of language use (e.g. tense, use of the passive, technical language), use of images.

2.1 The plan must be submitted as part of the evidence for this unit.

2.2 The document should be of at least 1000 words.

2.3 This could be evidenced by a draft, witness statement, track changes or discussion and may be produced and submitted electronically.

3.1 The writing should be between 1000 and 1500 words. At this level, a report of this length should normally be word-processed. If this is not possible, an explanatory statement should be included. Work should be clearly presented.

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

3.4 This could for example be by the use of images.

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

Level	3
Code	6803
Title	**Calculations with Measure**
GLH	20
Credit Value	2
Purpose	To develop the knowledge and understanding of how formulae and equations are used to express mathematical relationships and their use in practical situations to address problems or tasks.

Learning Outcomes *The learner will*	Assessment Criteria *The learner cn*
1. Be able to apply formulae in calculations involving measure.	**1.1** Explain a task or situation involving compound measures to find unknown values. **1.2** Rearrange formulae and equations to enable calculations of unknown values. **1.3** Explain the accuracy to which the results should be presented. **1.4** Use the results of calculations to address the task or situation described in 1.1.
2. Be able to apply the principles of proportional changes to problems involving shape and measure.	**2.1** Explain situations involving shape and measure which demonstrate: (a) Direct proportion (b) Indirect proportion **2.2** Apply principles of direct proportion to solve problems involving compound measures.

Additional Guidance

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

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

Level	3
Code	6816
Title	**Numerical Problem Solving**
GLH	20
Credit Value	2
Purpose	To develop the knowledge and understanding of positive and negative numbers of any size and how they are used in calculations and number problems.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*	
1. Be able to use indices in number operations.	**1.1**	Explain positive, negative and fractional indices.
	1.2	Use positive and negative and fractional indices in calculations.
	1.3	Apply standard index form to simplify
		(a) Large numbers
		(b) Decimal numbers
	1.4	Use numbers expressed in standard index form in calculations.
	1.5	Use calculations involving indices to address a specific task or problem.
2. Be able to solve a multistage problem involving number.	**2.1**	Describe a multistage problem requiring calculations with number.
	2.2	Select the numerical data and information required to address the problem in 2.1.
	2.3	Justify methods and calculations required to address the problem described in 2.1.
	2.4	Implement written and electronic methods to calculate the information required to solve the multistage problem described in 2.1.
	2.5	Explain how the findings are used to address the problem described in 2.1.
	2.6	Summarise how the choice of data and operations could be modified to provide a more valid or reliable conclusion.

Additional Guidance

1.5 The specified task or problem may be the same as that described in 2.1
2.1 Multistage problem – a minimum of **three** stages
2.2 The numerical data and information obtained in a variety of ways including measure, extracting from tables, charts and graphs, surveys etc.

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

Level	3
Code	6813
Title	**Interpretation of Data**
GLH	20
Credit Value	2
Purpose	To develop the knowledge and understanding of data collection and representation and the statistical information that obtained by the interpretation and extrapolation of graphical representations.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to use graphical information as a source for data.	**1.1** Extract values from graphical representations using interpolation and extrapolation. **1.2** Extract statistical information from cumulative frequency graphs including: 　(a) Median 　(b) First quartile 　(c) Third quartile 　(d) Interquartile range **1.3** Find graphical information that can be used as a source of data to address a specific task or problem. **1.4** Justify choices of graphical information used. **1.5** Analyse the data from a range of graphical representations. **1.6** Explain how the data is used in relation to the problem or task.
2. Be able to collect, organise and analyse discrete and continuous data.	**2.1** Describe the task or problem requiring the collection, organisation and presentation of data. **2.2** Plan the data collection activity. **2.3** Collect data relevant to the task or problem. **2.4** Analyse data and present findings graphically. **2.5** Use the findings to address the task or problem described in 2.1. **2.6** Justify the methods of data collection, organisation and analysis. **2.7** Evaluate how the process could have been improved.

Additional Guidance

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

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

2.4 Software packages may be used in the analysis.

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

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

Level	3
Code	6812
Title	**Compound Interest**
GLH	30
Credit Value	3
Purpose	To develop the knowledge and understanding of the concept of Compound Interest

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Understand how Compound Interest can be used	**1.1** Explain what is meant by compound interest. **1.2** Explain how compound interest is used **1.3** Describe a task/problem requiring the calculation of compound interest.
2. Be able to calculate Compound Interest	**2.1** Show how interest is calculated for a minimum of **three** specified terms: (a) using multi-stage calculations (b) using different time intervals **2.2** Explain the use of a formula to calculate compound interest. **2.3** Use the formula in 2.2 to calculate the total amount of a loan/investment/mortgage at the end of a specified term/s. **2.4** Show how compound interest works.
3. Be able to describe and evaluate the importance of compound interest.	**3.1** Describe the effect of compounding interest over a given term. **3.2** Evaluate the difference between short and long term compounding interest. **3.3** Use the findings to evaluate the most financially beneficial investment from the task/problem described in 1.3.

Additional Guidance

1.3 Examples of scenarios could include financial loans (car, house improvement etc., mortgages, investments, etc.)

2.3 Example could be a table, line graph etc.,

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

Level	3
Code	6875
Title	**Digital Creativity**
GLH	30
Credit Value	3
Purpose	To explore digitally creative approaches.

Learning Outcomes *The learner will*	**Assessment Criteria** *The learner can*
1. Understand how digital creative solutions have the potential to develop opportunities for entrepreneurship and enterprise.	**1.1** Explain the role of digital creative solutions in entrepreneurship and enterprise. **1.2** Explain a minimum of **three** benefits and **three** risks of using digital creative solutions in entrepreneurship and enterprise.
2. Be able to use a range of digital tools and techniques to complete a complex task.	**2.1** Analyse a complex task requiring the use of creative digital solutions. **2.2** Prepare a detailed plan of the creative digital solutions for the task in 2.1, justifying choices made. **2.3** Explain how feedback on the task can be obtained. **2.4** Complete the complex task planned in 2.2.

3. Be able to critically review creative digital solutions.	**3.1** Obtain feedback on the solutions to the task from:
	  (a) end user(s)
	  (b) critical audience.
	3.2 Respond to the feedback provided.
	3.3 Critically evaluate the creative digital solutions with reference to:
	  (a) design
	  (b) purpose
	  (c) quality
	  (d) audience
	  (e) accessibility.
	3.4 Explain how the digital creative solution could be adapted or enhanced for a different audience or purpose.

Additional Guidance

1.2 These include local, national and global impacts.

2.1 At this level complex tasks could include, for example, project planning, managing a marketing campaign, data analysis, setting up a small enterprise.

The task must require the use of at least **two** digital solutions.

3.1 In the case of a simulated activity/task the role of end user could be someone evaluating the solution from that perspective. This should be different to the critical audience, which may be a peer or assessor.

3.2 Learners should respond by:
- considering if changes need to be made and acting on them
- giving a rationale when disagreeing with any feedback.

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

Level	3
Code	6871
Title	**Digital Collaboration**
GLH	30
Credit Value	3
Purpose	To develop the use of digital collaborative tools to plan and carry out activities efficiently and effectively. To be able to reflect on the digital processes chosen.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Understand how collaboration can enhance personal, professional and organisational practice.	**1.1** Explain how collaborative tools can enhance personal, professional and organisational practice. **1.2** Critically analyse safe and secure ways to collaborate with an online team. **1.3** Critically compare a minimum of **three** synchronous (real-time) and **three** asynchronous online collaborative tools. **1.4** Explain why some elements of organisational practices should not be carried out using a digital collaborative tool.
2. Be able to plan collaborative tasks effectively.	**2.1** Explain a complex collaborative task to be addressed using online tools. **2.2** Select a minimum of **two** appropriate digital methods of collaborating with others to plan the task in 2.1. **2.3** Collaboratively plan the task using the methods selected in 2.2. **2.4** Justify the choice of collaborative tools selected for the task.
3. Be able to apply efficient collaborative working practices.	**3.1** Apply a combination of synchronous and asynchronous collaborative digital tools to complete the task planned in 2.3.
4. Be able to reflect on all aspects of the digital collaborative process.	**4.1** Evaluate the outcomes of the activity. **4.2** Evaluate the methods of collaboration used. **4.3** Evaluate the application of the tools selected in 2.3.

Additional Guidance

1.3 This should include some reference to effectiveness and efficiency.

2.1 The complex collaborative task should be appropriate to the level of the unit and should allow the learner to demonstrate their planning and organisation skills and to enable them to explore the use of a range of digital tools.

2.3 Evidence of the learners input to the collaborative process should be clear.

Tools may include, for example: Shared online documents online video calling, emails, text messages, social media sites or blogs.

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

Level	3
Code	6872
Title	**Digital Responsibility**
GLH	30
Credit Value	3
Purpose	To enable learners to develop protocols for digital use to maximise security and responsibility. To be able to monitor and manage an organisational digital footprint.

Learning Outcomes *The learner will*		Assessment Criteria *The learner can*	
1.	Understand protocols for digital responsibility and security.	**1.1**	Explain how to minimise risks in personal and professional digital projects by using a minimum of **five** protocols.
		1.2	Explain how to act upon inappropriate online activity of others.
2.	Be able to design a protocol for digital responsibility for an organisation or digital community.	**2.1**	Identify a need for a protocol for digital responsibility.
		2.2	Design a protocol for digital responsibility which meets the needs of a specified organisation or community.
3.	Be able to refine a digital footprint.	**3.1**	Refine and enhance a digital footprint for community, employability or global purposes.

Additional Guidance

1.1 For example: antivirus encryption, correct permissioning, licensing resources, compliance with legal and organisational procedures.

2.1 This protocol could for example be on the use of social media by employees.

If not specified, a plural reference within a unit refers to a minimum of two.

Level	3
Code	6873
Title	**Digital Information Literacy**
GLH	30
Credit Value	3
Purpose	To understand how search history is used by third parties. To use and evaluate the digital information to complete complex tasks.

Learning Outcomes *The learner will*		Assessment Criteria *The learner can*	
1.	Understand techniques used to gather and evaluate digital information.	**1.1**	Explain how search results may be manipulated by a variety of processes.
		1.2	Explain techniques used by third parties to gather information about website users.
		1.3	Explain the advantages and limitations of digital information.
		1.4	Explain ways to evaluate digital information.
2.	Be able to search for, evaluate and use digital information to complete a complex task.	**2.1**	Plan a complex task requiring the application of digital information.
		2.2	Use advanced search techniques to obtain the required information.
		2.3	Justify his/her choice of search engine.
		2.4	Evaluate the results of the searches in 2.2.
		2.5	Organise, classify and save the information in a structured format so that it can be applied to the task in 3.1.
3.	Be able to use and review digital information to complete a task.	**3.1**	Use digital information found in 2.4 to complete the complex task stated in 2.1.
		3.2	Evaluate the appropriateness of the information obtained for the stated task.
Assessment Guidance			
2.1 The task should be of a complexity appropriate to the level of the unit and require the application of at least three different items of digital information. For example: Research for an assignment or enterprise project, research for presentations, research to provide advice and guidance. If not specified then a plural reference within a unit refers to a minimum of two.			

Level	3
Code	6876
Title	**Setting, Monitoring and Reviewing a Personal Development Plan**
GLH	10
Credit Value	1
Purpose	To give learners the skills to be able to set, monitor and review a Personal Development Plan to develop their skills for employment.

Learning Outcomes *The learner will*	Assessment Criteria *The learner can*
1. Be able to produce a Personal Development Plan.	**1.1** Clearly identify own skills, interests, values, motivations and attributes.
	1.2 Set and justify progressive short, medium- and long-term SMART objectives to support development and advancement for your education/employment.
	1.3 Set and justify progressive short, medium and long-term SMART objectives to develop collaboration with others.
	1.4 Set and justify progressive short, medium and long-term SMART objectives to develop work life balance.
	1.5 Produce a development plan to improve personal effectiveness.
2. Be able to review own performance in meeting Personal Performance Plan.	**2.1** Review Personal Achievements in your Personal Development Plan indicating: a) successful achievements of Targets b) less successful achievement of Targets
	2.2 Identify recommendations for improving personal performance
	2.3 Track Targets over time with a responsible person.
	2.4 Express his/her views on their progress taking into account the concerns/interests of others.
Assessment Guidance	
If not specified then a plural reference within a unit refers to a minimum of two.	

Appendix A: Barred Combinations

Unit Title	Forbidden Combination
Entry 1	
Communication: Obtaining Information Orally (Entry 1)	Communication: Obtaining Information Orally (Entry 2)
Communication: Providing Information Orally (Entry 1)	Communication: Providing Information Orally (Entry 2)
Communication: Strategies for Reading (Entry 1)	Communication: Strategies for Reading (Entry 2)
Communication: Identifying the Purpose of Written Material (Entry 1)	Communication: Reading for a Purpose (Entry 2)
Communication: Reading for Information (Entry 1)	Communication: Reading for Information (Entry 2)
Communication: Writing Short Documents (Entry 1)	Communication: Writing with Meaning (Entry 2) Communication: Preparing to Write (Entry 2)
Communication: Completing Forms (Entry 1)	Communication: Completing Forms (Entry 2)
Communication: Writing Texts (Entry 1)	Communication: Preparing to Write (Entry 2)
Application of Number: Using Whole Numbers to 10 (Entry 1)	Application of Number: Using Whole Numbers up to 100 (Entry 2)
Application of Number: Calculations Using Whole Numbers to 10 (Entry 1)	Application of Number: Calculations with whole numbers (Entry 2)
Application of Number: Using Money (Entry 1)	Application of Number: Using Money (Entry 2)
Application of Number: Using Time (Entry 1)	Application of Number: Using Time (Entry 2)
Application of Number: Comparing Sizes (Entry 1)	Application of Number: Measuring and Using Length (Entry 2) Application of Number: Measuring and Using Weight (Entry 2)
Application of Number Positional Vocabulary (Entry 1)	Application of Number: Positional Vocabulary (Entry 2)
Application of Number: Using Shape (Entry 1)	Application of Number: Using Shape (Entry 2)
Application of Number: Organising Information (Entry 1)	Application of Number: Reading Graphical Material (Entry 2)
Entry 2	
Communication: Strategies for Reading (Entry 2)	Communication: Strategies for Reading (Entry 3) Communication: Obtaining Information and Opinions from Texts (Level 1)

	Communication: Reading for Purpose (Level 1)
	Communication: Strategies for Reading (Entry 1)
Communication: Reading for a Purpose (Entry 2)	Communication: Reading for a Purpose (Entry 3) Communication: Reading for Information (Entry 3) Communication: Reading for Purpose (Level 1) Communication: Following Instructional and Explanatory Texts (Level 1) Communication: Obtaining Information and Opinions from Texts (Level 1) Communication: Reading for Information (Entry 1) Communication: Identifying the Purpose of Written Material (Entry 1)
Communication: Reading for Information (Entry 2)	Communication: Reading for Information (Entry 1) Communication: Reading for Information (Entry 3) Communication: Obtaining Information and Opinions from Texts (Level 1)
Communication: Preparing to Write (Entry 2)	Communication: Writing Texts (Entry 1) Communication: Preparing to Write (Entry 3) Communication: Writing to Communicate Information (Level 1) Communication: Developing Writing Skills – Report (Level 1) Communication: Writing to Persuade (Level 1) Communication: Writing to Describe (Level 1)
Communication: Writing with Meaning (Entry 2)	Communication: Writing to Communicate Information (Entry 3) Communication: Writing to Communicate Opinions (Entry 3) Communication: Developing Writing Skills – Report (Level 1) Communication: Writing to Communicate Information (Level 1) Communication: Writing to Describe (Level 1) Communication: Writing Texts (Entry 1)
Communication: Obtaining Information Orally (Entry 2)	Communication: Obtaining Information Orally (Entry 3) Communication: Speaking and Listening, Providing and Receiving Information (Level 1) Communication: Obtaining Information Orally (Entry 1)
Communication: Providing Information Orally (Entry 2)	Communication: Providing Information Orally (Entry 3)

	Communication: Speaking and Listening, Providing and Receiving Information (Level 1)
	Communication: Providing Information Orally (Entry 1)
Communication: Discussion Skills (Entry 2)	Communication: Contributing to Discussions (Entry 1)
	Communication: Discussion Skills (Entry 3)
Communication: Completing Forms (Entry 2)	Communication: Completing Forms (Entry 3)
	Communication: Completing Forms (Entry 1)
Application of Number: Using Whole Numbers up to 100 (Entry 2)	Application of Number: Calculations with Whole Numbers (Entry 3)
	Application of Number: Whole Numbers, Problem Solving and Calculations (Level 1)
	Application of Number: Using Whole Using Whole Numbers to 10 (Entry 1)
Application of Number: Calculations with whole numbers (Entry 2)	Application of Number: Calculations Using Whole Numbers to 10 (Entry 1)
	Application of Number: Whole Numbers, Problem Solving and Calculations (Level 1)
Application of Number: Using Fractions (Entry 2)	Application of Number: Using Fractions and Decimals (Entry 3)
	Application of Number: Fractions, Decimals and Percentages (Level 1)
Application of Number: Using Money (Entry 2)	Application of Number: Using Money (Entry 3)
	Application of Number: Fractions, Decimals and Percentages (Level 1)
	Application of Number: Using Money (Entry 1)
Application of Number: Using Time (Entry 2)	Application of Number: Using Time (Entry 1)
	Application of Number: Using Time (Level 1)
	Application of Number: Using Time (Entry 3)
Application of Number: Reading Graphical Material (Entry 2)	Application of Number: Reading Graphical Material (Entry 3)
	Application of Number: Extracting Data (Level 1)
	Application of Number: Organising Information (Entry 1)
Application of Number: Measuring and Using Length (Entry 2)	Application of Number: Using Measurements (Entry 3)
	Application of Number: Calculations with Measurements (Level 1)
	Application of Number: Using Measurements (Level 1)
	Application of Number: Comparing Sizes (Entry 1)

Application of Number: Positional Vocabulary (Entry 2)	Application of Number Positional Vocabulary (Entry 1)
Application of Number: Measuring and Using Weight (Entry 2)	Application of Number: Comparing Sizes (Entry 1) Application of Number: Using Measurements (Entry 3) Application of Number: Calculations with Measurements (Level 1) Application of Number: Using Measurements (Level 1)
Application of Number: Using Shape (Entry 2)	Application of Number: Using Shape (Entry 1) Application of Number: Using Shape (Entry 3)
Entry 3	
Communication: Strategies for Reading (Entry 3)	Communication: Obtaining Information and Opinions from Texts (Level 1) Communication: Reading for Purpose (Level 1) Communication: Strategies for Reading (Entry 2) Communication: Strategies for Reading (Entry 1)
Communication: Reading for a Purpose (Entry 3) ()	Communication: Reading for Purpose (Level 1) Communication: Following Instructional and Explanatory Texts (Level 1) Communication: Reading for a Purpose (Entry 2) Communication: Identifying the Purpose of Written Material (Entry 1)
Communication: Reading for Information (Entry 3)	Communication: Obtaining Information and Opinions from Texts (Level 1) Communication: Reading for a Purpose (Entry 2) Communication: Reading for Information (Entry 2) Communication: Reading for Information (Entry 1)
Communication: Preparing to Write (Entry 3)	Communication: Writing to Communicate Information (Level 1) Communication: Developing Writing Skills – Report (Level 1) Communication: Writing to Persuade (Level 1) Communication: Writing to Describe (Level 1) Communication: Preparing to Write (Entry 2) Communication: Writing Texts (Entry 1)
Communication: Writing to Communicate Information (Entry 3)	Communication: Developing Writing Skills – (Level 1) Communication: Writing to Communicate Information (Level 1) Communication: Writing to Describe (Level 1)

	Communication: Writing with Meaning (Entry 2)
	Communication: Writing Texts (Entry 1)
Communication: Writing to Communicate Opinions (Entry 3)	Communication: Writing to Describe (Level 1)
	Communication: Writing with Meaning (Entry 2)
	Communication: Writing Texts (Entry 1)
Communication: Obtaining Information Orally (Entry 3)	Communication: Speaking and Listening, Providing and Receiving Information (Level 1)
	Communication: Obtaining Information Orally (Entry 2)
	Communication: Obtaining Information Orally (Entry 1)
Communication: Providing Information Orally (Entry 3)	Communication: Speaking and Listening, Providing and Receiving Information (Level 1)
	Communication: Providing Information Orally (Entry 2)
	Communication: Providing Information Orally (Entry 1)
Communication: Discussion Skills (Entry 3)	Communication: Contributing to Discussions (Level 1)
	Communication: Discussion Skills (Entry 2)
Communication: Completing Forms (Entry 3)	Communication: Completing Forms (Entry 2)
	Communication: Completing Forms (Entry 1)
Application of Number: Calculations with Whole Numbers (Entry 3)	Application of Number: Whole Numbers, Problem Solving and Calculations (Level 1)
	Application of Number: Using Whole Numbers up to 100 (Entry 2)
	Application of Number: Calculations with whole numbers (Entry 2)
	Application of Number: Using Whole Using Whole Numbers to 10(Entry 1)
Application of Number: Using Fractions and Decimals (Entry 3)	Application of Number: Fractions, Decimals and Percentages (Level 1)
	Application of Number: Using Fractions (Entry 2)
Application of Number: Using Money (Entry 3)	Application of Number: Fractions, Decimals and Percentages (Level 1)
	Application of Number: Using Money (Entry 2)
	Application of Number: Using Money (Entry 1)
Application of Number: Using Time (Entry 3)	Application of Number: Using Time (Level 1)
	Application of Number: Using Time (Entry 2)

	Application of Number: Using Time (Entry 1)
Application of Number: Using Measurements (Entry 3)	Application of Number: Calculations with Measurements (Level 1) Application of Number: Using Measurements (Level 1) Application of Number: Measuring and Using Length (Entry 2) Application of Number: Measuring and Using Weight (Entry 2) Application of Number: Comparing Sizes (Entry 1)
Application of Number: Using Shape (Entry 3)	Application of Number: Using Shape (Entry 2) Application of Number: Using Shape (Entry 1)
Application of Number: Reading Graphical Material (Entry 3)	Application of Number: Extracting Data (Level 1) Application of Number: Reading Graphical Material (Entry 2) Application of Number: Organising Information (Entry 1)
Application of Number: Collecting and Presenting Information Graphically (Entry 3)	Application of Number: Collection and Presentation of Data (Level 1)
Level 1	
Communication: Developing Writing Skills – Report (Level 1)	Communication: Writing to Communicate Information (Entry 3) Communication: Writing to Convey Information (Level 2) Communication: Preparing to Write (Entry 3) Communication: Preparing to Write (Entry 2) Communication: Writing with Meaning (Entry 2)
Communication: Speaking and Listening, Providing and Receiving Information (Level 1)	Communication: Speaking and Listening, Providing and Receiving Information (Level 2) Communication: Providing Information Orally (Entry 3) Communication: Obtaining Information Orally (Entry 2) Communication: Providing Information Orally (Entry 2)
Communication: Writing to Persuade (Level 1)	Communication: Writing Persuasive Text (Level 2) Communication: Preparing to Write (Entry 3) Communication: Preparing to Write (Entry 2)
Communication: Contributing to Discussions (Level 1)	Communication: Taking Part in Formal Discussions (Level 2) Communication: Discussion Skills (Entry 3) Communication: Discussion Skills (Entry 2)

Communication: Writing to Communicate Information (Level 1)	Communication: Writing to Convey Information (Level 2) Communication: Writing to Communicate Information (Entry 3) Communication: Preparing to Write (Entry 3) Communication: Preparing to Write (Entry 2) Communication: Writing with Meaning (Entry 2)
Communication: Writing to Describe (Level 1)	Communication: Writing to Convey Information (Level 2) Communication: Writing to Communicate Information (Entry 3) Communication: Preparing to Write (Entry 3) Communication: Writing to Communicate Opinions (Entry 3) Communication: Preparing to Write (Entry 2) Communication: Writing with Meaning (Entry 2)
Level 2	
Communication: Following Instructional and Explanatory Texts (Level 1)	Communication: Reading for a Purpose (Entry 3) Communication: Reading for a Purpose (Entry 2)
Communication: Obtaining Information and Opinions from Texts (Level 1)	Communication: The Purpose and Intention of Written Documents (Level 2) Communication: Reading for Information (Entry 3) Communication: Strategies for Reading (Entry 3) Communication: Strategies for Reading (Entry 2) Communication: Reading for a Purpose (Entry 2) Communication: Reading for Information (Entry 2)
Communication: Reading for Purpose (Level 1)	Communication: Reading for Purpose (Level 2) Communication: Reading for a Purpose (Entry 3) Communication: Strategies for Reading (Entry 3) Communication: Strategies for Reading (Entry 2) Communication: Reading for a Purpose (Entry 2)
Application of Number: Probability (Level 1)	Application of Number: Probability (Level 2)
Application of Number: Calculations with Measurements (Level 1)	Application of Number: Calculations with Measure (Level 2) Application of Number: Using Measurements (Entry 3) Application of Number: Measuring and using Length (Entry 2) Application of Number: Measuring and using Weight (Entry 2)

Application of Number: Collection and Presentation of Data (Level 1)	Application of Number: Collection, Presentation and Interpretation of Discrete Data (Level 2)
	Application of Number: Collecting and Presenting Information Graphically (Entry 3)
Application of Number: Extracting Data (Level 1)	Application of Number: Reading Graphical Material (Entry 3)
	Application of Number: Reading Graphical Material (Entry 2)
Application of Number: Fractions, Decimals and Percentages (Level 1)	Application of Number: Ratio and Proportions (Level 1)
	Application of Number: Using Fractions and Decimals (Entry 3)
	Application of Number: Using Money (Entry 3)
	Application of Number: Using Fractions (Entry 2)
	Application of Number: Using Money (Entry 2)
Application of Number: Whole Numbers, Problem Solving and Calculations (Level 1)	Application of Number: Calculations with Whole Numbers (Entry 3)
	Application of Number: Using Whole Numbers up to 100 (Entry 2)
	Application of Number: Calculations with Whole Numbers (Entry 2)
Application of Number: Ratio and Proportions (Level 1)	Application of Number: Numerical Problem Solving (Level 2)
Application of Number: Using Time (Level 1)	Application of Number: Using Time (Entry 3)
	Application of Number: Using Time (Entry 2)
Application of Number: Using Measurements (Level 1)	Application of Number: Using Measurements (Entry 3)
	Application of Number: Measuring and Using Length (Entry 2)
	Application of Number: Measuring and Using Weight (Entry 2)
Level 2	
Application of Number: Calculations with Measure (Level 2)	Application of Number: Calculations with Measure (Level 3)
	Application of Number: Calculations with Measurements (Level 1)
	Application of Number: Using Measurements (Level 1)
Application of Number: Numerical Problem Solving (Level 2)	Application of Number: Numerical Problem Solving (Level 3)
	Application of Number: Fractions, Decimals and Percentages (Level 1)
	Application of Number: Ratios and Proportions (Level 1)
Application of Number: Collection, Presentation and Interpretation of Discrete Data (Level 2)	Application of Number: Interpretation of Data (Level 3)
	Application of Number: Collection and Presentation of Data (Level 1)

Application of Number: Collection, Presentation and Interpretation of Continuous Data (Level 2)	Application of Number: Interpretation of Data (Level 3) Application of Number: Collection and Presentation of Data (Level 1)
Application of Number: Probability (Level 2)	Application of Number: Probability (Level 1)
Communication: Giving a Presentation (Level 2)	Communication: Giving a Formal Presentation (Level 3)
Communication: Reading for a Purpose (Level 2)	Communication: Critical Reading (Level 3) Communication: Reading for Purpose (Level 1)
Communication: The Purpose and Intention of Texts (Level 2)	Communication: Critical Reading (Level 3) Communication: Obtaining Information and Opinions from Texts (Level 1)
Communication: Taking Part in Formal Discussions (Level 2)	Communication: Contributing to Discussions (Level 1)
Communication: Writing Persuasive Text (Level 2)	Communication: Writing to Persuade (Level 1)
Communication: Speaking and Listening- Providing and Receiving Information (Level 2)	Communication: Speaking and Listening, Providing and Receiving Information (Level 1)
Communication: Writing to Convey Information (Level 2)	Communication: Reading, Researching and Reporting (Level 3) Communication: Writing a Complex Document (Level 3) Communication: Developing Writing Skills – Report (Level 1) Communication: Writing to Communicate Information (Level 1) Communication: Writing to Describe (Level 1) Communication: Following Instructional and Explanatory Texts (Level 1)
Level 3	
Application of Number: Calculations with Measure (Level 3)	Application of Number: Calculations with Measure (Level 2)
Application of Number: Numerical Problem Solving (Level 3)	Application of Number: Numerical Problem Solving (Level 2)
Application of Number: Interpretation of Data (Level 3)	Application of Number: Collection, Presentation and Interpretation of Discrete Data (Level 2) Application of Number: Collection, Presentation and Interpretation of Continuous Data (Level 2)
Communication: Giving a Formal Presentation (Level 3)	Communication: Giving a Presentation (Level 2)
Communication: Critical Reading (Level 3)	Communication: The Purpose and Intention of Written Documents Texts (Level 2) Communication: Reading for a Purpose (Level 2)

Appendix B: Level Descriptors for the Regulated Qualifications Framework

Level	Skills descriptor *the holder can*
Entry 1	Progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills that relate to the subject or the immediate environment.
Entry 2	Carry out simple, familiar tasks and activities. Follow instructions or use rehearsed steps to complete tasks and activities.
Entry 3	Carry out structured tasks and activities in familiar contexts. Be aware of the consequences of actions for self and others.
Level 1	Use basic cognitive and practical skills to complete well-defined routine tasks and procedures. Select and use relevant information. Identify whether actions have been effective.
Level 2	Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.
Level 3	Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine. Use appropriate investigation to inform actions. Review how effective methods and actions have been.
Level 4	Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined. Review the effectiveness and appropriateness of methods, actions and results.
Level 5	Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems. Use relevant research or development to inform actions. Evaluate actions, methods and results.
Level 6	Determine, refine, adapt and use appropriate methods and advanced cognitive and practical skills to address problems that have limited definition and involve many interacting factors. Use and, where appropriate, design relevant research and development to inform actions. Evaluate actions, methods and results and their implications.
Level 7	Use specialised skills to conceptualise and address problematic situations that involve many interacting factors. Determine and use appropriate methodologies and approaches. Design and undertake research, development or strategic activities to inform or produce change in the area of work or study. Critically evaluate actions, methods and results and their short- and long-term implications.