



## **ENTRY PATHWAYS (QCF)**

### **SPECIFICATION 2011 Onwards**

**For Qualifications in:**

**Additional English**

**Creative, Media & Performance Arts**

**Healthy Living & Fitness**

**Humanities**

**ICT Users**

**Independent Living**

**Mathematics**

**Personal & Social Development**

**Personal Progress**

**Preparing for Work**

**Science Today**

**Welsh (First and Second Language)**

# Contents

## For Teaching from 2011 For Award from 2012

---

	<b>Page</b>
<b>1. Introduction and Rationale</b>	<b>3</b>
<b>2. Overview of Qualifications</b>	<b>4</b>
<b>3. Qualifications Available</b>	<b>5</b>
<b>4. Units Available</b>	<b>7</b>
<b>5. Rules of Combination</b>	<b>8</b>
<b>6. Entry Procedures</b>	<b>11</b>
<b>7. Assessment</b>	<b>12</b>
<b>8. Internal Standardisation</b>	<b>13</b>
<b>9. External Moderation</b>	<b>14</b>
<b>10. External Verification</b>	<b>17</b>
<b>11. Awarding and Reporting</b>	<b>18</b>
<b>12. Access and Special Consideration</b>	<b>19</b>
<b>13. Post-Results Services</b>	<b>20</b>
<b>Appendix 1 (Example of Internal Standardising Agenda)</b>	
<b>Appendix 2 (Candidate Authentication Sheet)</b>	
<b>Appendix 3 (Example of Assessment Record form)</b>	
<b>Appendix 4 (Moderator's Report form)</b>	
<b>Appendix 5 List of Qualifications and Units</b>	

# 1

## INTRODUCTION AND RATIONALE

The WJEC suite of Entry Level Certificates, Awards and Diplomas are provided within the Qualifications and Credit Framework (QCF), which is designed to provide learners, learning providers and employers with an inclusive and flexible regulated qualifications framework that recognises the widest possible range of quality-assured learner achievements. Consistent with the principles of the QCF, these Entry Level qualifications aim to be:

- inclusive – recognising the achievements of all learners at Entry Level through a standard currency of awarding credit;
- responsive – enabling individuals and centres to establish routes to achievement that are appropriate to their needs and facilitate progression;
- accessible – based on clear design features that are easy for all users to understand.

In particular, compared with the subject-based qualifications that preceded them, the qualifications support personalised learning through enabling centres to:

- combine units to create programmes of study suited to individual learners' needs;
- elicit the required assessment evidence from integrated programmes of work at appropriate points during the course;
- recognise completion of each unit as well as the qualification as a whole.

The table on the facing page gives an overview of unit and qualification provision. It is important to note the following points:

- Subject headings (such as *History* or *Hospitality and Catering*) have been used to give a general indication of how units may contribute to qualifications. However, the rules of combination are based solely on individual units: it is up to a centre how these are put together to create meaningful courses.
- Units in some subject areas may contribute to more than one certification title.
- In the case of the core subjects of English, Welsh, Mathematics and ICT, the skills qualifications (Functional Skills in England, Essential Skills in Wales) will be complemented by additional units (leading to an Award or Certificate) that may be taught as part of an integrated learning programme in the subject area.

## 2 WJEC ENTRY PATHWAYS – OVERVIEW OF QUALIFICATIONS

- N.B. 1. Underlined headings refer to certification titles.  
 2. Subject areas listed below these headings refer broadly to content coverage of the units available (see website for detail of unit content).

<p><b><u>Creative, Media &amp; Performance Arts</u></b>                  Music                  Drama                  Media                  Art and Design                  D&amp;T</p>	<p><b>Skills – Core Subjects</b>   <b><u>Additional English</u></b></p>	<p><b><u>Independent Living</u></b>                  Child Care                  Hospitality and Catering                  PSD                  Hair and Beauty                  Plant and Animal Care</p>
<p><b><u>Science Today</u></b>                  Science                  Plant and Animal Care</p>	<p><b><u>Welsh</u></b>                   1. Welsh                  2. Welsh (Second Language)</p>	<p><b><u>Preparing for Work</u></b>                  Child Care                  Hospitality and Catering                  D&amp;T                  Motor Vehicle Studies                  Hair and Beauty                  PSD                  Plant and Animal Care</p>
<p><b><u>Humanities</u></b>                  History                  Geography/Leisure &amp; Tourism                  Religious Studies                  Humanities                  French</p>	<p><b><u>Mathematics</u></b></p>	<p><b><u>Personal Progress (Entry 1)</u></b></p>
<p><b><u>Healthy Living &amp; Fitness</u></b>                  PE</p>	<p><b><u>ICT</u></b>                   1. IT Users                  2. AmbITion (ITQ)</p>	<p><b><u>Personal and Social Development</u></b></p>

# 3

## QUALIFICATIONS AVAILABLE

All units and qualifications within QCF are defined in terms of:

- level (their scale of difficulty or challenge to the learner) and
- credit (the volume of work required) – 1 credit = 10 hours' learning time for the learner on average

Units in the WJEC Entry Pathways are available at four levels:

*Entry 1*

*Entry 2*

*Entry 3*

*Level 1*

which lead to (three sizes) of qualification

*Award* (8 or more credits)

*Certificate* (13 or more credits)

*Diploma* (37 or more credits)

The following reporting titles are available:

### Entry 1

<b>Title</b>	<b>Qualifications</b>	<b>Entry Codes</b>
Personal Progress	Award, Certificate, Diploma	6000 A1/C1/D1
ICT Users	Award, Certificate	6010 A1/C1

### Entry 2

<b>Title</b>	<b>Qualifications</b>	<b>Entry Codes</b>
Personal & Social Development	Award, Certificate	6001 A2/C2
Independent Living	Award, Certificate, Diploma	6002 A2/C2/D2
Preparing for Work	Award, Certificate, Diploma	6003 A2/C2/D2
Science Today	Award, Certificate, Diploma	6004 A2/C2/D2
Humanities	Award, Certificate, Diploma	6005 A2/C2/D2
Creative, Media & Performance Arts	Award, Certificate, Diploma	6006 A2/C2/D2
Additional English	Award, Certificate	6007 A2/C2
Welsh	Award, Certificate	6008 A2/C2
Maths	Award, Certificate	6009 A2/C2
ICT Users	Award, Certificate	6010 A2/C2
Healthy Living & Fitness	Award, Certificate	6011 A2/C2
Welsh (Second Language)	Award, Certificate	6012 A2/C2

**Entry 3**

<b>Title</b>	<b>Qualifications</b>	<b>Entry Codes</b>
Personal & Social Development	Award, Certificate	6001 A3/C3
Independent Living	Award, Certificate, Diploma	6002 A3/C3/D3
Preparing for Work	Award, Certificate, Diploma	6003 A3/C3/D3
Humanities	Award, Certificate, Diploma	6005 A3/C3/D3
Creative, Media & Performance Arts	Award, Certificate, Diploma	6006 A3/C3/D3
Additional English	Award, Certificate	6007 A3/C3
Welsh	Award, Certificate	6008 A3/C3
Maths	Award, Certificate	6009 A3/C3
ICT Users	Award, Certificate	6010 A3/C3
Healthy Living & Fitness	Award, Certificate	6011 A3/C3
Welsh (Second Language)	Award, Certificate	6012 A3/C3

**Level 1**

<b>Title</b>	<b>Qualifications</b>	<b>Entry Codes</b>
ICT Users	Award, Certificate	6010 A4/C4

## **4** **UNITS AVAILABLE**

A list of the qualifications to which the units contribute can be found in Appendix 5.

- Unit code and title
- Level(s) at which unit is available – Entry 1(E1), Entry 2 (E2),Entry 3(E3) and/or Level 1 (L1)
- Credit value
- Qualification to which the unit may contribute
  - Additional English
  - Creative, Media & Performance Arts
  - Healthy Living & Fitness
  - Humanities
  - ICT Users
  - Independent Living
  - Mathematics
  - Personal and Social Development
  - Personal Progress
  - Preparing for Work
  - Science Today
  - Welsh
  - Welsh (Second Language)

N.B. The list of units available will continue to be updated; for the most up-to-date list and details of individual units please refer to [www.wjec.co.uk](http://www.wjec.co.uk)

## 5 RULES OF COMBINATION

### Certification - Optional Units

Within each area of certification indicated above all units are 'optional' and the only requirement is to complete units of sufficient value to achieve the Award (8 or more credits), Certificate (13 or more credits) or Diploma (37 or more credits) qualification.

For example, units in *Healthy Living* (2 credits), *Making the Most of Leisure Time* (2 credits), *Managing Own Money* (2 credits) and *Working as Part of a Group* (2 credits) could lead to an Award in *Personal & Social Development*, while the addition of units in *Environmental Awareness* (2 credits), *Individual Rights and Responsibilities* (1 credit) and *Parenting Awareness* (2 credits) could lead to a Certificate in *Personal & Social Development*.

### Certification – Level

In accordance with QCF regulations, Entry Pathways allow some credit to come from units achieved at a lower level than the qualification itself. This allowance is as follows:

**Award** (up to 12 credits): at least 5 credits must come from units at or above the level of the qualification.

Qualification	Credits Achieved	Minimum number of credits required at or above the level of the qualification
Award	8	5
	9	5
	10	6
	11	6
	12	7



**Certificate** (13 or more credits): at least 7 credits must come from units at or above the level of the qualification.

Qualification	Credits Achieved	Minimum number of credits required at or above the level of the qualification
Certificate	13	7
	14	8
	15	8
	16	9
	17	9
	18	10
	19	10
	20	11
	21	11
	22	12
	23	12
	24	13
	25	13
	26	14
	27	14
	28	15
	29	15
	30	16
	31	16
	32	17
	33	17
	34	18
	35	18
	36	19

**Diploma** (37 or more credits): at least 19 credits must come from units at or above the level of the qualification.

Qualification	Credits Achieved	Minimum number of credits required at or above the level of the qualification
Diploma	37	19
	38	20
	39	20
	40	21
	41	21
	42	22
	43	22
	44	23
	45	23
	46	24
	47	24
	48	25
	49	26
	50+	At least 51%

### **Certification – Re-sitting**

Units achieved may be used for re-aggregation for a larger qualification. However, units can only be used if and when included within the qualification.

For example, having achieved 8 credits for an Award in *Independent Living* and subsequently completed sufficient further units, a candidate may include the credit from the Award for aggregation towards a Certificate in *Independent Living*.

For example, credit at Entry 3 for *Introduction to Animal Care* used for aggregation to an Award in *Preparing for Work* can be re-used for aggregation to a Certificate in *Science Today*.

## 6

## ENTRY PROCEDURES

Entry Pathways will be available for certification following the January and June moderation series starting with June 2011 (units for certification in *Personal Progress, Personal & Social Development, Preparing for Work and Independent Living*) and June 2012 (units for certification in *Science Today, Humanities and Creative, Media & Performance Arts, Additional English, Welsh, Mathematics and ICT*). \*

Entries for January series must be submitted no later than 21 October. Amendments can be made up to 11 November.

Entries for June series must be submitted no later than 21 February. Amendments can be made up to 18 March.

Any entries received after the above dates will need to be entered for the next session.

\*Awarding and reporting of results in Entry Pathways will take place in March and July each year.

### Unit Entry

Entry for individual units must be made by submitting the relevant unit and option code. Option codes for Entry 1, Entry 2 and Entry 3 are E1, E2 and E3 respectively and for Level 1 the option code is L1.

For example, the entry code for the *Maintaining Healthy Hair* unit at Entry 2 is 6159/E2; the entry code for the *Maintaining Healthy Hair* unit at Entry 3 is 6159/E3.

### Qualification Entry

Entry for aggregation ('cash-in') for a qualification must be made by submitting the relevant qualification and option code. Option codes indicate the size of the qualification (Award = A, Certificate = C, Diploma = D) and its level.

For example, the cash-in code for an **Entry 2 Award** in *Personal & Social Development* is 6001/A2; the cash-in code for an **Entry 3 Certificate** in *Personal & Social Development* is 6001/C3.

**N.B. Aggregation does not take place automatically: it is necessary to enter the relevant 'cash-in' code for aggregation to take place. This entry will normally be made at the same time that sufficient units are completed for a qualification to be awarded, but may be made at a subsequent series.**

# 7 ASSESSMENT

**All Entry Pathways units are internally assessed and externally moderated.**

The following principles apply to assessment of each unit:

- all assessment criteria must be met for unit learning outcomes to be achieved
- for units provided at Entry 2 and Entry 3, criteria must be met in full at each level
- credit is awarded for the unit as a whole
- evidence of meeting assessment criteria may cover the criteria for more than one unit but each unit must be assessed independently against its assessment criteria
- tasks may be chosen from examples given by WJEC (see unit details) or set by the centre.

## Assessors

Assessment must be carried out by an *Assessor* designated by the centre, with the necessary level of expertise to assess the candidate's work in a specified unit.

The Assessor is responsible for ensuring that:

- assessment criteria for the unit are applied
- the work presented is authentic
- witness statements are authentic and valid
- assessment decisions are accurately recorded.

Evidence should also be *formatively assessed* on a regular basis to:

- involve the candidate with their own learning and assessment
- track progress
- identify whether additional learning opportunities are required
- confirm the sufficiency of the evidence

## Witness Statements

Where appropriate witness statements may be used to support other work presented by the candidate. A witness statement should include:

- the candidate's name
- the date the activity or action was witnessed
- details of the context and activity
- the name, signature and contact details of the witness
- a clear description of what the candidate did or the action taken

The candidate's Assessor is responsible for judging the validity and authenticity of the witness statement.

A WJEC *witness statement* form is available on WJEC website. Alternatively, centres may use their own provided they are *fit for purpose*.

## 8

**INTERNAL STANDARDISATION**

This is the process by which centres ensure that all candidates are judged to the same standard across different assessors, teaching groups and from year to year.

Where more than one Assessor is involved, the centre must appoint an **Internal Verifier**. The role of the Internal Verifier is to:

- check that all assessments /tasks cover the assessment criteria and learning outcomes of the unit/qualification
- where Assessors have adapted WJEC tasks, ensure that the assessment criteria are covered and there are no added requirements for the candidates or requirements that disadvantage certain groups of candidates
- ensure all Assessors have copies of the assessment forms and exemplar material issued by WJEC
- sample Assessor judgements at appropriate times to ensure that assessment criteria are correctly and consistently applied
- co-ordinate meetings of Assessors, including arrangements to *standardise* their judgements
- give and record feedback to Assessors
- maintain records of the work/evidence sampled, and of the outcomes.

WJEC does not stipulate a percentage of candidates' work to be sampled for internal standardising as this will vary according to each centre's circumstances. Each centre, however, must establish its own sampling strategy that will allow the Internal Verifier to be confident that those candidates whose work is not sampled will also have met assessment criteria and recording requirements.

The sample must be able to establish for each Assessor:

- *assessment records* and *witness statements* are completed accurately
- candidates are authenticating their work.

Centres may wish to add further sampling criteria, such as increasing the sample size where new or relatively inexperienced Assessors are assessing work/evidence.

A record should be kept on each occasion an Assessor's judgement is sampled, together with a record of the feedback. The feedback may need to include action points where the Internal Verifier identifies inconsistencies in the application of assessment criteria or deficiencies in the recording of assessment decisions. The Internal Verifier should monitor any action points to ensure they have been implemented by the Assessor.

An example of an agenda for internal standardising meetings is given as Appendix 1.

## 9

**EXTERNAL MODERATION**

The consistency of assessments across centres will be checked through the external moderation of a sample of work.

**Stage 1**

This will normally be done through **postal moderation**, in which case the sample size must cover every unit assessed at every level the following sampling formula should apply:

<i>Total number of candidates</i>	<i>Work to be submitted</i>
1 - 10	Sample of 3 for each unit at each level to show evidence of all units covered.
11 - 20	Sample of 5 for each unit at each level to show evidence of all units covered.
21+	Sample of 7 for each unit at each level to show evidence of all units covered.

Evidence of meeting assessment criteria may cover the criteria for more than one unit but each unit must be assessed independently. Where appropriate the Assessment Record cover sheet(s) (for example see Appendix 3) should be used to indicate to the external moderator where the evidence of meeting assessment criteria for individual units is located. If assessments for the sample are agreed by the moderator, the centre's assessments will be accepted and moderation will not be extended. If any of the assessments are not agreed by the moderator, then the process moves to stage 2.

**Stage 2**

An additional sample (same size as the first sample) will be requested from the centre:

<i>Total number of candidates</i>	<i>Work to be submitted</i>
1 - 10	Sample of 3 for each unit at each level to show evidence of all units covered.
11 - 20	Sample of 5 for each unit at each level to show evidence of all units covered.
21+	Sample of 7 for each unit at each level to show evidence of all units covered.

If the centre's assessment is consistent no further re-assessment is undertaken and the centre's assessment will be accepted.

If there is still doubt about the consistency of the centre's assessment, all work would be requested for re-assessment.

Where appropriate (e.g. the evidence for assessment consists largely or wholly of live performance or of artefacts that cannot be quality assured through postal moderation) external moderation may be via a **moderator's visit**.

The moderator's assessment will be based on the marking schemes or assessment criteria for each unit as issued by WJEC.

In addition to this function of ensuring that standards are aligned, moderators will use the following checklist to ensure that coursework has been set and assessed in accordance with WJEC guidelines.

- (a) **Task-Setting.** Where appropriate, are tasks set within the requirements of the specification?
- (b) **Assessment Criteria.** Have they been applied appropriately?
- (c) **Administration.** Have WJEC's administrative and procedural instructions been followed?
- (d) **Annotation.** Has the candidates' work been properly annotated?
- (e) **Authentication.** Has the candidates' work been properly authenticated, especially in those cases where some activities may have taken place outside the centre? If details are given of any assistance given to particular candidates which is beyond that given to the group as a whole; is the nature of such assistance within the parameters laid down by the specification?
- (f) **Standardisation.** Is standardisation *within* the centre effective?

### Timetable

Samples of work must be submitted to the moderator and related marksheets returned to WJEC by 12 December for the January series and by 4 May for the June series. Centres will need to ensure that internal submission dates are set sufficiently in advance of this to allow for authentication, assessment and standardising.

### Presentation of folders

Specific instructions for the presentation of work may be given in the guidelines for individual units. Unless otherwise stated, the following points should be noted:

- Each candidate's work should be presented in an A4 folder/file which is itself clearly marked with the **centre name and number, candidate name and number, unit title(s)**.
- Each candidate's folder must include a signed authentication sheet (see Appendix 2).

- Ring binders (bulky to post) and plastic wallets (difficult to gain access to work) should **not** be used.
- Where work consists of a number of assignments these should be referenced to match learning outcomes/assessment criteria.
- Where evidence is presented to cover the assessment criteria for more than one unit it should be referenced on the cover sheets.

Please note: in the interest of economy and where items made by candidates are large or heavy photographic evidence is recommended.

### **Feedback**

The outcome of moderation will be to accept a centre's assessments or to provide guidance on actions needed before re-submission of specified units at a subsequent examination series.

Feedback will be provided through a moderator's report for each certification title, covering the units entered by the centre. The report will cover Administration, Content/Tasks, annotation and Assessments (see Appendix 4).

An overall report by the Principal Moderator for each certification area will be provided at each series and may be accessed on the WJEC secure website.



## **10** **EXTERNAL VERIFICATION**

Unit assessments will be quality assured through sampling of work as outlined above.

Centre systems and procedures for delivery of QCF units and qualifications will be monitored through a programme of visits by external verifiers. Details will be provided separately.

## 11 AWARDING AND REPORTING

Awarding and reporting of results in Entry Pathways will take place in March and July each year, relating to the above timetable for external moderation.

The candidate's **Statement of Credit**, issued with results, will provide a cumulative record of the credit value and level of all units achieved whether or not they have been cashed in for a qualification.

The candidate's **Qualification Certificate**, issued at a later date, will confirm the title, level and size (i.e. Award, Certificate or Diploma) of qualification(s) achieved at that series.

# 12

## ACCESS and SPECIAL CONSIDERATION

This specification has been designed to offer fair access for all candidates and to minimise the need to make reasonable adjustments for candidates who have particular requirements. It is expected that normally individual candidates' abilities, interests and needs will be appropriately catered for by centres through (a) the choice of units and qualifications available, and (b) the flexibility offered for different assessment methods and forms of evidence to demonstrate achievement of assessment criteria. If there are any queries about the use of this flexibility inherent in the specification to meet candidates' needs, or about the use of reasonable adjustments, centres should contact WJEC.

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

## **13** **POST-RESULTS SERVICES**

If a centre wishes to query the outcome of the moderation process this must be done formally by the head of the centre notifying WJEC within 21 days of the publication of results. The sample of work submitted for moderation will be reviewed by a moderator not involved in the original and the centre informed of the outcome. Should the centre not be satisfied with the outcome of the review, there is provision for an appeal to WJEC.

## APPENDIX 1

### Example of Internal Standardising Agenda

#### AGENDA

1. An outline of roles, responsibilities and working arrangements.
2. Ensuring each Assessor has mark schemes and exemplar material issued by WJEC.
3. The anticipated number of candidates
  - \* where they are located
  - \* how their progress towards certification will be *tracked*
  - \* deadlines for internal assessment, internal standardisation
  - \* arrangements for formative assessment and feedback
4. Establishing Assessors' correct and consistent application of the standards by reference to the WJEC exemplar material and the centre's *archive* material.
5. Arrangements for standardising Assessor judgements.
6. Identification of any development needs for Assessors.
7. Assessment documentation
  - \* candidates' own records
  - \* assessor and observation records
  - \* witness statements.
8. Recognition of Prior Learning
  - \* collecting and reviewing evidence
  - \* mapping and assessing
  - \* standardising issues.
9. Access arrangements and special consideration.
10. WJEC external moderation arrangements.

APPENDIX 2



**ENTRY PATHWAYS (QCF)  
LLWYBRAU MYNEDIAD (FfCCh)**

**CANDIDATE AUTHENTICATION SHEET**

This sheet must be included with each candidate's folder submitted for moderation

UNIT TITLE(S) .....  
.....  
.....

Centre Name ..... Centre Number.....

Candidate's Name .....Candidate Number.....

**NOTICE TO CANDIDATE**

The work you submit for assessment must be your own.

**If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the qualification concerned.**

**Declaration by candidate**

I have read and understood the **Notice to Candidate** (above). I have produced the attached work without any help other than that which my teacher has explained is acceptable within the specification.

**Candidate's signature:**

**Date:**

**Declaration by teacher**

I confirm that the candidate's work was conducted under the conditions laid out by the specification.

I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

**Teacher's signature:**

**Date:**

**APPENDIX 3**



**ENTRY PATHWAYS (QCF)  
LLWYBRAU MYNEDIAD (FfCCh)**

**ASSESSMENT RECORD**

**UNIT TITLE AND LEVEL:**

Centre Name .....Centre Number.....

Candidate's Name .....Candidate Number.....

Assessment Criteria	Met	Evidence (Referenced to Work Submitted)	Office Use
AC1.1			
AC1.2			
AC2 .1			
AC2.2			

**General Comments**

---



---



---



---

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

External Moderator: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX 4**



**ENTRY PATHWAYS (QCF)  
LLWYBRAU MYNEDIAD (FfCCh)**

**MODERATOR'S REPORT**

<b>For Office Use</b>	<b>Y or N</b>
<b>Centre assessments accepted</b>	

**Moderator:**

**Date:**

**Centre Name:**

**Centre Number:**

**Unit(s) Moderated:**

<b>Administration</b>	<b>✓ or X</b>
The sample was submitted on time	
Correct sample submitted	
Final assessments included on cover sheets	
All candidates' work authenticated	
Evidence of internal moderation process completed	
Witness statements included (where required)	
Candidates' work well presented for moderation	

<b>Content/Tasks and Annotation</b>	<b>✓ or X</b>
Content/Tasks were appropriate and clearly met assessment criteria	
Centre assessments were supported by appropriate evidence/annotation	

<b>Assessments</b>	<b>✓ or X</b>
<b>The following statement best describes the outcome of moderation</b>	
Assessment criteria met	
Assessment criteria not consistently applied	

**MODERATOR'S COMMENTS/ADVICE:**



## Appendix 5

### Personal Progress

Unit	Title	Option	Credits
6051	Developing communication skills	E1	3
6052	Developing reading skills	E1	3
6053	Developing writing skills	E1	3
6054	Developing ICT skills	E1	4
6055	Early mathematics: developing number skills	E1	2
6056	Early mathematics: position	E1	2
6057	Early mathematics: shape	E1	2
6058	Early mathematics: measure	E1	2
6059	Early mathematics: sequencing and sorting	E1	3
6060	Developing independent living skills: having your say	E1	3
6061	Developing independent living skills: keeping safe	E1	2
6062	Developing independent living skills: looking after your own home	E1	2
6063	Developing independent living skills: being healthy	E1	2
6064	Developing skills for the workplace: getting things done	E1	4
6065	Developing skills for the workplace: following instructions	E1	2
6066	Developing skills for the workplace: health and safety	E1	2
6067	Developing skills for the workplace: looking and acting the part	E1	2
6068	Developing community participation skills: getting out and about	E1	5
6069	Travel within the community: going places	E1	3
6070	Using local health services	E1	2
6071	Developing learning skills: learning to learn	E1	5
6072	Dealing with problems	E1	4
6073	Getting on with other people	E1	4
6074	Developing self awareness: all about me	E1	3
6075	Rights and responsibilities: everybody matters	E1	3
6076	Encountering experiences: being a part of things	E1	3
6077	Engaging with the world around you: people	E1	3
6078	Engaging with the world around you: events	E1	3
6079	Engaging with the world around you: objects	E1	3
6080	Understanding what money is used for	E1	3

## Personal and Social Development

Unit	Title	Option	Credits
6100	Developing self	E3	2
6100	Developing self	E2	2
6100	Developing self	L1	2
6101	Dealing with Problems in daily life	E3	2
6101	Dealing with Problems in daily life	E2	2
6101	Dealing with Problems in daily life	L1	2
6102	Environmental Awareness	E3	2
6102	Environmental Awareness	E2	2
6102	Environmental Awareness	L1	2
6103	Healthy Living	L1	2
6103	Healthy Living	E2	2
6103	Healthy Living	E3	2
6104	Individual rights and responsibilities	E2	1
6104	Individual rights and responsibilities	E3	1
6104	Individual rights and responsibilities	L1	1
6105	Making the most of leisure time	E2	2
6105	Making the most of leisure time	L1	2
6105	Making the most of leisure time	E3	2
6106	Managing Own Money	L1	2
6106	Managing Own Money	E2	2
6106	Managing Own Money	E3	2
6107	Managing Social Relationships	E2	1
6108	Parenting awareness	E2	2
6108	Parenting awareness	E3	2
6108	Parenting awareness	L1	2
6109	Preparation for work	E2	2
6109	Preparation for work	L1	2
6109	Preparation for work	E3	2
6110	Working as part of a group	E3	2
6110	Working as part of a group	E2	2
6110	Working as part of a group	L1	2
6111	Working towards goals	E3	2
6111	Working towards goals	E2	2
6111	Working towards goals	L1	2
6112	Community Action	E3	2

Unit	Title	Option	Credits
6112	Community Action	L1	2
6112	Community Action	E2	2
6113	Using Technology in the Home & Community	E3	2
6113	Using Technology in the Home & Community	E2	2
6114	Personal Safety in the Home & Community	E3	2
6114	Personal Safety in the Home & Community	E2	2
6118	Managing Social Relationships	E3	2
6118	Managing Social Relationships	L1	2

## Preparing for Work

Unit	Title	Option	Credits
6109	Preparation for work	E2	2
6109	Preparation for work	L1	2
6109	Preparation for work	E3	2
6110	Working as part of a group	E3	2
6110	Working as part of a group	E2	2
6110	Working as part of a group	L1	2
6111	Working towards goals	E3	2
6111	Working towards goals	E2	2
6111	Working towards goals	L1	2
6119	An Introduction to Childcare	E2	3
6121	Play and Learning in the Home	E3	3
6122	Planning for the Physical Care Needs of Children age 0-3 years	E3	3
6123	Choices and Decisions	E2	1
6123	Choices and Decisions	E3	1
6124	Myself within the Community	E3	2
6124	Myself within the Community	E2	2
6125	Planning a Journey	E2	1
6125	Planning a Journey	E1	1
6125	Planning a Journey	E3	1
6126	Learning about Work Places	E3	1
6126	Learning about Work Places	E2	1
6127	Preparing for Work Experience	E3	3
6127	Preparing for Work Experience	E2	3
6128	Introduction to the Physical Care of Babies and Young Children	L1	3
6129	Providing basic Manicure Treatments	L1	3
6130	Encourage Children & Young People to Eat Healthy	L1	2
6131	Using Cooking Skills in the Domestic Kitchen	L1	3
6132	Basic Food Preparation and Cooking	L1	3
6133	Introduction to Catering: Level 1	L1	2

Unit	Title	Option	Credits
6134	Introduction to the development of children and young people through play	L1	2
6136	Introduction to the Hair & Beauty Sector	L1	3
6140	Introduction to the Catering & Hospitality industry	L1	3
6150	Rules of the Road	E2	3
6150	Rules of the Road	E3	3
6151	Road User and the Law	E2	2
6151	Road User and the Law	E3	2
6152	Economics of Motoring	E3	2
6152	Economics of Motoring	E2	2
6153	Motor Vehicle Maintenance	E3	2
6153	Motor Vehicle Maintenance	E2	2
6154	Motor Vehicle Road Control	E3	2
6154	Motor Vehicle Road Control	E2	2
6155	Motor Vehicle Chassis Systems	E3	2
6156	Motor Vehicle Power	E3	3
6157	Motor Vehicle Transmission Systems	E3	2
6159	Maintaining Healthy Hair	E2	3
6159	Maintaining Healthy Hair	E3	3
6160	Maintaining Healthy Skin & Nails	E3	3
6160	Maintaining Healthy Skin & Nails	E2	3
6161	Hairdressing: Intro to Assisting a Stylist	E3	3
6162	Hand Care	E3	3
6163	Skin Care	E3	3
6164	Food & Health	E2	4
6164	Food & Health	E3	4
6165	Basic Food Preparation	E3	2
6166	Basic Cooking	E3	2
6168	Introduction to the Hospitality Industry	E3	1
6169	Serving Food and Drink	E3	2
6170	Customer Service in the Hospitality Industry	E3	1
6172	Health, Safety & Hygiene	E2	3
6200	Introduction to Plant Care	E2	3
6200	Introduction to Plant Care	E3	3
6201	Introduction to Land Maintenance	E2	3
6201	Introduction to Land Maintenance	E3	3
6202	Introduction to Animal Care	E2	3
6202	Introduction to Animal Care	E3	3
6220	Design & Technology: Designing & Modelling	E3	4
6220	Design & Technology: Designing & Modelling	E2	4
6221	Design & Technology: Making a Product	E3	4

Unit	Title	Option	Credits
6221	Design & Technology: Making a Product	E2	4
6222	Design & Technology: Planning	E3	3
6222	Design & Technology: Planning	E2	3
6223	Design & Technology: Health & Safety	E3	3
6223	Design & Technology: Health & Safety	E2	3

## Independent Living

Unit	Title	Option	Credits
6100	Developing self	E3	2
6100	Developing self	E2	2
6100	Developing self	L1	2
6101	Dealing with Problems in daily life	E3	2
6101	Dealing with Problems in daily life	E2	2
6101	Dealing with Problems in daily life	L1	2
6102	Environmental Awareness	E3	2
6102	Environmental Awareness	E2	2
6102	Environmental Awareness	L1	2
6103	Healthy Living	L1	2
6103	Healthy Living	E2	2
6103	Healthy Living	E3	2
6104	Individual rights and responsibilities	E2	1
6104	Individual rights and responsibilities	E3	1
6104	Individual rights and responsibilities	L1	1
6106	Managing Own Money	L1	2
6106	Managing Own Money	E2	2
6106	Managing Own Money	E3	2
6107	Managing Social Relationships	E2	1
6111	Working towards goals	E3	2
6111	Working towards goals	E2	2
6111	Working towards goals	L1	2
6115	The Family	E2	2
6116	Preparation for Pregnancy & Birth of the baby	E3	3
6116	Preparation for Pregnancy & Birth of the baby	E2	3
6117	Care of a New Baby	E2	3
6117	Care of a New Baby	E3	3
6118	Managing Social Relationships	E3	2
6118	Managing Social Relationships	L1	2
6119	An Introduction to Childcare	E2	3
6120	Contraception Information	E3	1

Unit	Title	Option	Credits
6123	Choices and Decisions	E2	1
6123	Choices and Decisions	E3	1
6124	Myself within the Community	E3	2
6124	Myself within the Community	E2	2
6125	Planning a Journey	E2	1
6125	Planning a Journey	E1	1
6125	Planning a Journey	E3	1
6126	Learning about Work Places	E3	1
6126	Learning about Work Places	E2	1
6127	Preparing for Work Experience	E3	3
6127	Preparing for Work Experience	E2	3
6128	Introduction to the Physical Care of Babies and Young Children	L1	3
6130	Encourage Children & Young People to Eat Healthy	L1	2
6131	Using Cooking Skills in the Domestic Kitchen	L1	3
6132	Basic Food Preparation and Cooking	L1	3
6133	Introduction to Catering: Level 1	L1	2
6134	Introduction to the development of children and young people through play	L1	2
6159	Maintaining Healthy Hair	E2	3
6159	Maintaining Healthy Hair	E3	3
6160	Maintaining Healthy Skin & Nails	E3	3
6160	Maintaining Healthy Skin & Nails	E2	3
6164	Food & Health	E2	4
6164	Food & Health	E3	4
6167	Food Preparation, Cooking & Serving	E3	4
6167	Food Preparation, Cooking & Serving	E2	4
6172	Health, Safety & Hygiene	E2	3
6200	Introduction to Plant Care	E2	3
6200	Introduction to Plant Care	E3	3
6201	Introduction to Land Maintenance	E2	3
6201	Introduction to Land Maintenance	E3	3
6202	Introduction to Animal Care	E2	3
6202	Introduction to Animal Care	E3	3

## Science Today

Unit	Title	Option	Credits
6110	Working as part of a group	E3	2
6110	Working as part of a group	E2	2
6110	Working as part of a group	L1	2
6111	Working towards goals	E3	2

Unit	Title	Option	Credits
6111	Working towards goals	E2	2
6111	Working towards goals	L1	2
6123	Choices and Decisions	E2	1
6123	Choices and Decisions	E3	1
6164	Food & Health	E2	4
6164	Food & Health	E3	4
6200	Introduction to Plant Care	E2	3
6200	Introduction to Plant Care	E3	3
6201	Introduction to Land Maintenance	E2	3
6201	Introduction to Land Maintenance	E3	3
6202	Introduction to Animal Care	E2	3
6202	Introduction to Animal Care	E3	3
6203	Science: Health and Safety	E2	3
6203	Science: Health and Safety	E3	3
6204	Science and our Universe	E3	3
6204	Science and our Universe	E2	3
6205	Making Useful Compounds	E3	3
6205	Making Useful Compounds	E2	3
6206	Science and the Human Body	E2	3
6206	Science and the Human Body	E3	3
6207	Science and the Plant World	E2	3
6207	Science and the Plant World	E3	3
6208	The Science of Light and Sound	E2	3
6208	The Science of Light and Sound	E3	3
6209	Variation and Adaptation	E3	3
6209	Variation and Adaptation	E2	3
6210	Working with Electrical Circuits	E3	3
6210	Working with Electrical Circuits	E2	3
6211	Energy in the Home and Workplace	E2	3
6211	Energy in the Home and Workplace	E3	3
6212	Chemical Products used in the Home and their Environmental Impact	E3	2
6212	Chemical Products used in the Home and their Environmental Impact	E2	2
6265	Renewable Energy	E2	3
6265	Renewable Energy	E3	3

## Humanities

Unit	Title	Option	Credits
6102	Environmental Awareness	E3	2
6102	Environmental Awareness	E2	2
6102	Environmental Awareness	L1	2

Unit	Title	Option	Credits
6110	Working as part of a group	E3	2
6110	Working as part of a group	E2	2
6110	Working as part of a group	L1	2
6111	Working towards goals	E3	2
6111	Working towards goals	E2	2
6111	Working towards goals	L1	2
6112	Community Action	E3	2
6112	Community Action	L1	2
6112	Community Action	E2	2
6123	Choices and Decisions	E2	1
6123	Choices and Decisions	E3	1
6250	A British Society in the Past	E2	4
6250	A British Society in the Past	E3	4
6251	A Non-British Society in the Past	E3	4
6251	A Non-British Society in the Past	E2	4
6252	Historical Change Over Time	E3	4
6252	Historical Change Over Time	E2	4
6253	History in the Media	E3	3
6253	History in the Media	E2	3
6254	Looking at your History	E3	3
6254	Looking at your History	E2	3
6255	People and Protest	E3	3
6255	People and Protest	E2	3
6260	Fragile Environments	E2	4
6260	Fragile Environments	E3	4
6261	Sustainable Communities	E2	3
6261	Sustainable Communities	E3	3
6262	Sustainable Tourism	E3	3
6262	Sustainable Tourism	E2	3
6263	The Changing Population of the UK	E3	3
6263	The Changing Population of the UK	E2	3
6264	Volcanoes, Earthquakes & Tsunamis	E2	4
6264	Volcanoes, Earthquakes & Tsunamis	E3	4
6265	Renewable Energy	E2	3
6265	Renewable Energy	E3	3
6267	Religious and Moral Arguments about Contentious Issues	E3	2
6267	Religious and Moral Arguments about Contentious Issues	E2	2
6268	Persecution of People	E2	3
6268	Persecution of People	E3	3
6269	Places of Worship	E3	2
6269	Places of Worship	E2	2



Unit	Title	Option	Credits
6271	Famous Followers of Religion	E2	3
6271	Famous Followers of Religion	E3	3
6274	Religious Festivals	E3	2
6274	Religious Festivals	E2	2
6275	Religious Initiation Rites	E3	2
6275	Religious Initiation Rites	E2	2
6276	Religious Charities	E2	3
6276	Religious Charities	E3	3
6277	Religious Marriage Services	E2	2
6277	Religious Marriage Services	E3	2
6280	The Effects of Consumerism on Today's Society	E2	3
6280	The Effects of Consumerism on Today's Society	E3	3
6281	The Ethics of Food Production and the Consumer	E2	3
6281	The Ethics of Food Production and the Consumer	E3	3
6282	Responses to Conflict in World Events	E3	4
6282	Responses to Conflict in World Events	E2	4
6283	Taking a Role in Society in the UK	E3	3
6283	Taking a Role in Society in the UK	E2	3
6284	Child Poverty and Exploitation	E2	3
6284	Child Poverty and Exploitation	E3	3
6290	Introducing Self, Family and Friends in French	E2	3
6290	Introducing Self, Family and Friends in French	E3	3
6291	Using French to Discuss where People Live	E2	3
6291	Using French to Discuss where People Live	E3	3
6292	Using French to Discuss Social Issues	E3	3
6292	Using French to Discuss Social Issues	E2	3
6293	Being a Tourist in a French Speaking Country	E2	3
6293	Being a Tourist in a French Speaking Country	E3	3
6294	Using French to Discuss Work	E2	3
6294	Using French to Discuss Work	E3	3

## Creative, Media and Performance Arts

Unit	Title	Option	Credits
6110	Working as part of a group	E3	2
6110	Working as part of a group	E2	2
6110	Working as part of a group	L1	2
6111	Working towards goals	E3	2
6111	Working towards goals	E2	2
6111	Working towards goals	L1	2

Unit	Title	Option	Credits
6123	Choices and Decisions	E2	1
6123	Choices and Decisions	E3	1
6220	Design & Technology: Designing & Modelling	E3	4
6220	Design & Technology: Designing & Modelling	E2	4
6221	Design & Technology: Making a Product	E3	4
6221	Design & Technology: Making a Product	E2	4
6222	Design & Technology: Planning	E3	3
6222	Design & Technology: Planning	E2	3
6223	Design & Technology: Health & Safety	E3	3
6223	Design & Technology: Health & Safety	E2	3
6300	Exploring Film Genres	E3	4
6300	Exploring Film Genres	E2	4
6301	Exploring Advertising	E3	3
6301	Exploring Advertising	E2	3
6302	Creating a Print Media Product	E3	4
6302	Creating a Print Media Product	E2	4
6306	Art & Design: Ceramics	E2	4
6306	Art & Design: Ceramics	E3	4
6307	Art & Design: Graphic Design	E3	4
6307	Art & Design: Graphic Design	E2	4
6308	Art & Design: Painting & Drawing	E2	4
6308	Art & Design: Painting & Drawing	E3	4
6309	Art & Design: Photography	E2	4
6309	Art & Design: Photography	E3	4
6310	Art & Design: Printmaking	E2	4
6310	Art & Design: Printmaking	E3	4
6311	Art & Design: Textiles	E3	4
6311	Art & Design: Textiles	E2	4
6312	Art & Design: Three Dimensional Studies	E3	4
6312	Art & Design: Three Dimensional Studies	E2	4
6313	Art & Design: Present an Art & Design Evaluation	E3	2
6313	Art & Design: Present an Art & Design Evaluation	E2	2
6314	Art & Design: Plan, Advertise and Present an Art & Design Exhibition	E2	2
6314	Art & Design: Plan, Advertise and Present an Art & Design Exhibition	E3	2
6320	Using the Voice in a Dramatic Context	E2	3
6320	Using the Voice in a Dramatic Context	E3	3
6321	Using the Body in a Dramatic Context	E2	3
6321	Using the Body in a Dramatic Context	E3	3
6322	Contributing to a Dramatic Improvisation	E3	4
6322	Contributing to a Dramatic Improvisation	E2	4
6323	Contribute to the Creation of a group Drama Presentation	E3	5

Unit	Title	Option	Credits
6323	Contribute to the Creation of a group Drama Presentation	E2	5
6332	Designing a Music Website Homepage	E3	3
6332	Designing a Music Website Homepage	E2	3
6334	Creating an Audio-Visual Sequence	E3	4
6334	Creating an Audio-Visual Sequence	E2	4
6340	Solo Music Performance	E3	4
6340	Solo Music Performance	E2	4
6341	Ensemble Music Performance	E3	5
6341	Ensemble Music Performance	E2	5
6342	Composing Music	E2	4
6342	Composing Music	E3	4
6343	Appraising Music	E2	5
6343	Appraising Music	E3	5

## Healthy Living and Fitness

Unit	Title	Option	Credits
6103	Healthy Living	L1	2
6103	Healthy Living	E2	2
6103	Healthy Living	E3	2
6105	Making the most of leisure time	E2	2
6105	Making the most of leisure time	L1	2
6105	Making the most of leisure time	E3	2
6110	Working as part of a group	E3	2
6110	Working as part of a group	E2	2
6110	Working as part of a group	L1	2
6111	Working towards goals	E3	2
6111	Working towards goals	E2	2
6111	Working towards goals	L1	2
6123	Choices and Decisions	E2	1
6123	Choices and Decisions	E3	1
6164	Food & Health	E2	4
6164	Food & Health	E3	4
6172	Health, Safety & Hygiene	E2	3
6430	Physical Education: Adventurous Activities	E2	3
6430	Physical Education: Adventurous Activities	E3	3
6431	Physical Education: Creative Activities Dance	E3	3
6431	Physical Education: Creative Activities Dance	E2	3
6432	Physical Education: Gymnastic Activities	E2	3
6432	Physical Education: Gymnastic Activities	E3	3
6433	Physical Education: Preparing for Sporting Activities	E2	1

Unit	Title	Option	Credits
6434	Physical Education: Individual or Partner Activities	E3	4
6434	Physical Education: Individual or Partner Activities	E2	4
6435	Physical Education: Team Competitive Activities	E2	4
6435	Physical Education: Team Competitive Activities	E3	4
6436	Physical Education: Frequent and regular Physical Activities for Health, Fitness and Well	E2	3
6436	Physical Education: Frequent and regular Physical Activities for Health, Fitness and Well	E3	3

## Additional English

Unit	Title	Option	Credits
6300	Exploring Film Genres	E3	4
6300	Exploring Film Genres	E2	4
6301	Exploring Advertising	E3	3
6301	Exploring Advertising	E2	3
6302	Creating a Print Media Product	E3	4
6302	Creating a Print Media Product	E2	4
6350	Exploring Shakespeare	L1	3
6350	Exploring Shakespeare	E3	3
6350	Exploring Shakespeare	E2	3
6351	Communicating Experience	E3	2
6351	Communicating Experience	E2	2
6352	Creating Narratives	L1	3
6352	Creating Narratives	E3	3
6352	Creating Narratives	E2	3
6353	Exploring Events and Characters in Audio/Visual Texts	E3	3
6353	Exploring Events and Characters in Audio/Visual Texts	E2	3
6354	Exploring Narratives	E3	3
6354	Exploring Narratives	L1	3
6354	Exploring Narratives	E2	3
6355	Exploring Poetry	E2	2
6355	Exploring Poetry	E3	2

## Mathematics

Unit	Title	Option	Credits
6370	Introduction to Whole Numbers	E2	1
6370	Introduction to Whole Numbers	E3	1
6371	Working with Whole Numbers	E2	2

Unit	Title	Option	Credits
6371	Working with Whole Numbers	E3	2
6372	Working with Fractions	E2	2
6372	Working with Fractions	E3	2
6373	Using Money	E3	2
6373	Using Money	E2	2
6374	Working with 2D and 3D Shapes	E2	2
6374	Working with 2D and 3D Shapes	E3	2
6375	Working with Measures	E2	3
6375	Working with Measures	E3	3
6376	Working with Angles and Position	E3	1
6376	Working with Angles and Position	E2	1
6377	Data Handling	E3	3
6377	Data Handling	E2	3

## ICT Users

Unit	Title	Option	Credits
6380	Improving Productivity using IT	L1	3
6380	Improving Productivity using IT	E3	3
6381	Improving Productivity using IT	E2	2
6382	Improving Productivity using IT	E1	1
6383	IT User Fundamentals	L1	3
6384	IT User Fundamentals	E2	2
6384	IT User Fundamentals	E3	2
6385	IT User Fundamentals	E1	1
6386	Database Software	L1	3
6387	Database Software	E1	2
6387	Database Software	E3	2
6387	Database Software	E2	2
6388	Spreadsheet Software	L1	3
6389	Spreadsheet Software	E1	2
6389	Spreadsheet Software	E3	2
6389	Spreadsheet Software	E2	2
6390	Word Processing Software	L1	3
6391	Using Word Processing Software	E1	2
6391	Using Word Processing Software	E2	2
6391	Using Word Processing Software	E3	2
6392	Presentation Software	L1	3
6393	Presentation Software	E1	2
6393	Presentation Software	E2	2
6393	Presentation Software	E3	2

Unit	Title	Option	Credits
6394	Desktop Publishing Software	L1	3
6395	Desktop Publishing Software	E2	2
6395	Desktop Publishing Software	E3	2
6395	Desktop Publishing Software	E1	2
6396	Audio Software	L1	2
6397	Video Software	L1	2
6398	Audio and Video Software	E3	2
6398	Audio and Video Software	E2	2
6399	Using Mobile IT Devices	E3	2
6399	Using Mobile IT Devices	L1	2
6400	Internet Safety for IT users	L1	3
6401	Using Email	L1	2
6401	Using Email	E3	2
6402	Using the Internet	L1	3
6403	Internet Fundamentals	E3	2
6404	Online Basics	E1	2
6404	Online Basics	E2	2
6405	Imaging Software	L1	3
6406	Imaging Software	E2	2
6406	Imaging Software	E3	2
6407	Imaging Software	E1	1

## Welsh First Language

Unit	Title	Option	Credits
6360	Oral discussion of experiences and feelings	E2	3
6360	Oral discussion of experiences and feelings	E3	3
6361	Translanguaging to Welsh	E2	3
6361	Translanguaging to Welsh	E3	3
6362	Responding orally to television series/ Welsh film	E3	3
6362	Responding orally to television series/ Welsh film	E2	3
6363	Responding to Welsh Literature reading material – Prose	E2	3
6363	Responding to Welsh Literature reading material – Prose	E3	3
6364	Story Writing	E2	3
6364	Story Writing	E3	3

## Welsh Second Language

Unit	Title	Option	Credits
6365	Communicate in Welsh in familiar situations	E3	3
6365	Communicate in Welsh in familiar situations	E2	3

Unit	Title	Option	Credits
6366	Listen and understand others speaking Welsh in familiar situations	E2	3
6366	Listen and understand others speaking Welsh in familiar situations	E3	3
6367	Read and understand Welsh topics in familiar situations	E2	3
6367	Read and understand Welsh topics in familiar situations	E3	3
6368	Prepare for the working world in familiar situations in Welsh	E3	3
6368	Prepare for the working world in familiar situations in Welsh	E2	3
6369	Writing in Welsh in Familiar Situations	E3	3
6369	Writing in Welsh in Familiar Situations	E2	3