

QUALIFICATION SPECIFICATION

gateway
qualifications



Access to HE

Apprenticeships

Digital

Employability &
Enterprise

English & Maths

ESOL

Personal & Social
Development

Professional
Development

Vocational

Introduction to English for Non-
native Speakers (Entry 1)

This qualification specification covers the following qualifications:

| Qualification Number | Qualification Title |
|----------------------|-------------------------------------------------------------------------------------------------------|
| 601/5593/0 | Gateway Qualifications Entry Level Award In Introduction to English for Non-native Speakers (Entry 1) |

| Version and date | Change detail | Section/Page Reference |
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| 1.0 (April 2021) | Qualification approval from Qualifications Wales removed. | Pg6 and 8 |
| 1.1 (Dec 2022) | Changed back cover and removed address | Pg 20 |
| | Funding and Age sections updated | Pg 7 & 9 |

About this qualification specification

This qualification specification is intended for Tutors/Assessors, Internal Quality Assurers, Centre Quality Managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualifications including specific quality assurance requirements.

In order to offer this qualification, the provider must be a Gateway Qualifications recognised centre.

If the centre is not yet recognised, please contact our Development Team to discuss becoming a Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

Website: www.gatewayqualifications.org.uk/recognition

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1. Qualification Information

1.1 About the Qualifications

The qualification has been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England.

The Gateway Qualifications Entry Level Award In Introduction to English for Non-native Speakers (Entry 1) covers the essential English language skills which need to be explicitly taught to learners in the intended target groups (see below). It covers very basic speaking, listening, reading and writing skills. All units are mandatory.

The qualification has been designed for non-native speakers who are seeking to learn English as a second or other language and are not yet able to access an Entry 1 ESOL course because of their very low starting point. Target learners include those who:

- have had no or very limited previous or current exposure to English, (e.g. through work, through films, through social interaction, at home)
- are newly arrived in the country
- are illiterate in their home language
- have home languages that do not include written language
- have had little or no formal education of any kind
- have no English at all and are therefore unable to follow teaching instructions in English or to use English to make themselves understood by teachers or fellow students.

The qualification takes advantage of the 'bottomless' nature of Entry 1, which is described by Ofqual as 'recognising progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills, knowledge or understanding that relate to the immediate environment.' This Gateway Qualifications Award is pitched towards the middle of this continuum, allowing learners to have their very basic achievements recognised before progressing to Entry 1 ESOL qualifications.

Learners are not expected to have any prior qualifications or attainment in English language learning. There are no age restrictions. Target learners will typically be those who are seeking to gain English language skills in order to access employment and improve social integration from a very low starting point. They will almost all expect to undertake further learning in the English language before achieving these goals.

The qualification was developed in consultation with, and supported by, a number of learning providers including FE Colleges, Adult Community Learning providers and Offender Learning providers who had identified significant numbers of learners working at a level below that required to access ESOL Entry 1 qualifications and were seeking accreditation to address their needs.

1.2 Objective

The Gateway Qualifications Entry Level Award In Introduction to English for Non-native Speakers (Entry 1) is a qualification taken for personal growth as a valuable first step on a ladder to achieving competence in the English language by specific groups of non-native speakers, and through this, a route to employment and greater social integration.

1.3 Key Facts

| Qualification Title in full | Credit Value | Total Qualification Time | Guided Learning Hours |
|-------------------------------------------------------------------------------------------------------|--------------|--------------------------|-----------------------|
| Gateway Qualifications Entry Level Award In Introduction to English for Non-native Speakers (Entry 1) | 7 | 70 | 70 |

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

1.4 Funding

For information on potential sources of funding in England please visit the Education and Skills Funding Agency:

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<https://www.gov.uk/government/collections/qualifications-approved-for-public-funding>

<https://hub.fasst.org.uk/Pages/default.aspx>

1.5 Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process.

Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

1.6 Geographical Coverage

This qualification has been approved by Ofqual who regulate qualifications, examinations and assessments in England.

If a centre based outside of England (including Scotland) would like to offer this qualification, they should make an enquiry to Gateway Qualifications.

1.7 Progression Opportunities

The qualification is designed to provide a first step towards employability for a target group whose lack of English language skills currently makes employment impossible.

It is intended as the first rung in a ladder of English language learning, with the typical progression route initially being to Entry 1 ESOL qualifications and from there up through further levels of ESOL qualifications before eventually leading to employment.

1.8 Relationship with other frameworks

This qualification has no direct relationship with any other framework but the learning outcomes are based on the content of the Entry 1 ESOL core curriculum, in that they cover the fundamental aspects of this curriculum required before full coverage of the Entry 1 curriculum can be attempted.

2. Learner Entry Requirements

2.1 Age

The approved age range for these qualifications is Pre 16, 16-18 and 19+. Whilst some of our qualifications are regulated for pre 16 learners our minimum age is 14.

2.2 Prior Qualifications or Units

There is no requirement for learners to have achieved prior qualifications.

2.3 Prior Skills/Knowledge/Understanding

There is no requirement for learners to have prior skills, knowledge or understanding.

An initial assessment of each learner should be made before the start of their programme to identify whether this qualification is appropriate for their needs or whether they would be able to access the ESOL Skills for Life qualifications at Entry Level 1.

2.4 Restrictions

There are no restrictions to entry.

2.5 Access Arrangements, Reasonable Adjustments and Special Considerations

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Special Considerations

Requests for special consideration should be submitted as soon as possible. Please refer to the [Reasonable Adjustments and Special Consideration Policy](#).

2.6 Recruiting Learners with Integrity

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully

complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification(s).

3. Assessment and Quality Assurance

The following are in addition to the standard assessment and quality assurance requirements set out in the Gateway Qualifications Centre Handbook.

3.1 Method of Assessment

The method of assessment for the qualification is through a portfolio of evidence.

3.2 Assessment Guidance

Assessment of learning should be as unobtrusive as possible for these learners and assessment evidence should normally be naturally occurring as part of the teaching and learning process. There is no requirement for the completion of any specific assignments or for assessment to take place under controlled conditions, provided that the evidence produced is the candidate's own work and fully meets the learning outcomes and assessment criteria for the unit.

The assessment activities that take place and the evidence included in a learner's portfolio is likely to vary considerably between different learners and learner groups, as each should be personalised to reflect the learner's starting point, their learning context, their needs and interests. Typical forms of evidence might include assessor observation records, video or audio clips, and documents of varying kinds which include hand-written input by the candidate.

Assessment guidance for individual units follows individual unit details contained within this specification.

3.3 Qualification-Specific Centre Requirements

Centres must ensure that they have the appropriate staffing and resources in place for delivery of this qualification.

3.4 Qualification-Specific Tutor/Assessor Requirements

Tutor/Assessors must be fully qualified and experienced in the subject area in which they are delivering, details of which must be provided to Gateway Qualifications as part of the Qualification Approval application.

3.5 Qualification-Specific Quality Assurance Requirements

Tutor/Assessors must be fully qualified and experienced in the subject area in which they are delivering, details of which must be provided to Gateway Qualifications as part of the Qualification Approval application.

4. Achieving the Qualification

4.1 Qualification Structure (Rules of Combination and Unit List)

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within the unit specifications. These include the learning outcomes and associated assessment criteria.

4.2 Gateway Qualifications Entry Level Award In Introduction to English for Non-native Speakers (Entry 1)

To achieve the Gateway Qualifications Entry Level Award In Introduction to English for Non-native Speakers (Entry 1), the learner must complete 5 mandatory units totalling 7 credits.

| Unit Reference Number | Title | Level | Credit Value | GLH | Subject Sector Area |
|-----------------------|---------------------------------------------------------------|---------|--------------|-----|---------------------|
| D/506/0287 | Introduction to Speaking English | Entry 1 | 2 | 20 | 14.1 |
| D/506/0290 | Introduction to Reading English | Entry 1 | 2 | 20 | 14.1 |
| H/506/0288 | Introduction to Writing English | Entry 1 | 1 | 10 | 14.1 |
| H/506/0291 | Introduction to Listening to and Understanding Spoken English | Entry 1 | 1 | 10 | 14.1 |
| Y/506/0286 | Introduction to English Language for Learning | Entry 1 | 1 | 10 | 14.1 |

4.3 Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

The process of Recognition for Prior Learning is not applicable to this qualification.

4.4 Links to other qualifications

This qualification provides a stepping stone to ESOL qualifications at Entry 1 and hence offers an entry point to a suite of qualifications that might otherwise prove inaccessible for some learners.

5. Unit Details

Introduction to Speaking English

Unit code: D/506/0287

Credit value: 2

GLH: 20

This unit has 2 learning outcomes.

| Learning outcomes | Assessment criteria |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to pronounce English. | 1.1 Pronounce letter sounds so that they can be understood by a sympathetic native speaker. 1.2 Pronounce key words so that they can be understood by a sympathetic native speaker. |
| 2. Be able to use key words, short phrases and simple sentences to communicate in spoken English | 2.1 Use a small number of single words, commonly-used short phrases and simple sentences to convey meaning in spoken English (e.g. to state own name, address, and basic personal information about themselves). 2.2 Use key words and phrases associated with verbal exchanges (e.g. please, thank you, hello, goodbye, yes, no, sorry, excuse me). 2.3 Use I + verb, including I am, to form very simple sentences (e.g. "I am lost"). |

Methods of Assessment

Portfolio of evidence.

Assessment Guidance

Key words and phrases will be those in most common usage and those of greatest personal significance to the learner. They might include for example names, addresses, numbers, common adjectives, jobs, countries, days of the week and words relating to family such as son or sister.

Learners do not need to understand the grammatical structures within the short phrases or sentences they are using.

Learners can communicate in response to questions or comments from others or initiate spoken contributions.

Learners should be building up a range of vocabulary as they prepare to progress to Entry 1 ESOL. There is no precise number of words or phrases that learners are required to be able to say in order to meet the assessment criteria for this unit but they should be sufficient to enable the learners to make themselves understood in some key exchanges, e.g. when providing basic personal information or responding to straightforward questions about themselves.

Introduction to Reading English

Unit code: D/506/0290

Credit value: 2

GLH: 20

This unit has 4 learning outcomes.

| Learning outcomes | Assessment criteria |
|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Know the English alphabet and common digraphs. | <p>1.1 State the sounds and names of individual letters.</p> <p>1.2 State the sound of common digraphs, such as sh, ch, ph, th, ng, wh, oo and ee.</p> |
| 2. Be able to de-code simple phonetic words. | 2.1 Use letter sounds to decode simple phonetic words in common usage. |
| 3. Be able to read key sight words. | 3.1 Recognise and state the meaning of key sight words, including for example, numbers, jobs, countries, days of the week, a small number of common adjectives and prepositions. |
| 4. Know that English is written from left to right and top to bottom. | 4.1 Demonstrate an awareness that English is written from left to right and top to bottom. |

Methods of Assessment

Portfolio of evidence.

Assessment Guidance

Key words will be those in most common usage and those of greatest personal significance to the learner. They might include for example colours, numbers, common adjectives, jobs, countries, days of the week and words relating to family such as son or sister.

Learners should be building up a range of vocabulary as they prepare to progress to Entry 1 ESOL.

Introduction to Writing English

Unit code: H/506/0288

Credit value: 1

GLH: 10

This unit has 4 learning outcomes.

| Learning outcomes | Assessment criteria |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to write key words legibly. | 1.1 Form lower case letters correctly. 1.2 Form correctly some relevant upper case letters, including "I" for personal pronoun (e.g. those that occur in own name, country of origin, place of residence, days of the week) 1.3 Write a small number of key words, including own name, with letters that are uniform in size, appropriately spaced and positioned (e.g. with clear ascenders and descenders) 1.4 Write multiple words from left to right with appropriate spacing between words (e.g. first name and family name) |
| 2. Be able to spell key words correctly. | 2.1 Spell correctly a small number of key words, including own name 2.2 Use capital letters correctly in own name |

Methods of Assessment

Portfolio of evidence.

Assessment Guidance

Key words will be those in most common usage and those of greatest personal significance to the learner. Key words for writing include name, address, family names, dates, a signature, and sufficient common vocabulary to write a simple, informal note/message. Colours. They might also include numbers, common adjectives, jobs, countries, days of the week and words relating to family such as son or sister.

When writing to demonstrate legibility, particularly when writing multiple words, learners might sometimes be copying rather than generating text. They should be able to write their own name without copying. Learners should be building up a range of vocabulary as they prepare to progress to Entry 1 ESOL.

Introduction to Listening to and Understanding Spoken English

Unit code: H/506/0291

Credit value: 1

GLH: 10

This unit has 1 learning outcome.

| Learning outcomes | Assessment criteria |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to listen for key words and phrases in spoken English | 1.1 Recognise key words in common usage or of personal relevance 1.2 Recognise key phrases in common usage or of personal relevance (e.g. Next customer please) 1.3 Recognise commonly-asked questions (e.g. What is your name? Where do you come from?) 1.4 Recognise key instruction words (e.g. stop, read, listen, look) 1.5 Recognise numbers 1 – 10 |

Methods of Assessment

Portfolio of evidence.

Assessment Guidance

Key words and phrases will be those in most common usage and those most relevant to the context in which the learner is living, learning and/or working. They might include for example numbers, common adjectives, jobs, countries, days of the week and words relating to family such as *son* or *sister*.

Learners do not need to understand every word spoken to them, so long as they are able to follow what is said sufficiently to be able to pick out the key, relevant elements required by the assessment criteria.

Learners should be building up a range of vocabulary as they prepare to progress to Entry 1 ESOL. There is no precise number of words or phrases that learners are required to be able to recognise in order to meet the assessment criteria for this unit but they should be able to recognise a sufficient range, in line with the examples provided within the unit, to meet the assessment criteria.

Learners can demonstrate their recognition of key words and phrases through verbal or non-verbal responses.

Introduction to English Language for Learning

Unit code: Y/506/0286

Credit value: 1

GLH: 10

This unit has 3 learning outcomes.

| Learning outcomes | Assessment criteria |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Know the meaning of key terms associated with learning | 1.1 Recognise the meaning of key spoken words and phrases for people, places and objects relevant to their place of learning (e.g. classroom, teacher, student, desk, pen, learning zone). |
| 2. Understand key phrases, short sentences and questions used in teaching | 2.1 Demonstrate understanding of key spoken phrases, short sentences and questions commonly used by teachers (e.g. 'get your books out', 'repeat after me', 'do you understand?'). |
| 3. Be able to use spoken English to communicate basic needs or wants in relation to learning | 3.1 Use single words, short phrases or simple learned sentences to indicate needs or wants relating to learning (e.g. 'repeat please', 'I don't understand', 'slower', 'again'), articulating them sufficiently clearly for the teacher to understand. |

Methods of Assessment

Portfolio of evidence.

Assessment Guidance

Learners can demonstrate their recognition or understanding of key words, phrases, short sentences and common questions through verbal or non-verbal responses.

Learners do not need to understand the grammatical structures within the short phrases or sentences they are using.

6. What to do next

For existing centres please contact your named Development Manager or Development Officer.

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

7. Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).

7. Appendices

Appendix 1 – Sample Observation Record

| Unit: Introduction to Speaking English | | | |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Student name: | | | |
| Assessor name and job title: | | | |
| Unit reference | Requirement | Evidence | Date* |
| AC 2.1 | 1. State own name | <i>J stated his first and family name in response to 'What is your name?'</i> | |
| ACs 2.1, 2.3 and 1.2 | 2. Provide two pieces of information about self, including an 'I am' statement, pronouncing words correctly | <i>J stated 'I am Portuguese' in response to 'Where are you from?'</i> <i>J stated 'In Plaistow' in response to 'Where do you live?'</i> <i>J pronounced each word correctly at first attempt</i> | |
| AC 2.2 | 3. Use 'hello' and 'goodbye' or equivalents (e.g. hi, bye), pronouncing words correctly | <i>J said 'hello' to tutor and fellow students on entering the class and 'bye' in response to another student leaving the class.</i> | |

| | | |
|---------------|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <i>J pronounced 'bye' correctly at first attempt and 'hello' correctly once reminded that the 'h' is not silent</i> |
| AC 2.2 | 4. Use 'yes' and 'no', pronouncing words correctly | <i>J answered the questions, 'Are you J?' and 'Are you Portuguese?' with 'yes'. He answered the questions, 'Are you Spanish?' and 'Do you have children?' with 'no'. J pronounced both words correctly at first attempt</i> |
| AC 1.1 | 5. Pronounce individual letter sounds correctly | <i>J repeated each letter sound correctly after it had been voiced by tutor and then correctly pronounced a random set of 8 letters selected by the tutor from a wall chart.</i> |

*Note evidence for a unit may be gathered in multiple sessions and need only be recorded on the observation sheet once the assessment criterion has been met.



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