



Qualification Specification
Suite of English Qualifications
Entry 1, Entry 2, Entry 3, Level 1, Level 2

Version 4.0
(November 2017)

This qualification specification covers the following qualifications:

Qualification Title	Qualification Number
Gateway Qualifications Entry Level Award in English - Read for Purpose and Meaning (Entry 1)	601/1347/9
Gateway Qualifications Entry Level Award in English - Read for Purpose and Meaning (Entry 2)	601/1356/X
Gateway Qualifications Entry Level Award in English - Read for Purpose and Meaning (Entry 3)	601/1364/9
Gateway Qualifications Level 1 Award in English - Read for Purpose and Meaning	601/1471/X
Gateway Qualifications Level 2 Award in English - Read for Purpose and Meaning	601/1484/8
Gateway Qualifications Entry Level Award in English - Read for Information (Entry 1)	601/1346/7
Gateway Qualifications Entry Level Award in English - Read for Information (Entry 2)	601/1355/8
Gateway Qualifications Entry Level Award in English - Read for Information (Entry 3)	601/1368/6
Gateway Qualifications Level 1 Award in English - Read for Information	601/1470/8
Gateway Qualifications Level 2 Award in English - Read for Information	601/1485/X
Gateway Qualifications Entry Level Award in English - Speak to Communicate (Entry 1)	601/1348/0
Gateway Qualifications Entry Level Award in English - Speak to Communicate (Entry 2)	601/1357/1
Gateway Qualifications Entry Level Award in English - Speak to Communicate (Entry 3)	601/1365/0
Gateway Qualifications Level 1 Award in English - Speak to Communicate	601/1472/1
Gateway Qualifications Level 2 Award in English - Speak to Communicate	601/1483/6
Gateway Qualifications Entry Level Award in English - Engage in Discussion (Entry 1)	601/1344/3
Gateway Qualifications Entry Level Award in English - Engage in Discussion (Entry 2)	601/1360/1
Gateway Qualifications Entry Level Award in English - Engage in Discussion (Entry 3)	601/1363/7
Gateway Qualifications Level 1 Award in English - Engage in Discussion	601/1468/X
Gateway Qualifications Level 2 Award in English - Engage in Discussion	601/1479/4
Gateway Qualifications Entry Level Award in English - Write to Communicate (Entry 1)	601/1350/9

Gateway Qualifications Entry Level Award in English - Write to Communicate (Entry 2)	601/1359/5
Gateway Qualifications Entry Level Award in English - Write to Communicate (Entry 3)	601/1369/8
Gateway Qualifications Level 1 Award in English - Write to Communicate	601/1473/3
Gateway Qualifications Level 2 Award in English - Write to Communicate	601/1481/2

Gateway Qualifications Entry Level Award in English - Write Using Basic Punctuation and Spelling (Entry 1)	601/1349/2
Gateway Qualifications Entry Level Award in English - Write Accurately (Entry 2)	601/1358/3
Gateway Qualifications Entry Level Award in English - Write Accurately (Entry 3)	601/1366/2
Gateway Qualifications Level 1 Award in English - Write with Accuracy	601/1474/5
Gateway Qualifications Level 2 Award in English – Write Fluently and Accurately	601/1482/4

Gateway Qualifications Entry Level Award in English - Listen and Respond (Entry 1)	601/1345/5
Gateway Qualifications Entry Level Award in English - Listen and Respond (Entry 2)	601/1354/6
Gateway Qualifications Entry Level Award in English - Listen and Respond (Entry 3)	601/1384/4
Gateway Qualifications Level 1 Award in English - Listen and Respond	601/1469/1
Gateway Qualifications Level 2 Award in English - Listen and Respond	601/1480/0

Gateway Qualifications Entry Level Award in English - Reading (Entry 1)	601/1343/1
Gateway Qualifications Entry Level Award in English - Reading (Entry 2)	601/1351/0
Gateway Qualifications Entry Level Award in English - Reading (Entry 3)	601/1361/3
Gateway Qualifications Level 1 Award in English - Reading	601/1467/8
Gateway Qualifications Level 2 Award in English - Reading	601/1476/9

Gateway Qualifications Entry Level Award in English - Writing (Entry 1)	601/1367/4
Gateway Qualifications Entry Level Award in English - Writing (Entry 2)	601/1353/4
Gateway Qualifications Entry Level Award in English - Writing (Entry 3)	601/1422/8
Gateway Qualifications Level 1 Award in English - Writing	601/1465/4
Gateway Qualifications Level 2 Award in English - Writing	601/1478/2

Gateway Qualifications Entry Level Award in English - Speaking & Listening (Entry 1)	601/1381/9
Gateway Qualifications Entry Level Award in English - Speaking & Listening (Entry 2)	601/1352/2
Gateway Qualifications Entry Level Award in English - Speaking & Listening (Entry 3)	601/1362/5
Gateway Qualifications Level 1 Award in English - Speaking & Listening	601/1466/6

Gateway Qualifications Level 2 Award in English - Speaking & Listening	601/1477/0
Gateway Qualifications Entry Level Certificate in English (Entry 1)	601/1492/7
Gateway Qualifications Entry Level Certificate in English (Entry 2)	601/1493/9
Gateway Qualifications Entry Level Certificate in English (Entry 3)	601/1494/0
Gateway Qualifications Level 1 Certificate in English	601/1499/X
Gateway Qualifications Level 2 Certificate in English	601/1498/8

About this qualification specification

This qualification specification is intended for tutors, Internal Quality Assurers, Centre Quality 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 qualifications in English. It also contains information specific to managing and delivering the qualifications including specific quality assurance requirements.

The specification should be read in conjunction with the Assessment handbook and sample activities for English and the Gateway Qualifications Centre Handbook and other publications available on the website. These contain more detailed guidance on assessment and quality assurance practice.

In order to offer the qualifications in this specification you must be a Gateway Qualifications recognised centre. If your 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

Contents

1. Qualification Information	10
1.1 About the Qualifications	10
1.2 Objective	10
1.3 Key Facts	11
1.4 Funding	14
1.5 Achievement Methodology	14
1.6 Geographical Coverage	14
1.7 Progression Opportunities	14
1.8 Relationship with Other Frameworks	14
2 Learner Entry Requirements	15
2.1 Age	15
2.2 Prior Qualifications	15
2.3 Prior Skills/Knowledge/Understanding	15
2.4 Restrictions	15
2.5 Access to Qualifications for Learners with Disabilities or Specific Needs.....	15
2.6 Additional Rules/Guidance	15
3 Achieving the Qualification	16
3.1 Qualification Structure (Rules of Combination and Unit List)	16
Gateway Qualifications Entry Level Award in English - Read for Purpose and Meaning (Entry 1)	16
Gateway Qualifications Entry Level Award in English - Read for Purpose and Meaning (Entry 2)	16
Gateway Qualifications Entry Level Award in English - Read for Purpose and Meaning (Entry 3)	17
Gateway Qualifications Level 1 Award in English - Read for Purpose and Meaning	17
Gateway Qualifications Level 2 Award in English - Read for Purpose and Meaning	17
Gateway Qualifications Entry Level Award in English - Read for Information (Entry 1)	18
Gateway Qualifications Entry Level Award in English - Read for Information (Entry 2)	18
Gateway Qualifications Entry Level Award in English - Read for Information (Entry 3)	18
Gateway Qualifications Level 1 Award in English - Read for Information	18
Gateway Qualifications Level 2 Award in English - Read for Information	19
Gateway Qualifications Entry Level Award in English - Listen and Respond (Entry 1)	20
Gateway Qualifications Entry Level Award in English - Listen and Respond (Entry 2)	20
Gateway Qualifications Entry Level Award in English - Listen and Respond (Entry 3)	20
Gateway Qualifications Level 1 Award in English - Listen and Respond	20
Gateway Qualifications Level 2 Award in English - Listen and Respond	21
Gateway Qualifications Entry Level Award in English - Speak to Communicate (Entry 1) ..	22
Gateway Qualifications Entry Level Award in English - Speak to Communicate (Entry 2) ..	22

Gateway Qualifications Entry Level Award in English - Speak to Communicate (Entry 3)..	22
Gateway Qualifications Level 1 Award in English - Speak to Communicate.....	22
Gateway Qualifications Level 2 Award in English - Speak to Communicate.....	23
Gateway Qualifications Entry Level Award in English - Engage in Discussion (Entry 1).....	24
Gateway Qualifications Entry Level Award in English - Engage in Discussion (Entry 2).....	24
Gateway Qualifications Entry Level Award in English - Engage in Discussion (Entry 3).....	24
Gateway Qualifications Level 1 Award in English - Engage in Discussion	24
Gateway Qualifications Level 2 Award in English - Engage in Discussion	25
Gateway Qualifications Entry Level Award in English - Write to Communicate (Entry 1)....	26
Gateway Qualifications Entry Level Award in English - Write to Communicate (Entry 2)....	26
Gateway Qualifications Entry Level Award in English - Write to Communicate (Entry 3)....	26
Gateway Qualifications Level 1 Award in English - Write to Communicate	26
Gateway Qualifications Level 2 Award in English - Write to Communicate	27
Gateway Qualifications Entry Level Award in English - Write Using Basic Punctuation and Spelling (Entry 1)	28
Gateway Qualifications Entry Level Award in English - Write Accurately (Entry 2).....	28
Gateway Qualifications Entry Level Award in English - Write Accurately (Entry 3).....	28
Gateway Qualifications Level 1 Award in English - Write with Accuracy	28
Gateway Qualifications Level 2 Award in English - Write Fluently and Accurately	29
Gateway Qualifications Entry Level Award in English - Reading (Entry 1)	30
Gateway Qualifications Entry Level Award in English - Reading (Entry 2)	30
Gateway Qualifications Entry Level Award in English - Reading (Entry 3)	30
Gateway Qualifications Level 1 Award in English - Reading	31
Gateway Qualifications Level 2 Award in English - Reading	31
Gateway Qualifications Entry Level Award in English - Writing (Entry 1)	31
Gateway Qualifications Entry Level Award in English - Writing (Entry 2)	32
Gateway Qualifications Entry Level Award in English - Writing Entry 3).....	32
Gateway Qualifications Level 1 Award in English - Writing	32
Gateway Qualifications Entry Level 2 Award in English - Writing	33
Gateway Qualifications Entry Level Award in English - Speaking and Listening (Entry 1)..	34
Gateway Qualifications Entry Level Award in English - Speaking and Listening (Entry 2)..	34
Gateway Qualifications Entry Level Award in English - Speaking and Listening (Entry 3)..	34
Gateway Qualifications Level 1 Award in English - Speaking and Listening	35
Gateway Qualifications Level 2 Award in English - Speaking and Listening	35
Gateway Qualifications Entry Level Certificate in English (Entry 1).....	36
Gateway Qualifications Entry Level Certificate in English (Entry 2).....	37
Gateway Qualifications Entry Level Certificate in English (Entry 3).....	39
Gateway Qualifications Level 1 Certificate in English	41
Gateway Qualifications Level 2 Certificate in English	43

3.2 Unit Details.....	44
Entry 1: Read for Purpose and Meaning.....	44
Entry 1: Read for Information	46
Entry 1: Listen and Respond	47
Entry 1: Speak to Communicate.....	48
Entry 1: Engage in Discussion.....	49
Entry 1: Write to Communicate.....	50
Entry 2: Read for Purpose and Meaning.....	52
Entry 2: Read for Information	53
Entry 2: Listen and Respond	55
Entry 2: Speak to Communicate	56
Entry 2: Engage in Discussion.....	57
Entry 2: Write to Communicate.....	58
Entry 2: Write Accurately	59
Entry 3: Read for Purpose and Meaning.....	60
Entry 3: Read for Information	62
Entry 3: Listen and Respond	63
Entry 3: Speak to Communicate.....	64
Entry 3: Engage in Discussion.....	65
Entry 3: Write to Communicate.....	66
Entry 3: Write Accurately	67
Level 1: Read for Purpose and Meaning	68
Level 1: Read for Information	69
Level 1: Listen and Respond	70
Level 1: Speak to Communicate.....	72
Level 1: Engage in Discussion	73
Level 1: Write to Communicate	74
Level 1: Write with Accuracy	75
Level 2: Read for Purpose and Meaning	76
Level 2: Read for Information	78
Level 2: Listen and Respond.....	79
Level 2: Speak to Communicate.....	81
Level 2: Engage in Discussion	82
Level 2: Write to Communicate	84
Level 2: Write Fluently and Accurately.....	86
3.3 Recognition of Prior Learning (RPL).....	88
3.4 Links to Other Qualifications.....	88
4 Assessment and Quality Assurance.....	89

4.1	Method of Assessment.....	89
4.2	Assessment Materials	89
4.3	Qualification-Specific Centre Requirements	89
4.4	Qualification-Specific Access Arrangements	90
4.5	Qualification-Specific Tutor/Assessor Requirements	91
4.6	Qualification-Specific Quality Assurance Requirements	91
5	What to do next	92
6	Gateway Qualifications	92
7	Appendices	93
7.1	Appendix 1 - Additional support.....	93
	Appendix 2 – Entry Level Barred Unit Listings	94
	Appendix 3 – Level 1 Barred Unit Listings	98
	Appendix 4 – Level 2 Barred Unit Listings	100

1. Qualification Information

1.1 About the Qualifications

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

The Gateway Qualifications Awards and Certificates in English have been designed as stepping stones for learners and to recognise and reward progress towards achieving an A*-C in GCSE English or the Level 1 or Level 2 Functional Skills English Qualification. These qualifications address the needs of learners with English skills below Level 2 and provide the necessary flexibility and responsiveness required by adult learners.

The learning outcomes and assessment criteria reflect the national literacy standards from Entry 1 to Level 2.

The qualifications in English are built from seven small units at each level. Each unit covers one aspect of a skill, is a qualification in its own right and is also included in rules of combination for a larger award for the relevant skill area and a certificate which covers all the skill areas.

Each unit is underpinned by the national standards for adult literacy (QCA 2005) and mapped to the Adult Literacy Core Curriculum (DfES 2001 and later revised 2006-7). The units have also been mapped to the Functional Skills standards and where appropriate to the GCSE grade descriptions for English.

The English qualifications cover:

- Speaking, listening and responding
- Reading for purpose, meaning and information
- Writing to communicate

The design of the qualifications reflects the announcements by the Skills Funding Agency with regard to the development of English skills. They have been developed in collaboration with representatives of Further Education Colleges, Adult and Community Learning Providers, the voluntary sector and Offender Learning providers.

The unit and qualification design provides maximum flexibility with the opportunity to certificate either a specific skill area according to an identified need, for example a particular aspect of reading, a whole skill area e.g. reading, or the opportunity to develop and certificate a broader range of skills.

1.2 Objective

The qualifications offered by Gateway Qualifications in English are intended for learners who need to develop English skills at the level necessary to progress in further study, work or life. The qualifications are designed to support progression to a GCSE in English or Level 1 or Level 2 Functional Skills qualifications.

1.3 Key Facts

Qualification Title	Credit Value	Total Qualification Time	Guided Learning Hours
Gateway Qualifications Entry Level Award in English - Read for Purpose and Meaning (Entry 1)	3	30	30
Gateway Qualifications Entry Level Award in English - Read for Purpose and Meaning (Entry 2)	3	30	30
Gateway Qualifications Entry Level Award in English - Read for Purpose and Meaning (Entry 3)	3	30	30
Gateway Qualifications Level 1 Award in English - Read for Purpose and Meaning	3	30	30
Gateway Qualifications Level 2 Award in English - Read for Purpose and Meaning	3	30	30
Gateway Qualifications Entry Level Award in English - Read for Information (Entry 1)	3	30	30
Gateway Qualifications Entry Level Award in English - Read for Information (Entry 2)	3	30	30
Gateway Qualifications Entry Level Award in English - Read for Information (Entry 3)	3	30	30
Gateway Qualifications Level 1 Award in English - Read for Information	3	30	30
Gateway Qualifications Level 2 Award in English - Read for Information	3	30	30
Gateway Qualifications Entry Level Award in English - Listen and Respond (Entry 1)	2	20	20
Gateway Qualifications Entry Level Award in English - Listen and Respond (Entry 2)	2	20	20
Gateway Qualifications Entry Level Award in English - Listen and Respond (Entry 3)	2	20	20
Gateway Qualifications Level 1 Award in English - Listen and Respond	2	20	20
Gateway Qualifications Level 2 Award in English - Listen and Respond	2	20	20
Gateway Qualifications Entry Level Award in English - Speak to Communicate (Entry 1)	2	20	20
Gateway Qualifications Entry Level Award in English - Speak to Communicate (Entry 2)	2	20	20
Gateway Qualifications Entry Level Award in English - Speak to Communicate (Entry 3)	2	20	20
Gateway Qualifications Level 1 Award in English - Speak to Communicate	2	20	20
Gateway Qualifications Level 2 Award in English - Speak to Communicate	2	20	20
Gateway Qualifications Entry Level Award in English -	2	20	20

Engage in Discussion (Entry 1)			
Gateway Qualifications Entry Level Award in English - Engage in Discussion (Entry 2)	2	20	20
Gateway Qualifications Entry Level Award in English - Engage in Discussion (Entry 3)	2	20	20
Gateway Qualifications Level 1 Award in English - Engage in Discussion	2	20	20
Gateway Qualifications Level 2 Award in English - Engage in Discussion	2	20	20
Gateway Qualifications Entry Level Award in English - Write to Communicate (Entry 1)	3	30	30
Gateway Qualifications Entry Level Award in English - Write to Communicate (Entry 2)	3	30	30
Gateway Qualifications Entry Level Award in English - Write to Communicate (Entry 3)	3	30	30
Gateway Qualifications Level 1 Award in English - Write to Communicate	3	30	30
Gateway Qualifications Level 2 Award in English - Write to Communicate	3	30	30
Gateway Qualifications Entry Level Award in English - Write Using Basic Punctuation and Spelling (Entry 1)	3	30	30
Gateway Qualifications Entry Level Award in English - Write Accurately (Entry 2)	3	30	30
Gateway Qualifications Entry Level Award in English - Write Accurately (Entry 3)	3	30	30
Gateway Qualifications Level 1 Award in English - Write Accurately	3	30	30
Gateway Qualifications Level 2 Award in English - Write Accurately	3	30	30
Gateway Qualifications Entry Level Award in English - Reading (Entry 1)	6	60	60
Gateway Qualifications Entry Level Award in English - Reading (Entry 2)	6	60	60
Gateway Qualifications Entry Level Award in English - Reading (Entry 3)	6	60	60
Gateway Qualifications Level 1 Award in English - Reading	6	60	60
Gateway Qualifications Level 2 Award in English - Reading	6	60	60
Gateway Qualifications Entry Level Award in English - Writing (Entry 1)	6	60	60
Gateway Qualifications Entry Level Award in English - Writing (Entry 2)	6	60	60
Gateway Qualifications Entry Level Award in English - Writing Entry 3)	6	60	60
Gateway Qualifications Level 1 Award in English - Writing	6	60	60
Gateway Qualifications Level 2 Award in English - Writing	6	60	60

Gateway Qualifications Entry Level Award in English - Speaking & Listening (Entry 1)	6	60	60
Gateway Qualifications Entry Level Award in English - Speaking & Listening (Entry 2)	6	60	60
Gateway Qualifications Entry Level Award in English - Speaking & Listening (Entry 3)	6	60	60
Gateway Qualifications Level 1 Award in English - Speaking & Listening	6	60	60
Gateway Qualifications Level 2 Award in English - Speaking & Listening	6	60	60

Gateway Qualifications Entry Level Certificate in English (Entry 1)	18	180	180
Gateway Qualifications Entry Level Certificate in English (Entry 2)	18	180	180
Gateway Qualifications Entry Level Certificate in English (Entry 3)	18	180	180
Gateway Qualifications Level 1 Certificate in English	18	180	180
Gateway Qualifications Level 2 Certificate in English	18	180	180

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 regarding potential sources of funding please visit the following websites:

The Education Funding Agency <http://www.education.gov.uk/aboutdfe/executiveagencies/efa>
The Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/>

or contact your local funding office.

1.5 Achievement Methodology

A qualification will be awarded to learners who successfully achieve the rules of combination for a given qualification through completion of an approved unit or combination of units through a portfolio of evidence that has been successfully internal quality assured 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 to be offered in England.

1.7 Progression Opportunities

These qualifications allow learners to progress through a framework of English units and qualifications from Entry 1 to Level 2. They have been designed to allow flexibility as well as clear progression opportunities and enable learners to follow highly personalised programmes. The units/qualifications sit on the Qualifications and Credit Framework which gives learners the flexibility to develop skills and complete units/qualifications at their own pace and include breaks in learning where necessary.

The English qualifications allow learners to progress:

- towards a GCSE in English
- towards a Level 1 or Level 2 Functional Skills qualification in English
- to further study including to a Gateway Qualifications vocational qualification
- to an Apprenticeship programme
- to employment.

Given the breadth of units/qualifications available, it is likely that an individual learner's programme would be highly personalised to their needs.

1.8 Relationship with Other Frameworks

The Gateway Qualifications English skills qualifications are related to the national standards for adult literacy and fully mapped to the Adult Literacy Core Curriculum. They are also aligned with Functional Skills and GCSE standards.

2 Learner Entry Requirements

2.1 Age

The qualifications have been approved for learners aged pre-16, 16-18 and 19+.

2.2 Prior Qualifications

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.

2.4 Restrictions

There are no restrictions to entry. However learners should have undertaken relevant initial assessments to ensure that they are following an appropriate learning programme leading to the summative assessment.

2.5 Access to Qualifications for Learners with Disabilities or Specific Needs

It is Gateway Qualifications' aim that there shall be equal opportunities within the 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.

Details on how to make adjustments for learners is set out in the Gateway Qualifications Reasonable Adjustment and Special Considerations Policy.

2.6 Additional Rules/Guidance

There are no additional rules or guidance regarding learner entry requirements.

3 Achieving the Qualification

3.1 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. To obtain unit information, please contact Gateway Qualifications who will enable access to our unit library. Please refer to the Appendix for details of barred units.

For information on Recognition of Prior Learning/Exempt and Equivalent units please see section **3.2 Recognition of Prior Learning (RPL)/Exemptions/Equivalencies**.

Gateway Qualifications Entry Level Award in English - Read for Purpose and Meaning (Entry 1)

Learners must complete one unit, totalling 3 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
H/505/6113	Read for Purpose and Meaning	Entry 1	3	30	14.1	Mandatory

Gateway Qualifications Entry Level Award in English - Read for Purpose and Meaning (Entry 2)

Learners must complete one unit, totalling 3 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
K/505/4122	Read for Purpose and Meaning	Entry 2	3	30	14.1	Mandatory

Gateway Qualifications Entry Level Award in English - Read for Purpose and Meaning (Entry 3)

Learners must complete one unit, totalling 3 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
D/505/6126	Read for Purpose and Meaning	Entry 3	3	30	14.1	Mandatory

Gateway Qualifications Level 1 Award in English - Read for Purpose and Meaning

Learners must complete one unit, totalling 3 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
Y/505/6318	Read for Purpose and Meaning	1	3	30	14.1	Mandatory

Gateway Qualifications Level 2 Award in English - Read for Purpose and Meaning

Learners must complete one unit, totalling 3 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
H/505/6323	Read for Purpose and Meaning	2	3	30	14.1	Mandatory

Gateway Qualifications Entry Level Award in English - Read for Information (Entry 1)

Learners must complete one unit, totalling 3 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
K/505/6114	Read for Information	Entry 1	3	30	14.1	Mandatory

Gateway Qualifications Entry Level Award in English - Read for Information (Entry 2)

Learners must complete one unit, totalling 3 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
F/505/6121	Read for Information	Entry 2	3	30	14.1	Mandatory

Gateway Qualifications Entry Level Award in English - Read for Information (Entry 3)

Learners must complete one unit, totalling 3 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
H/505/6127	Read for Information	Entry 3	3	30	14.1	Mandatory

Gateway Qualifications Level 1 Award in English - Read for Information

Learners must complete one unit, totalling 3 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
L/505/4131	Read for Information	1	3	30	14.1	Mandatory

Gateway Qualifications Level 2 Award in English - Read for Information

Learners must complete one unit, totalling 3 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
K/505/6324	Read for Information	2	3	30	14.1	Mandatory

Gateway Qualifications Entry Level Award in English - Listen and Respond (Entry 1)

Learners must complete one unit, totalling 2 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
M/505/6115	Listen and Respond	Entry 1	2	20	14.1	Mandatory

Gateway Qualifications Entry Level Award in English - Listen and Respond (Entry 2)

Learners must complete one unit, totalling 2 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
L/505/6123	Listen and Respond	Entry 2	2	20	14.1	Mandatory

Gateway Qualifications Entry Level Award in English - Listen and Respond (Entry 3)

Learners must complete one unit, totalling 2 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
H/505/4135	Listen and Respond	Entry 3	2	20	14.1	Mandatory

Gateway Qualifications Level 1 Award in English - Listen and Respond

Learners must complete one unit, totalling 2 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
D/505/6319	Listen and Respond	1	2	20	14.1	Mandatory

Gateway Qualifications Level 2 Award in English - Listen and Respond

Learners must complete one unit, totalling 2 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
M/55/4137	Listen and Respond	2	2	20	14.1	Mandatory

Gateway Qualifications Entry Level Award in English - Speak to Communicate (Entry 1)

Learners must complete one unit, totalling 2 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
T/505/6116	Speak to Communicate	Entry 1	2	20	14.1	Mandatory

Gateway Qualifications Entry Level Award in English - Speak to Communicate (Entry 2)

Learners must complete one unit, totalling 2 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
M/505/4140	Speak to Communicate	Entry 2	2	20	14.1	Mandatory

Gateway Qualifications Entry Level Award in English - Speak to Communicate (Entry 3)

Learners must complete one unit, totalling 2 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
K/505/6128	Speak to Communicate	Entry 3	2	20	14.1	Mandatory

Gateway Qualifications Level 1 Award in English - Speak to Communicate

Learners must complete one unit, totalling 2 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
R/505/6320	Speak to Communicate	1	2	20	14.1	Mandatory

Gateway Qualifications Level 2 Award in English - Speak to Communicate

Learners must complete one unit, totalling 2 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
J/505/4144	Speak to Communicate	2	2	20	14.1	Mandatory

Gateway Qualifications Entry Level Award in English - Engage in Discussion (Entry 1)

Learners must complete one unit, totalling 2 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
L/505/4145	Engage in Discussion	Entry 1	2	20	14.1	Mandatory

Gateway Qualifications Entry Level Award in English - Engage in Discussion (Entry 2)

Learners must complete one unit, totalling 2 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
R/505/6124	Engage in Discussion	Entry 2	2	20	14.1	Mandatory

Gateway Qualifications Entry Level Award in English - Engage in Discussion (Entry 3)

Learners must complete one unit, totalling 2 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
M/505/6129	Engage in Discussion	Entry 3	2	20	14.1	Mandatory

Gateway Qualifications Level 1 Award in English - Engage in Discussion

Learners must complete one unit, totalling 2 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
Y/505/6321	Engage in Discussion	1	2	20	14.1	Mandatory

Gateway Qualifications Level 2 Award in English - Engage in Discussion

Learners must complete one unit, totalling 2 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
H/505/4149	Engage in Discussion	2	2	20	14.1	Mandatory

Gateway Qualifications Entry Level Award in English - Write to Communicate (Entry 1)

Learners must complete one unit, totalling 3 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
A/505/6117	Write to Communicate	Entry 1	3	30	14.1	Mandatory

Gateway Qualifications Entry Level Award in English - Write to Communicate (Entry 2)

Learners must complete one unit, totalling 3 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
Y/505/6125	Write to Communicate	Entry 2	3	30	14.1	Mandatory

Gateway Qualifications Entry Level Award in English - Write to Communicate (Entry 3)

Learners must complete one unit, totalling 3 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
H/505/6130	Write to Communicate	Entry 3	3	30	14.1	Mandatory

Gateway Qualifications Level 1 Award in English - Write to Communicate

Learners must complete one unit, totalling 3 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
D/505/6322	Write to Communicate	1	3	30	14.1	Mandatory

Gateway Qualifications Level 2 Award in English - Write to Communicate

Learners must complete one unit, totalling 3 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
M/505/6325	Write to Communicate	2	3	30	14.1	Mandatory

Gateway Qualifications Entry Level Award in English - Write Using Basic Punctuation and Spelling (Entry 1)

Learners must complete one unit, totalling 3 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
A/505/6120	Write Using Basic Punctuation and Spelling	Entry 1	3	30	14.1	Mandatory

Gateway Qualifications Entry Level Award in English - Write Accurately (Entry 2)

Learners must complete one unit, totalling 3 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
J/505/6119	Write Accurately	Entry 2	3	30	14.1	Mandatory

Gateway Qualifications Entry Level Award in English - Write Accurately (Entry 3)

Learners must complete one unit, totalling 3 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
L/505/4159	Write Accurately	Entry 3	3	30	14.1	Mandatory

Gateway Qualifications Level 1 Award in English - Write with Accuracy

Learners must complete one unit, totalling 3 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
F/505/4160	Write with Accuracy	1	3	30	14.1	Mandatory

Gateway Qualifications Level 2 Award in English - Write Fluently and Accurately

Learners must complete one unit, totalling 3 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
T/505/6326	Write Fluently and Accurately	2	3	30	14.1	Mandatory

Gateway Qualifications Entry Level Award in English - Reading (Entry 1)

Learners must complete two units, totalling 6 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
H/505/6113	Read for Purpose and Meaning	Entry 1	3	30	14.1	Mandatory
K/505/6114	Read for Information	Entry 1	3	30	14.1	Mandatory

Gateway Qualifications Entry Level Award in English - Reading (Entry 2)

Learners must complete two units, totalling 6 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
K/505/4122	Read for Purpose and Meaning	Entry 2	3	30	14.1	Mandatory
F/505/6121	Read for Information	Entry 2	3	30	14.1	Mandatory

Gateway Qualifications Entry Level Award in English - Reading (Entry 3)

Learners must complete two units, totalling 6 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
D/505/6126	Read for Purpose and Meaning	Entry 3	3	30	14.1	Mandatory
H/505/6127	Read for Information	Entry 3	3	30	14.1	Mandatory

Gateway Qualifications Level 1 Award in English - Reading

Learners must complete two units, totalling 6 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
Y/505/6318	Read for Purpose and Meaning	1	3	30	14.1	Mandatory
L/505/4131	Read for Information	1	3	30	14.1	Mandatory

Gateway Qualifications Level 2 Award in English - Reading

Learners must complete two units, totalling 6 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
H/505/6323	Read for Purpose and Meaning	2	3	30	14.1	Mandatory
K/505/6324	Read for Information	2	3	30	14.1	Mandatory

Gateway Qualifications Entry Level Award in English - Writing (Entry 1)

Learners must complete two units, totalling 6 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
A/505/6117	Write to Communicate	Entry 1	3	30	14.1	Mandatory
A/505/6120	Write Using Basic Punctuation and Spelling	Entry 1	3	30	14.1	Mandatory

Gateway Qualifications Entry Level Award in English - Writing (Entry 2)

Learners must complete two units, totalling 6 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
Y/505/6125	Write to Communicate	Entry 2	3	30	14.1	Mandatory
J/505/6119	Write Accurately	Entry 2	3	30	14.1	Mandatory

Gateway Qualifications Entry Level Award in English - Writing Entry 3)

Learners must complete two units, totalling 6 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
L/505/4159	Write Accurately	Entry 3	3	30	14.1	Mandatory
H/505/6130	Write to Communicate	Entry 3	3	30	14.1	Mandatory

Gateway Qualifications Level 1 Award in English - Writing

Learners must complete two units, totalling 6 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
F/505/4160	Write with Accuracy	1	3	30	14.1	Mandatory
D/505/6322	Write to Communicate	1	3	30	14.1	Mandatory

Gateway Qualifications Entry Level 2 Award in English - Writing

Learners must complete two units, totalling 6 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
T/505/6326	Write Fluently and Accurately	2	3	30	14.1	Mandatory
M/505/6325	Write to Communicate	2	3	30	14.1	Mandatory

Gateway Qualifications Entry Level Award in English - Speaking and Listening (Entry 1)

Learners must complete three units, totalling 6 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
L/505/4145	Engage in Discussion	Entry 1	2	20	14.1	Mandatory
M/505/6115	Listen and Respond	Entry 1	2	20	14.1	Mandatory
T/505/6116	Speak to Communicate	Entry 1	2	20	14.1	Mandatory

Gateway Qualifications Entry Level Award in English - Speaking and Listening (Entry 2)

Learners must complete three units, totalling 6 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
M/505/4140	Speak to Communicate	Entry 2	2	20	14.1	Mandatory
L/505/6123	Listen and Respond	Entry 2	2	20	14.1	Mandatory
R/505/6124	Engage in Discussion	Entry 2	2	20	14.1	Mandatory

Gateway Qualifications Entry Level Award in English - Speaking and Listening (Entry 3)

Learners must complete three units, totalling 6 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
H/505/4135	Listen and Respond	Entry 3	2	20	14.1	Mandatory
K/505/6128	Speak to Communicate	Entry 3	2	20	14.1	Mandatory
M/505/6129	Engage in Discussion	Entry 3	2	20	14.1	Mandatory

Gateway Qualifications Level 1 Award in English - Speaking and Listening

Learners must complete three units, totalling 6 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
D/505/6319	Listen and Respond	1	2	20	14.1	Mandatory
R/505/6320	Speak to Communicate	1	2	20	14.1	Mandatory
Y/505/6321	Engage in Discussion	1	2	20	14.1	Mandatory

Gateway Qualifications Level 2 Award in English - Speaking and Listening

Learners must complete three units, totalling 6 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
M/505/4137	Listen and Respond	2	2	20	14.1	Mandatory
J/505/4144	Speak to Communicate	2	2	20	14.1	Mandatory
H/505/4149	Engage in Discussion	2	2	20	14.1	Mandatory

Gateway Qualifications Entry Level Certificate in English (Entry 1)

Learners must achieve a minimum of 18 credits. A minimum of 12 credits must come from Entry 1 units within the Mandatory Group (M) and the remaining credits can be achieved from either the Mandatory Group or Optional Group (O). Learners cannot include more than one unit with the same or similar title. For full details see list of barred units.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
L/505/4145	Engage in Discussion	Entry 1	2	20	14.1	Mandatory
H/505/6113	Read for Purpose and Meaning	Entry 1	3	30	14.1	Mandatory
K/505/6114	Read for Information	Entry 1	3	30	14.1	Mandatory
M/505/6115	Listen and Respond	Entry 1	2	20	14.1	Mandatory
T/505/6116	Speak to Communicate	Entry 1	2	20	14.1	Mandatory
A/505/6117	Write to Communicate	Entry 1	3	30	14.1	Mandatory
A/505/6120	Write Using Basic Punctuation and Spelling	Entry 1	3	30	14.1	Mandatory
K/505/4122	Read for Purpose and Meaning	Entry 2	3	30	14.1	Optional
H/505/4135	Listen and Respond	Entry 3	2	20	14.1	Optional
M/505/4140	Speak to Communicate	Entry 2	2	20	14.1	Optional
L/505/4159	Write Accurately	Entry 3	3	30	14.1	Optional
F/505/6121	Read for Information	Entry 2	3	30	14.1	Optional
D/505/6126	Read for Purpose and Meaning	Entry 3	3	30	14.1	Optional
H/505/6127	Read for Information	Entry 3	3	30	14.1	Optional
L/505/6123	Listen and Respond	Entry 2	2	20	14.1	Optional
K/505/6128	Speak to Communicate	Entry 3	2	20	14.1	Optional
R/505/6124	Engage in Discussion	Entry 2	2	20	14.1	Optional
M/505/6129	Engage in Discussion	Entry 3	2	20	14.1	Optional
Y/505/6125	Write to Communicate	Entry 2	3	30	14.1	Optional
H/505/6130	Write to Communicate	Entry 3	3	30	14.1	Optional
J/505/6119	Write Accurately	Entry 2	3	30	14.1	Optional

Gateway Qualifications Entry Level Certificate in English (Entry 2)

Learners must achieve a minimum of 18 credits. A minimum of 12 credits must come from Entry 2 units within the Mandatory Group (M) and the remaining credits can be achieved from either the Mandatory Group or Optional Group (O). Learners cannot include more than one unit with the same or similar title. For full details see list of barred units.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
K/505/4122	Read for Purpose and Meaning	Entry 2	3	30	14.1	Mandatory
M/505/4140	Speak to Communicate	Entry 2	2	20	14.1	Mandatory
F/505/6121	Read for Information	Entry 2	3	30	14.1	Mandatory
L/505/6123	Listen and Respond	Entry 2	2	20	14.1	Mandatory
R/505/6124	Engage in Discussion	Entry 2	2	20	14.1	Mandatory
Y/505/6125	Write to Communicate	Entry 2	3	30	14.1	Mandatory
J/505/6119	Write Accurately	Entry 2	3	30	14.1	Mandatory
L/505/4131	Read for Information	1	3	30	14.1	Optional
H/505/4135	Listen and Respond	Entry 3	2	20	14.1	Optional
L/505/4145	Engage in Discussion	Entry 1	2	20	14.1	Optional
L/505/4159	Write Accurately	Entry 3	3	30	14.1	Optional
F/505/4160	Write with Accuracy	1	3	30	14.1	Optional
D/505/6126	Read for Purpose and Meaning	Entry 3	3	30	14.1	Optional
H/505/6113	Read for Purpose and Meaning	Entry 1	3	30	14.1	Optional
H/505/6127	Read for Information	Entry 3	3	30	14.1	Optional
K/505/6114	Read for Information	Entry 1	3	30	14.1	Optional
M/505/6115	Listen and Respond	Entry 1	2	20	14.1	Optional
T/505/6116	Speak to Communicate	Entry 1	2	20	14.1	Optional
K/505/6128	Speak to Communicate	Entry 3	2	20	14.1	Optional
M/505/6129	Engage in Discussion	Entry 3	2	20	14.1	Optional
A/505/6117	Write to Communicate	Entry 1	3	30	14.1	Optional
A/505/6120	Write Using Basic Punctuation and Spelling	Entry 1	3	30	14.1	Optional
H/505/6130	Write to Communicate	Entry 3	3	30	14.1	Optional

Y/505/6318	Read for Purpose and Meaning	1	3	30	14.1	Optional
D/505/6319	Listen and Respond	1	2	20	14.1	Optional
R/505/6320	Speak to Communicate	1	2	20	14.1	Optional
Y/505/6321	Engage in Discussion	1	2	20	14.1	Optional
D/505/6322	Write to Communicate	1	3	30	14.1	Optional

Gateway Qualifications Entry Level Certificate in English (Entry 3)

Learners must achieve a minimum of 18 credits. A minimum of 12 credits must come from Entry 3 units within the Mandatory Group (M) and the remaining credits can be achieved from either the Mandatory Group or Optional Group (O). Learners cannot include more than one unit with the same or similar title. For full details see list of barred units.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
H/505/4135	Listen and Respond	Entry 3	2	20	14.1	Mandatory
L/505/4159	Write Accurately	Entry 3	3	30	14.1	Mandatory
D/505/6126	Read for Purpose and Meaning	Entry 3	3	30	14.1	Mandatory
H/505/6127	Read for Information	Entry 3	3	30	14.1	Mandatory
K/505/6128	Speak to Communicate	Entry 3	2	20	14.1	Mandatory
M/505/6129	Engage in Discussion	Entry 3	2	20	14.1	Mandatory
H/505/6130	Write to Communicate	Entry 3	3	30	14.1	Mandatory
K/505/4122	Read for Purpose and Meaning	Entry 2	3	30	14.1	Optional
L/505/4131	Read for Information	1	3	30	14.1	Optional
M/505/4137	Listen and Respond	2	2	20	14.1	Optional
L/505/4145	Engage in Discussion	Entry 1	2	20	14.1	Optional
H/505/4149	Engage in Discussion	2	2	20	14.1	Optional
F/505/4160	Write with Accuracy	1	3	30	14.1	Optional
M/505/4140	Speak to Communicate	Entry 2	2	20	14.1	Optional
J/505/4144	Speak to Communicate	2	2	20	14.1	Optional
H/505/6113	Read for Purpose and Meaning	Entry 1	3	30	14.1	Optional
F/505/6121	Read for Information	Entry 2	3	30	14.1	Optional
K/505/6114	Read for Information	Entry 1	3	30	14.1	Optional
M/505/6115	Listen and Respond	Entry 1	2	20	14.1	Optional
L/505/6123	Listen and Respond	Entry 2	2	20	14.1	Optional
T/505/6116	Speak to Communicate	Entry 1	2	20	14.1	Optional
R/505/6124	Engage in Discussion	Entry 2	2	20	14.1	Optional
A/505/6117	Write to Communicate	Entry 1	3	30	14.1	Optional
Y/505/6125	Write to Communicate	Entry 2	3	30	14.1	Optional

A/505/6120	Write Using Basic Punctuation and Spelling	Entry 1	3	30	14.1	Optional
J/505/6119	Write Accurately	Entry 2	3	30	14.1	Optional
Y/505/6318	Read for Purpose and Meaning	1	3	30	14.1	Optional
H/505/6323	Read for Purpose and Meaning	2	3	30	14.1	Optional
K/505/6324	Read for Information	2	3	30	14.1	Optional
D/505/6319	Listen and Respond	1	2	20	14.1	Optional
R/505/6320	Speak to Communicate	1	2	20	14.1	Optional
Y/505/6321	Engage in Discussion	1	2	20	14.1	Optional
D/505/6322	Write to Communicate	1	3	30	14.1	Optional
M/505/6325	Write to Communicate	2	3	30	14.1	Optional
T/505/6326	Write Fluently and Accurately	2	3	30	14.1	Optional

Gateway Qualifications Level 1 Certificate in English

Learners must achieve a minimum of 18 credits. A minimum of 12 credits must come from Level 1 units within the Mandatory Group (M) and the remaining credits can be achieved from either the Mandatory Group or Optional Group (O). Learners cannot include more than one unit with the same or similar title. For full details see list of barred units.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
L/505/4131	Read for Information	1	3	30	14.1	Mandatory
F/505/4160	Write with Accuracy	1	3	30	14.1	Mandatory
Y/505/6318	Read for Purpose and Meaning	1	3	30	14.1	Mandatory
D/505/6319	Listen and Respond	1	2	20	14.1	Mandatory
R/505/6320	Speak to Communicate	1	2	20	14.1	Mandatory
Y/505/6321	Engage in Discussion	1	2	20	14.1	Mandatory
D/505/6322	Write to Communicate	1	3	30	14.1	Mandatory
K/505/4122	Read for Purpose and Meaning	Entry 2	3	30	14.1	Optional
H/505/4135	Listen and Respond	Entry 3	2	20	14.1	Optional
M/505/4137	Listen and Respond	2	2	20	14.1	Optional
M/505/4140	Speak to Communicate	Entry 2	2	20	14.1	Optional
J/505/4144	Speak to Communicate	2	2	20	14.1	Optional
H/505/4149	Engage in Discussion	2	2	20	14.1	Optional
L/505/4159	Write Accurately	Entry 3	3	30	14.1	Optional
D/505/6126	Read for Purpose and Meaning	Entry 3	3	30	14.1	Optional
F/505/6121	Read for Information	Entry 2	3	30	14.1	Optional
H/505/6127	Read for Information	Entry 3	3	30	14.1	Optional
L/505/6123	Listen and Respond	Entry 2	2	20	14.1	Optional
K/505/6128	Speak to Communicate	Entry 3	2	20	14.1	Optional
R/505/6124	Engage in Discussion	Entry 2	2	20	14.1	Optional
M/505/6129	Engage in Discussion	Entry 3	2	20	14.1	Optional
Y/505/6125	Write to Communicate	Entry 2	3	30	14.1	Optional
H/505/6130	Write to Communicate	Entry 3	3	30	14.1	Optional
J/505/6119	Write Accurately	Entry 2	3	30	14.1	Optional

H/505/6323	Read for Purpose and Meaning	2	3	30	14.1	Optional
K/505/6324	Read for Information	2	3	30	14.1	Optional
M/505/6325	Write to Communicate	2	3	30	14.1	Optional
T/505/6326	Write Fluently and Accurately	2	3	30	14.1	Optional

Gateway Qualifications Level 2 Certificate in English

Learners must achieve a minimum of 18 credits. A minimum of 12 credits must come from Level 2 units within the Mandatory Group (M) and the remaining credits can be achieved from either the Mandatory Group or Optional Group (O). Learners cannot include more than one unit with the same or similar title. For full details see list of barred units.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
M/505/4137	Listen and Respond	2	2	20	14.1	Mandatory
J/505/4144	Speak to Communicate	2	2	20	14.1	Mandatory
H/505/4149	Engage in Discussion	2	2	20	14.1	Mandatory
H/505/6323	Read for Purpose and Meaning	2	3	30	14.1	Mandatory
K/505/6324	Read for Information	2	3	30	14.1	Mandatory
M/505/6325	Write to Communicate	2	3	30	14.1	Mandatory
T/505/6326	Write Fluently and Accurately	2	3	30	14.1	Mandatory
L/505/4131	Read for Information	1	3	30	14.1	Optional
H/505/4135	Listen and Respond	Entry 3	2	20	14.1	Optional
L/505/4159	Write Accurately	Entry 3	3	30	14.1	Optional
F/505/4160	Write with Accuracy	1	3	30	14.1	Optional
D/505/6126	Read for Purpose and Meaning	Entry 3	3	30	14.1	Optional
H/505/6127	Read for Information	Entry 3	3	30	14.1	Optional
K/505/6128	Speak to Communicate	Entry 3	2	20	14.1	Optional
M/505/6129	Engage in Discussion	Entry 3	2	20	14.1	Optional
H/505/6130	Write to Communicate	Entry 3	3	30	14.1	Optional
Y/505/6318	Read for Purpose and Meaning	1	3	30	14.1	Optional
D/505/6319	Listen and Respond	1	2	20	14.1	Optional
R/505/6320	Speak to Communicate	1	2	20	14.1	Optional
Y/505/6321	Engage in Discussion	1	2	20	14.1	Optional
D/505/6322	Write to Communicate	1	3	30	14.1	Optional

3.2 Unit Details

Entry 1: Read for Purpose and Meaning

Unit code	H/505/6113
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to follow simple text and recognise purpose.

This unit has 2 learning outcomes

Learning outcomes	Assessment criteria	Additional information
1. Be able to follow a simple text.	<p>1.1 Follow simple text on a familiar topic or experience.</p> <p>1.2 Recognise and read simple sentence structures in order to extract meaning.</p>	<p>Rt/E1.1; Rs/E1.1</p> <p>Use understanding of the concepts of initial capitalisation, a full stop and that capital letters are used for places, names and the personal pronoun I, to follow texts and extract meaning.</p> <p>Learners are likely to be following simple narratives or descriptions and recognising key steps, stages or basic chronology.</p> <p>Texts should be of approximately 50 words.</p> <p>Sentences should not be compound and will normally be in the present tense, with a limited requirement for decoding.</p>

<p>2. Know about purpose in text.</p>	<p>2.1 Recognise that there are different types of text, for <i>example from layout, visuals, headings.</i></p>	<p>R/E1.2</p> <p>Learners should consider a range of different types of text, relevant to their daily living (eg a menú, a bus pass, a course leaflet)</p>
---------------------------------------	---	---

Entry 1: Read for Information

Unit code	K/505/6114
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to decode a limited number of familiar words and locate information from simple written sources.

This unit has 2 learning outcome

Learning outcomes	Assessment criteria	Additional information
1. Be able to use different strategies to locate simple information from texts.	1.1 Read a limited meaningful sight vocabulary of familiar words. 1.2 Identify familiar key words in simple written sources. 1.3 Identify the meaning of simple signs and symbols. 1.4 Use visuals as clues to the meaning of words.	Rw/E1.1; Social sight vocabulary; 100 most common words from the Oxford English Corpus; Dolch List. Signs and symbols should be commonly occurring and include both typographical and visual (eg ampersands, equals, pounds, percentage, basic health and safety signs, directional signs)
2. Be able to decode familiar words in order to gain information.	2.1 Recognise the letters of the alphabet in both upper and lower case. 2.2 Decode simple regular words.	Rw/E1.2; Rw/E1.3 Use phoneme-grapheme correspondence – initial consonant letter sounds; short vowel sounds; initial consonant clusters; final consonant clusters.

Entry 1: Listen and Respond

Unit code	M/505/6115
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to listen and respond to simple spoken information and in simple exchanges.

This unit has 1 learning outcome.

Learning outcomes	Assessment criteria	Additional information
1. Be able to listen and respond in verbal exchanges.	1.1 Follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary. 1.2 Listen and respond to requests for personal information. 1.3 Listen to and identify simply expressed feelings and opinions. 1.4 Respond to straightforward questions.	SLIr/E1.3; SLIr/E1.4; SLIr/E1.5; SLIr/E1.6 Feelings and opinions such as I feel, I like/don't like, I believe that. Personal information could include name, address, age, basic preferences The verbal exchange will normally be with one other person and last no more than 2 minutes.
2. Be able to extract information from verbal exchanges.	2.1 Listen for and follow the gist of short explanations. 2.2 Use key words to help identify specific information in short explanations.	SLIr/E1.1; SLIr/E1.2; The spoken language from which learners are extracting information should be delivered at a moderate pace and clearly enunciated. Exchanges could include simple narratives, statements, questions or single-step instructions

Entry 1: Speak to Communicate

Unit code	T/505/6116
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to communicate basic information in informal and formal situations.

This unit has 1 learning outcome.

Learning outcomes	Assessment criteria	Additional information
1. Be able to speak to communicate basic information.	1.1 Speak clearly to be heard and understood. 1.2 Make statements of fact clearly.	SLc/E1.1; SLc/E1.4 Topics should be familiar. The information communicated should be basic (eg name, address, age, simple preferences)
2. Be able to make requests and ask questions	2.1 Make simple requests using appropriate terms and conventions, <i>for example relating to politeness.</i> 2.2 Ask questions to obtain specific information.	SLc/E1.2; SLc/E1.3; Conventions could include raising a hand before speaking, use of please and thank you or excuse me.

Entry 1: Engage in Discussion

Unit code	L/505/4145
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to engage in simple discussion.

This unit has 1 learning outcome

Learning outcomes	Assessment criteria	Additional information
1. Be able to engage in simple discussion.	1.1 Respond to others in simple exchanges in everyday contexts. 1.2 Listen to others talk about familiar topics. 1.3 Speak clearly in discussion with others so that they can be heard and understood. 1.4 Use verbal and non-verbal conventions as appropriate when discussing familiar topics with others.	SLd/E1.1 SLc/E1.1 SLc/E.2 Discussions should be with a minimum of one other person. Discussions should take place in familiar situations and be on familiar topics. Discussions should normally be of approximately 2-3 minutes in length Verbal conventions might include staying on topic, making a basic link between own contribution and what has already been said, e.g. 'I agree with x' Non-verbal conventions might include nodding and shaking of head, smiling

Entry 1: Write to Communicate

Unit code	A/505/6117
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn to write to communicate basic information.

This unit has 1 learning outcome.

Learning outcomes	Assessment criteria	Additional information
1. Be able to write to communicate information.	<p>1.1 Use written words and phrases to record or present basic information, e.g. <i>a shopping list, a note to a friend.</i></p> <p>1.2 Select, from a given range, a format for written text appropriate to its purpose</p>	<p>Wt/E1.1</p> <p>Some written evidence should include continuous text of 3-4 sentences in length.</p> <p>Form-filling is likely to require single words or short phrases rather than complete sentences</p> <p>Text will be mostly in the present tense.</p> <p>Learners should produce texts in contrasting formats for different purposes.</p> <p>Learners should be given a minimum of 3 different formats to choose from when selecting an appropriate format in which to present their own writing</p>

Entry 1: Write Using Basic Punctuation and Spelling

Unit code	A/505/6120
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn to write using basic punctuation and spelling.

This unit has 1 learning outcome.

Learning outcomes	Assessment criteria	Additional information
1. Be able to produce writing using basic punctuation and spelling.	1.1 Construct a simple sentence, using a capital letter and full stop. 1.2 Use a capital letter for 'I'. 1.3 Spell correctly some personal key words and familiar words. 1.4 Use strategies to aid spelling, <i>for example look, say, cover, write, check</i> ; tracing letters in the air. 1.5 Write the letters of the alphabet using upper and lower case.	Ws/E1.1; Ws/E1.2; Ws/E1.3 Ww/E1.1; Ww/E1.2; Ww/E1.3; Ww/E1.4 High frequency words form the Dolch list and the Oxford English Corpus. Sentences should include correct basic word order (eg adjective ahead of noun)

Entry 2: Read for Purpose and Meaning

Unit code	K/505/4122
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to read short straightforward texts for purpose and meaning and use simple strategies to support understanding.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to read straightforward texts.	1.1 Identify the purposes of simple everyday texts. 1.2 Follow and understand the main events of short chronological texts. 1.3 Follow and understand the main steps in short instructional texts. 1.4 Identify linking words and adverbials in instructions and directions, <i>for example next, then, right and straight on.</i>	Rt/E2.1; Rt/E2.2; Rs/E2.1; Texts should be short (around 250 words maximum) and on familiar topics Learners should read different types of straightforward text, relevant to their own lives
2. Be able to use simple reading strategies.	2.2 Identify punctuation and capital letters to support understanding. 2.3 Use simple sentence structure and word order to help decipher unfamiliar words and predict meaning. 2.4 Identify plausible meanings of sentences using context and own experience to predict unknown words.	Rs/E2.2; Rs/E2.3; Rs/E2.4; Rw/E2.2

Entry 2: Read for Information

Unit code	F/505/6121
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to read straightforward written sources for information and to develop their understanding of spelling to decode words.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to locate information in straightforward written sources.	1.1. Identify common sources of information. 1.2. Locate specific information in short printed and electronic sources 1.3. Use illustrations and captions to locate information.	Rt/E2.3; Rt/E2.4; Texts will typically be of 100+ words and be descriptive rather than explanatory Texts might combine words, pictures and numbers Some of the written sources should require learners to move between pages
2. Be able to de-code words to obtain information.	2.1 Use phonic and graphic knowledge to decode words. 2.2 Recognise high frequency words. 2.3 Recognise words with common spelling patterns.	Rw/E2.1 Learners should be able to use their understanding that phonemes can be spelt in more than one way, and that the same grapheme can represent more than one sound, e.g. -ee (<i>see</i>) and -ea (<i>meat</i>)

<p>3. Be able to apply understanding of alphabetical order to locate information.</p>	<p>3.1 Use initial letters to find out and sequence words in alphabetical order.</p> <p>3.2 Use a simplified dictionary to find the meaning of unfamiliar words.</p>	<p>Rw/E2.4; Rw/E2.3</p>
---	--	---

Entry 2: Listen and Respond

Unit code	L/505/6123
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to listen and respond in conversations and discussions.

This unit has 1 learning outcome.

Learning outcomes	Assessment criteria	Additional information
1. Be able to listen and extract meaning in verbal exchanges.	1.1. Follow the gist of straightforward narratives, descriptions and conversations. 1.2. Identify the main points in short explanations and presentations. 1.3. Listen for detail in short explanations and instructions.	SLIr/E2.1; SLIr/E2.2; SLIr/E2.3; SLIr/E2.4; Verbal exchanges should be of around 3-4 minutes. They should be with a minimum of one other person. Evidence across the assessment criteria should include listening and responding to different types of spoken language.
2. Be able to respond in verbal exchanges	a. Follow short straightforward oral instructions. b. Give appropriate responses to straightforward questions or requests.	SLIr/E2.4 Instructions should include more than one step, linked with simple conjunctions such as 'then', 'next'. Questions or requests should relate to familiar topics.

Entry 2: Speak to Communicate

Unit code	M/505/4140
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to speak to communicate in different situations

This unit has 1 learning outcome.

Learning outcomes	Assessment criteria	Additional information
1. Be able to speak to communicate.	1.1. Speak clearly to be heard and understood in straightforward exchanges. 1.2. Ask questions and make requests to obtain information in everyday situations. 1.3. Express statements of fact about familiar topics. 1.4. Give short accounts and descriptions in familiar contexts.	SLc/E2.1; SLc/E2.2; SLc/E2.3; SLc/E2.4 Accounts, contributions to exchanges or descriptions should include multiple points, rather than single statements or phrases. Some accounts or descriptions should include use of past tense. Verbal contributions should include, as appropriate to the situation, information, feelings and opinions.

Entry 2: Engage in Discussion

Unit code	R/505/6124
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to engage in straightforward discussion in familiar contexts.

This unit has 1 learning outcome.

Learning outcomes	Assessment criteria	Additional information
1. Be able to engage in discussion.	1.1. Follow the gist and main points of discussions on familiar topics. 1.2. Make appropriate contributions to discussions on familiar topics. 1.3. Ask questions to clarify understanding 1.4. Respond to straightforward questions	SLd/E2.1; SLd/E2.2 SLIr/E2.1 SLc/E2.4 Discussions should be with one or more people in a familiar situation Appropriate contributions will be relevant to the subject matter under discussion and to the flow of the discussion. Clarifying questions will be simple, such as 'Can you say that again?' or 'What does x mean?'

Entry 2: Write to Communicate

Unit code	Y/505/6125
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn to write to communicate simple information.

This unit has 1 learning outcome.

Learning outcomes	Assessment criteria	Additional information
1. Be able to write to communicate information.	1.1. Use written words and phrases, including adjectives, to record or present simple information. 1.2. Select and use an appropriate format and basic style to match the purpose of their writing	Wt/E2.1; Ws/E2.1; Ws/E2.2 Evidence should include a short paragraph of continuous text, simply structured but with a clear flow. Written texts should include use of different tenses and a range of familiar common words, relevant to the topic. Learners should produce different types of text.

Entry 2: Write Accurately

Unit code	J/505/6119
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn to write legibly, using punctuation and spelling familiar words correctly.

This unit has 1 learning outcome.

Learning outcomes	Assessment criteria	Additional information
1. Be able to produce accurately text.	1.1. Construct simple and compound sentences, using common conjunctions to connect two clauses, e.g. as, and, but. 1.2. Use punctuation correctly, e.g. capital letters including for proper nouns, full stops, question marks. 1.3. Spell correctly words relating to personal details and familiar common words. 1.4. Produce legible text in short familiar formats.	Ws/E2.3; Ww/E2.1; Ww/E2.2; Ww/E2.3 Can use a variety of simple sentence patterns More high frequency words from the Dolch list; names of family members, friends, workmates; months of the year; numbers to twenty. Texts produced should be comprehensible to a native English speaker.

Entry 3: Read for Purpose and Meaning

Unit code	D/505/6126
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to read and understand purpose and meaning in straightforward texts as well as simple strategies to support understanding.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to read and understand texts.	1.1. Follow key events in different types of straightforward text. 1.2. Identify the main points and ideas in straightforward texts. 1.3. Identify the purposes of different types of texts. 1.4. Skim title, headings and illustrations for general meaning and purpose.	Rt/E3.1;Rt/E3.2; Rt/E3.4;Rt/E3.6; Continuous descriptive, explanatory texts with multiple paragraphs. Texts should include those with up to 700 words Learners should read texts in different formats, including those presented in columns, those making use of different types of image and those presented over more than one page.
2. Be able to use simple reading strategies to support understanding.	2.1 Use organisational features, including images to support understanding. 2.2 Use punctuation and capitalisation in texts to aid understanding. 2.3 Use context to work out unfamiliar words. 2.4 Use knowledge of words, spelling and sentence patterns to support understanding <i>for example, nouns, adjectives, connectives, verbs, prefixes and suffixes and plausible meaning.</i>	Rs/E3.3; Rs/E3.2; Rw/E3.5 Read a simple continuous text written in sentences and get most of the sense even if they are not able to read every word, e.g. using prediction and previewing strategies Apply knowledge of sound and letter patterns and of

		<p>structure of words including compounds, root words, grammatical endings, syllable divisions to help decode words.</p> <p>Organisational features might include headings, sub-headings, footnotes and captions</p>
--	--	--

Entry 3: Read for Information

Unit code	H/505/6127
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to read straightforward written sources, including instructional texts, and use a dictionary to gain information.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to read and obtain information from everyday sources.	1.1. Scan texts to locate information 1.2. Obtain information through detailed reading 1.3. Show understanding of straightforward instructional texts 1.4. Identify common and specialist key words, including words on forms.	Rt/E3.5; Rt/E3.7; Rt/E3.8 Rw/E3.1; Rw/E3.2; Rs/E3.1 Learners should read different types of commonly-occurring text, including electronic and paper-based media. Texts should contain some unfamiliar words and some complex structures. They should cover diverse but broadly familiar topics Recognise language of instructions in own life such as use of imperatives, second person
2. Be able to use a dictionary to obtain information	2.1 Find the meaning of unfamiliar words in a simple dictionary 2.2 Use alphabetical order to support dictionary use.	Rw/E3.3; Rw/E3.4 Look up unknown words in their personal reading Use first and second place letters to order words alphabetically

Entry 3: Listen and Respond

Unit code	H/505/4135
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to listen and respond in conversations and discussions.

This unit has 1 learning outcome.

Learning outcomes	Assessment criteria	Additional information
1. Be able to listen and respond in verbal exchanges.	1.1. Follow the gist of spoken communication in different contexts. 1.2. Listen for detail and identify specific information. 1.3. Use visual and verbal feedback signals to aid understanding. 1.4. Respond to spoken information and opinions. 1.5. Respond to questions on familiar topics.	<p>SLIr/E3.1; SLIr/E3.2; SLIr/E3.3; SLIr/E3.4; SLIr/E3.5</p> <p>Learners should be listening and responding to spoken language that includes straightforward information, narratives, explanations and instructions.</p> <p>Verbal exchanges should include a varying number of people, but not usually more than 3 or 4.</p> <p>Exchanges should normally include multiple contributions from participants. They might last up to 4 or 5 minutes, where relevant.</p> <p>Exchanges should be face to face over the phone/Skype or other remote means.</p>

Entry 3: Speak to Communicate

Unit code	K/505/6128
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to speak to communicate in different situations.

This unit has 1 learning outcome.

Learning outcomes	Assessment criteria	Additional information
1. Be able to speak to communicate information, feelings and opinions.	1.1. Speak with appropriate clarity, speed and phrasing. 1.2. Use appropriate language and register in different formal and informal, familiar situations. 1.3. Give short explanations, accounts and descriptions. 1.4. Ask questions and make requests to obtain information.	<p>SLc/E3.1; SLc/E3.2; SLc/E3.3; SLc/E3.4</p> <p>Learners should be able to adapt their tone, gestures and vocabulary to suit the degree of formality of the situation.</p> <p>Learners are expected to speak about familiar topics both face-to-face and on the phone, using Skype or other forms or remote communication.</p> <p>Communications should include some explanations, accounts or descriptions, where they are using multiple sentences or making several points, as appropriate to the situation.</p>

Entry 3: Engage in Discussion

Unit code	M/505/6129
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to engage in discussion and make relevant points.

This unit has 1 learning outcome.

Learning outcomes	Assessment criteria	Additional information
1. Be able to engage in discussion to reach a shared understanding of a topic.	1.1. Follow and understand the main points in discussions on different topics. 1.2. Make relevant contributions at an appropriate point. 1.3. Respect turn- taking conventions. 1.4. Respond appropriately to the contributions of others	SLd/E3.1; SLd/E3.2; SLd/E3.3 Topics should be varied but familiar. Discussions should be with one or more people and include different group sizes and be made up of different sets of contributors. Appropriate responses will show understanding of the contributions of others and be framed using language and gestures that demonstrate respect for others' opinions (e.g. 'I disagree completely')

Entry 3: Write to Communicate

Unit code	H505/6130
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn to plan their writing, write in short paragraphs and to check their writing for errors.

This unit has 1 learning outcome.

Learning outcomes	Assessment criteria	Additional information
1. Be able to write to communicate.	1.1 Plan and draft writing for different purposes. 1.2 Use short paragraphs to organise writing. 1.3 Write in a logical order, for example chronologically.	Wt/E3.1; Wt/E3.2; Wt/E3.3, Use different ways of planning such as notes, list of points, diagrams etc. Plan and draft a continuous and coherent piece of text of about half a page divided into short paragraphs. Paragraphs should be used to help sequence writing logically. Evidence should include a minimum of 3 texts, each with a different purpose.

Entry 3: Write Accurately

Unit code	L/505/4159
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn to write legibly, using correct basic punctuation, spelling and grammar.

This unit has 3 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to write using correct basic grammar.	1.1. Write in complete sentences, <i>for example, with one or more clauses in familiar forms of written communication.</i> 1.2. Use pronouns so their meaning is clear 1.3. Use correct basic grammar <i>for example, appropriate verb tense, subject-verb agreement.</i>	Ws/E3.1; Ws/E3.2; Ws/E3.3; Sentences should be complex and varied in length and construction. Word order should be accurate.
2. Be able to write using correct basic spelling and punctuation	2.1 Use punctuation correctly, <i>for example capital letters, full stops, questions marks, exclamation marks, commas.</i> 2.2 Spell correctly common words and relevant key words for work and special interest. 2.3 Use knowledge of sound-spelling links and letter patterns to spell a greater range of words. 2.4 Produce legible and reasonably neat text.	Ws/E3.4; Ww/E3.1; Ww/E3.2; Ww/E3.3 Apply strategies for working out likely spellings from their knowledge of rules and patterns.
3. Proofread own writing	3.1 Proof read and correct simple grammatical and spelling errors in own writing.	Wt/E3.4;

Level 1: Read for Purpose and Meaning

Unit code	Y/505/6318
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to read and understand meaning and purpose in a variety of texts. They will also learn to use a range of reading strategies to support understanding.

This unit has 3 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to read and understand texts.	1.1. Extract main points and specific details in different continuous texts 1.2. Follow the main events in descriptive, explanatory and persuasive text.	Rt/L1.1; Rt/L1.3 Texts should be of varying lengths and on a variety of topics Learners should be reading independently
2. Know how purpose of texts affects use of language and textual features.	2.1 Identify different purposes in different types of text. 2.2 Identify how language is used for specific purposes, <i>for example to instruct, explain, describe and persuade.</i> 2.3 Identify how textual features are used for specific purposes.	Rt/L1.2; Rt/L1.3; Rs/L1.2
3. Be able to use reading strategies to support understanding.	3.1. Use grammatical features to predict meaning. 3.2. Use prediction and previewing techniques to identify plausible meanings and to check for sense. 3.3. Use images to identify meaning that is not explicit in the text. 3.4. Use punctuation to support understanding of texts.	Rt/L1.5; Rs/L1.1; Rs/L1.2

Level 1: Read for Information

Unit code	L/505/4131
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to read and obtain information from different printed and online sources. They will learn how to use reference materials and spelling strategies to support understanding.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to read and obtain information from different sources.	1.1. Use organisational and structural features to locate information, <i>for example: paragraphs, contents list, index, menu.</i> 1.2. Locate and understand information from different printed and online sources. 1.3. Use visual cues to locate information, <i>for example keys, symbols, alphabetical order.</i>	Rt/L1.4; Rs/L1.1 Sources should include both online and printed, be of different formats and lengths, and contain contrasting types of information. Texts should be formal and informal. Learners should obtain information from a minimum of 3 different, contrasting sources. Techniques might include skimming and scanning.
2. Be able to use reference sources and spelling strategies.	2.1 Apply knowledge of words to understand unfamiliar vocabulary, <i>for example applying knowledge of word structure, related words, word roots, derivations, borrowings.</i> 2.2 Make use of reference sources to find meanings of unfamiliar words. 2.3 Understand the meaning of typical abbreviations used in reference materials.	Rw/L1.1; Rw/L1.2;Rw/L1.3 Reference sources might include a dictionary, thesaurus or glossary and might be paper-based, on-line or in the form of an app. Abbreviations might include, n for noun, v for verb etc

Level 1: Listen and Respond

Unit code	D/505/6319
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to listen and respond to spoken language in a variety of contexts.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to understand and respond to spoken language	1.1. Identify relevant spoken information from different sources. 1.2. Listen to and demonstrate understanding of explanations and instructions on different straightforward topics in a range of contexts.	SLIr/L1.1; SLIr/L1.2; SLIr/L1.3; SLIr/L1.4 Spoken language should include information, narratives, explanations and instructions of varying lengths and on different topics.
2. Be able to listen and respond in exchanges.	2.1 Listen and respond to information in one-to-one and group contexts. 2.2 Use appropriate verbal and non-verbal strategies to clarify and confirm understanding with others. 2.3 Provide feedback as required when listening to others. 2.4 Respond appropriately to questions on different topics.	SLIr/L1.2; SLIr/L1.5; SLIr/L1.6 Group sizes should vary and should normally include at least one group of 4 or more learners. Some exchanges should not be teacher-led. Responses and feedback should be clearly linked to the question or discussion. They should include some continuous speech, rather than single word or short phrase answers. Non-verbal strategies might include facial expressions and body language.

		<p>Phrases for clarifications might include, 'so you are saying..?' or 'did you mean?'. Learners might use paraphrasing or use of scenario or example to check understanding, eg 'would that apply to someone new to the country?'</p>
--	--	--

Level 1: Speak to Communicate

Unit code	R/505/6320
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to speak to communicate information, ideas and opinions in a variety of contexts.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to communicate with others.	1.1. Speak clearly in a way which suits the situation. 1.2. Express statements of fact, explanations, instructions, accounts and descriptions 1.3. Ask questions to obtain information from different people and for different purposes.	SLc/L1.2;SLc/L1.3; SLc/L1.4 Learners should communicate on a range of different topics for different purposes. At least one situation should require them to speak continuously, (or with appropriate interruptions, eg to listen and respond to a listener's question) for between 60 and 90 seconds.
2. Be able to adapt speech according to context.	2.1 Use formal and informal language, as appropriate to the situation and the audience. 2.2 Adapt content according to situation.	SLc/L1.1 Contexts should vary and might include face-to-face and telephone conversations. Adjustments could include to length, use of politeness conventions, fixed expressions, use of slang or colloquialisms

Level 1: Engage in Discussion

Unit code	Y/505/6321
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to engage in discussion with others, in both familiar and unfamiliar situations.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to engage in discussion.	1.1. Make relevant contributions to discussions in familiar and unfamiliar situations. 1.2. In discussion, present information and opinions in a logical sequence.	SLd/L1.1 Discussions should be with one or more people and cover different, straightforward topics. Group sizes should vary; groups should not always include the teacher. Discussions should be of around 4-6 minutes.
2. Be able to listen and respond to others in a discussion.	2.1 Actively listen to the contributions of others in a discussion. 2.2 Respect turn taking rights in a sustained discussion. 2.3 Respond to questions from others. 2.4 Use appropriate verbal and non-verbal strategies to clarify and confirm understanding of the contributions of others 2.5 Use appropriate phrases for interruption.	SLd/L1.2; SLd/L1.3 SLIr/L1.3 Learners should be applying listening and response skills consistently over an extended discussion. Learners will be proactive in expressing points of view, moving discussion forward and interrupting when appropriate. Phrases for interruption might include, 'Can I stop you there?', 'I'm sorry to interrupt but..'

Level 1: Write to Communicate

Unit code	D/505/6322
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to write to communicate ideas for different audiences and purposes.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to plan own writing.	1.1. Identify purpose and audience for writing. 1.2. Select appropriate format. 1.3. Use appropriate planning techniques to produce a first draft.	Wt/L1.1; Wt/L1.2; Learners will be expected to plan and produce written text for at least two different purposes, one formal and one less formal, and for at least two different audiences. Texts might include forms, records, emails, letters, narratives, instructions, reports or explanations
2. Be able to structure own writing to communicate ideas and information.	2.1 Present ideas and information in a logical sequence, using paragraphs as necessary. 2.2 Use language, format and structure that are suitable for purpose and audience. 2.3 Judge how much to write and the level of detail to include to suit purpose and audience. 2.4 Proofread and revise writing for accuracy and meaning.	Wt/L1.3 Wt/L1.2 Wt/L1.4; Wt/L1.5 Wt/L1.6; At least one text should be of 250 – 300 words and of a minimum of 6 paragraphs. Learners might demonstrate corrections of spelling, grammar or word order. Some words might have been substituted for more appropriate synonyms.

Level 1: Write with Accuracy

Unit code	F/505/4160
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to improve the accuracy of their writing through using accurate spelling, punctuation and grammar.

This unit has 3 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to use correct grammar in written texts.	1.1. Write in complete sentences, using a range to suit text type. 1.2. Use correct subject verb agreement in sentences. 1.3. Use correct verb-tense agreement in sentences. 1.4. Use grammatical features correctly so that meaning is clear.	Ws/L1.1 Ws/L1.2; Ws/L1.3 Sentences should be varied; some should be compound and complex, for example including subordinate clauses.
2. Be able to write legibly with correct spelling and punctuation.	2.1 Spell correctly words used most often in work, studies and daily life. 2.2 Spell words with regular and irregular spelling patterns. 2.3 Punctuate sentences correctly, so that meaning is clear. 2.4 Produce legible handwritten text	Ww/L1.1; Ww/L1.2 Correct punctuation should be used consistently.
3. Be able to proofread and revise writing.	3.1. Identify and correct errors of grammar, <i>for example verb tense agreement, subject verb agreement.</i> 3.2. Identify and correct common spelling errors. 3.3. Identify and correct punctuation errors. 3.4. Revise writing to improve meaning.	Wt/L1.6 Improvements for meaning might include substituting one synonym for another, clarifying expressions, making changes for dramatic effect.

Level 2: Read for Purpose and Meaning

Unit code	H/505/6323
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to read for purpose and meaning in texts of varying complexity.

This unit has 3 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to read and understand a range of texts.	1.1. Follow the main events and ideas in a range of continuous descriptive, explanatory and persuasive texts. 1.2. Identify the main points and specific details in different texts. 1.3. Identify the effects that different language features have in texts. 1.4. Read an argument and identify the points of view. 1.5. Infer meaning which is not explicit. 1.6. Read critically to compare and evaluate ideas and opinions. 1.7. Identify bias.	Rt/L2.1; Rt/L2.3; Rt/L2.4; Rt/L2.5 Rw/L2.3 Learners should read a minimum of 3 texts, written for different purposes and audiences. Texts should be of differing levels of accessibility and might be historical or literary or topical/contemporary. Some will include subject matter unfamiliar to the learners. Texts will include some sophisticated, unfamiliar vocabulary and complex sentence structures. At least one text should be of 500 words or more.
2. Be able to judge the purpose of texts.	2.1 Use own knowledge and experience of context to judge the purpose of different types of text 2.2 Use grammatical knowledge, prior knowledge and context, to judge the purpose of different types of text. 2.3 Recognise and understand vocabulary associated with a range of texts and purposes.	Rt/L2.2; Rt/L2.4; Rt/L2.5; Rt/L2.7 Rs/L2.1;Rs/L2.2 Learners should be able to use implicit and explicit grammatical knowledge.

<p>3. Be able to use a range of strategies to understand text.</p>	<p>3.1. Use different strategies to interpret information</p> <p>3.2. Identify how grammar and vocabulary signal the context and formality of texts.</p> <p>3.3. Use punctuation to help interpret the meaning and purpose of texts.</p>	<p>Rt/L2.7; Rs L2.2; Rs/L2.1</p> <p>Learners' use of different strategies can be evidenced through observation records, questioning and answering and use of targeted comprehension exercises.</p> <p>For example, knowing that a colon will be followed by a list or series of examples.</p>
--	--	--

Level 2: Read for Information

Unit code	K/505/6324
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to read and obtain information of varying length and detail from different sources and to use resources to support understanding.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to obtain and use information from a range of sources.	1.1. Use organisational features to locate information. 1.2. Compare and evaluate information from different sources in order to select information for own use. 1.3. Summarise information from longer documents. 1.4. Recognise the meaning of specialist or technical vocabulary 1.5. Use knowledge of vocabulary to aid understanding. 1.6. Use different strategies to obtain information, including skimming scanning and detailed reading	Rt/L2.5; Rt/L2.6; Rt/L2.8 Rw/L2.1; Rw/L2.3 Rt/L2.7 Sources should be varied, written for different purposes and audiences, and on a range of topics, not all of which will be familiar to the learner. Learners should be able to summarise a 5 paragraph text into a single paragraph. Specialist vocabulary might relate to a specific job role, hobby or set of instructions for a task.
2. Be able to use reference material.	2.1 Use reference material to find out unfamiliar terminology. 2.2 Use reference material to research a topic or issue	Rw/L2.2; Rw/L2.3 Learners might use paper-based or electronic reference sources. They should refer to them for different purposes (eg to how to use a new appliance or for information for an essay).

Level 2: Listen and Respond

Unit code	M/505/4137
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to listen and respond to extended and detailed spoken language in a range of contexts.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to understand and respond to extended spoken information.	1.1. Identify and record relevant information from extended explanations and presentations on different topics 1.2. Listen to, demonstrate understanding of and follow multi -step instructions in different situations 1.3. Listen to, demonstrate understanding of and follow narratives on different topics.	SLIr/L2.1; SLIr/L2.2 Extended spoken information should be of up to 5 minutes. Instructions will normally be up to 4 or 5 steps, depending on the complexity of the content. Topics should be of interest or relevance to learners but not all will be familiar.
2. Be able to listen to and respond in extended exchanges.	2.1 Respond to extended questions on different topics 2.2 Keep track of complex and detailed questions 2.3 Respond coherently to complex and detailed questions 2.4 Respond appropriately to constructive criticism 2.5 Make constructive critical responses.	SLIr/L2.3 SLIr/L2.4 Questions might be in two parts (eg what would you do and why?), should be open and closed, and contain multiple clauses or phrases (Eg a conditional clause: 'If I asked you to do x, how would you...?') Contexts might include formal interviews or less formal debates with peers. Responses to criticism might include accepting points made, querying comments or disagreeing with reasons.

		Constructive critical responses might include comments on relevance, opinions with supporting evidence to aid development.
--	--	--

Level 2: Speak to Communicate

Unit code	J/505/4144
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to speak to communicate detailed information, ideas and opinions clearly and appropriately.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to communicate with others.	1.1. Speak clearly and confidently in different situations. 1.2. Present detailed information, ideas and opinions in a logical sequence. 1.3. Provide further detail and development in response to the requests of others. 1.4. Make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts.	SLc/L2.1; SLc/L2.2; SLc/2.3; SLc/L2.4 Situations should include familiar and unfamiliar, formal and less formal. At least one situation should require learners to speak continuously for between 1 and 2 minutes, breaking only to improve clarity of presentation, e.g. to respond to queries or to introduce a visual aid or prop.
2. Be able to adapt speech and style according to context.	2.1 Express clearly statements of fact, explanations, instructions, accounts and descriptions using structure, style and vocabulary appropriate to the purpose and audience. 2.2 Sustain an appropriate style for different situations and audiences.	SLc/L2.1; SLc/2.2 Learners should speak in formal and less formal situations including on topics that are not familiar to them. They should speak for at least 3 different purposes and audiences in order to demonstrate their ability to adapt language, tone, pace, length, style.

Level 2: Engage in Discussion

Unit code	H/505/4149
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to engage in discussion in a variety of situations, making clear and effective contributions.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to contribute to discussions and move them forward.	1.1. Make relevant contributions to discussions in different contexts and on different subjects. 1.2. Adapt own contributions to suit audience, purpose and situation. 1.3. Move discussion forward when appropriate. 1.4. Support opinions and arguments with evidence.	<p>SLd/L2.1; SLd/L2.4</p> <p>Discussions should be with groups of varying sizes, from one other person, up to groups of 4 or 5.</p> <p>Discussions should be of varying lengths, including one of 6 – 8 minutes</p> <p>Adaptations should include use of formal or informal language, appropriate verbal and non-verbal responses, tone, register</p> <p>Topics should include issues both familiar and unfamiliar to the learner</p> <p>Learners should make regular, multiple or sustained contributions, as appropriate, to move the contribution forward. They might suggest when they think it is appropriate to bring a discussion</p>

		to a close, state what they think has been agreed, or ask if anyone else has a point to make.
2. Be able to respond to others in discussion.	<p>2.1 Use appropriate language and strategies when responding to the contributions of others.</p> <p>2.2 Use appropriate phrases for interruption and change of topic.</p> <p>2.3 Use strategies intended to reassure, <i>for example body language, appropriate phraseology.</i></p>	<p>SLd/L2.2; SLd/L2.3; SLd/L2.5</p> <p>Learners might interrupt with phrases such as, 'I agree to some extent', or point out contradictions or inconsistencies in others' arguments. Learners might use phrases such as 'that's a valid point', 'that's a good argument' or 'you're entitled to your opinion but I disagree' to reassure fellow group members.</p>

Level 2: Write to Communicate

Unit code	M/505/6325
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to write to communicate information, ideas and opinions clearly and effectively for different purposes and audiences.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to plan, organise and draft own writing.	1.1. Gather and organise information for own writing. 1.2. Work through sub-stages of planning and drafting to determine content, length, language and structure, appropriate to type of text, purpose and audience. 1.3. Present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate. 1.4. Proof read and revise draft to improve clarity	<p>Wt/L2.1; Wt/L2.2; Wt/L2.3; Wt/L2.4;</p> <p>A minimum of 3 documents should be produced. They should be of varied length, format and style for different audiences and purposes.</p> <p>At least one piece of writing should be of between 400 and 500 words.</p> <p>Gathering and organising information might include use of mind maps or linear plan.</p> <p>Sub-stages for planning and drafting might include decision-making on how to divide up and order information and choosing an appropriate format and structure for presenting it to an audience.</p> <p>Improvements might include re-phrasing whole sentences, re-</p>

		ordering text, inserting sub-headings, using bullets.
2. Be able to write for different purposes.	<p>2.1 Use different styles of writing for different purposes <i>for example, persuasive techniques, supporting evidence, and technical vocabulary.</i></p> <p>2.2 Use formal and informal language appropriate to purpose and audience.</p>	<p>Wt/L2.5; Wt/L2.6; Wt/L2.7</p> <p>The writing produced should be of different degrees of formality. Types of writing should be varied, for example, persuasive, instructional or descriptive. Two or more of these might be combined within a single piece of writing.</p>

Level 2: Write Fluently and Accurately

Unit code	T/505/6326
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to improve the fluency and accuracy of their writing.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to use complex sentences and accurate grammar and punctuation in own writing.	1.1. Construct complex sentences. 1.2. Use simple and compound sentences within a single piece of writing to give variety. 1.3. Use tenses correctly and consistently. 1.4. Use correct subject- verb agreement, including correct use of pronouns. 1.5. Use pronouns so that their meaning is clear. 1.6. Use punctuation accurately <i>for example, commas, apostrophes, inverted commas.</i> 1.7.	Ws/L2.1; Ws/L2.2; Ws/L2.3/Ws/L2.4 Learners should be able to sustain their use of accurate grammar and punctuation throughout their writing.
2. Be able to write legibly and with accurate spelling.	2.1 Produce legible handwritten text 2.2 Spell correctly words used most often in work, studies and daily life, including familiar technical words. 2.3	Ww/L2.1; Ww/L2.2
3. Be able to check own writing for accuracy	3.1 Proof read and revise own writing to improve accuracy	Wt/L1.6 Accuracy checks will include for correct use of prepositions and articles, correct use of connectives between clauses and phrases, as well as for spelling, grammar and punctuation. Learners should use a spell-checker for word

		–processed documents, selecting correct from options from those given.
--	--	--

3.3 Recognition of Prior Learning (RPL)

Recognition of prior learning is a process that considers if a learner can meet the specified assessment requirements through knowledge, understanding or skills that they already possess and that can contribute towards the attainment of a qualification for which they are undertaking.

Where Recognition of Prior Learning is permitted then the evidence must be mapped against the criteria for which it is being claimed for and be valid, authentic, sufficient, reliable, valid and current.

A maximum of 70% of a qualification can be achieved through the process of Recognition of Prior Learning, with at least 30% gained through new learning.

The process for claiming RPL is set out in the Gateway Qualifications' policy on Recognition of Prior Learning.

RPL is not applicable to the single unit Awards.

3.4 Links to Other Qualifications

These qualifications offer progression to the Functional Skills Qualifications in English and to GCSE English.

The small qualifications that make up the suite of qualifications in English can also be used to support the development of English skills of learners undertaking other qualifications including the Suite of Skills qualifications offered by Gateway Qualifications.

4 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.

4.1 Method of Assessment

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

4.2 Assessment Materials

- Assessment Guide and sample assessment activities, including additional information to support assessment and example activities for each unit
- Learner Assessment Tracking document with examples of how to record information for each unit.

4.3 Qualification-Specific Centre Requirements

Delivering the qualification

Initial assessment and induction

Initial and diagnostic assessment of each learner should be conducted before the start of their programme to ensure they are working at the correct level, and that specific skills in need of development are clearly identified.

We recommend that centres provide an induction programme so that learners fully understand:

- the units/qualifications they will be working towards and how these relate to any identified skills in need of development
- the requirements of the units/qualifications
- their responsibilities as a candidate
- the responsibilities of the centre
- any possible progression routes.

Learners also need to understand relevant centre policies and procedures, including health and safety and equality and diversity statements.

4.4 Qualification-Specific Access Arrangements

Centres need to refer to the Gateway Qualifications Reasonable Adjustments and Special Consideration Policy and Centre Guidance.

English (Speaking, Listening and Responding)

Sign Language (ie BSL, SSE) is permissible in the Speaking and Listening components, provided this is made accessible to all participants in the discussion. (It is recognised that BSL is a language in its own right and not a form of English. BSL is, however, permitted as an alternative to English for the assessment of Speaking and Listening where BSL is the learner's normal way of communicating in the contexts described by the standards.) No other languages are permitted as alternatives to English.

Similarly, access to augmentative speech equipment is permissible where it reflects the learner's normal way of working.

Any instance where a learner is intending to undergo Speaking and Listening units through the medium of sign language should be discussed in advance with the External Quality Assurer.

English Skills (Reading)

Reading within the English qualifications is defined as the independent decoding and understanding of written language and text in a purposeful context.

'Text' is defined as materials that include the use of words that are written, printed, on screen or presented using Braille.

As a reasonable adjustment, learners who are classed as disabled under the terms of the Equality Act, and use assistive technology as their normal way of reading, can demonstrate that they are able to independently meet the requirements of the reading criteria through use of screen reader software.

A human reader cannot be used to demonstrate the requirements of the criteria as this does not meet the requirement for independence.

English Skills (Writing):

Writing within the English qualifications is defined as the independent construction of written text to communicate in a purposeful context.

'Text' is defined as materials that include the use of words that are written, printed, on screen or presented using Braille and which are presented in a way that is accessible for the intended audience.

As a reasonable adjustment, learners who are disabled under the terms of the Equality Act and who use assistive technology as their normal way of producing written texts can demonstrate that they are able to independently meet the requirements of the writing criteria through use of a computer and appropriate software.

A human scribe cannot be used to demonstrate the requirements of the criteria as this does not meet the requirement for independence.

4.5 Qualification-Specific Tutor/Assessor Requirements

Assessors and those delivering the Gateway Qualifications English qualifications should be knowledgeable and competent within areas of English Language in which they are making assessment decisions/delivering the qualifications.

Assessors must be qualified to make assessment decisions. Relevant qualifications include:

- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning Sectors (DTLLS)
- Award in Assessing Vocational Related Achievement
- Certificate in Assessing Vocational Achievement
- Legacy qualifications such as A1, A2, D23, D33

Legacy qualifications remain valid providing the assessor has up to date experience of assessing and has undertaken relevant annual Continued Professional Development.

Those delivering these qualifications should ideally hold a recognised teaching qualification or be working towards such a qualification.

4.6 Qualification-Specific Quality Assurance Requirements

There are no specific or additional internal quality assurance requirements. Centres should refer to the Gateway Qualifications Centre Handbook.

5 What to do next

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

For organisations, not yet registered as a Gateway Qualifications centre please contact:

Gateway Qualifications
Gateway House
3 Tollgate Business Park
Colchester
CO3 8AB

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

6 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

7.1 Appendix 1 - Additional support

Adult Literacy core curriculum

including glossary of terms (pdf version)

<http://rwp.excellencegateway.org.uk/resource/Adult+literacy+core+curriculum/pdf/>

Adult Literacy core curriculum

Online version with 2007 revisions and additional guidance for planning, teaching and learning

<http://www.excellencegateway.org.uk/node/1515>

Literacy progression overview

<http://repository.excellencegateway.org.uk/fedora/objects/import-pdf:9531/datastreams/PDF/content>

Other useful links

Skills for Life Core Curriculum:

Employability and Embedded Skills pages

<http://www.excellencegateway.org.uk/sflcurriculum>

Guidance on 'real communication'

<http://www.excellencegateway.org.uk/page.aspx?o=180878>

Developing awareness of register (levels of formality) in teaching speaking and listening,

<http://www.excellencegateway.org.uk/page.aspx?o=180686>

Developing speaking and listening through role-play

<http://www.excellencegateway.org.uk/page.aspx?o=180671>

Websites

Excellence Gateway

<http://www.excellencegateway.org.uk/page.aspx?o=sfl-cc-skills>

Embedded learning portal

<http://rwp.qia.oxi.net/embeddedlearning/index.cfm>

Teaching and learning programme resources

http://tlp.excellencegateway.org.uk/teachingandlearning/downloads/index_Isis.html

The Network for workplace language, literacy and numeracy

<http://www.thenetwork.co.uk/>

Readwriteplus: the workplace

<http://rwp.excellencegateway.org.uk/readwriteplus/workplace>

Appendix 2 – Entry Level Barred Unit Listings

Gateway Qualifications Entry Level Certificate In English (Entry 1)

This Unit	Is Barred Against These Units
Read for Purpose and Meaning (D/505/4120)	Read for Purpose and Meaning (K/505/4122)
	Read for Purpose and Meaning (M/505/4123)
Read for Purpose and Meaning (K/505/4122)	Read for Purpose and Meaning (M/505/4123)
Read for Information (J/505/4127)	Read for Information (L/505/4128)
	Read for Information (J/505/4130)
Read for Information (L/505/4128)	Read for Information (J/505/4130)
Listen and Respond (Y/505/4133)	Listen and Respond (D/505/4134)
	Listen and Respond (H/505/4135)
Listen and Respond (D/505/4134)	Listen and Respond (H/505/4135)
Speak to Communicate (A/505/4139)	Speak to Communicate (M/505/4140)
	Speak to Communicate (T/505/4141)
Speak to Communicate (M/505/4140)	Speak to Communicate (T/505/4141)
Engage in Discussion (L/505/4145)	Engage in Discussion (R/505/4146)
	Engage in Discussion (Y/505/4147)
Engage in Discussion (R/505/4146)	Engage in Discussion (Y/505/4147)
Write to Communicate (Y/505/4150)	Write to Communicate (H/505/4152)
	Write to Communicate (K/505/4153)
Write to Communicate (H/505/4152)	Write to Communicate (K/505/4153)
Write Using Basic Punctuation and Spelling (F/505/4157)	Write Accurately (J/505/4158)
	Write Accurately (L/505/4159)
Write Accurately (J/505/4158)	Write Accurately (L/505/4159)

Gateway Qualifications Entry Level Certificate In English (Entry 2)

This Unit	Is Barred Against These Units
Read for Purpose and Meaning (K/505/4122)	Read for Purpose and Meaning (D/505/4120)
	Read for Purpose and Meaning (M/505/4123)
	Read for Purpose and Meaning (T/505/4124)
Read for Purpose and Meaning (D/505/4120)	Read for Purpose and Meaning (M/505/4123)

	Read for Purpose and Meaning (T/505/4124)
Read for Purpose and Meaning (M/505/4123)	Read for Purpose and Meaning (T/505/4124)
Read for Information (L/505/4128)	Read for Information (J/505/4127)
	Read for Information (J/505/4130)
	Read for Information (L/505/4131)
Read for Information (J/505/4127)	Read for Information (J/505/4130)
	Read for Information (L/505/4131)
Read for Information (J/505/4130)	Read for Information (L/505/4131)
Listen and Respond (D/505/4134)	Listen and Respond (Y/505/4133)
	Listen and Respond (H/505/4135)
	Listen and Respond (K/505/4136)
Listen and Respond (Y/505/4133)	Listen and Respond (H/505/4135)
	Listen and Respond (K/505/4136)
Listen and Respond (H/505/4135)	Listen and Respond (K/505/4136)
Speak to Communicate (M/505/4140)	Speak to Communicate (A/505/4139)
	Speak to Communicate (T/505/4141)
	Speak to Communicate (A/505/4142)
Speak to Communicate (A/505/4139)	Speak to Communicate (T/505/4141)
	Speak to Communicate (A/505/4142)
Speak to Communicate (T/505/4141)	Speak to Communicate (A/505/4142)
Engage in Discussion (R/505/4146)	Engage in Discussion (L/505/4145)
	Engage in Discussion (Y/505/4147)
	Engage in Discussion (D/505/4148)
Engage in Discussion (L/505/4145)	Engage in Discussion (Y/505/4147)
	Engage in Discussion (D/505/4148)
Engage in Discussion (Y/505/4147)	Engage in Discussion (D/505/4148)
Write to Communicate (H/505/4152)	Write to Communicate (Y/505/4150)
	Write to Communicate (K/505/4153)
	Write to Communicate (T/505/4155)
Write to Communicate (Y/505/4150)	Write to Communicate (K/505/4153)
	Write to Communicate (T/505/4155)
Write to Communicate (K/505/4153)	Write to Communicate (T/505/4155)
Write Accurately (J/505/4158)	Write Using Basic Punctuation and Spelling (F/505/4157)
	Write Accurately (L/505/4159)
	Write with Accuracy (F/505/4160)
Write Using Basic Punctuation and Spelling (F/505/4157)	Write Accurately (L/505/4159)
	Write with Accuracy (F/505/4160)
Write Accurately (L/505/4159)	Write with Accuracy (F/505/4160)

Gateway Qualifications Entry Level Certificate In English (Entry 3)

This Unit	Is Barred Against These Units
Read for Purpose and Meaning (M/505/4123)	Read for Purpose and Meaning (D/505/4120)
	Read for Purpose and Meaning (K/505/4122)
	Read for Purpose and Meaning (T/505/4124)
	Read for Purpose and Meaning (F/505/4126)
Read for Purpose and Meaning (D/505/4120)	Read for Purpose and Meaning (K/505/4122)
	Read for Purpose and Meaning (T/505/4124)
	Read for Purpose and Meaning (F/505/4126)
Read for Purpose and Meaning (K/505/4122)	Read for Purpose and Meaning (T/505/4124)
Read for Purpose and Meaning (T/505/4124)	Read for Purpose and Meaning (F/505/4126)
Read for Information (J/505/4130)	Read for Information (J/505/4127)
	Read for Information (L/505/4128)
	Read for Information (L/505/4131)
	Read for Information (R/505/4132)
Read for Information (J/505/4127)	Read for Information (L/505/4128)
	Read for Information (L/505/4131)
	Read for Information (R/505/4132)
Read for Information (L/505/4128)	Read for Information (L/505/4131)
	Read for Information (R/505/4132)
Read for Information (L/505/4131)	Read for Information (R/505/4132)
Listen and Respond (H/505/4135)	Listen and Respond (Y/505/4133)
	Listen and Respond (D/505/4134)
	Listen and Respond (K/505/4136)
	Listen and Respond (M/505/4137)
Listen and Respond (Y/505/4133)	Listen and Respond (D/505/4134)
	Listen and Respond (K/505/4136)
	Listen and Respond (M/505/4137)
Listen and Respond (D/505/4134)	Listen and Respond (K/505/4136)
	Listen and Respond (M/505/4137)
Listen and Respond (K/505/4136)	Listen and Respond (M/505/4137)
Speak to Communicate (T/505/4141)	Speak to Communicate (A/505/4139)
	Speak to Communicate (M/505/4140)

	Speak to Communicate (A/505/4142)
	Speak to Communicate (J/505/4144)
Speak to Communicate (A/505/4139)	Speak to Communicate (M/505/4140)
	Speak to Communicate (A/505/4142)
	Speak to Communicate (J/505/4144)
Speak to Communicate (M/505/4140)	Speak to Communicate (A/505/4142)
	Speak to Communicate (J/505/4144)
Speak to Communicate (A/505/4142)	Speak to Communicate (J/505/4144)
Engage in Discussion (Y/505/4147)	Engage in Discussion (L/505/4145)
	Engage in Discussion (R/505/4146)
	Engage in Discussion (D/505/4148)
	Engage in Discussion (H/505/4149)
Engage in Discussion (L/505/4145)	Engage in Discussion (R/505/4146)
	Engage in Discussion (D/505/4148)
	Engage in Discussion (H/505/4149)
Engage in Discussion (R/505/4146)	Engage in Discussion (D/505/4148)
	Engage in Discussion (H/505/4149)
Engage in Discussion (D/505/4148)	Engage in Discussion (H/505/4149)
Write to Communicate (K/505/4153)	Write to Communicate (Y/505/4150)
	Write to Communicate (H/505/4152)
	Write to Communicate (T/505/4155)
	Write to Communicate (A/505/4156)
Write to Communicate (Y/505/4150)	Write to Communicate (H/505/4152)
	Write to Communicate (T/505/4155)
	Write to Communicate (A/505/4156)
Write to Communicate (H/505/4152)	Write to Communicate (T/505/4155)
	Write to Communicate (A/505/4156)
Write to Communicate (T/505/4155)	Write to Communicate (A/505/4156)
Write Accurately (L/505/4159)	Write Using Basic Punctuation and Spelling (F/505/4157)
	Write Accurately (J/505/4158)
	Write with Accuracy (F/505/4160)
	Write Fluently and Accurately (J/505/4161)
Write Using Basic Punctuation and Spelling (F/505/4157)	Write Accurately (J/505/4158)
	Write with Accuracy (F/505/4160)
	Write Fluently and Accurately (J/505/4161)
Write Accurately (J/505/4158)	Write with Accuracy (F/505/4160)
	Write Fluently and Accurately (J/505/4161)
Write with Accuracy (F/505/4160)	Write Fluently and Accurately (J/505/4161)

Appendix 3 – Level 1 Barred Unit Listings

Gateway Qualifications Level 1 Certificate In English

This Unit	Is Barred Against These Units
Read for Purpose and Meaning (T/505/4124)	Read for Purpose and Meaning (K/505/4122)
	Read for Purpose and Meaning (M/505/4123)
	Read for Purpose and Meaning (F/505/4126)
Read for Purpose and Meaning (K/505/4122)	Read for Purpose and Meaning (M/505/4123)
	Read for Purpose and Meaning (F/505/4126)
Read for Purpose and Meaning (M/505/4123)	Read for Purpose and Meaning (F/505/4126)
Read for Information (L/505/4131)	Read for Information (L/505/4128)
	Read for Information (J/505/4130)
	Read for Information (R/505/4132)
Read for Information (L/505/4128)	Read for Information (J/505/4130)
	Read for Information (R/505/4132)
Read for Information (J/505/4130)	Read for Information (R/505/4132)
Listen and Respond (K/505/4136)	Listen and Respond (D/505/4134)
	Listen and Respond (H/505/4135)
	Listen and Respond (M/505/4137)
Listen and Respond (D/505/4134)	Listen and Respond (H/505/4135)
	Listen and Respond (M/505/4137)
Listen and Respond (H/505/4135)	Listen and Respond (M/505/4137)
Speak to Communicate (A/505/4142)	Speak to Communicate (M/505/4140)
	Speak to Communicate (T/505/4141)
	Speak to Communicate (J/505/4144)
Speak to Communicate (M/505/4140)	Speak to Communicate (T/505/4141)
	Speak to Communicate (J/505/4144)
Speak to Communicate (T/505/4141)	Speak to Communicate (J/505/4144)
Engage in Discussion (D/505/4148)	Engage in Discussion (R/505/4146)
	Engage in Discussion (Y/505/4147)
	Engage in Discussion (H/505/4149)
Engage in Discussion (R/505/4146)	Engage in Discussion (Y/505/4147)
	Engage in Discussion (H/505/4149)
Engage in Discussion (Y/505/4147)	Engage in Discussion (H/505/4149)
Write to Communicate (T/505/4155)	Write to Communicate (H/505/4152)
	Write to Communicate (K/505/4153)
	Write to Communicate (A/505/4156)

Write to Communicate (H/505/4152)	Write to Communicate (K/505/4153)
	Write to Communicate (A/505/4156)
Write to Communicate (K/505/4153)	Write to Communicate (A/505/4156)
Write with Accuracy (F/505/4160)	Write Accurately (J/505/4158)
	Write Accurately (L/505/4159)
	Write Fluently and Accurately (J/505/4161)
Write Accurately (J/505/4158)	Write Accurately (L/505/4159)
	Write Fluently and Accurately (J/505/4161)
Write Accurately (L/505/4159)	Write Fluently and Accurately (J/505/4161)

Appendix 4 – Level 2 Barred Unit Listings

Gateway Qualifications Level 2 Certificate In English

This Unit	Is Barred Against These Units
Read for Purpose and Meaning (F/505/4126)	Read for Purpose and Meaning (M/505/4123)
	Read for Purpose and Meaning (T/505/4124)
Read for Purpose and Meaning (M/505/4123)	Read for Purpose and Meaning (T/505/4124)
Read for Information (R/505/4132)	Read for Information (J/505/4130)
	Read for Information (L/505/4131)
Read for Information (J/505/4130)	Read for Information (L/505/4131)
Listen and Respond (M/505/4137)	Listen and Respond (H/505/4135)
	Listen and Respond (K/505/4136)
Listen and Respond (H/505/4135)	Listen and Respond (K/505/4136)
Speak to Communicate (J/505/4144)	Speak to Communicate (T/505/4141)
	Speak to Communicate (A/505/4142)
Speak to Communicate (T/505/4141)	Speak to Communicate (A/505/4142)
Engage in Discussion (H/505/4149)	Engage in Discussion (Y/505/4147)
	Engage in Discussion (D/505/4148)
Engage in Discussion (Y/505/4147)	Engage in Discussion (D/505/4148)
Write to Communicate (A/505/4156)	Write to Communicate (K/505/4153)
	Write to Communicate (T/505/4155)
Write to Communicate (K/505/4153)	Write to Communicate (T/505/4155)
Write Fluently and Accurately (J/505/4161)	Write Accurately (L/505/4159)
	Write with Accuracy (F/505/4160)
Write Accurately (L/505/4159)	Write with Accuracy (F/505/4160)

Gateway Qualifications
Gateway House
3 Tollgate Business Park
Colchester
CO3 8AB

01206 911211

enquiries@gatewayqualifications.org.uk

www.gatewayqualifications.org.uk