

QUALIFICATION SPECIFICATION



Level 1 Award in English – Writing

Apprenticeships

Digital

Employability
Enterprise

English & Maths

ESOL

Personal & Social Development

Vocational

This qualification specification covers the following qualification:

Qualification number	Qualification title
601/1465/4	Gateway Qualifications Level 1 Award In English – Writing

Version and date	Change detail	Section/page reference
2.0 March 2026	Specification template updated.	n/a

The previous version of this qualification specification is available in Prism. Search for the qualification in the Qualification Library and select the 'Documents' tab.

About this qualification specification

Gateway Qualifications is a nationally regulated Awarding Organisation that supports education and training providers through its strong relationships, adaptability and expert team.

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Gateway Qualifications Level 1 Award In English – Writing.

This document should be read in conjunction with the Gateway Qualifications' Centre Handbook and other publications available on the website, which contain more detailed guidance on assessment and quality assurance practice.

In order to offer this qualification, you must be a Gateway Qualifications recognised centre and be approved to offer this qualification.

If your centre is not yet recognised, please contact our Business Development team to discuss becoming a Gateway Qualifications recognised centre:

Telephone: 01206 911211
Email: enquiries@gatewayqualifications.org.uk
Website: [Gateway Qualifications](https://www.gatewayqualifications.org.uk)

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Introduction

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

The Gateway Qualifications Level 1 Certificate in English – Writing has been designed as a stepping stone for learners and to recognise and reward progress towards achieving a Level 2 English qualification, such as Functional Skills or GCSE. This qualification addresses the needs of learners with English skills below Level 2 and provides the necessary flexibility and responsiveness required by adult learners.

The Award is part of a broader suite of English qualifications offered by Gateway Qualifications, which collectively support learners in developing reading, writing, speaking, and listening skills. These qualifications are designed to build confidence, helping learners progress toward higher-level English study. The learning outcomes and assessment criteria reflect the Level 1 national literacy standards (QCA 2005), with each unit underpinned by the Adult Literacy Core Curriculum (DfES 2001 and later revised 2006-7).

This qualification has been developed in collaboration with representatives of Further Education Colleges, Adult and Community Learning Providers, the voluntary sector and Offender Learning providers. It has been designed to support adult learners but is also suitable for 16-19 year olds and pre 16 learners.

1. Qualification overview

1.1 Qualification purpose

The purpose of this qualification is to develop learners' written English skills to be able to plan, structure and produce written texts that suit different purposes and audiences. It enables learners to communicate effectively and accurately across a range of familiar and unfamiliar contexts.

1.2 Aims and objectives

The aims and objectives of the qualification are to enable learners to develop confidence and competence in the application of essential English writing skills, supporting progression to higher-level study, training or employment.

The objectives of this qualification are to enable learners to:

- plan writing by identifying purpose, audience, format and suitable planning methods
- organise ideas logically and clearly, using structure to support the intended purpose and audience
- use appropriate language, format and structural features for clear written communication
- apply accurate grammar, spelling and punctuation to ensure meaning is clear
- proofread and revise writing to correct errors and improve clarity and effectiveness

1.3 Key information

Qualification summary	
Qualification title	Gateway Qualifications Level 1 Award In English – Writing
Qualification type	Regulated Qualifications Framework (RQF)
Qualification number	601/1465/4
Learning aim reference number	60114654
Level	Level 1
Guided learning hours (GLH)	60
Total qualification time (TQT)	60
Credit value	6
Sector subject area	14.1 Foundations for Learning and Life
Age appropriateness	Pre 16, 16-18, 19+,

Grading scale	Pass/Fail
Assessment method	Portfolio of Evidence
Regulation information	This qualification is regulated by Ofqual for use in England only

1.4 Entry requirements

There are no specific prior skills/knowledge learners must have for this qualification, however, learners should have a basic proficiency in the English language.

Centres must ensure that learners have the correct information and advice when selecting qualifications to ensure that the qualification will meet their needs.

Centres must ensure that this qualification suits the age and abilities of their learners by ensuring that learners can meet the relevant literacy and digital requirements of the qualification.

Learners enrolled on this qualification should not undertake another qualification at the same level with a similar title or content, as this could impact funding eligibility due to duplicated learning.

Centres are responsible for registering learners via the Gateway Qualifications' online registration portal Quartz. Learner registration guidance is available on our website, [Registering learners](#).

1.5 Progression opportunities

On completion of this qualification, learners will be able to plan and structure their writing for different purposes and audiences, present ideas in a clear and logical sequence, and use appropriate language, grammar, spelling, and punctuation. They will also be able to proofread and revise their work by identifying and correcting errors to ensure clarity and accuracy.

Successful completion of the Level 1 Award In English – Writing could allow learners to progress onto:

- Functional Skills Qualifications in English at Level 2
- GCSE English
- other qualifications from the suite of English skills qualifications offered by Gateway Qualifications
- further study, including a Gateway Qualifications vocational qualification

A full in-depth careers information, advice and guidance session should be completed for learners before, during and after completion of learning, finding them the most appropriate progression pathways unique to them and based on their ability and aspirations.

1.6 Equity, diversity and inclusion

At Gateway Qualifications, we aim to create an environment which celebrates differences and strives for equitable opportunities and outcomes for all. More than a mere commitment, this Equity, Diversity, and Inclusion Policy stands as a framework, informing every aspect of the work we do. It is our aim to support our staff and learners of all abilities, ensuring the development, delivery, and awarding of qualifications in a fair and inclusive manner.

Whilst developing our qualifications, we have given due consideration to eliminating discrimination, harassment and victimisation, advancing equality of opportunity, and fostering good relations between people who share a relevant protected characteristic (as defined in the Equality Act 2010) and those who do not.

For full details, please see the [Equity, Diversity and Inclusion Policy](#).

1.7 Resource requirements

There are no prescribed resource requirements for this qualification. However, centres must ensure that learners have access to appropriate and sufficient resources to support the achievement of all learning outcomes.

1.8 Support materials and resources

In addition to this qualification specification, the following resources are available for centres approved to offer the qualification:

- Qualification Assessment Guidance English
- Learner Assessment Tracking - English

1.9 Achieving this qualification

The qualification will be awarded to learners who successfully demonstrate their achievement of all learning outcomes of the units of the qualification and satisfy the rules of combination.

The learning outcomes and assessment criteria that will be assessed as part of the qualification are set out within the unit details.

To be awarded this qualification, learners must successfully achieve 2 mandatory units, totalling 6 credits.

Mandatory units

Unit reference	Unit title	Unit level	Credit value	GLH
D/505/6322	Write to Communicate	Level 1	3	30
F/505/4160	Write with Accuracy	Level 1	3	30

1.10 Indicative content

The examples included within the indicative content are provided as guidance only. They are not exhaustive and should not be regarded as limiting the range of knowledge, skills or understanding that may be taught, developed or assessed. Centres may incorporate additional relevant material, contexts or approaches as appropriate, provided these remain aligned with the stated learning outcomes and overall requirements of the qualification.

2. Assessment

2.1 Assessment overview

The qualification is assessed through a portfolio of evidence which is internally assessed by centre staff and externally quality assured by Gateway Qualifications. For more information, please see the [Centre Guide to Best Practice in Internal Assessment](#).

Each learner must build a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit.

On completion of each unit, learners must declare that the work produced is their own, and the Assessor must countersign this.

Should a learner not achieve the required standard to pass an assessment, further teaching and learning should take place before attempting the assessment again.

The qualification will be awarded to learners who successfully demonstrate their achievement of all learning outcomes of the units of the qualification.

For learners who are not successful in achieving the whole qualification but still achieve any full unit, a unit certificate of achievement may be awarded.

2.2 Assessment language

This qualification will be assessed in English. All learners work must be in English. British Sign Language can be used where it is permitted for the purpose of a reasonable adjustment.

2.3 Explanation of assessment terms used in this qualification

Gateway Qualifications has produced guidance to support consistent delivery of units across all centres offering our qualifications.

For clarification on how to interpret and deliver the command words used in our assessments, please refer to the Assessment Command Word Definitions document, available on the Gateway Qualifications website [Internal & External Assessment Practice - Gateway Qualifications](#) under Assessment Design.

3. Unit details

3.1 Mandatory units

Write to Communicate

Unit reference:	D/505/6322
Unit summary:	In this unit, learners will learn how to write to communicate ideas for different audiences and purposes.
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
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.
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 Present information in a continuous sequence, so that meaning is clear. 2.4 Judge how much to write and the level of detail to include to suit purpose and audience. 2.5 Proofread and revise writing for accuracy and meaning.

Indicative content:

AC1.1: Purpose, for example:

- inform
- persuade
- entertain

AC1.1: Audience, for example:

- friends
- teacher
- general public

AC1.2: Format, for example:

- letter
- email
- report
- story

AC1.3: Planning techniques, for example:

- bullet points, mind maps, outlines to organise ideas
- plan the structure
- draft a rough version to test ideas and layout

AC2.2: Language, format, and structure, for example:

- choose words that fit the
- use headings, bullet points, to make writing clear

AC2.5: Proofread and revise writing, for example:

- check for spelling, grammar, punctuation mistakes
- ensure sentences are clear/make sense
- revise to improve flow and fix any unclear parts

Write with Accuracy

Unit reference:	F/505/4160
Unit summary:	In this unit, learners will learn how to improve the accuracy of their writing through using accurate spelling, punctuation and grammar.
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
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.
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.
3. Be able to proofread and revise writing.	3.1 Identify and correct errors of grammar, for example verb tense agreement, subject verb agreement. 3.2 Identify and correct common spelling errors. 3.3 Identify and correct punctuation errors. 3.4 Revise writing to improve meaning.

Indicative content:

AC1.2: Subject-verb agreement, for example:

- ensure singular subjects take singular verbs
- ensure plural subjects take plural verbs

AC1.3: Verb-tense agreement, for example:

- maintain consistency in verb tense throughout a sentence or paragraph
- use the verb tense to match the time frame being described (past, present, future)

AC1.4: Grammatical features, for example:

- use articles, prepositions, conjunctions, and pronouns
- avoid common grammatical errors, such as misplaced modifiers, or incorrect use of "their," "there," and "they're"
- ensure sentences are structured to communicate ideas clearly

AC2.1 Words used most often in work, studies and daily life, for example:

- important
- because
- necessary

AC2.2 Words with regular and irregular spelling patterns, for example:

- adding suffixes
- dropping silent "e"
- irregular spelling for frequently used words, for example:
 - friend
 - thought
 - business

AC2.3 Punctuate sentences, for example:

- full stops
- commas
- question marks
- exclamation marks

AC3.4 Revise writing, for example:

- reorganise sentences or paragraphs to improve flow and coherence
- replace vague or repetitive words with more precise vocabulary
- add, remove, or rephrase content to enhance clarity and readability

4. Quality assurance

As the portfolio of evidence is assessed by the centre's assessor, the centre must operate an internal quality assurance process. This ensures that qualification standards are being applied consistently within a centre through training, standardisation, sampling of marking and feedback.

4.1 Internal quality assurance

Centres should refer to the online [Centre Handbook](#) for further guidance on staffing requirements.

A centre's internal quality assurance process is led by the Internal Quality Assurer (IQA), who is responsible for identifying and promoting best practices in teaching, learning, and assessment. They are responsible for:

- monitoring assessment practices to ensure they meet our standards
- sampling assessment decisions and learner work to verify accuracy and consistency
- observing assessors and tutors, providing feedback and support for improvement
- facilitating standardisation meetings to align assessment practices across teams
- supporting assessors with professional development and guidance
- identifying and promoting best practices in teaching, learning, and assessment
- handling appeals and complaints related to assessment outcomes
- maintaining detailed records for audits and external quality assurance visits

The portfolio of evidence is subject to internal quality assurance whereby a centre regularly samples and evaluates its assessment practices and decisions, and acts on the findings to ensure consistency and fairness.

To ensure the integrity of the internal quality assurance process, Internal Quality Assurers (IQAs) must not quality assure work that they have assessed.

Assessors must ensure fair assessment and equality of opportunity for the learner within the assessment process. In order to ensure that the assessor is making judgements that are consistent with the rest of the assessment team, they must meet regularly with other assessors and internal quality assurers to discuss assessment decisions.

4.2 Sampling

Sampling is a key element of the internal quality assurance process whereby the IQA:

- uses a risk-based approach to determine what to sample and when
- checks the quality and consistency of each assessor's decisions
- maintains a common standard of marking within the centre over time
- applies methods like vertical sampling (same unit across assessors), horizontal sampling (multiple units from one learner), and diagonal sampling (across units and learners)
- ensures sampling covers all units over time, not just at the end of the assessment process

4.3 Internal standardisation

Internal standardisation is a collaborative process by which tutors and assessors within a centre consider work that they have assessed and, using pre-determined criteria, reach a common agreement on standards as being typical of work at a particular level or grade by comparing samples and providing peer evaluation.

The process of internal quality assurance provides an opportunity for assessors to receive feedback and support, which can help improve their assessment skills. It fosters a culture of continuous improvement and professional development among teaching and assessment staff.

Standardisation will be facilitated by the Centre's IQA and should include all those involved in assessing learner evidence. Centre standardisation events should be held at regular intervals. Centres will be required to keep records of each internal standardisation event, including the date, attendees and notes on any outcomes and actions. Centres will be required to store these records securely for three years, and Gateway Qualifications may ask to see them as part of the centre's quality assurance and monitoring activities.

4.4 External quality assurance

The external quality assurance process for this qualification takes a risk-based approach where external monitoring visits are carried out to review the internal quality systems of centres against key quality standards.

External quality assurance falls into two categories, the first being the quality assurance of the centre's policies and procedures (Centre monitoring) as detailed below, with the second being external sampling of the assessment decisions at qualification level.

4.5 Centre monitoring

Centre monitoring is undertaken by an External Quality Assurer (EQA) allocated to the centre. The EQA plays a critical role in the Gateway Qualifications approach to centre assessment standards scrutiny as they are responsible for:

- validating the centre's procedures for delivery of qualifications and assessment
- completing reports for each visit with clear action points where needed
- carrying out an annual compliance visit
- risk rating centres on the above

The EQA will carry out an initial risk assessment at the centre recognition stage and then annually on an ongoing basis and will give a high/medium/low-risk.

The EQA will arrange the annual quality monitoring visits. These visits:

- monitor the centre's compliance with the centre recognition terms and conditions by reviewing programme documentation and meeting managers and centre staff
- identify any staff development needs
- ensure that all procedures are being complied with through an audit trail, and make sure that the award of certificates of achievement to learners is secure

The EQA will contact the centre in advance of a visit. However, Gateway Qualifications reserves the right to undertake unannounced visits, including during assessment times.

4.6 Quality assuring centre assessment decisions

The external quality assurance process for this qualification involves a risk-based approach where sampling of assessment decisions and internal quality assurance activity to ensure that qualification standards are maintained.

An External Quality Assurer (EQA) will be allocated to the centre to sample the centre's assessment decisions, who will consider whether the sample provides evidence of the following:

- that the standard set out in the units is evidenced and assessment decisions are applied consistently
- appropriate teaching, stimulus, support, or learning materials and resources
- an appropriate internal quality assurance strategy and sampling plans
- appropriate and consistent feedback provided by the assessor to the learner, and by the IQA to the assessor

A report will be completed by the EQA and made available to the Centres once the sampling activity has been completed.

4.7 Malpractice and maladministration

Malpractice is any deliberate activity, neglect, default or other practice that compromises the integrity of the assessment process and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises or could compromise:

- the assessment process
- the integrity of a regulated qualification
- the validity of a result or certificate
- the reputation and credibility of Gateway Qualifications
- the qualification to the public at large

Centre staff should be familiar with the [Malpractice and Maladministration Policy and Procedure](#).

4.8 Direct claim status

Direct claim status (DCS) is a status given to centres on an individual qualification basis and allows centres to claim certification without waiting for an external quality assurance activity to take place.

DCS is permitted for this qualification. Refer to the [Direct Claims Status page](#) for further details.

4.9 Recognition of prior learning

Recognition of Prior Learning enables recognition of achievement from a range of activities through the knowledge, understanding or skills that learners already possess and so do not need to develop these through a course of learning.

The use of RPL is permitted for this qualification.

4.10 Reasonable adjustments and special considerations

The following are reasonable adjustments that require permission from Gateway Qualifications prior to assessment:

- adapting assessment materials
- adaptation of the physical environment for access purposes
- adaptation to equipment
- assessment material in an enlarged format or Braille
- assessment material on coloured paper or in audio format
- use of British Sign Language (BSL)
- changing usual assessment arrangements
- extra time, e.g. assignment extensions
- reader (this is not permitted for any assessments that test reading skills)
- use of assistive software
- use of assistive technology
- use of coloured overlays, low vision aids
- use of a different assessment location

If not specifically listed in this section, reasonable adjustments are centre permitted, for details on this Centres should refer to the [Reasonable Adjustments and Special Considerations Centre Guidance](#)

For learners who require special consideration at the point of assessment, complete a Special Consideration Request Form.

4.11 Appeals

Learners who wish to appeal about their assessment results or a decision affecting their learning should either be supported by their Centre or should have exhausted their Centre's own appeals process before appealing to Gateway Qualifications. In the latter case, learners must provide Gateway Qualifications with evidence that they have first appealed to their Centre.

Centres and learners should refer to the [Appeals policy](#) for further information.

5. Glossary of terms

This section provides a concise compilation of frequently used terms and acronyms within our organisation and the broader educational context.

Term	Definition
Assessment Criteria (AC)	The standard a learner is expected to meet to demonstrate that learning outcomes have been met.
Guided learning hours (GLH)	The number of hours associated to a qualification/unit relating to the activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.
Learning Outcomes (LO)	Describes what a learner is expected to know, understand and be able to do as a result of the process of learning.
Office of Qualifications and Examinations Regulation (Ofqual)	Responsible for the approval and regulation of qualifications, examinations and assessments in England.
Recognition of Prior Learning (RPL)	A method of assessment that considers whether a learner can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
Total Qualification Time (TQT)	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.



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