QUALIFICATION SPECIFICATION

g gateway
qualifications

Entry Level Certificate in English (Entry 2)

This qualification specification covers the following qualification:

Qualification number	Qualification title
601/1493/9	Gateway Qualifications Entry Level Certificate in English (Entry 2)

Version and date	Change detail	Section/page reference
2.0 (January 2026)	Specification template updated.	n/a
	Optional units removed that are not a level above or below that of the qualification. Unit group titles changed from Mandatory and Optional to Group O1 and Group O2.	3.2

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 Entry Level Certificate in English (Entry 2).

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

Contents

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 Entry Level Certificate in English (Entry 2) 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.

This qualification is built from seven small units across the three core skill areas of reading, writing and speaking and listening. The learning outcomes and assessment criteria reflect the national literacy standards from Entry 1 to Level 2 (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 provide learners with the necessary reading, writing, and speaking and listening English skills at a basic level. It supports learners to develop confidence in understanding, communicating and producing simple written and spoken English in everyday, familiar contexts.

1.2 Aims and objectives

The aims and objectives of the qualification are to enable learners to develop basic reading, writing and communication skills within a range of familiar contexts.

The objectives of the qualification are to enable learners to:

- identify and understand basic information from simple sources
- produce short, meaningful sentences and record information using basic grammar, punctuation and spelling
- record information in simple written formats as required for everyday tasks
- communicate information, feelings and opinions in a straightforward manner
- listen and respond appropriately to questions and simple instructions

1.3 Key information

Qualification summary	
Qualification title	Gateway Qualifications Entry Level Certificate in English (Entry 2)
Qualification type	Regulated Qualifications Framework (RQF)
Qualification number	601/1493/9
Learning aim reference number	60114939
Level	Entry Level 2
Guided learning hours (GLH)	180
Total qualification time (TQT)	180
Credit value	18
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 equipped with an introductory level of proficiency in English, forming a basis for further progression to higher-level literacy studies and to broader opportunities within education, training, and employment.

Successful completion of the Gateway Qualifications Entry Level Certificate in English (Entry 2) could allow learners to progress onto:

- Gateway Qualifications Entry Level Certificate in English (Entry 3)
- Functional Skills qualification in English at a higher level, for example Entry 3 or Level 1
- 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 meet the rule of combination by successfully achieving 18 credits. A minimum of 12 credits must come from Entry 2 units within Group O1 and the remaining credits can be achieved from either Group O1 or Group O2. Learners cannot include more than one unit with the same or similar title.

Group O1

Unit reference	Unit title	Unit level	Credit value	GLH
R/505/6124	Engage in Discussion	Entry 2	2	20
L/505/6123	Listen and Respond	Entry 2	2	20
F/505/6121	Read for Information	Entry 2	3	30
K/505/4122	Read for Purpose and Meaning	Entry 2	3	30
M/505/4140	Speak to Communicate	Entry 2	2	20
J/505/6119	Write Accurately	Entry 2	3	30
Y/505/6125	Write to Communicate	Entry 2	3	30

Group O2

Unit reference	Unit title	Unit level	Credit value	GLH
L/505/4145	Engage in Discussion	Entry 1	2	20
M/505/6129	Engage in Discussion	Entry 3	2	20
M/505/6115	Listen and Respond	Entry 1	2	20
H/505/4135	Listen and Respond	Entry 3	2	20
K/505/6114	Read for Information	Entry 1	3	30
H/505/6127	Read for Information	Entry 3	3	30
H/505/6113	Read for Purpose and Meaning	Entry 1	3	30
D/505/6126	Read for Purpose and Meaning	Entry 3	3	30
T/505/6116	Speak to Communicate	Entry 1	2	20
K/505/6128	Speak to Communicate	Entry 3	2	20
A/505/6117	Write to Communicate	Entry 1	3	30
H/505/6130	Write to Communicate	Entry 3	3	30
A/505/6120	Write Using Basic Punctuation and Spelling	Entry 1	3	30
L/505/4159	Write Accurately	Entry 3	3	30

The following units are barred against each other:

Unit reference	Unit title	Unit level
L/505/4145	Engage in Discussion	Entry 1
R/505/6124	Engage in Discussion	Entry 2
M/505/6129	Engage in Discussion	Entry 3

Unit reference	Unit title	Unit level
M/505/6115	Listen and Respond	Entry 1
L/505/6123	Listen and Respond	Entry 2
H/505/4135	Listen and Respond	Entry 3

Unit reference	Unit title	Unit level
K/505/6114	Read for Information	Entry 1
F/505/6121	Read for Information	Entry 2
H/505/6127	Read for Information	Entry 3

Unit reference	Unit title	Unit level
H/505/6113	Read for Purpose and Meaning	Entry 1
K/505/4122	Read for Purpose and Meaning	Entry 2
D/505/6126	Read for Purpose and Meaning	Entry 3

Unit reference	Unit title	Unit level
T/505/6116	Speak to Communicate	Entry 1
M/505/4140	Speak to Communicate	Entry 2
K/505/6128	Speak to Communicate	Entry 3

Unit reference	Unit title	Unit level
A/505/6117	Write to Communicate	Entry 1
Y/505/6125	Write to Communicate	Entry 2
H/505/6130	Write to Communicate	Entry 3

Unit reference	Unit title	Unit level
A/505/6120	Write Using Basic Punctuation and Spelling	Entry 1
J/505/6119	Write Accurately	Entry 2
L/505/4159	Write Accurately	Entry 3

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 through practical, work related tasks.

Assessment guidance is provided for each unit. Assessors may use alternative assessment methods as long as they are fit for purpose, meet the requirements of the qualification and ensure the integrity of the assessment process.

On completion of each unit learners must declare that the work produced is their own and the Assessor must counter sign 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 Group O1

Engage in Discussion

Unit reference:	R/506/6124
Unit summary:	In this unit, learners will learn how to engage in straightforward discussion in familiar contexts.
Unit level:	Entry 2
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
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.

Assessment guidance:
LO1: Discussions should be with one or more people in a familiar situation.
AC1.2: Appropriate contributions will be relevant to the subject matter under discussion and to the flow of the discussion.
AC1.3: Clarifying questions will be simple, such as 'Can you say that again?' or 'What does x mean?'

Please note that this unit is barred against units L/505/4145 - Engage in Discussion (Entry 1) and M/505/6129 - Engage in Discussion (Entry 3)

Listen and Respond

Unit reference:	L/505/6123
Unit summary:	In this unit, learners will learn how to listen and respond in conversations and discussions.
Unit level:	Entry 2
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
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.
2. Be able to respond in verbal exchanges.	2.1 Follow short, straightforward oral instructions.
	2.2 Give appropriate responses to straightforward questions or requests.

Assessment guidance:
LO1: Verbal exchanges should be around 3-4 minutes and be with a minimum of one other person. Evidence across the assessment criteria should include listening and responding to different types of spoken language.
AC2.1: Instructions should include more than one step, linked with simple conjunctions such as 'then', 'next'.
AC2.2: Questions or requests should relate to familiar topics.

**Please note that this unit is barred against units M/505/6115 – Listen and Respond
(Entry 1) and H/505/4135 – Listen and Respond (Entry 3)**

Read for Information

Unit reference:	F/505/6121
Unit summary:	In this unit, learners will learn how to read straightforward written sources for information and to develop their understanding of spelling to decode words.
Unit level:	Entry 2
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
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.
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.
3. Be able to apply understanding of alphabetical order to locate information.	3.1 Use initial letters to find out and sequence words in alphabetical order. 3.2 Use a simplified dictionary to find the meaning of unfamiliar words.

Assessment guidance:
LO1: 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.
LO2: 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 (see) and – ea (meat)

Please note that this unit is barred against units K/505/6114 – Read for Information (Entry 1) and H/505/6127 - Read for Information (Entry 3)

Read for Purpose and Meaning

Unit reference:	K/505/4122
Unit summary:	In this unit, learners will learn how to read short straightforward texts for purpose and meaning and use simple strategies to support understanding.
Unit level:	Entry 2
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
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, e.g. next, then, right and straight on.
2. Be able to use simple reading strategies.	2.1 Identify punctuation and capital letters to support understanding. 2.2 Use simple sentence structure and word order to help decipher unfamiliar words and predict meaning. 2.3 Identify plausible meanings of sentences using context and own experience to predict unknown words.

Assessment guidance:
LO1: 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.

Please note that this unit is barred against units H/505/6113 – Read for Purpose and Meaning (Entry 1) and D/505/6126 - Read for Purpose and Meaning (Entry 3)

Speak to Communicate

Unit reference:	M/505/4140
Unit summary:	In this unit, learners will learn how to speak to communicate in different situations.
Unit level:	Entry 2
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
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.

Assessment guidance:
LO1: 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.

Please note that this unit is barred against unit T/505/6116 – Speak to Communicate (Entry 1) and K/505/6128 – Speak to Communicate (Entry 3)

Write Accurately

Unit reference:	J/505/6119
Unit summary:	In this unit, learners will learn to write legibly, using punctuation and spelling familiar words correctly.
Unit level:	Entry 2
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to produce accurate 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.

Assessment guidance:
LO1: 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.

Please note that this unit is barred against units A/505/6120 – Write Using Basic Punctuation and Spelling (Entry 1) and L/505/4159 – Write Accurately (Entry 3)

Write to Communicate

Unit reference:	Y/505/6125
Unit summary:	In this unit, learners will learn to write to communicate simple information.
Unit level:	Entry 2
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
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.

Assessment guidance:
LO1: 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.

Please note that this unit is barred against units A/505/6117 – Write to Communicate (Entry 1) and H/505/6130 – Write to Communicate (Entry 3)

3.2   Group O2

Engage in Discussion

Unit reference:	L/505/4145
Unit summary:	In this unit, learners will learn how to engage in simple discussion.
Unit level:	Entry 1
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
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.

Assessment guidance:
LO1: 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 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.

Please note that this unit is barred against units R/505/6124 - Engage in Discussion (Entry 2) and M/505/6129 – Engage in Discussion (Entry 3)

Engage in Discussion

Unit reference:	M/505/6129
Unit summary:	In this unit, learners will learn how to engage in discussion and make relevant points.
Unit level:	Entry 3
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
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.

Assessment guidance:
LO1: 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').

Please note that this unit is barred against units L/505/4145 – Engage in Discussion (Entry 1) and R/505/6124 – Engage in Discussion (Entry 2)

Listen and Respond

Unit reference:	M/505/6115
Unit summary:	In this unit, learners will learn how to listen and respond to simple spoken information and in simple exchanges.
Unit level:	Entry 1
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
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.
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.

Assessment guidance:
LO1: Feelings and opinions could include 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.
LO2: 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.

Please note that this unit is barred against units L/505/6123 – Listen and Respond (Entry 2) and H/505/4135 – Listen and Respond (Entry 3)

Listen and Respond

Unit reference:	H/505/4135
Unit summary:	In this unit, learners will learn how to listen and respond in conversations and discussions.
Unit level:	Entry 3
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
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.

Assessment guidance:
LO1: Learners should be listening and responding to spoken language that includes straightforward information, narratives, explanations and instructions. Verbal exchanges should include a varying number of people, but not usually more than 3 or 4. Exchanges should normally include multiple contributions from participants. They might last up to 4 or 5 minutes, where relevant. Exchanges should be face to face over the phone/Skype or other remote means.

Please note that this unit is barred against units M/505/6115 – Listen and Respond (Entry 1) and L/505/6123 – Listen and Respond (Entry 2)

Read for Information

Unit reference:	K/505/6114
Unit summary:	In this unit, learners will learn how to decode a limited number of familiar words and locate information from simple written sources.
Unit level:	Entry 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 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.
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.

Assessment guidance:
AC1.1: Social sight vocabulary; 100 most common words from the Oxford English Corpus; Dolch List.
AC1.3: Signs and symbols should be commonly occurring and include both typographical and visual (e.g. ampersands, equals, pounds, percentage, basic health and safety signs, directional signs).
LO2: Use phoneme-grapheme correspondence – initial consonant letter sounds; short vowel sounds; initial consonant clusters; final consonant clusters.

Please note that this unit is barred against units F/505/6121 – Read for Information (Entry 2) and H/505/6127 – Read for Information (Entry 3)

Read for Information

Unit reference:	H/505/6127
Unit summary:	In this unit, learners will learn how to read straightforward written sources, including instructional texts, and use a dictionary to gain information.
Unit level:	Entry 3
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
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.
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.

Assessment guidance:
LO1: 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.
AC2.1: Look up unknown words in their personal reading.
AC2.2: Use first and second place letters to order words alphabetically.

Please note that this unit is barred against units K/505/6114 – Read for Information (Entry 1) and F/505/6121 – Read for Information (Entry 2)

Read for Purpose and Meaning

Unit reference:	H/505/6113
Unit summary:	In this unit, learners will learn how to follow simple text and recognise purpose.
Unit level:	Entry 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to follow a simple text.	1.1 Follow simple text on a familiar topic or experience. 1.2 Recognise and read simple sentence structures in order to extract meaning.
2. Know about purpose in text.	2.1 Recognise that there are different types of text, for example from layout, visuals, headings.

Assessment guidance:
LO1: 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. Learners are likely to be following simple narratives or descriptions and recognising key steps, stages or basic chronology. Texts should be approximately 50 words. Sentences should not be compound and will normally be in the present tense, with a limited requirement for de-coding.
LO2: Learners should consider a range of different types of text, relevant to their daily living (e.g. a menu, a bus pass, a course leaflet).

Please note that this unit is barred against units K/505/4122 – Read for Purpose and Meaning (Entry 2) and D/505/6126 – Read for Purpose and Meaning (Entry 3)

Read for Purpose and Meaning

Unit reference:	D/505/6126
Unit summary:	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.
Unit level:	Entry 3
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
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.
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 for example, nouns, adjectives, connectives, verbs, prefixes and suffixes and plausible meaning.

Assessment guidance:
LO1: 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.

LO2: 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 structure of words including compounds, root words, grammatical endings, syllable divisions to help decode words.

Please note that this unit is barred against units H/505/6113 – Read for Purpose and Meaning (Entry 1) and K/505/4122 – Read for Purpose and Meaning (Entry 2)

Speak to Communicate

Unit reference:	T/505/6116
Unit summary:	In this unit, learners will learn how to communicate basic information in informal and formal situations.
Unit level:	Entry 1
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
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.
2. Be able to make requests and ask questions.	2.1 Make simple requests using appropriate terms and conventions, for example relating to politeness. 2.2 Ask questions to obtain specific information.

Assessment guidance:
LO1: Topics should be familiar. The information communicated should be basic, for example name, address, age, simple preferences.
AC2.1: Conventions could include raising a hand before speaking, use of please and thank you or excuse me.

Please note that this unit is barred against units M/505/4140 – Speak to Communicate (Entry 2) and K/505/6128 – Speak to Communicate (Entry 3)

Speak to Communicate

Unit reference:	K/505/6128
Unit summary:	In this unit, learners will learn how to speak to communicate in different situations.
Unit level:	Entry 3
GLH:	20
Credit value:	2
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to speak to communicate.	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.

Assessment guidance:
LO1: Learners should be able to adapt their tone, gestures and vocabulary to suit the degree of formality of the situation. Learners are expected to speak about familiar topics both face-to-face and on the phone, using Skype or other forms or remote communication. Communications should include some explanations, accounts or descriptions, where they are using multiple sentences or making several points, as appropriate to the situation.

Please note that this unit is barred against units T/505/6116 – Speak to Communicate (Entry 1) and M/505/4140 – Speak to Communicate (Entry 2)

Write to Communicate

Unit reference:	A/505/6117
Unit summary:	In this unit, learners will learn to write to communicate basic information.
Unit level:	Entry 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to write to communicate information.	1.1 Use written words and phrases to record or present basic information, e.g. a shopping list, a note to a friend. 1.2 Select, from a given range, a format for written text appropriate to its purpose.

Assessment guidance:
LO1: Some written evidence should include continuous text of 3-4 sentences in length. Form-filling is likely to require single words or short phrases rather than complete sentences. Text will be mostly in the present tense. Learners should produce texts in contrasting formats for different purposes. 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.

Please note that this unit is barred against units Y/505/6125 – Write to Communicate (Entry 2) and H/505/6130 – Write to Communicate (Entry 3)

Write to Communicate

Unit reference:	H/505/6130
Unit summary:	In this unit, learners will learn to plan their writing, write in short paragraphs and to check their writing for errors.
Unit level:	Entry 3
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
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.

Assessment guidance:
AC1.1: 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.
AC1.2: Paragraphs should be used to help sequence writing logically.
LO1: Evidence should include a minimum of 3 texts, each with a different purpose.

Please note that this unit is barred against units A/505/6117 – Write to Communicate (Entry 1) and Y/505/6125 – Write to Communicate (Entry 2)

Write Using Basic Punctuation and Spelling

Unit reference:	A/505/6120
Unit summary:	In this unit, learners will learn to write using basic punctuation and spelling.
Unit level:	Entry 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 different strategies to locate simple information from texts.	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, for example look, say, cover, write, check, tracing letters in the air.
	1.5 Write the letters of the alphabet using upper and lower case.

Assessment guidance:
LO1: High frequency words from the Dolch list and the Oxford English Corpus. Sentences should include correct basic word order (e.g. adjective ahead of noun).

Please note that this unit is barred against units J/505/6119 – Write Accurately (Entry 2) and L/505/4159 – Write Accurately (Entry 3)

Write Accurately

Unit reference:	L/505/4159
Unit summary:	In this unit, learners will learn to write legibly, using correct basic punctuation, spelling and grammar.
Unit level:	Entry 3
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to write using correct basic grammar.	1.1 Write in complete sentences, for example, with one or more clauses in familiar forms of written communication. 1.2 Use pronouns so their meaning is clear. 1.3 Use correct basic grammar for example, appropriate verb tense, subject-verb agreement.
2. Be able to write using correct basic spelling and punctuation.	2.1 Use punctuation correctly, for example capital letters, full stops, questions marks, exclamation marks, commas. 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.
3. Be able to proofread own writing.	3.1 Proofread and correct simple grammatical and spelling errors in own writing.

Assessment guidance:
LO1: Sentences should be complex and varied in length and construction. Word order should be accurate.
LO2: Apply strategies for working out likely spellings from their knowledge of rules and patterns.

Please note that this unit is barred against units A/505/6120 – Write Using Basic Punctuation and Spelling (Entry 1) and J/505/6119 – Write Accurately (Entry 2)

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)
- scribe (this is not permitted for any assessments that test writing 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.