





This qualification specification covers the following qualification:

Qualification number	Qualification title
601/1498/8	Gateway Qualifications Level 2 Certificate in English

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 Level 2 Certificate in English.

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](mailto: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 2 Certificate in English has been designed as an alternative to other Level 2 English qualifications, such as Functional Skills or GCSE. It 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 essential English skills needed to support clear, accurate and confident reading, writing and speaking and listening English communication skills needed in a range of everyday and work-related contexts.

### 1.2 Aims and objectives

The aims and objectives of the qualification are to enable learners to develop confident, accurate and purposeful written and spoken English skills, supporting progression to higher-level study, training or employment.

The objectives of this qualification are to enable learners to:

- interpret and analyse a range of texts, including straightforward and more detailed sources
- produce clear, structured writing that demonstrates accurate grammar, punctuation and spelling
- communicate effectively in discussions and presentations, adapting language to audience and purpose
- ask relevant questions to obtain further details and information
- demonstrate improved critical understanding and written fluency

### 1.3 Key information

Qualification summary	
Qualification title	Gateway Qualifications Level 2 Certificate in English
Qualification type	Regulated Qualifications Framework (RQF)
Qualification number	601/1498/8
Learning aim reference number	60114988
Level	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

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There are no specific prior skills/knowledge learners must have for this qualification; however, learners should have a good 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, numeracy, digital and health and safety 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

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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 Level 2 Certificate in English could allow learners to progress onto:

- further study, including a Gateway Qualifications vocational qualification
- apprenticeship programme at level 2 or higher
- higher-level study, such as A-levels or any other academic qualification at level 3 or above
- employment

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

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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 Level 1 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
H/505/4149	Engage in Discussion	Level 2	2	20
M/505/4137	Listen and Respond	Level 2	2	20
K/505/6324	Read for Information	Level 2	3	30
H/505/6323	Read for Purpose and Meaning	Level 2	3	30
J/505/4144	Speak to Communicate	Level 2	2	20
M/505/6325	Write to Communicate	Level 2	3	30
T/505/6326	Write Fluently and Accurately	Level 2	3	30

## Group O2

Unit reference	Unit title	Unit level	Credit value	GLH
Y/505/6321	Engage in Discussion	Level 1	2	20
D/505/6319	Listen and Respond	Level 1	2	20
L/505/4131	Read for Information	Level 1	3	30
Y/505/6318	Read for Purpose and Meaning	Level 1	3	30
R/505/6320	Speak to Communicate	Level 1	2	20
D/505/6322	Write to Communicate	Level 1	3	30
F/505/4160	Write with Accuracy	Level 1	3	30

The following units are barred against each other:

Unit reference	Unit title	Unit level
Y/505/6321	Engage in Discussion	Level 1
H/505/4149	Engage in Discussion	Level 2

Unit reference	Unit title	Unit level
D/505/6319	Listen and Respond	Level 1
M/505/4137	Listen and Respond	Level 2

Unit reference	Unit title	Unit level
L/505/4131	Read for Information	Level 1
K/505/6324	Read for Information	Level 2

Unit reference	Unit title	Unit level
Y/505/6318	Read for Purpose and Meaning	Level 1
H/505/6323	Read for Purpose and Meaning	Level 2

Unit reference	Unit title	Unit level
R/505/6320	Speak to Communicate	Level 1
J/505/4144	Speak to Communicate	Level 2

Unit reference	Unit title	Unit level
D/505/6322	Write to Communicate	Level 1
M/505/6325	Write to Communicate	Level 2

Unit reference	Unit title	Unit level
F/505/4160	Write with Accuracy	Level 1
T/505/6326	Write Fluently and Accurately	Level 2

## 1.10 Indicative content

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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

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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

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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

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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 01

#### Engage in Discussion

<b>Unit reference:</b>	H/505/4149
<b>Unit summary:</b>	In this unit, learners will learn how to engage in discussion in a variety of situations, making clear and effective contributions.
<b>Unit level:</b>	Level 2
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
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.
2. Be able to respond to others in discussion.	2.1 Use appropriate language and strategies when responding to the contributions of others. 2.2 Use appropriate phrases for interruption and change of topic. 2.3 Use strategies intended to reassure, for example body language, appropriate phraseology.

#### Assessment guidance:

**LO1:** Discussions should be with groups of varying sizes, from one other person, up to groups of 4 or 5. Discussions should be of varying lengths, including one of 6 – 8 minutes. Adaptations should include use of formal or informal language, appropriate verbal and non-verbal responses, tone, register. Topics should include issues both familiar and unfamiliar to the learner. 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 to a close, state what they

think has been agreed, or ask if anyone else has a point to make.

**AC2.2:** Learners might interrupt with phrases such as, 'I agree to some extent', or point out contradictions or inconsistencies in others' arguments.

**AC2.3:** 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.

**Please note that this unit is barred against unit Y/505/6321 – Engage in Discussion (Level 1).**

## Listen and Respond

<b>Unit reference:</b>	M/505/4137
<b>Unit summary:</b>	In this unit, learners will learn how to listen and respond to extended and detailed spoken language in a range of contexts.
<b>Unit level:</b>	Level 2
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

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

Assessment guidance:
<b>AC1.1:</b> Extended spoken information should be of up to 5 minutes.
<b>AC1.2:</b> Instructions will normally be up to 4 or 5 steps, depending on the complexity of the content.
<b>AC1.3:</b> Topics should be of interest or relevance to learners but not all will be familiar.
<b>LO2:</b> Questions might be in two parts (e.g. what would you do and why?), should be open and closed, and contain multiple clauses or phrases (E.g. a conditional clause: 'If I asked

you to do x, how would you...?'. Contexts might include formal interviews or less formal debates with peers.

**AC2.4:** 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.

**Please note that this unit is barred against unit D/505/6319 – Listen and Respond (Level 1)**

## Read for Information

<b>Unit reference:</b>	K/505/6324
<b>Unit summary:</b>	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.
<b>Unit level:</b>	Level 2
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

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

### Assessment guidance:

**LO1:** 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.

**LO2:** Learners might use paper-based or electronic reference sources. They should refer to them for different purposes (e.g. to how to use a new appliance or for information for an essay).

**Please note that this unit is barred against unit L/505/4131 - Read for Information (Level 1)**

## Read for Purpose and Meaning

<b>Unit reference:</b>	H/505/6323
<b>Unit summary:</b>	In this unit, learners will learn how to read for purpose and meaning in texts of varying complexity.
<b>Unit level:</b>	Level 2
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
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.
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.

### Assessment guidance:

**LO1:** 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.

**AC2.2:** Learners should be able to use implicit and explicit grammatical knowledge.

**Please note that this unit is barred against unit Y/505/6318 - Read for Purpose and Meaning (Level 1)**

## Speak to Communicate

<b>Unit reference:</b>	J/505/4144
<b>Unit summary:</b>	In this unit, learners will learn how to speak to communicate detailed information, ideas and opinions clearly and appropriately.
<b>Unit level:</b>	Level 2
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

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

### Assessment guidance:

**AC1.1:** 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.

**LO2:** 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.

**Please note that this unit is barred against unit R/505/6320 – Speak to Communicate (Level 1)**

## Write to Communicate

<b>Unit reference:</b>	M/505/6325
<b>Unit summary:</b>	In this unit, learners will learn how to write to communicate information, ideas and opinions clearly and effectively for different purposes and audiences.
<b>Unit level:</b>	Level 2
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
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 Proofread and revise draft to improve clarity.
2. Be able to write for different purposes.	2.1 Use different styles of writing for different purposes for example, persuasive techniques, supporting evidence and technical vocabulary. 2.2 Use formal and informal language appropriate to purpose and audience.

### Assessment guidance:

**LO1 and LO2:** A minimum of 3 documents should be produced. They should be of varied length, format and style for different audiences and purposes. At least one piece of writing should be of between 400 and 500 words.

**AC1.1:** Gathering and organising information might include use of mind maps or linear plan.

**AC1.2:** 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.

**AC1.4:** Improvements might include re-phrasing whole sentences, re-ordering text, inserting sub-headings, using bullets.

**LO2:** 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.

**Please note that this unit is barred against unit D/505/6322 – Write to Communicate (Level 1)**

## Write Fluently and Accurately

<b>Unit reference:</b>	T/505/6326
<b>Unit summary:</b>	In this unit, learners will learn how to improve the fluency and accuracy of their writing.
<b>Unit level:</b>	Level 2
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
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 for example, commas, apostrophes, inverted commas.
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.
3. Be able to check own writing for accuracy.	3.1 Proofread and revise own writing to improve accuracy and correct simple grammatical and spelling errors in own writing.

### Assessment guidance:

**LO1:** Learners should be able to sustain their use of accurate grammar and punctuation throughout their writing.

**LO3:** 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.

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**Please note that this unit is barred against unit F/505/4160 – Write with Accuracy  
(Level 1)**

## 3.2 Group O2

### Engage in Discussion

<b>Unit reference:</b>	Y/505/6321
<b>Unit summary:</b>	In this unit, learners will learn how to engage in discussion with others, in both familiar and unfamiliar situations.
<b>Unit level:</b>	Level 1
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

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

#### Assessment guidance:

**LO1:** 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.

**LO2:** 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.

**AC2.5:** Phrases for interruption might include, 'Can I stop you there?', 'I'm sorry to interrupt but.'

**Please note that this unit is barred against unit H/505/4149 - Engage in Discussion (Level 2)**

## Listen and Respond

<b>Unit reference:</b>	D/505/6319
<b>Unit summary:</b>	In this unit, learners will learn how to listen and respond to spoken language in a variety of contexts.
<b>Unit level:</b>	Level 1
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

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

### Assessment guidance:

**LO1:** Spoken language should include information, narratives, explanations and instructions of varying lengths and on different topics.

**LO2:** 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. Phrases for clarifications might include, 'so you are saying?' or 'did you mean?'. Learners might use paraphrasing or use or scenario or example to check understanding, e.g. 'would that apply to someone new to the country?'. 'so you are saying?' or 'did you mean?'. Learners might use paraphrasing or use or scenario or example to check understanding, e.g. 'would that apply to someone new to the country?'.

**Please note that this unit is barred against unit M/505/4137 – Listen and Respond (Level 2)**

## Read for Information

<b>Unit reference:</b>	L/505/4131
<b>Unit summary:</b>	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.
<b>Unit level:</b>	Level 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to read and obtain information from different sources.	1.1 Use organisational and structural features to locate information, for example: paragraphs, contents list, index, menu.  1.2 Locate and understand information from different printed and online sources.  1.3 Use visual cues to locate information, for example keys, symbols, alphabetical order.
2. Be able to use reference sources and spelling strategies.	2.1 Apply knowledge of words to understand unfamiliar vocabulary, for example applying knowledge of word structure, related words, word roots, derivations, borrowings.  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.

### Assessment guidance:

**LO1:** 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.

**AC2.2:** Reference sources might include a dictionary, thesaurus or glossary and might be paper-based, on-line or in the form of an app.

**AC2.3:** Abbreviations might include n for noun, v for verb etc.

**Please note that this unit is barred against unit K/505/6324 – Read for Information (Level 2)**

## Read for Purpose and Meaning

<b>Unit reference:</b>	Y/505/6318
<b>Unit summary:</b>	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.
<b>Unit level:</b>	Level 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
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.
2. Know how purpose of texts affects use of language and textual features.	1.1 Identify different purposes in different types of text.  1.2 Identify how language is used for specific purposes, for example to instruct, explain, describe and persuade.  1.3 Identify how textual features are used for specific purposes.
2. Be able to use reading strategies to support understanding.	2.1 Use grammatical features to predict meaning.  2.2 Use prediction and previewing techniques to identify plausible meanings and to check for sense.  2.3 Use images to identify meaning that is not explicit in the text.  2.4 Use punctuation to support understanding of texts.

### Assessment guidance:

**LO1:** Texts should be of varying lengths and on a variety of topics. Learners should read independently.

**Please note that this unit is barred against unit H/505/6323 – Read for Purpose and Meaning (Level 2).**

## Speak to Communicate

<b>Unit reference:</b>	R/505/6320
<b>Unit summary:</b>	In this unit, learners will learn how to speak to communicate information, ideas and opinions in a variety of contexts.
<b>Unit level:</b>	Level 1
<b>GLH:</b>	20
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

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

Assessment guidance:
<b>LO1:</b> 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, e.g. to listen and respond to a listener's question) for between 60 and 90 seconds.
<b>LO2:</b> 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.

Please note that this unit is barred against unit J/505/4144 – Speak to Communicate (Level 2)

## Write to Communicate

<b>Unit reference:</b>	D/505/6322
<b>Unit summary:</b>	In this unit, learners will learn how to write to communicate ideas for different audiences and purposes.
<b>Unit level:</b>	Level 1
<b>GLH:</b>	30
<b>Credit value:</b>	3
<b>Grading method:</b>	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. 1.1 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 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.

### Assessment guidance:

**LO1 and LO2:** 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.

**LO2:** 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.

Please note that this unit is barred against unit M/505/6325 – Write to Communicate (Level 2)

## Write with Accuracy

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

**Assessment guidance:**

**LO1:** Sentences should be varied; some should be compound and complex, for example including subordinate clauses.

**AC2.3:** Correct punctuation should be used consistently.

**LO3:** Improvements for meaning might include substituting one synonym for another, clarifying expressions, making changes for dramatic effect.

**Please note that this unit is barred against unit T/505/6326 – Write Fluently and Accurately (Level 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

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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

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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**

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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**

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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**

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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**

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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**

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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**

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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**

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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**

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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**

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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
<b>Assessment Criteria (AC)</b>	The standard a learner is expected to meet to demonstrate that learning outcomes have been met.
<b>Guided Learning Hours (GLH)</b>	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.
<b>Learning Outcomes (LO)</b>	Describes what a learner is expected to know, understand and be able to do as a result of the process of learning.
<b>Office of Qualifications and Examinations Regulation (Ofqual)</b>	Responsible for the approval and regulation of qualifications, examinations and assessments in England.
<b>Recognition of Prior Learning (RPL)</b>	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.
<b>Total Qualification Time (TQT)</b>	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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