

QUALIFICATION SPECIFICATION



Certificate in Preparation for Further Learning and Training (Level 2)

Apprenticeships

Digital

English & Maths

ESOL

Personal & Social Development

Vocational

This qualification specification covers the following qualification:

Qualification Number	Qualification Title
600/9535/0	Level 2 Certificate In Preparation for Further Learning and Training

About this qualification specification

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

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

The guide 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 verification practice.

In order to offer this qualification you must be Gateway Qualifications recognised centre.

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

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

Website: www.gatewayqualifications.org.uk/recognition

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1. Qualification Information

1.1. About the qualification

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

The qualification has been developed in conjunction with FE colleges to prepare learners for further learning and training such as Access to Higher Education Diplomas and vocational qualifications as well as Apprenticeships.

1.2. Objective

The objective of the Gateway Qualifications Level 2 Certificate In Preparation for Further Learning and Training is for personal growth to prepare learners for further learning and training.

1.3. Key Facts

Qualification Title	Guided Learning	Total Qualification Time	Credit Value
Gateway Qualifications Level 2 Certificate In Preparation for Further Learning and Training	80	130	13

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

Total Qualification Time is comprised of the following two elements:

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

1.4. Achievement methodology

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

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

1.5. Geographical Coverage

This qualification has been approved by Ofqual to be offered in England.

1.6. Progression Opportunities

This qualification is designed to enable progression into further learning such as an Access to Higher Education Diploma or vocational qualifications.

1.7. Relationship with other frameworks

Relevant units within the qualification have been carefully developed in conjunction with Users of qualifications.

1.8. Funding

For information regarding potential sources of funding please visit the following websites;

The Education Funding Agency <http://www.gov.uk/efa>

The Skills Funding Agency <https://www.gov.uk/sfa>.

1.9. Equality, Diversity and Inclusion

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

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

2. Learner Entry Requirements

2.1. Age

The approved age range for these qualifications is: 16-18 and 19+.

2.2. Prior Qualifications

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

2.3. Prior Skills/Knowledge/Understanding

There are no prior skills, knowledge or understanding requirements for these qualifications. However, learners will benefit from having functional skills, at least at one level below that of the qualification.

2.4. Restrictions

There are no restrictions to entry.

2.5. Access to qualifications for learners with disabilities or specific needs

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

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- 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;
- British Sign Language (BSL);
- changing or adapting the assessment method;
- changing usual assessment arrangements;

- extra time, e.g. assignment extensions;
- language modified assessment material;
- practical assistant;
- prompter;
- providing assistance during assessment;
- reader;
- scribe;
- transcript;
- use of assistive software;
- using assistive technology;
- use of CCTV, coloured overlays, low vision aids;
- use of a different assessment location;
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular learner may be unique to that individual and may not be included in the list of available access arrangements specified above.

Special Considerations

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

2.6. Additional Requirements/Guidance

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

2.7. Recruiting Learners with Integrity

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

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification.

3. Achieving the Qualification

3.1. Qualification Structure (Rules of Combination and Unit List)

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within the unit specifications. These include the learning outcomes and associated assessment criteria. To obtain unit information, please contact Gateway Qualifications who will enable access to our unit library.

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

Gateway Qualifications Level 2 Certificate In Preparation for Further Learning and Training

To achieve the Level 2 Certificate In Preparation for Further Learning and Training, the learner must complete three mandatory units totalling 13 credits.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
D/505/1086	Carrying out an Extended Project	2	6	30	14.1	(Mandatory)
K/505/1088	Effective Learning	2	4	30	14.1	(Mandatory)
A/505/1225	Career Planning	2	3	20	14.2	(Mandatory)

3.2. Recognition of Prior Learning

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

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

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

3.3. Links to other qualifications

These qualifications are designed to enable progression into further learning such as an Access to Higher Education Diploma or vocational qualifications.

4. Assessment and Quality Assurance

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

4.1. Method of Assessment

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

4.2. Assessment Materials

There are no specific assessment materials provided for this qualification.

4.3. Qualification-Specific Centre Requirements

There are no specific centre assessment requirements assessment materials for this qualification.

4.4. Qualification-Specific Tutor/Assessor Requirements

There are no additional tutor/assessor requirements for this/these qualification.

4.5. Qualification-Specific Quality Assurance Requirements

There are no additional verifications requirements for this/these qualification.

5. What to do next

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

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

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

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

6. Gateway Qualifications

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

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

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

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



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