



**Developing your pre-Access provision
using the Gateway Qualifications
Preparing for Further Study Suite**



learning your way

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Introduction

This guide has been developed for curriculum managers and teachers to help them to:

- understand Gateway Qualifications new pre-Access qualifications.
- select the appropriate pre-Access qualifications for their learners.
- plan and build their pre-Access programmes, using Gateway Qualifications pre-Access qualifications.

Key Drivers

We developed this suite of pre-Access qualifications in response to the following key drivers:

- Changes to the specification of the Access to HE Diploma.
- A shift in the Skills Funding Agency (SFA) rules for Level 2 qualifications.
- Requests for change from providers.

Access to HE

When the Access to HE Diplomas were re-specified for first teaching in 2014-15 it meant that there was less time for exploration and a greater need for the learner to hit the ground running.

Learners had to be working largely at Level 3 from the start of the course and with a focus on graded subject-related units. The requirement was introduced to select units within 12 weeks of the start of the course¹ with a maximum of 15 credits at Level 2. Mid-course changes were no longer permitted and a 'fall-back' title of Combined Studies was no longer allowed.

Skills Funding Agency

The new Level 2 funding rules excluded Level 2 qualifications focused specifically on study skills. To be considered for funding, qualifications at this level have to have a clear vocational focus. The SFA Guidance stated that all Level 2 qualifications with vocational content

- must have a clear, specific vocational focus, which is reflected in the title;
- cannot include units relating to diverse vocational areas;
- cannot focus solely or primarily on study skills;
- must support vocational skills development in their own right (even if key aim is to support progression to an Access to HE Diploma and onto HE).

So, if a learner does not progress to Access to HE, the learning will still have been meaningful and will prepare a learner for vocational learning at Level 3, an apprenticeship or employment with training.

Providers

Providers running pre-Access courses requested a more coherent set of units with more relevant vocational content and the opportunity to differentiate outcomes, some already having added a centre-devised grading system.

These drivers gave us the opportunity to develop something fresh and up to date, in line with the approach we take to qualification development.

¹ Or before UCAS application if earlier



The Qualifications

The primary purpose of the pre-Access qualifications is to support progression to Access to HE Diplomas. They are suitable for learners who:

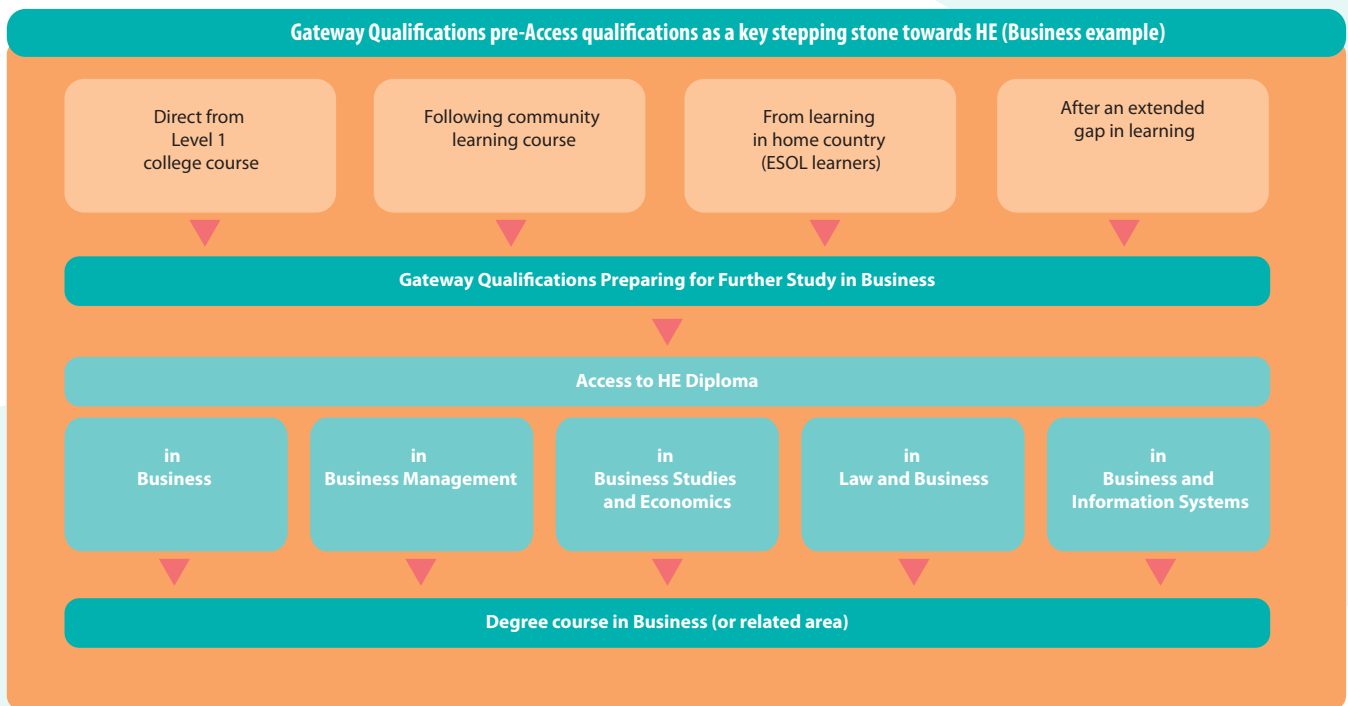
- are aged 18 and over.
- plan to go into higher education in the near future.
- are not yet ready for an Access to HE Diploma.
- have few or no relevant qualifications at Level 2 to support their progression.

Each pre-Access qualification provides learners with the opportunity to

- broaden their skills, knowledge and understanding of a particular sector.

- cover the Level 2 learning that will prepare them to progress to a number of related Access to HE Diplomas (and will also be relevant if they have a change of plan and move on to a higher level vocational course, an apprenticeship or into employment).
- build up the study skills that they will need to succeed on an Access to HE programme and eventually on a degree course.

The pre-Access qualifications provide colleges with key Level 2 accreditation to support the development of a series of vocational pathways for adults who are aiming for higher education.



Qualifications available within the pre-Access suite

Qualifications in this suite include a Level 2 Certificate and a Level 2 Diploma in:

- Preparing for Further Study in Business
- Preparing for Further Study in Education
- Preparing for Further Study in Health, Social Care and Social Work
- Preparing for Further Study in Law
- Preparing for Further Study in Science.

Further titles may be added if there is a demand for them.

Content and Structure

The Gateway Qualifications pre-Access qualifications are unit-based and credit-bearing. They share a common structure: each qualification consists of a single 6-credit mandatory unit and a large pool of optional units, from which learners and providers can choose freely.

Learners need to achieve **25 credits** for a **Certificate** and **39 credits** for a **Diploma**.

Wherever relevant, units are shared across two or more different qualifications. There is also a number of units which are very similar in content, but with learning outcomes and assessment criteria contextualised to a particular sector. All the pre-Access qualifications include units in the following:

- Extended project (mandatory)
- Communication Skills in [the sector]
- Preparing for a Career in [the sector]
- Effective learning skills.

In each qualification, the mandatory unit requires learners to complete an extended project related to their key area of study. It must be completed at the end of the course and learners are expected to draw on their learning from across the programme.

The optional units cover a wide variety of vocational learning. Some of the optional units will be relevant to learners whatever their progression plans within the sector, e.g. 'Communication Skills for Education professionals'. Others support specific career plans, e.g. 'Adult Learning' or particular interests, e.g. 'E-learning tools for teaching and learning'. The 4-credit unit in 'Effective Learning', which appears in the optional suite for all the pre-Access qualifications, covers learning skills such as target-setting, using assessment to support improvement, learning styles and techniques, contributing to a learning group and using technology to support learning.

Units that appear in the pre-Access qualifications

Unit Title	Business	Health, Social Care and Social Work	Education	Law	Science
Adult Learning			✓		
Assessment in Education and Training			✓		
Biology and Our Environment					✓
Budgeting and Managing Money	✓				
Business Ethics	✓				
Business Project	✓				
Chemistry and Our Earth					✓
Child Protection and Safeguarding Children			✓		
Classroom Management			✓		
Communicating with Children or Young People			✓		
Communication for Education Professionals			✓		
Communication for Science Professionals					✓

Unit Title	Business	Health, Social Care and Social Work	Education	Law	Science
Communication in a Health, Social Care or Social Work Context		✓			
Communication in Business	✓				
Communication in Law				✓	
Crime and Society				✓	
Curriculum Planning			✓		
Customer Service	✓				
Diet and Nutrition		✓			
Education Project			✓		
Effective Learning	✓	✓	✓	✓	✓
E-learning Tools for Teaching and Learning			✓		
Electronics in Action					✓
Energy and Our Universe					✓
English Courts and Processes				✓	
Environmental Science					✓
Equal Opportunities, Prejudice and Discrimination	✓			✓	
Equality, Diversity and Inclusion in education and training			✓		
Family Law				✓	
Health Promotion		✓			✓
Health, Social Care or Social Work Project		✓			
Healthcare Provision in England and Wales		✓			
How Children Learn			✓		
Human Reproduction		✓			
ICT for Business	✓				
Intellectual and Language Development of Children and Young People		✓	✓		
Introduction to English Law	✓			✓	
Introduction to Psychology	✓	✓	✓	✓	✓
Introduction to Self-Employment	✓			✓	
Introduction to Social Work		✓			
Introduction to Sociology	✓	✓	✓	✓	

Unit Title	Business	Health, Social Care and Social Work	Education	Law	Science
Law in Action: Criminal Law				✓	
Law in Action: Tort	✓			✓	
Law Project				✓	
Leadership and Management for Business	✓				
Legal Requirements for Business	✓			✓	
Mental Health and Disorder		✓			
Observing Teaching and Learning			✓		
People in the Law				✓	
Person-centred Approaches in Health, Social Care and Social Work		✓			
Physical Development of Children and Young People		✓	✓		
Planning a Career in Business	✓				
Planning a Career in Education			✓		
Planning a Career in Health, Social Care or Social Work		✓			
Planning a Career in Law				✓	
Planning a Career in Science					✓
Professional Relationships with Children and Young People		✓	✓		
Promoting Products and Services	✓				
Protection and Safeguarding in Health, Social Care and Social Work		✓			
Reflective Practice in Education			✓		
Reflective Practice in Health, Social Care and Social Work		✓			
Rights and Responsibilities in the Workplace	✓			✓	
Running an Enterprise Activity	✓				
Schools as Organisations			✓		
Science in Medicine		✓			✓
Science in the World					✓
Science Project					✓
Social and Emotional Development of Children and Young People		✓	✓		
Social Care Provision in England and Wales		✓			

Unit Title	Business	Health, Social Care and Social Work	Education	Law	Science
Sources of English Law				✓	
Special Educational Needs			✓		
Supporting Learning			✓		
Supporting New Parents		✓			
Teaching and Learning			✓		
The History of Education in England			✓		
The Living Body		✓			✓
The Marketing Environment	✓				
The Sociology of Education			✓		
The Sociology of Health and Illness		✓			
The Sociology of the Family		✓			
Understanding Business Organisations	✓				
Understanding Counselling Skills		✓	✓		
Understanding Finance in a Business Context	✓				
Understanding Retail Consumer Law	✓			✓	
Understanding the Restorative Justice Process				✓	
Using Mathematical Tools in Science and Technology					✓
Value of Play and Recreational Activity to Children and Young People		✓	✓		

Assessment and Grading

Assessment for the pre-Access qualifications is through a portfolio of evidence. Providers are encouraged to use assessment tools, formats and methods which mirror those required in the related Access to HE Diplomas in order to prepare their learners to progress.

Although providers can prepare a single assignment for each unit, they should also consider how one assignment could provide assessment evidence across a number of units. In this way, they can both reduce the assessment burden for learners

and staff and create a more holistic experience of learning for their learners.

Assessment of the mandatory extended project unit is both summative and synoptic. Learners are expected to apply knowledge, understanding and skills gained throughout the pre-Access course to complete a project of their choosing. The project needs to be completed at the end of the course in order to allow them maximum time to develop their knowledge and skills and so that they can draw on the full range covered in the course, as relevant to their project.

Sample extended project titles



The pre-Access qualifications are graded Pass, Merit, Distinction. The grade for the qualification is derived solely from the grade awarded for the extended project. Grading criteria for the project unit are supplied in the qualification specification.

Planning your pre-Access programmes

Before you roll-out your pre-Access programmes, you may find it useful to think through the following key planning questions. They should help you determine what your pre-Access

provision will look like: how many and what type of programmes you will run and how and by whom the courses will be delivered.

Key planning question	Consider:
How may pre-Access courses and in what areas?	<ul style="list-style-type: none"> • Number of learners • Learners' progression plans • Extent of overlap in content between selected pre-Access qualifications
What size of qualification?	<ul style="list-style-type: none"> • Amount of Level 2 learning needed to support learners' progression • Programme length – available time • Overall programme content • Capacity to offer Certificate to some and Diploma to others
What else (besides the pre-Access qualification) will go into the programme?	<ul style="list-style-type: none"> • Learners' English and Maths needs • Valuable complementary learning and experiences • Length and nature of induction/initial assessment
What sort of delivery model?	<ul style="list-style-type: none"> • Intensive full-time programme over a shorter period (e.g. a Summer School) • Part-time year long programme • Co-teaching across qualifications • Who will teach on the pre-Access courses • Flipped or blended learning • Seminar/tutorial + lecture • Amount of independent study expected
How to approach assessment?	<ul style="list-style-type: none"> • Unit by unit • Cross-unit • Internal verification – across sectors

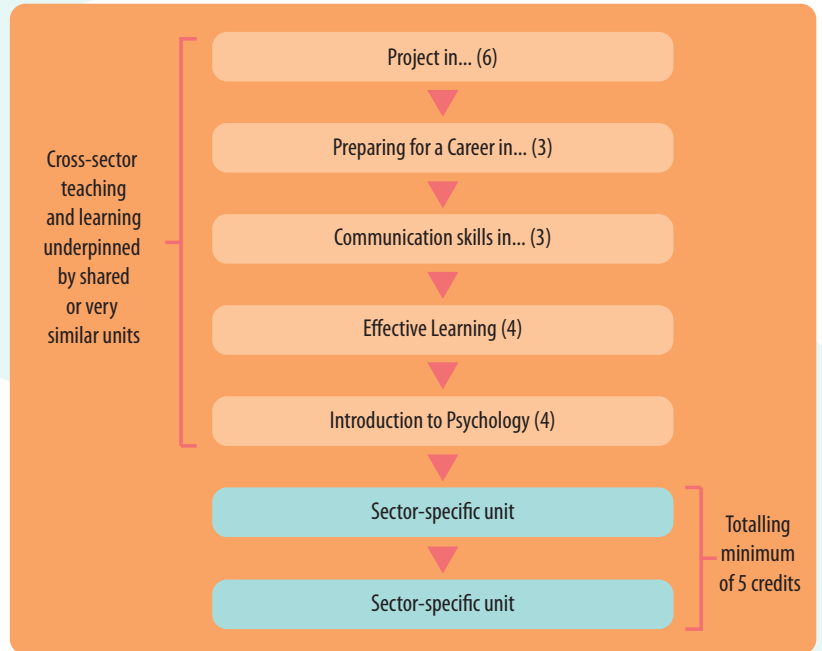
Sample pre-Access programmes

One course – leading to different pre-Access Certificates

This model supports colleges who have fairly small numbers of pre-Access learners with varying progression plans.

A college can select those units which are shared across the different pre-Access qualifications, or which are broadly similar, to form the basis of the course. All learners are taught together for the majority of their programme, with careful attention being paid to ensuring teaching and learning is personalised and that assessment tasks are tailored to reflect learners' progression plans. Sector-specific units (and teaching) are then required for only two units.

Learners on this type of programme could achieve any one of the five Gateway Qualifications Level 2 Certificates in Preparing for Further Study.

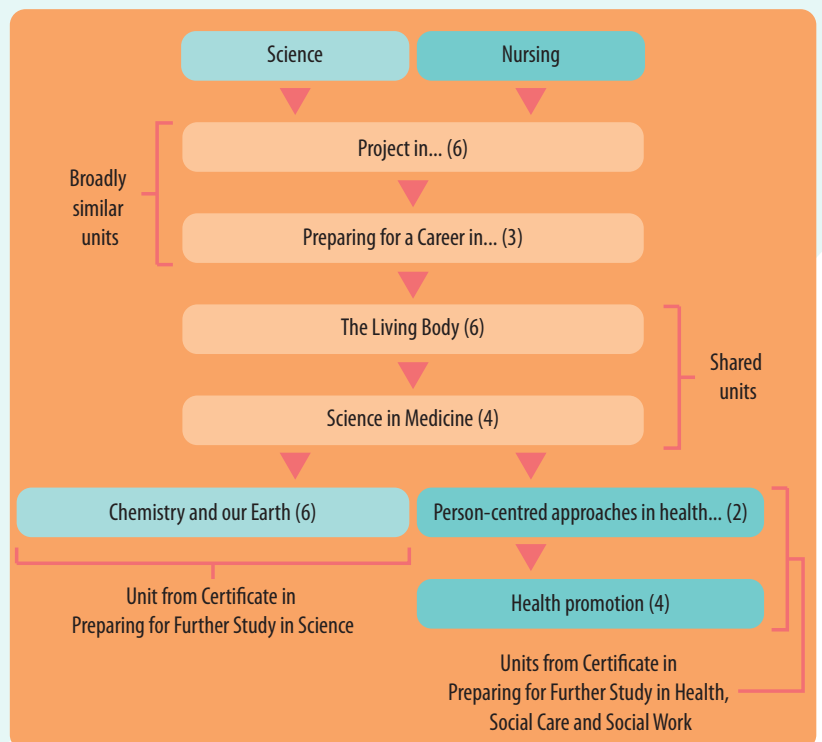


One course – leading to two different pre-Access Certificates

This model allows a college to combine two different courses to form a viable group.

By selecting a core of units which are relevant both to those wishing to progress onto an Access to HE Diploma in Nursing and those who want to move on to an Access to HE Diploma in Science, the college is able to run a shared course for the majority of the programme with a small amount of added sector-specific learning tailored for each progression pathway.

From this single course, learners can achieve either a Gateway Qualifications Level 2 Certificate in Preparing for Further Study in Science or a Gateway Qualifications Level 2 Certificate in Preparing for Further Study in Health, Social Care or Social Work.

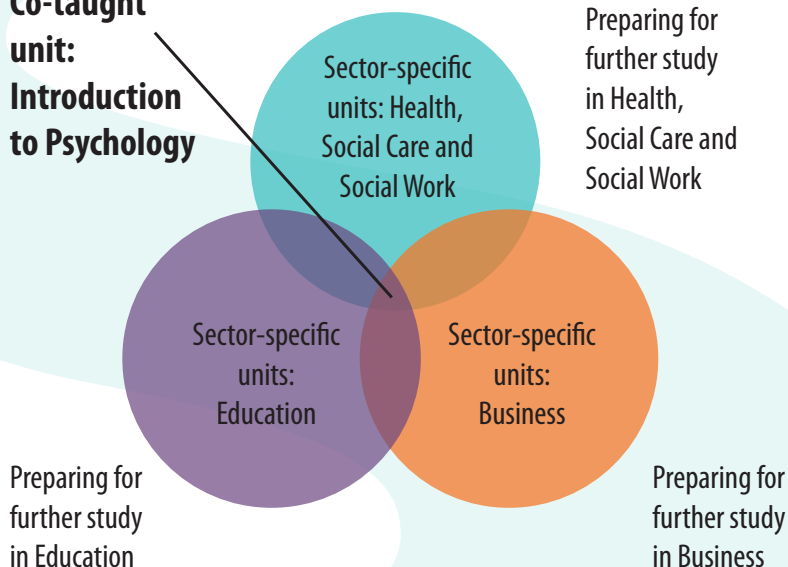


Separate courses with elements of co-teaching

This model shows how a college can begin to explore co-teaching across pre-Access courses.

A college could bring together learners from Education, Business and Health, Social Care and Social Work courses to learn about psychology. The unit might be delivered by a Psychology tutor or by one of the health, education or business team. Learners would be asked to consider the application of psychology within their own chosen sector as part of their assessment.

Co-taught unit: Introduction to Psychology



A broad introductory course for learners with different progression plans within a sector

This model shows how a college can design a pre-Access course which will be relevant for all the learners within a given sector, despite their varying interests, progression plans and intended careers.

By selecting the more general optional units (rather than those that are occupation-specific) the college can create a broad introduction to health, social care and social work.

For each unit, learners will be encouraged to think how the knowledge and skills they are gaining relate to the area in which they are particularly interested. They could also be asked to focus their assignments on a specific aspect of the sector. For example some learners could look at person-centred practice as it is used in a different health and social care contexts, with other learners focusing on social work, some on care for the elderly and others on clinical settings.

The course leads to a Gateway Qualifications Level 2 Certificate in Preparing for Further Study in Health, Social Care and Social Work.





Creating more specialised pre-Access courses

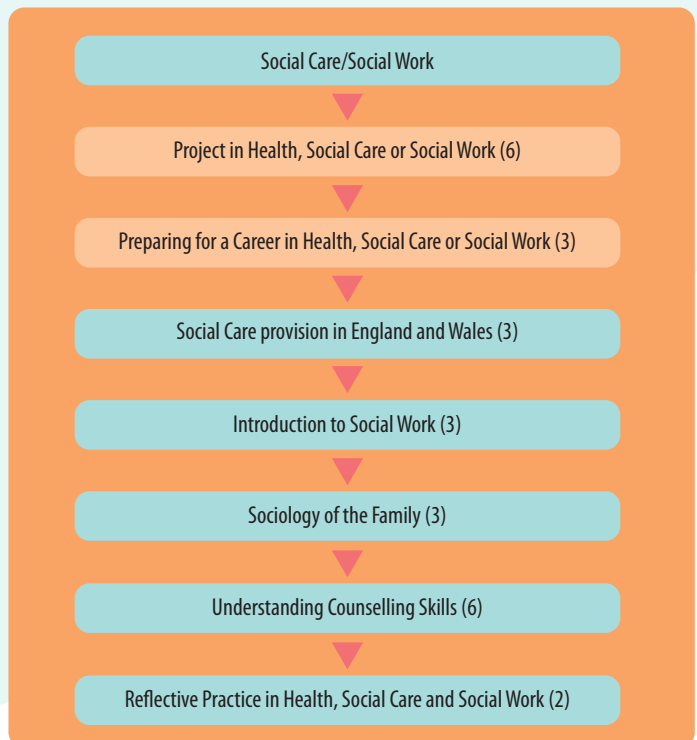
These two examples show how a college can tailor a pre-Access course to fulfil the specific needs of a group of learners. The first of the programmes below has been designed for learners wishing to progress to an Access to HE Diploma in Nursing or Midwifery, while the second is for learners who want to move on to an Access to HE Diploma in Social Work or Social Care. Most of the units in each programme are relevant to a particular occupation or group of occupations, rather than to the sector as a whole.

Both programmes are built from the same unit bank with successful learners on each achieving a Gateway Qualifications Level 2 Certificate in Preparing for Further Study in Health, Social Care or Social Work.

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Further information

For further information on Gateway Qualifications pre-Access qualifications, you can visit our website at <http://www.gatewayqualifications.org.uk/pre-access> where you will find up-to-date information including the qualification specifications and an introductory webinar exploring these themes.

You can also view the qualifications on the Ofqual Register of Regulated Qualifications at <http://register.ofqual.gov.uk/>

If you are an existing Gateway Qualifications centre you can contact your named Development Officer or Development Manager to discuss these qualifications. If your organisation is not yet a Gateway Qualifications registered centre, you can contact us at:

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