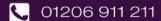
Supporting Access to HE centres to meet the challenges of 2020-21

with Sarah Doe Access to HE Quality Manager





www.gatewayqualifications.org.uk

enquiries@gatewayqualifications.org.uk



Challenges in 2020-21

- QAA expectations of delivering Access to HE that is fair, rigorous and robust
- Online delivery and continued restrictions on the population through the pandemic and how to mitigate these challenges
- Resources to facilitate delivery online
- How to keep learners engaged and reduce burden on teaching staff
- Learner recruitment
- Financial constraints



How are QAA helping centres to meet the challenges of 2020-21?





The Extraordinary Regulatory Framework (ERF) 2020-21



Students will be supported through adaptations to delivery and/or changes to units delivered, where necessary and appropriate.



The principles of the ERF to be followed are:

- No estimated assessment grades (calculated grades)
- Adaptation of assessments, delivery and/or changes to units delivered, where necessary and appropriate
- AVAs to request details of any changes and rationale for adaptations
- AVAs to maintain records of any adaptations
- AVAs to ensure any changes proposed are necessary and appropriate
- AVAs to apply effective quality assurance arrangements
- Providers to continue collecting grading data information and store such data in an accessible way.
- Confirmed results to be released no later than UCAS upload deadline.



Delivery in 2020-21

The QAA grading scheme will continue to be applied to all assessments.

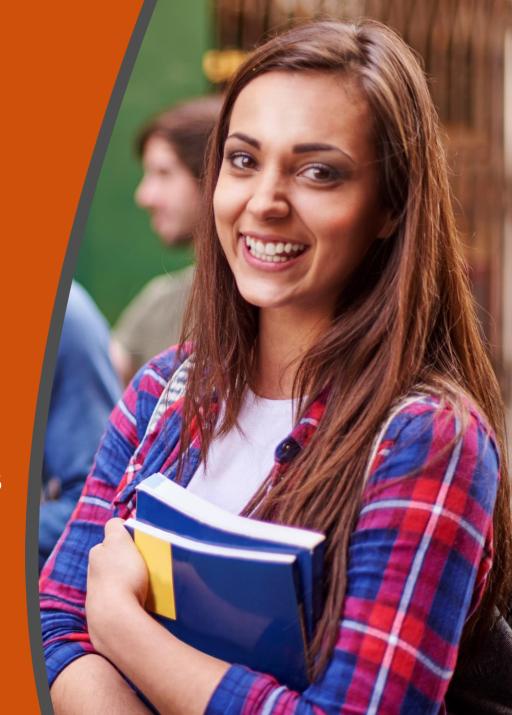


- Grades of pass, merit or distinction to be awarded for each of the grade descriptors selected for use on an assignment
- Rules around submission of student work continue
- Continue processes of internal moderation, external moderation and standardisation

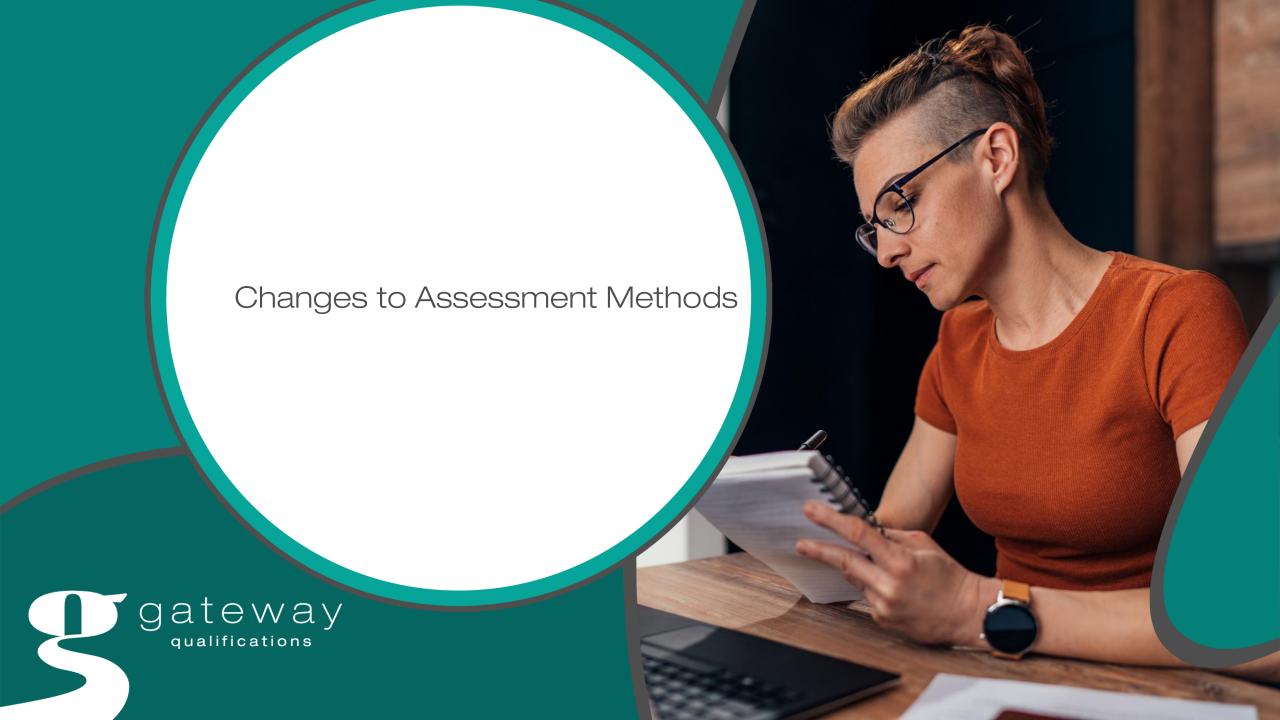


How can Gateway Qualifications support you?

- Assessment method guidance
- Support materials
- Marketing toolkit
- Assignment brief writing
- Additional guidance and support
- Free training for new and existing centres
- Standardisation events







Changes to Assessment Methods

Assessment methods are recommended rather than explicit

Optional Graded Units									
Unit Code	Unit Title	Level	Credit	Graded	Grade	Academic	Assessment Methods	Volume (word count, time, etc.)	
					Descriptors	content (A)			
QU007294	Contract Law and Business	3	3	G	2, 5, 7	Α	Exam	1.5 hours	
	Transactions	Ŭ	Ŭ	Ŭ	2, 0, 1	,,		1.5 115415	
QU016681	Effective Business Processes	3	6	G	1, 2, 4, 5, 7	Α	Response to business consultancy brief (2	Report	
							case studies): report and presentation	10 minutes	
QU007216	Finance and Accounts	3	6	G	2, 3, 7	Α	5 x Task Based Assessment based on	2500 words	
							Case Study		
QU018389	Finance and the Global Economy	3	3	G	1, 7	Α	Report	1500 words	
QU010436	Introduction to Management Accounting	3	3	G	2, 3, 7	Α	Exam	2 hours closed book	
QU018224	Leadership	3	6	G	2, 4, 7	Α	Literature review (Essay)	1500 words	
	•						2 x case studies	2 x 750 words	
QU016763	Project Management	3	3	G	1, 3, 7	Α	Short answer questions	250 words	
							Project	500 words, project activities	
							Evaluation	250 words	

- You can select an alternative assessment method for units within a diploma using the guidance that that you can download from our website in the "Quick Guides" section
- Equivalence tables have been created for 3 and 6 credit units that will enable you to choose alternative methods whilst maintaining rigour of assessment.



Assessment Methods for Three Credit Units:

Choose (ONE from:	or Choose	e TWO from:			
Assessment Method	Assessment Volume	Assessment Method	Assessme	ent Volume		
Open book exam	1.5 hours	Open book exam	45 minutes			
Poster/written account/leaflet + Q&A	1500 words	Poster/written account/leaflet + Q&A	750 words			
Report	1500 words	Report	750 words			
Essay	1500 words	Essay	750 words			
Closed book exam	2 hours	Closed book exam	1 hour			
Literature review / critique / reflective diary	1500 words	Literature review / critique / reflective diary	750 words			
Case study	1500 words	Case study	750 words			
Structured questions	1500 words	Structured questions	750 words			
Portfolio of evidence /scrapbook e.g. IT, art and creative related subjects	Artefact(s) and supporting annotation 750 words	Portfolio of evidence /scrapbook e.g. IT, art and creative related subjects	Artefact(s) an annotation 3	d supporting Assessme		
Scientific practical(s) and accompanying report	750 words	Scientific practical(s) and accompanying report	500 words			
Presentation and supporting evidence	20 minutes inc. Q&A and witness statement	Presentation and supporting evidence	10 minutes į witness state	Assessment		
Controlled assessment – closed book	2 hours	Controlled assessment – closed book	1 hour			
Controlled assessment – open book	1.5 hours	Controlled assessment – open book	45 minutes	Report Essay		
VIVA	20 minutes inc. Q&A and witness statement	VIVA	10 minutes į witness state	Literature review		
Article	1500 words	Article	750 word	/ reflective diary		
Production of a detailed arte	efact e.g. Video, sculpture,	Production of an artefact e.g	g. Video, sculp	Case study		
drawing, garment		garment	Structured questi			
Performance / exhibition	15 minutes inc. Q&A and witness statement	Performance / exhibition	10 minutes į witness state	Portfolio of evider /scrapbook e.g. I		

Assessment Methods for Six Credit Units:

Assessment Method

Open book exam

account/leaflet + Q&A

Closed book exam

Structured questions

/ reflective diary Case study

Literature review / critique

Poster/written

Report

Essay

or Choose Three from:

30 minutes

500 words

500 words

40 minutes

500 words

500 words

500 words

Assessment Volume

Choose (ONE from:	or Choose	TWO from:	or Choose Three from:		
Assessment Method		Assessment Method	Assessment Volume	Assessment Method	Assessment Volume	
N	/A	Open book exam	1.5 hours	Open book exam	45 minutes	
N	/A	Poster/written account/leaflet + Q&A	1500 words	Poster/written account/leaflet + Q&A	750 words	
Report	3000 words	Report	1500 words	Report	750 words	
Essay	3000 words	Essay	1500 words	Essay	750 words	
N	/A	Closed book exam	2 hours	Closed book exam	1 hour	
Literature review / critique / reflective diary	3000 words	Literature review / critique / reflective diary	1500 words	Literature review / critique / reflective diary	750 words	
Case study	3000 words	Case study	1500 words	Case study	750 words	
Structured questions	3000 words	Structured questions	1500 words	Structured questions	750 words	
Portfolio of evidence /scrapbook e.g. IT, art and creative related subjects	Artefact/s and supporting annotation 1250 words	Portfolio of evidence /scrapbook e.g. IT, art and creative related subjects	Artefact/s and supporting annotation 750 words	Portfolio of evidence /scrapbook e.g. IT, art and creative related subjects	Artefact/s and supporting annotation 500 words	
Scientific practical(s) and accompanying report	1500 words	Scientific practical(s) and accompanying report	750 words	Scientific practical(s) and accompanying report	500 words	
Presentation and supporting evidence	30 minutes inc. Q&A and witness statement	Presentation and supporting evidence	20 minutes inc. Q&A and witness statement	Presentation and supporting evidence	10 minutes inc. Q&A and witness statement	
N	/A	Controlled assessment – closed book	2 hours	Controlled assessment – closed book	1 hour	
N	/A	Controlled assessment – open book	1.5 hours	Controlled assessment – open book	45 minutes	
N	/A	VIVA	20 minutes inc. Q&A and witness statement	VIVA	10 minutes inc. Q&A and witness statement	
Article	3000 words	Article	1500 words	Article	750 word	
Production of a detailed arte drawing, garment	fact e.g. Video, sculpture,	Production of a detailed arte drawing, garment	efact e.g. Video, sculpture,	Production of an artefact e.g. Video, sculpture, drawing, garment		
Performance / exhibition	30 minutes inc. Q&A and witness statement	Performance / exhibition	15 minutes inc. Q&A and witness statement	Performance / exhibition	10 minutes inc. Q&A and witness statement	



Assessment methods

Guide to explain expectations and requirements for different methods of assessment

gateway

Assessment Methods Explained

	Description Learners are asked to write on a subject or topic to meet the requirements of support of the assessment criteria. The article will be written within a specific word count by the assessment criteria. The article will be written within a specific word count by the support of magazine. Imagery may be sent as a trigular audience e.g. journers should be referenced.								
Method	Compers are asked to write on a subject of written within a specific magery may be so as								
	Learners are criteria. The article waspaper or magazine.								
	the assessment audience e.g. journal, he should be referenced.								
Article	for a Dallicular acticle All Sources that Divides								
	Learners are given context material questions related to the case study to								
	Learners to draw on, when answering to use the material in the links between								
	examples to draw or, examples to draw or, exiteria. Learners should be encouraged to draw or, and the little draw of course or a course of a topic, and the little draw of course or a course or a topic, and the little draw of course or a course or								
Case study	provide impact and show their drossess								
Case study									
	Learners may be given a pre-seen case study in account a time. Learners may be given a pre-seen case study in account a time. Learners may be given a pre-seen case study and unit assessment criteria. It issues raised within the context of the unit. Learners are then given a time. It is sues raised within the constrained assessment based on the case study and unit assessment criteria. It is the constrained assessment based on the case study and unit assessment criteria. It is the constrained assessment criteria.								
	Learners may be 30 to the context of the unit. Issues raised within the context of the unit. Each year of the constrained assessment based on the case study and unit assessment to constrained assessment processes are not allowed to take any notes or source material into the Learners are not allowed to take any notes or source material to the Learners are not allowed to take any notes or source material to the constraint and the context of the context								
1	issues raised within the content based on the case study and constrained assessment based on the case study and constrained assessment based on the case study and constrained assessment allowed to take any notes or source material into the constrained assessment. The assessment questions are unseen before the learner sits the Learners are not allowed to take any notes or source material into the constrained and conducted under exam assessment, which should be invigilated and conducted under exam								
- sement	Learners are not allowed to take any note unseen before the team								
Controlled assessment	constrained assessment allowed to take any notes Learners are not allowed to take any notes Learners are not allowed to take any notes assessment. The assessment questions are unseen before the learner assessment, which should be invigilated and conducted under exam assessment, which should be invigilated and conducted under exam assessment, which should be invigilated and conducted under exam assessment, which should be invigilated and conducted under exam assessment.								
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	assessment, while assessment, as a second case study in advance to constant a time-								
	assessment, which should be considered as successful and advance to consider the conditions. Learners may be given a pre-seen case study in advance to consider the context of the unit. Learners are then given a time-issues raised within the context of the unit. Learners are then given a time-issues raised within the context of the case study and unit assessment criteria. It is constrained assessment based on the case study and unit assessment questions are constrained assessment at their exam. The assessment questions are								
	Learners raised within the context of the case study and unit depotations that they								
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	unseen before the learner sits of the state								
	conductes are required to write all comment criteria. This should not small demonstrate								
	unseen before the learner of the conditions. conducted under exam conditions. Learners are required to write an essay on a given topic or in answer to a conducted under exam conditions. Learners are required to write an essay on a given topic or in answer to a repeat Learners are required to write an essay on a given topic or in answer to a repeat Learner to demonstrate question based on the assessment criteria but questions that allow a learner to demonstrate of the assessment criteria but questions that will be within a certain word count of the assessment criteria but questions that will be within a certain word count of the conditions are referenced.								
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	conditions.								
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	evam some relevant notes and sement should be unled as should be								
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Exam - open bo									
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	referenced. A tutor may ask the subject or topic. Photographs evidence for the unit. A								
	and understanding of the subject could be submitted as a first								
Exhibition	of text and imagery to Theer way ask the learner questions to be of the exhibition as we referenced. A tutor may ask the learner questions to so of the exhibition as we and understanding of the subject or topic. Photographs of the exhibition materials used could be submitted as evidence for the unit. A ask the exhibition materials used could be submitted as evidence for the unit. A observation record could be completed by the tutor.								

ir critique analyses the literature from a wide range of ic topic to meet the assessment criteria. It will evaluate and

ble research, identifying gaps and draw conclusions for ed to give a performance e.g. concert, play, dance, role play essment criteria. These could be recorded to support the it, or an observation record can be completed by the tutor. vidence for their achievement against the assessment prements of the assignment brief. The evidence will tive commentary to accompany the screenshots of

hbine visuals, imagery and text on a given topic to meet the Sources should be referenced, and a word count will be build also be given the opportunity to answer questions on lave produced for tutors to check knowledge and

to give an oral presentation on a particular topic for a ing give an oral presentation on a particular topic for a first that meets the needs of the assessment criteria. These o support the evidence for the unit, or an observation record by the tutor. Learners should submit slides, and

to create something to meet the unit assessment criteria e, drawing, garment etc. The evidence may incorporate a

ary to accompany the evidence. onversation with the learner, based around the assessment onversauon with the learner, based around the assessment is their knowledge and understanding of the subject or topic. orded to support the evidence for the unit or an observation

completed by the learners over a series of days and weeks, ngths and areas for improvement on a particular activity or the requirements of the assessment criteria. The learner hey need to focus on, set deadlines, highlight achievements

went well and what they could do better next time.

Went well and what they could do better next time.

We to write a report on a given subject area or topic that the assessment criteria. The report should have a structure that is a broised wine deponentiation the language. flow in a logical way, demonstrating the learner's

lerstanding and use of analytical and interpretative skills. ed to write a report following the completion of one or more carried out. The report should be structured and enable for ractical, analytical and interpretative skills, whilst meeting

d to provide written answers to a series of questions to inding of a subject or topic within a given word count. This e a repeat of the assessment criteria but questions that e a repeat of the assessment criteria but questions that emonstrate their knowledge and understanding to meet the

plore a learner's understanding of a topic. Learners are otes or a presentation on a topic and then questioned by te knowledge and understanding within a time constraint, relation as well as a tutor observation record should be vidence for the unit.



Example

Unit Code	Unit Title	Level	Credit	Grade Descriptors	Assessment Methods
QU010436	Introduction to Management Accounting	3	3	2, 3, 7	Exam - 2 hours closed book

Assessment Methods for Three Credit Units:

Choose ONE from:		or Choose	TWO from:	or Choose Three from:		
Assessment Method	Assessment Method		ssment Method Assessment Volume		Assessment Volume	
Open book exam	1.5 hours	Open book exam	45 minutes	Open book exam	30 minutes	
Poster/written account/leaflet + Q&A	1500 words	Poster/written account/leaflet + Q&A	750 words	Poster/written account/leaflet + Q&A	500 words	
Report	1500 words	Report	750 words	Report	500 words	
Essay	1500 words	Essay	750 words	Essay	500 words	
Closed book exam	2 hours	Closed book exam	1 hour	Closed book exam	40 minutes	
Literature review / critique / reflective diary	1500 words	Literature review / critique / reflective diary	750 words	Literature review / critique / reflective diary	500 words	
Case study	1500 words	Case study	750 words	Case study	500 words	
Structured questions	1500 words	Structured questions	750 words	Structured questions	500 words	
Portfolio of evidence /scrapbook e.g. IT, art and creative related subjects	Artefact(s) and supporting annotation 750 words	Portfolio of evidence /scrapbook e.g. IT, art and creative related subjects	Artefact(s) and supporting annotation 300 words	N/A		
Scientific practical(s) and accompanying report	750 words	Scientific practical(s) and accompanying report	500 words	Scientific practical and accompanying report	300 words	
Presentation and supporting evidence	20 minutes inc. Q&A and witness statement	Presentation and supporting evidence	10 minutes inc. Q&A and witness statement	Presentation and supporting evidence	5 minutes inc. Q&A and witness statement	
Controlled assessment – closed book	2 hours	Controlled assessment – closed book	1 hour	Controlled assessment – closed book	40 minutes	
Controlled assessment – open book	1.5 hours	Controlled assessment – open book	45 minutes	Controlled assessment – open book	30 minutes	
VIVA	20 minutes inc. Q&A and witness statement	VIVA	10 minutes inc. Q&A and witness statement	VIVA 5 minutes inc. Q&A a witness statement		
Article	1500 words	Article	750 word	Article	500 words	
Production of a detailed arte drawing, garment		Production of an artefact e.g garment	. Video, sculpture, drawing,	Production of a basic artefact e.g. Video, sculpture, drawing, garment		
Performance / exhibition 15 minutes inc. Q&A and witness statement		Performance / exhibition	10 minutes inc. Q&A and witness statement	Performance / exhibition	5 minutes inc. Q&A and witness statement	



Report – 1500 words

Assessment Methods

LO1 – Report (500 words) LO2 & LO3 – Essay (1000 words)

Assessment Methods

LO1 – Structured questions (250 words)

LO2 - Case Study (500 words)

LO3 - Report (750 words)



When changing assessment methods...

- Remember excessive and unnecessary assessment should be avoided
- Use the equivalence tables to choose comparative methods to assess learners whilst maintaining the integrity of the diploma





Co-teaching across Diplomas

This will aid economies of delivery where there are a larger commonality of units on offer.

Health and Social Care

Academic Writing Skills

Preparation for Higher Education

Communication - Speaking and Listening

Care Principles

Introduction to Healthcare

Research Skills for Health and Care

Application of Number

Dementia Awareness

Nursing and Midwifery

Academic Writing Skills

Preparation for Higher Education

Communication - Speaking and Listening

Care Principles

Introduction to Healthcare

Research Skills for Health and Care

Antenatal Care and the Role of the Midwife

The Role of the Midwife during Labour and Birth

Business Management

Academic Writing Skills

Preparation for Higher Education

Communication - Speaking and Listening

Analysing and Presenting Business
Data

Economics

Finance and Accounts

Application of Number

Leadership



Unit Title		Access to HE Diploma (Business Management)	Access to HE Diploma (Computer Game Design & Development)	Access to HE Diploma (Teaching and Education)	Access to HE Diploma (Engineering Science and Mathematics)	Access to HE Diploma (Health and Social Care)	Access to HE Diploma (Health Professions)	Access to HE Diploma (Nursing)	Access to HE Diploma (Nursing and Midwifery)	Access to	Diplomas
An Introduction to Health and Disease	Graded					Х	Х	Х	X	Х	7
Care Principles	Graded					X	Χ	X	X		5
Cells and Tissues	Graded						Χ	Х	X	X	6
Chemical Basics and Atomic Structure	Graded									X	1
Dementia Awareness	Graded					X					1
Fundamental Chemistry	Graded				Χ					X	2
Fundamental Physics: Theory	Graded				Χ					X	2
Human Anatomy and Physiology	Graded						Х	Х	X	X	7
Inclusivity and Disability	Graded					X	Х	Х	X		4
Introduction to Healthcare	Graded					Х	Х	Х	Х		4
Management of III Health	Graded					Х	Х	Х	X		4
Mathematics for Science	Graded				Х					Х	2
Media Perspectives of Health and Social Care	Graded					Х					1
Mental Health and Illness	Graded					Х	Х	Х	X		6
Professional Interpersonal Skills	Graded	Х					Х	Х	Х		12
Promoting Health	Graded					X	Х	Х	X		4
Research Skills for Health or Care	Graded					Х	Χ	Х	X		4
Safeguarding Children, Young People and/or Vulnerable Adults	Graded			Χ		X	Х	X	Х		9
Social Drugs and Medicines	Graded					Х	Х	Х	Х		4
Social Work Skills	Graded					Х					1
The Role of the Health or Social Care Professional	Graded					Х					1
Academic Writing Skills	Ungraded	Х	Х	Х		Х	Х	Х	Х	Х	41
	Ungraded		Х	X	Х	Х				Х	28
Being a Reflective Learner	Ungraded			Х							10
Communication - Speaking and Listening	Ungraded	Х	Х	Х		Х	Х	Х	Х	Х	33
Developing Professional Attributes	Ungraded	Х	Х			Х					16
Drug Calculations and Health Related Charts	Ungraded					Х	Х	Х	Х		4
Optimising Examination Performance	Ungraded			Х	Х		Х	Х	Х	Х	19
Preparation for Higher Education	Ungraded	Х		Х	Х	Х	Х	Х	Х	Х	44
Presenting Information Using ICT	Ungraded					Х				Х	9
Problem Solving in the Workplace	Ungraded		Х								11
Promoting Wellbeing and Building Resilience	Ungraded		Х	Х	Х	Х	Х	Х	Х	Х	45
References and Reliability of Sources	Ungraded				Х						15
Study Skills	Ungraded			Х		Х		Х	Х	Х	32
	Ungraded		Х		Х					Х	12

- Microsoft Word format
- One booklet per unit
- Free to all approved centres
- Can be adapted by centres to meet individual needs and requirements
- Can easily be uploaded to college learning platforms
- 35 units across a wide range of diplomas and subject areas



Gateway Qualifications

QU025532 Preparation for Higher Education





- Text broken down by learning outcome and by assessment criteria
- Links to videos to support learning
- Images, tables and lists break down information and present it in an easy to understand format
- Did you know…? prompts that support wider thinking around topics

LO1: Understand how to identify opportunities for Higher

AC1.1 Use information sources to research Higher Education

The first thing you needed to decide prior to starting your Access to Higher Education (HE) Diploma was what you would like to study at university/college and how this will link to your chosen career pathway

Video by UCAS: Preparing for higher education

https://youtu.be/E4jtg_DE3EA

There are over 37,000 different undergraduate courses offered at over 370 HE providers

Your first task was to make some notes a wish to study and what type, of course, wo about the subject area that is right for you. in and try to theme them to gain some for combined together, as are things like Business. These types of degrees offer a routes and uses.

Full-time study may not be the best commitments. Part-time courses will pro lifestyle and responsibilities, but your univ your chosen field. Therefore, you must ke and consider all options.

The UCAS (Universities and Colleges Ad information for all stages of the HE applic https://www.ucas.com/

Did you know?

According to The Guardian, the aver

These are days when potential applicants can explore the university/college campus and facilities. There is also the opportunity to meet staff and students, ask any questions you may have, and explore student life in more detail.



- Before you attend any open days, you should get prepared! 1. Through your research, you will be able to compile a shortlist of universities and/or
 - By referring to the website of each shortlisted HE provider, you will be able to find out the dates for open days and if they have any activities planned such as campus tours.
 - Consider what you want to find out during an open day and prepare some questions.

Make sure that you take notes from each open day you attend. You should also collect brochures and/or printed information that you can refer to when you start to apply for your chosen degree. If you are unable to attend a particular open day, contact the HE provider to see if they will arrange a visit for you on an alternative date. You could also take a virtual tour If their website has this functionality. One other option is to consider attending a Higher Education exhibition where a number of HE providers are in attendance. These are arranged by UCAS and are held across the UK; refer to the UCAS website for more information.



MCQs at the end of each Learning Outcome to check knowledge and understanding



- a. Part-time
- b. Gap year
- c. Distance learning

2. Which of the following are useful questions to ask an admissions officer at an a. How many credits do I need to achieve at merit or distinction level to fulfil your entry

- HE open day? Select all that apply

 - Do you require a certain number of units or credits from a particular academic
- e. What are the most common destinations for graduates from the degree course that 3. Which of the following types of information does the UCAS website provide?

- a. Choosing HE courses
- Student finance
- c. Applications process
- Open days and events
- All of the above



References and wider reading at the end of each unit for learners to extend their knowledge and understanding

The Complete University Guide. Features university league tables. Available at: References and Wider Reading:

Research Assessment Exercise. Universities are regularly assessed on the quality of Research Assessment Exercise. Universities are regularly assessed on the quality of research they carry out. Check to see how your chosen universities rank and find out how research intensive the course is Available of https://www.thecompleteuniversityguide.co.uk/ research intensive the course is. Available at:

Unistats. Allows comparison of courses at different universities and colleges. Available at:

Push Guide. Advice on alternatives to university. Available at: http://unistats.direct.gov.uk/

The Independent. The Virgin Guide to British Universities For students, by students. The independent. The Virgin Guide to British Universities For Students, by Students.

Features: data on teaching quality, employment and drop-out rates, the student scene and student unions. Available at: student unions. Available at:

https://www.independent.co.uk/student



- Microsoft Word format
- One booklet per unit
- Free to all approved centres
- Can be adapted by centres to meet individual needs and requirements
- Can easily be uploaded to college learning platforms
- 35 units across a wide range of diplomas and subject areas





Distance learning

Access to HE Diploma in Health and Social Care



Blended or Distance Learning

Tutor Delivered Unit

Distance Learning Unit

Distance Learning Unit

Flexible Unit

Flexible Unit

Tutor Delivered Unit

Tutor Delivered Unit

Distance Learning Unit



System Support

Full support package

Powerful management tools

Work saved in the system



Co-teaching across Diplomas

Health and Social Care

Academic Writing Skills

Preparation for Higher Education

Communication - Speaking and Listening

Care Principles

Introduction to Healthcare

Research Skills for Health and Care

Application of Number

Dementia Awareness

Nursing and Midwifery

Academic Writing Skills

Preparation for Higher Education

Communication - Speaking and Listening

Care Principles

Introduction to Healthcare

Research Skills for Health and Care

Antenatal Care and the Role of the Midwife

The Role of the Midwife during Labour and Birth

Business Management

Academic Writing Skills

Preparation for Higher Education

Communication - Speaking and Listening

Analysing and Presenting Business
Data

Economics

Finance and Accounts

Application of Number

Leadership



Distance learning

Access to HE Diploma in Health and Social Care





Opportunities for learning and Access to HE

- 2020 is the Year of the Nurse and Midwife
- Covid-19 has raised the profile of nursing and healthcare workers
- The NHS Health Careers website has seen a 220% rise in people expressing an interest in becoming a nurse
- Redundancies
- Changes in labour market and future aspirations



What makes Access to HE special and important?

- Provides a second chance and opens doors previously closed
- Learner loans are paid off for the Access to HE year once students complete their undergraduate degree
- Equivalent to 3 A Levels delivered in one academic year
- Provides a standalone qualification
- Designed to meet local needs
- Revalidated every 5 years, so is up to date and relevant
- Accrues UCAS points
- Enables entry on to year 1, degree programmes
- Offers a range of assessment methods, rather than end of year exams



Promoting Access to HE to learners

gateway

Access to HE marketing tool kit and guidance for centres

With budgets tight, many centres are finding it increasingly difficult to market and promote their Access to HE provision, having a negative impact on student numbers and awareness the state of the provision of

To help, we have created a Marketing toolkit that provides you with ready-to-use graphics for 10 help, we have created a Marketing toolkt that provides you with ready-to-use graphics posters and social media, as well as templates and guidance on how to create your own. pusters and social media, as well as templates and guidance on how to create your own.

The tookid also includes tips and ideas for where and how you could advertise to students
and promote your Access to LE provision. and promote your Access to HE provision.

The Marketing tool kit consists of:

- Facebook post template Instagram post template
- Twitter post template
- A4 poster template

Templates have been created using PowerPoint so that they are available to all and

This toolkit has been created following research with centres and the tips and ideas that they have been relief to have seen a rice in This toolkit has been created following research with centres and the tips and ideas that the have been using to help promote their Access to HE Diplomas. Many have seen a rise in nave peen using to neip promote their Access to HE. Uiplomas. Many have seen a rise in student registrations following some of these activities, so we wanted to share them with

To make the most of the toolkit, it's best to follow a simple planning framework to ensure your activities are aligned to meeting your goals. A marketing planning framework such as your south the sound to the state of the following the sound to the sou PK Smith's SUSTACE Transwork is rulear, but there are outsome broadly similar approach. Put simply, you should think about:

- Where are you at the moment?
 What's working, what challenges are you facing? You might want to do a quick.
 SWOT analysis to help, and then think about how you can make the most of your Where are you at the moment? SYPU I analysis to neip, and then trink about how you can make the most of your strengths and opportunities, and how you can address your weaknesses and threats the next to got to?
- where do you want to get to?
 It's best to be specific and set some SMART objectives here. This will help you to focus on using the activities included in the toolkit in the right way. Where do you want to get to?
- How will you get there?
 Decide on some overarching strategic approaches to delivering your objectives, then work out the specific activities you need to undertake to achieve those. This is where the cost of the total that help use. How will you get there?
- Make sure you include some ways of measuring your success along the way, and adjust your plan if you need to.

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s to HE is so great

ething that you forget others won't know about it etning mat you torget others won't know about it ir remember what makes it so special. Here are a listinctive and what should be celebrated when

a py universities a qualification equivalent to three A Levels and a quantication equivalent to three A Levels and niversities your Access to HE students have gone rease the options and opportunities out there. uirements often only require GCSE-level

roups on Access to HE Diplomas so remind potential or too young, to step back into education.

be daunting but assure potential students that most IE Diploma will typically be at the same level in IC DIPIOTRIA WIII TYPICARY DE AL THE SAME REVER IT I'M in and very different to previous experiences of

rite off" any outstanding Advanced Learner Loan ploma once they complete a higher education have to repay it. This is brilliant news and an added ond the diploma.

ully always proud of what they have been able to ourse. Stories of where students have come from are proof that Access to HE Diplomas work in

as vs. Foundation Years article for inspiration.

gateway

rganisation so great

ccomplishments, but when it comes to om the rooftops.

your organisation special. Remember, it business as usual because you do ne who is thinking about returning to isations too to see what you do

sses to help those in employment with resources to support students gress sessions so students can pinpoint n past students who have gone onto

p support progression for your

gateway

t different ways they currently promote you may do these already or find the

ecially Marketing

nent to discuss your ideas for your ideas is good practice and can xample, Marketing may be happy with Thy not speak to other departments h creating assets; perhaps students on ass to HE promotional poster or video.

idying within your organisation. Those ant" courses could find Access to HE ducation. Organise with tutors for these son. Hand out leaflets with information an Access to HE Diploma.

always up to date and easy to find. If page. A good section to have is Google can use your answers as the lough to that question. It's also a way of E Diploma is and can help diminish any good way to develop questions and thin your organisation and currently imber 4. Links to the website should be nformation has been published then

tents while they are studying with you. the diploma, how they learnt about use, where they would look if they phrases they would search for online. e ways and places. You can also ask ney liked, what they enjoyed and use

rganisation. This doesn't have to cost our organisation's activities. Offer ntial students to find out more or ance what studying an Access to HE o Access to HE such as recruitment Alternatively, research for events l library and town hall, job centre,

gateway

nmes that they run on getting adults bu to host a session, attend or be a

ith different ambitions and cess to HE has helped students eas to ne has helped students are in your rough education while you can. Ask ave your organisation so you can que we displayed ed similar graphics in the toolkit so use

also be used to show senior y it's important to give it more is a great way to keep in touch. Don't irrent students.

f exciting, practical lessons and quotes popular with them and potential Instagram and Twitter:

boost your posts, as well as various lience. You can find some guidance on

at we get a notification about your posts this for any organisations that you nd hashtags should be mentioned too, his document for help with this. Follow to ensure your feed is always active with t we publish and share relevant articles

ites from students that shout about what has taken them in life. An A4 poster v these posters will depend on answers acruitment agencies, notice boards at y or doctors surgery, libraries, job centres,

what an Access to HE Diploma is, who a m past students. List the diplomas you are

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write a plan on when and how you will of doing this might be a 'Content

r diary/work calendar. At Gateway lists according to the months of the year, an work just as well.

in the important dates and events that udents will want to know about - we have

auty diploma practice/assessments

and when to post on social media, your e next year, just be sure to check and

'ebsite so remember to share new

I your students about, as well as the osite to see if they would like to publish



Images taken prior to social distance restrictions





- DO NOT ENTER

Poster Template



Add text here







"I previously did an A Level and I wasn't taught the academic skills my Access to HE Diploma did; referencing, researching, presenting and reporting – we're much more prepared for university and beyond!" Access to HE student

ADD WEBSITE AND/OR CONTACT INFO HERE



I never would have considered university before taking this Access to HE Diploma – I wouldn't have believed it was possible. Now I've pushed myself to apply to a university with higher entry requirements than I originally planned!"

Access to HE student

ADD WEBSITE AND/OR CONTACT INFO HERE



Social Media Templates







Assignment Briefs

- More than 100 units have assignment briefs
- Free to download for approved centres
- Centres are free to adapt them to meet their learner needs
- All ungraded units have assignment briefs written and available
- Being added to all the time



New Tutor Handbook

- Designed for all tutors (new and experienced)
- Support in the planning, delivery and assessment of Diplomas
- Guidance on the key topics and processes tutors need to know



Free Training for Tutors

- All new and existing providers
- Organised and planned convenient to centres and staff
- Good for tutor CPD and a great opportunity to get all tutors together
- Can be flexible to meet individual centre needs and bespoke to the challenges you face

Training session	Date	Date
Assignment brief writing	18/11/20 at 3pm	07/12/20 at 3pm
Marking, grading and feedback	06/01/21 at 3pm	08/02/21 at 3pm
Internal verification best practice	18/01/21 at 3pm	17/02/21 at 3pm
Applying grade descriptors and grade indicators	27/01/21 at 3pm	01/03/21 at 3pm

Assignment Brief Writing

Marking, Grading and Feedback

Delivery and Assessment

Internal Verification Best Practice

Apply grade descriptors and grade indicators

External Moderation Processes

Registration Processes



Standardisation - Timetable for 2020-21

- Wide range of subjects
- Scheduled throughout the year
- Opportunity to discuss collaboratively
- with subject tutors from different centres
- Good CPD for new and experienced tutors
- Free to attend
- Bespoke sessions can be arranged for individual centres

Subject Area	Date	Time
Nursing and Midwifery	09/11/2020	3:00 PM
Art & Design	11/11/2020	3:00 PM
Science - Physics	13/11/2020	3:00 PM
Health	09/12/2020	3:00 PM
Social Science	11/12/2020	3:00 PM
IT	13/01/2021	3:00 PM
Science – Chemistry	14/01/2021	3:00 PM
Health	15/01/2021	3:00 PM
Business	20/01/2021	3:00 PM
Social Science	10/02/2021	3:00 PM
Law	24/02/2021	3:00 PM
Nursing and Midwifery	10/03/2021	3:00 PM
Social Work	11/03/2021	3:00 PM
Science - Biology	31/03/2021	3:00 PM



EDSQ for Access to HE students

- A new legal entitlement for adults
- Access to HE learners need to be equipped with the skills they need to complete their diploma
- Free diagnostic tools
- Centre Guide
- Standardisation Materials
- Mock Assessments
- Mock Assessment Mark Schemes





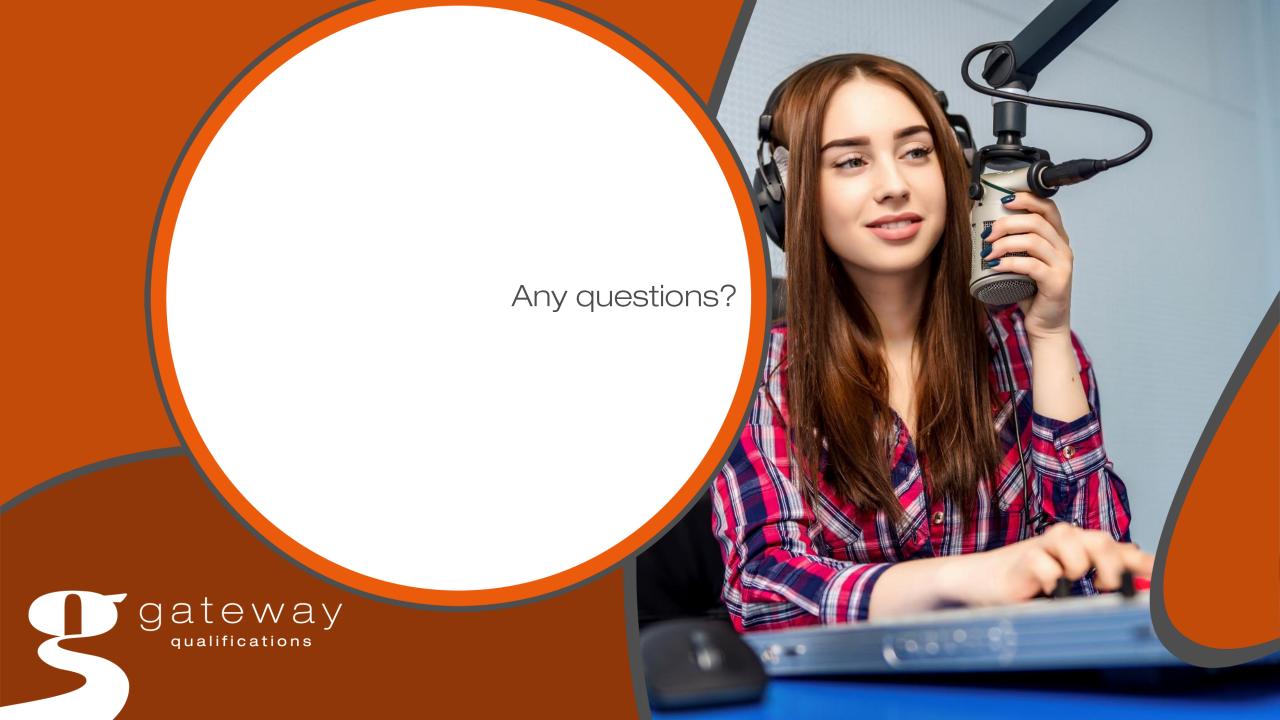
Promoting Wellbeing and Building Resilience

Learner health issues and predominantly mental health issues are increasingly leading to a **negative impact on retention and success rates**.

- New ungraded unit to support mental health and other social issues.
- Preparing learners to cope with the pressures
 of study and other factors both during their
 Access to HE course and when they progress to
 higher study.
- Features in all our Access to HE Diplomas



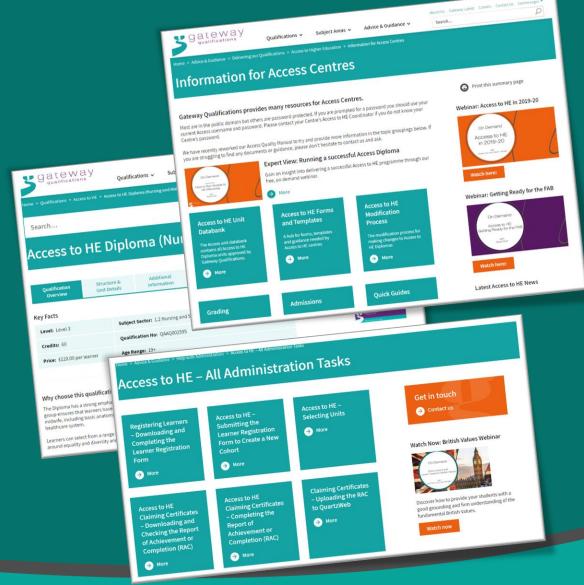




Online resources - Website

- Lots of advice and guidance available
 - Admin tasks and how to guides
 - Forms and templates
 - Diploma Guides
 - Quick guides
 - Webinars

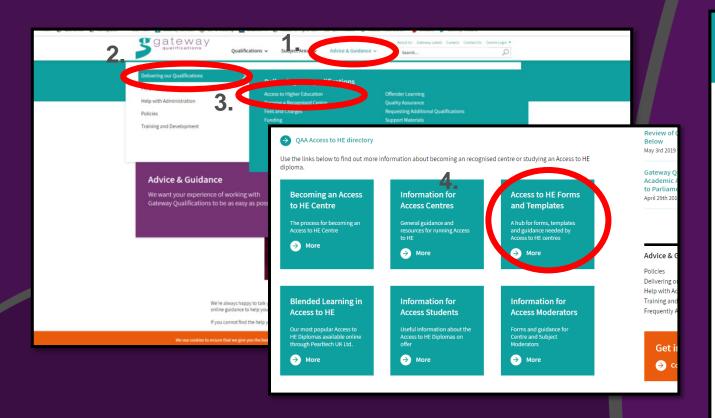
Contact quality@gatewayqualifications.org.uk
with any concerns or questions.
We're here to help!





Where to Download Forms

Below shows a series of screen shots to show you where on our website you can find all the forms and templates that you might need throughout the academic year.



Home > Advice & Guidance > Delivering our Qualifications > Access to Higher Education > Access to HE Forms and Templates

Access to HE Forms and Templates

A hub for the handbooks, forms, templates and checklists you will need to successfully run your Access to HE Diplomas.

Handbook

Access to HE Centre Handbook - Full of the processes needed to run a Gateway Qualifications Access to HE diploma

Modifications

Modifications Request Form – A form to request modifications to Access to HE Diplomas

Unit Assessment

- Graded Assignment Brief Template This template for writing a graded assignment brief (see below)
- Oungraded Assignment Brief Template (see above) While this template is for writing an ungraded assignment brief
- Observation Record Sheet Use this template to provide evidence as an observation record
- Onit Summary Sheet Used to determine the final grade for a unit when multiple assignments are used
- Exemplar unit summary sheet An exemplar of the summary sheet for a unit when multiple assignments were used

Internal Verification

- Assignment Brief IV1 Form for internally verifying an assignment brief
- Assessment IV2 Form for internally verifying one learner's sample of work
- Sample Summary IV3 Use this form for internally verifying multiple samples for one unit



Here to help



www.gatewayqualifications.org.uk



quality@gatewayqualifications.org.uk



01206 911 211



