

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

with Sarah Doe
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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?



QAA

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



Changes to Assessment Methods

- Assessment methods are recommended rather than explicit

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

- You can select an alternative assessment method for units within a diploma using the guidance 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 TWO from:		or Choose Three from:	
Assessment Method	Assessment Volume	Assessment Method	Assessment Volume	Assessment Method	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 3		
Scientific practical(s) and accompanying report	750 words	Scientific practical(s) and accompanying report	500 words		
Presentation and supporting evidence	20 minutes <i>inc.</i> Q&A and witness statement	Presentation and supporting evidence	10 minutes <i>inc.</i> witness state		
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		
VIVA	20 minutes <i>inc.</i> Q&A and witness statement	VIVA	10 minutes <i>inc.</i> witness state		
Article	1500 words	Article	750 word		
Production of a detailed artefact e.g. Video, sculpture, drawing, garment		Production of an artefact e.g. Video, sculpture, drawing, garment			
Performance / exhibition	15 minutes <i>inc.</i> Q&A and witness statement	Performance / exhibition	10 minutes <i>inc.</i> witness state		

Assessment Methods for Six Credit Units:

Choose ONE from:		or Choose TWO from:		or Choose Three from:	
Assessment Method	Assessment Volume	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 <i>inc.</i> Q&A and witness statement	Presentation and supporting evidence	20 minutes <i>inc.</i> Q&A and witness statement	Presentation and supporting evidence	10 minutes <i>inc.</i> 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 <i>inc.</i> Q&A and witness statement	VIVA	10 minutes <i>inc.</i> Q&A and witness statement
Article	3000 words	Article	1500 words	Article	750 word
Production of a detailed artefact e.g. Video, sculpture, drawing, garment		Production of a detailed artefact e.g. Video, sculpture, drawing, garment		Production of an artefact e.g. Video, sculpture, drawing, garment	
Performance / exhibition	30 minutes <i>inc.</i> Q&A and witness statement	Performance / exhibition	15 minutes <i>inc.</i> Q&A and witness statement	Performance / exhibition	10 minutes <i>inc.</i> Q&A and witness statement

Assessment methods

Guide to explain expectations and requirements for different methods of assessment

Assessment Methods Explained

Method	Description
Article	Learners are asked to write on a subject or topic to meet the requirements of the assessment criteria. The article will be written within a specific word count for a particular audience e.g. journal, newspaper or magazine. Imagery may be used to enhance the article. All sources should be referenced.
Case study	Learners are given context material on a given topic that provides real world examples to draw on, when answering questions related to the assessment criteria. Learners should be encouraged to use the material in the case study to provide impact and show their understanding of a topic, and the links between theory and practice.
Controlled assessment – closed book	Learners may be given a pre-seen case study in advance to consider the issues raised within the context of the unit. Learners are then given a time-constrained assessment based on the case study and unit assessment criteria. Learners are not allowed to take any notes or source material into the assessment. The assessment questions are unseen before the learner sits the assessment, which should be invigilated and conducted under exam conditions.
Controlled assessment – open book	Learners may be given a pre-seen case study in advance to consider the issues raised within the context of the unit. Learners are then given a time-constrained assessment based on the case study and unit assessment criteria. Learners can take into the exam some relevant notes and quotations that they might be able to use to support their exam. The assessment questions are unseen before the learner sits the assessment, which should be invigilated and conducted under exam conditions.
Essay	Learners are required to write an essay on a given topic or in answer to a question based on the assessment criteria. This should not simply be a repeat of the assessment criteria but questions that allow a learner to demonstrate their knowledge and understanding. This will be within a certain word count and should include the use of different literature sources that are referenced.
Exam – closed book	The exam is unseen before the learner sits the assessment, but they will be aware of the subject area/topics that is being assessed. Learners are not allowed to take any notes or source material into the exam. The assessment should be timed, and learners should be aware of the amount of time they have been given. The exam should be invigilated and conducted under exam conditions.
Exam – open book	The exam is unseen before the learner sits the assessment, but they will be aware of the subject area/topics being assessed. Learners can take into the exam some relevant notes and quotations that they might be able to use to support their exam. The assessment should be timed and learners should be aware of the amount of time they have been given. The exam should be invigilated and conducted under exam conditions.
Exhibition	Learners are required to create an exhibition display, including a combination of text and imagery to meet the assessment criteria. All sources should be referenced. A tutor may ask the learner questions to scrutinise their knowledge and understanding of the subject or topic. Photographs of the exhibition as well as the exhibition materials used could be submitted as evidence for the unit. An observation record could be completed by the tutor.

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:	
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Open book exam	1.5 hours	Open book exam	45 minutes	Open book exam	30 minutes
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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 and witness statement
Article	1500 words	Article	750 word	Article	500 words
Production of a detailed artefact e.g. Video, sculpture, drawing, garment		Production of an artefact e.g. Video, sculpture, drawing, garment		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

Assessment Methods

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

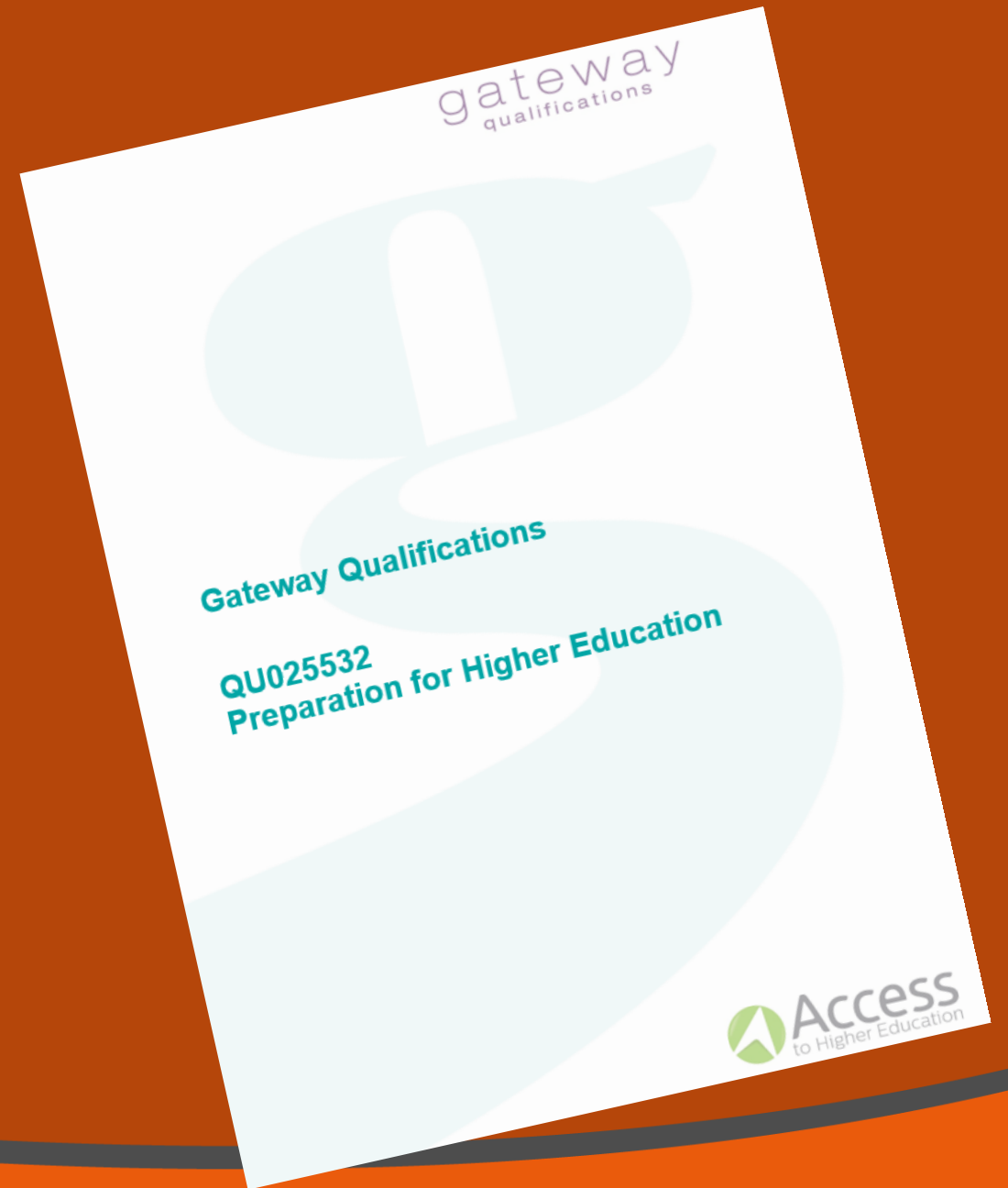
Application of Number

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

Support materials

- 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



Support materials

- 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 Education

AC1.1 Use information sources to research Higher Education courses

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/E4jtq_DE3EA

Did you know?

There are over 37,000 different undergraduate courses offered at over 370 HE providers in the UK.

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

Full-time study may not be the best option for you due to commitments. Part-time courses will provide a more flexible lifestyle and responsibilities, but your university/college will have your chosen field. Therefore, you must keep in mind and consider all options.

The UCAS (Universities and Colleges Admissions Service) provides information for all stages of the HE application process. Visit <https://www.ucas.com/>

Did you know?

According to The Guardian, the average salary of graduates compared with £24,000 for non-graduate leavers.

Source: <https://www.theguardian.com/education/2016/sep/22/degrees-paid-less-than-men-without-th>

Open days
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.



Caption: "Open days are a great way to find out information about courses and HE establishments."

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 colleges that you would like to visit.
2. 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.
3. 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.

Support materials

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

1. Which of the following is not an HE study option? (Select one)

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

2. Which of the following are useful questions to ask an admissions officer at an HE open day? Select all that apply

- a. How many credits do I need to achieve at merit or distinction level to fulfil your entry criteria?
- b. What is your deadline for receipt of UCAS applications?
- c. Do you require a certain number of units or credits from a particular academic subject as part of your entry criteria?
- d. How long is your Freshers' week?
- e. What are the most common destinations for graduates from the degree course that I am applying for?

3. Which of the following types of information does the UCAS website provide?

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

Support materials

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

References and Wider Reading:

The Complete University Guide. Features university league tables. Available at:
<https://www.thecompleteuniversityguide.co.uk/>

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 at:
<http://www.rae.ac.uk/>

Unistats. Allows comparison of courses at different universities and colleges. Available at:
<http://unistats.direct.gov.uk/>

Push Guide. Advice on alternatives to university. Available at:
<https://www.push.co.uk/>

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

Support materials

- Microsoft Word format
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- 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
Tutor Delivered Unit	Distance Learning Unit	Distance Learning Unit
Tutor Delivered Unit	Flexible Unit	Distance Learning Unit
Tutor Delivered Unit	Flexible Unit	Distance Learning Unit
Tutor Delivered Unit	Tutor Delivered Unit	Distance Learning 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

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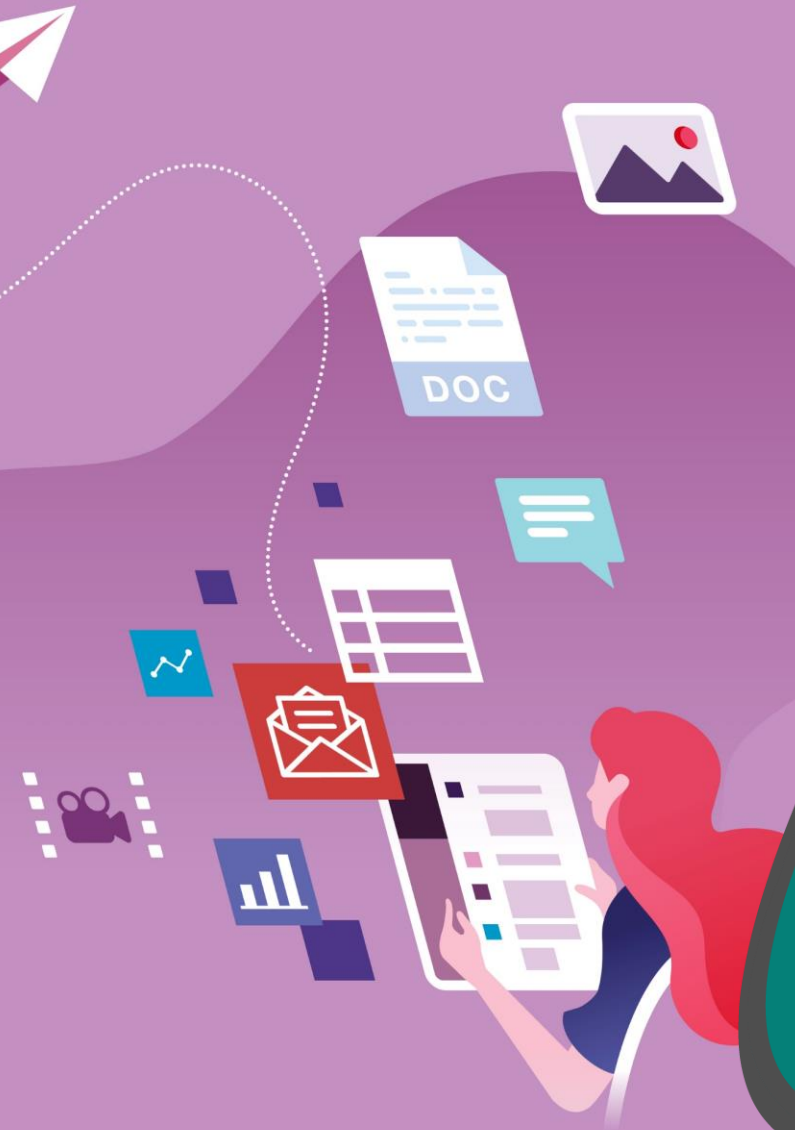
Leadership

Distance learning

Access to HE Diploma in Health and Social Care



Learner recruitment The Marketing Toolkit



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

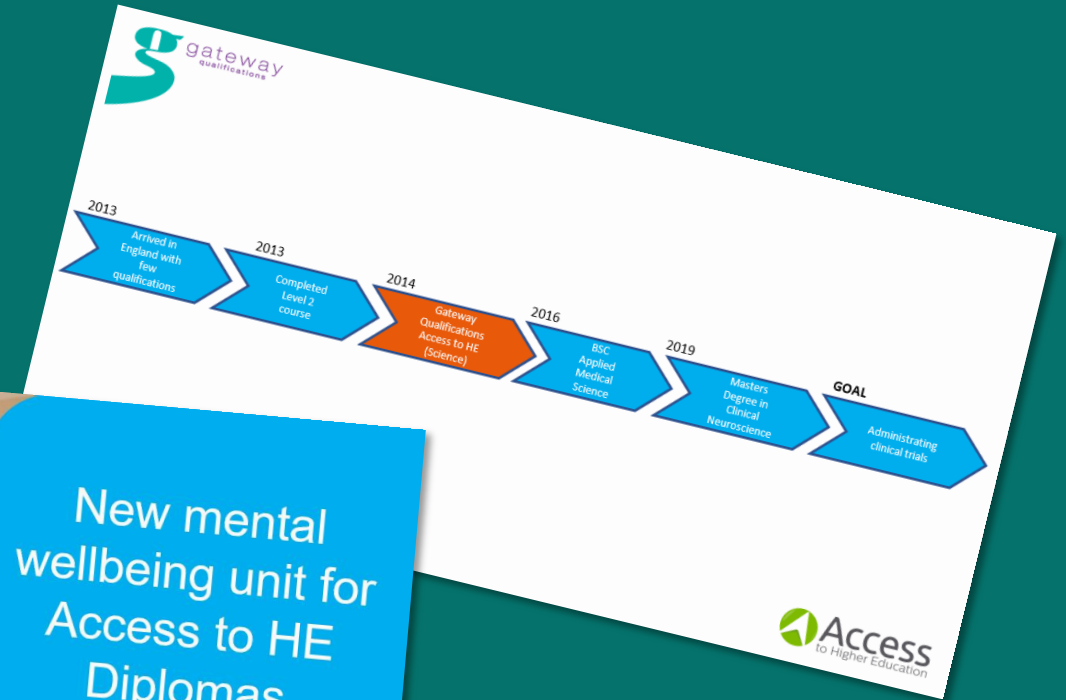
A photograph showing a person lying face down on a desk, completely covered by a white sheet. A large, ripe cantaloupe melon with characteristic orange-brown spots is placed on the person's back. To the left of the person is a black computer monitor. To the right is a green bottle of wine. In the foreground, there is a glass of water, a black computer mouse, and some tangled cables. The background is a plain, light-colored wall.



Poster Template



Social Media Templates



What other support is available?



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

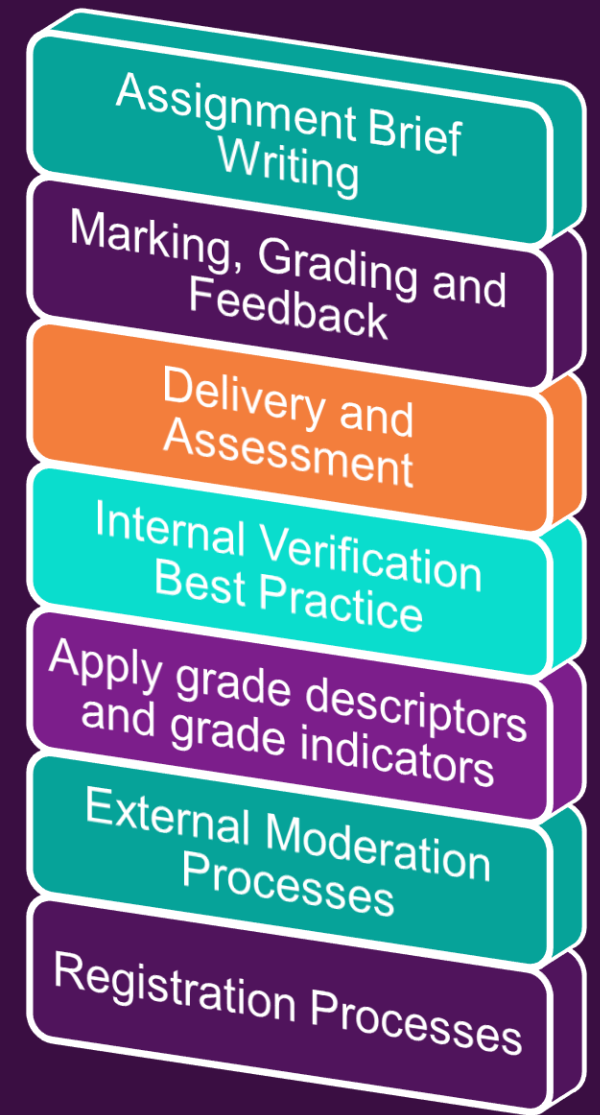
New Tutor Handbook

- 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



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



Any questions?



Online resources - Website

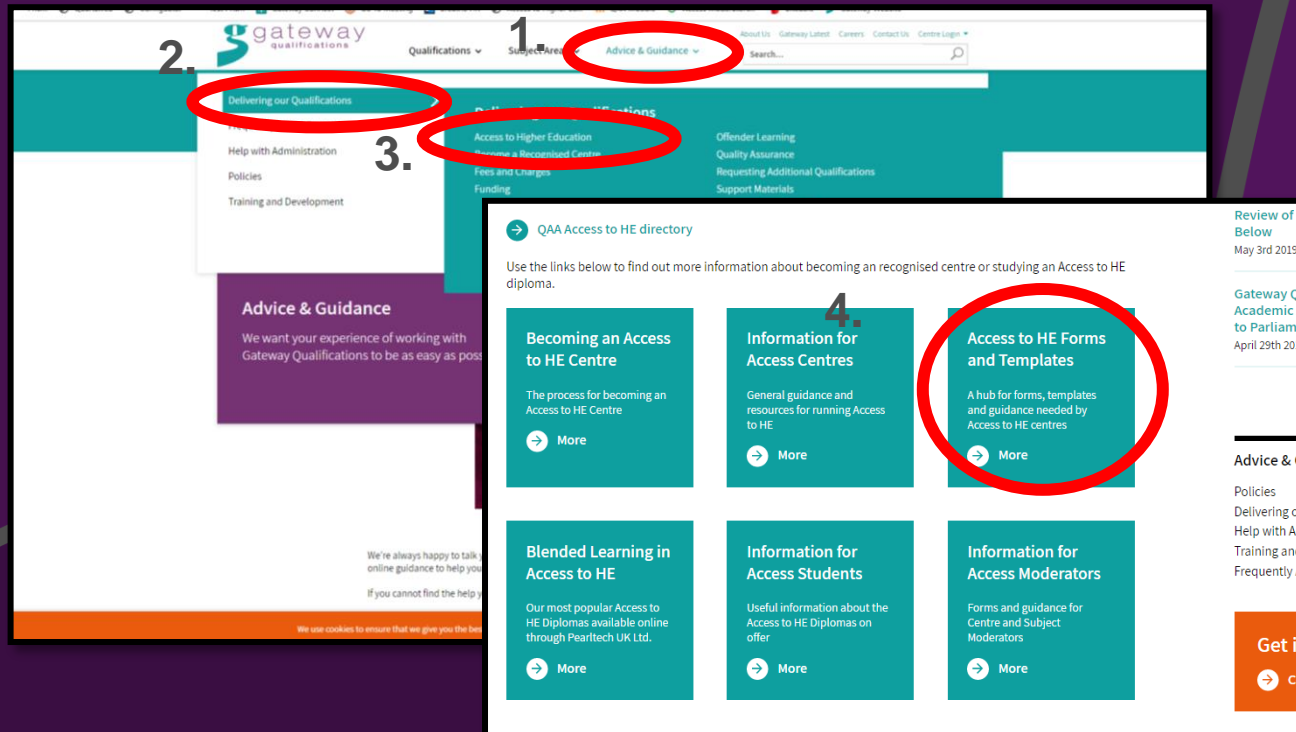
- Lots of advice and guidance available
 - Admin tasks and how to guides
 - Forms and templates
 - Diploma Guides
 - Quick guides
 - Webinars

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)
- [Ungraded 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
- [Unit 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



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