

# Delivering and assessing holistic programmes of learning

Diana Muallem and Ali Foster  
21<sup>st</sup> January 2021



01206 911 211



@GatewayQuals



[www.gatewayqualifications.org.uk](http://www.gatewayqualifications.org.uk)



[enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)



# Introducing Gateway Qualifications

- Over 20 years of expertise
- Wide range of regulated qualifications
- Apprenticeships
- Access to Higher Education Diplomas
- Focus on creating the highest quality of qualifications which are accessible to all
- Committed to excellent customer service

# Purpose of the webinar

- To explore the concept of holistic learning
- To consider how to build and deliver holistic learning programmes
- To consider how holistic delivery can be used as an approach while many learners are learning from home.



# What is a holistic programme of learning?

A programme of learning where

- the component parts together
  - help the learners achieve a single or small set of end goals
  - fit with the broad intentions of the course
  - form a coherent whole
- delivery of the separate components is coordinated so the learners experience a single, meaningful programme rather than an assortment of different subjects
- learners' broader social, emotional and personal growth is addressed alongside their academic or vocational goals.

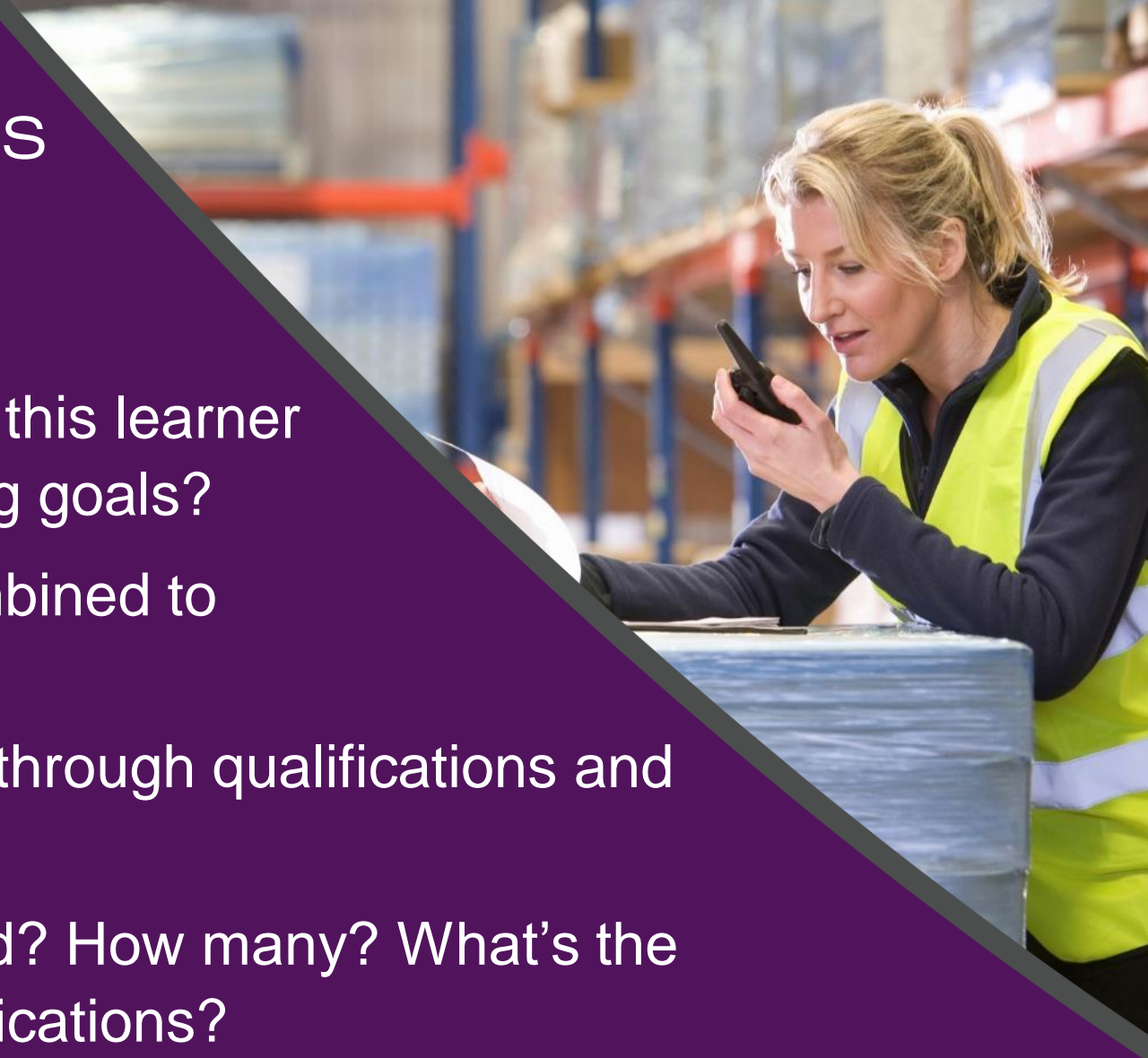


Building holistic programmes



# Building holistic programmes key considerations

- What learning and development does this learner or group need to achieve their learning goals?
- What component parts should be combined to achieve these goals?
- Which elements should be addressed through qualifications and which through other means?
- What specific qualifications are needed? How many? What's the right mix and balance, if multiple qualifications?





# Holistic programme

## Example 1

Programme to re-engage in learning 16-19 year olds who were previously NEET

- Gateway Qualifications L1 Certificate in Vocational Studies
- Selected bite-sized Gateway Qualifications English and Maths Awards at Entry 3/Level 1
- Gateway Qualifications L1 Mental Wellbeing
- Non accredited learning focused on confidence building, self-management, learning skills



# Holistic programme

## Example 2

### Get into work for adult ESOL learners

- Gateway Qualifications Level 1 Award in Speaking and Listening – ESOL
- Gateway Qualifications Level 1 Essential Digital Skills Qualifications
- One or more Gateway Qualifications Entry 3/Level 1 bite-size Maths awards





Delivering holistic  
programmes



# Delivering holistic programmes key considerations

- How do we ensure that the learners' learning experience is coherent?
- How do we make all aspects of the learning meaningful for the learners so it's clear how each relates to the overall learning goals?
- How do we maximise the learning time available to help the learners achieve their end learning goals?
- How do we keep the assessment burden to a minimum?





# Holistic programmes: a remote delivery solution?

- One extended task, multiple learning and assessment opportunities
- Builds independent learning
- Maximises face-to-face teaching time
- Motivates learners with its clear end-goal focus





# Holistic delivery strategies

- Embedding, e.g. English and maths, digital or employability skills into vocational learning
- Project-based learning
- Combined assessment: addressing multiple units from one or more qualifications

# Holistic delivery in action - embedding

**Programme aim:** to support learners to progress onto a level 2 catering course or to go into employment/an apprenticeship in the catering sector

**The learners:** 16-19 year olds working broadly at level 1. Identified as enthusiastic about catering but with weak maths skills and high levels of maths anxiety which may threaten their chances of a positive progression.



# Holistic delivery in action - embedding

## Qualifications:

Gateway Level 1 Certificate in Hospitality & Catering

FS English and maths at level 1 or Entry 3

## Unit selection from H&C qualification:

Range of catering units +

- *Money, Time & Temperature*
- *Numbers, Decimals, Fractions & Percentages*





# Menu preparation

gateway  
qualifications

Prepare and Cook Meat for Basic Dishes

3 Understand how to calculate the cost of a main course.

- 3.1 Identify the food costs for a given main course.
- 3.2 Calculate cost of ingredients for a single portion of a given main course.
- 3.3 Identify costs, other than ingredients, which need to be added to calculate selling price.
- 3.4 State how the need for profit influence pricing decisions.

4 Be able to work with percentages

- 4.1 Read and write simple percentages, order and compare simple percentages.
- 4.2 Recognise simple percentage increase and decrease.
- 4.3 Find simple percentage parts of quantities and measures.
- 4.4 Recognise common percentage, fraction and decimal equivalences.
- 4.5 Use equivalences to find part or whole number quantities.

## Menu Planning

Unit Number: F/504/7831  
Level: Level 1  
Credit Value: 20  
GLH: N/A  
Unit Aim: Portfolio of Evidence  
Assessment Guidance: Portfolio of Evidence  
This unit has 3 learning outcomes.

### LEARNING OUTCOMES

- The learner will:
- 1 Know how to plan menus.
  - 2 Be able to plan a menu.
  - 3 Understand how to calculate the cost of a main course.

gateway  
qualifications

Numbers, Decimals, Fractions and Percentages

the Adult Numeracy Core Curriculum in the  
1/L1.1; N1/L1.2; N2/L1.1; N2/L1.2; N2/L1.3;  
V2/L1.9; N2/L1.10; N2/L1.12.

### ASSESSMENT CRITERIA

1. Read and write positive numbers  
2. Read and write large numbers.  
3. Read and compare positive numbers  
4. Read and compare large numbers.  
5. Read and compare negative numbers in  
contexts, for example

6. Write common fractions  
7. Compare common  
8. Compare mixed numbers.  
9. Compare a number as a fraction of  
10. Compare 10 as a fraction

11. Find parts of whole  
12. Find parts of measurements.  
13. Find parts of decimals up to three  
14. Find parts of decimals up to  
15. Find parts of percentages.  
16. Find parts of

17. Find parts of  
18. Find parts of  
19. Find parts of  
20. Find parts of

# Holistic delivery in action – project-based learning

## Pop-up nail bar

Students work together to plan a one-off event in offering simple manicures and nail art to customers.

They create advertising leaflets and displays within the nail bar to illustrate the techniques and preparation required.

They run the event and evaluate their performance as individuals in applying their basic nail art/manicure techniques and as a team-player.

### Units

- Providing basic manicure treatment
- Nail art application
- Setting up for hair and beauty services
- Presenting a professional image in a salon
- Write accurately
- Write to communicate
- Team work

# Holistic delivery in action - project-based learning

## Carpentry project

Students discuss possible wooden items they could make and sell to raise money for a selected charity.

Each creates a product which requires a range of carpentry skills

Students hold the sale and get customer feedback on the products they have produced.

### Units

- Carpentry hand skills
- Exploring and presenting enterprise ideas
- Engage in discussion



# Holistic delivery in action – project-based learning

## Springboard into employment in health and social care

Learners explore the functions and types of organisations within the sector and key job roles, identifying job roles of interest to them.

They seek out a genuine job opportunity, research the company to understand its fit in the sector, the specific role and the responsibilities and skills/qualifications required for it and complete a job application.

They prepare for and undertake a role-played interview.

### Units

- Service provision and roles in health and social care sector
- Applying for a job
- Interview skills

# Holistic delivery in action – project-based learning

## Setting up an online business

L2 Award in  
Preparing for Self-  
Employment



L2 Award in Website  
Design and  
Development

- Introduction to Self-employment
- Understanding Online Business Activities

- Website and Development

# Assessing holistic programmes

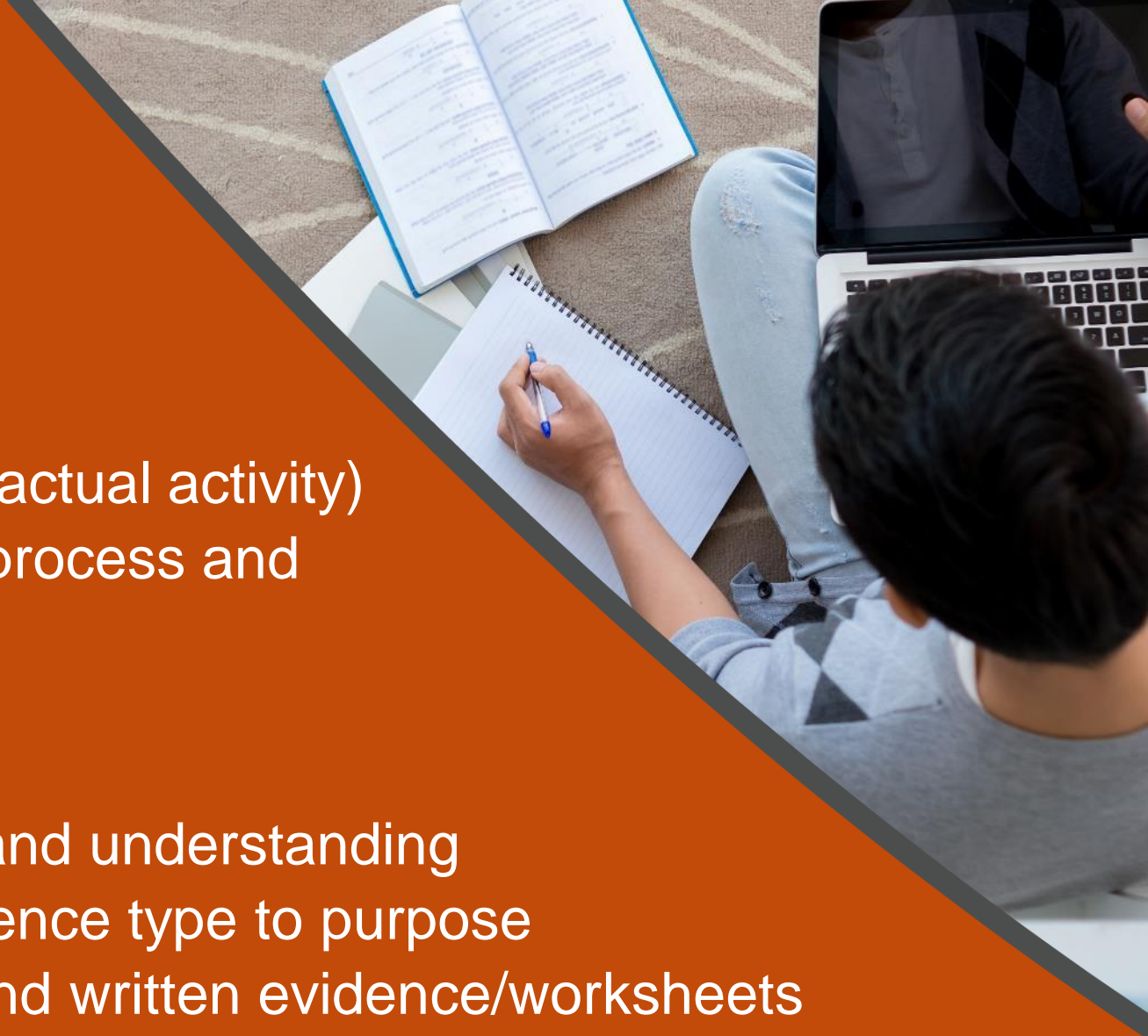
- Single scenario
- One extended or linked series of tasks
- Combining multiple units (from one or more qualifications)
- Reducing assessment burden
- Keeping assessment activity meaningful and contextualised





# Remote assessment

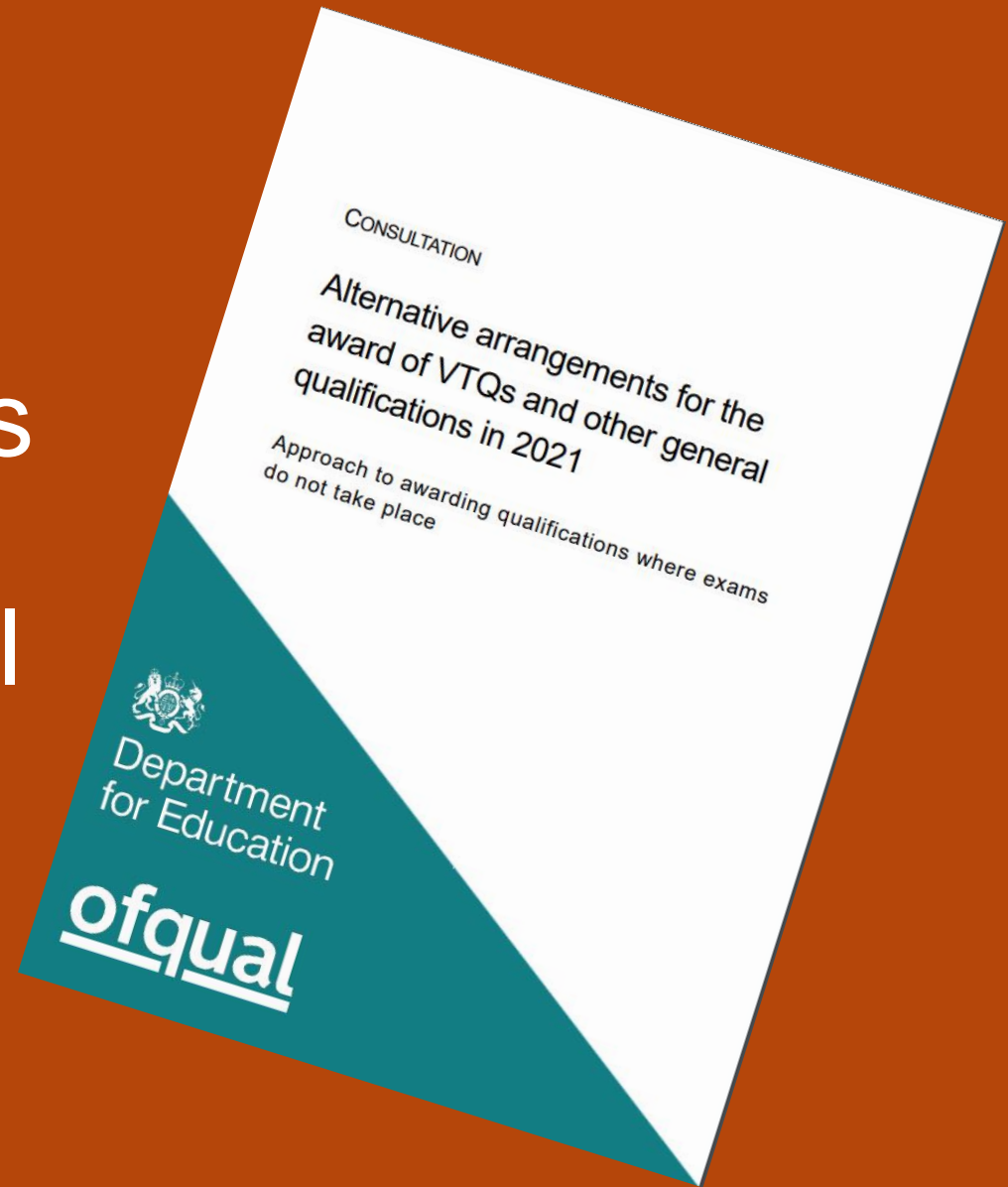
- For practical activity
  - Remote tutor observation
  - Video recording (e.g. simulated/actual activity)
  - Photographs – of stages in the process and completed products
  - Reflective learning logs
- For knowledge and understanding
  - Match evidence type to purpose
  - Think beyond written evidence/worksheets
  - Be creative – to motivate



# Supporting resources

- Guidance on quality assurance on our website
- <https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/quality-assurance/standard-approach/>
- External Quality Assurers
- Quality Team

# Alternative Arrangements for the Award of Vocational and Technical Qualifications



# Consultation overview

- Recognition that the VTQ landscape is diverse
- Students should be enabled to maximise remaining learning opportunity and catch on lost learning
- Assessments should continue
- Proposals on approach to awarding when exams/assessment cannot be completed



# Proposals on approach to awarding when exams/assessment cannot be completed

- Principles-based approach
- Will only apply to qualifications in scope determined by DfE
- AOs to determine minimum evidential requirements for awarding and consideration for additional assessment evidence
- Ofqual maintain regulatory oversight
- Existing adaptations under the Extended ERF will remain in place – may be further adaptations

**NB PROPOSALS at this stage**

# Any questions?

# Contact information



<https://www.gatewayqualifications.org.uk/>



[quality@gatewayqualifications.org.uk](mailto:quality@gatewayqualifications.org.uk)



01206 911 250

