

How to have a successful year delivering Access to HE

Sarah Doe, Access to HE Quality Manager

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 @GatewayQuals

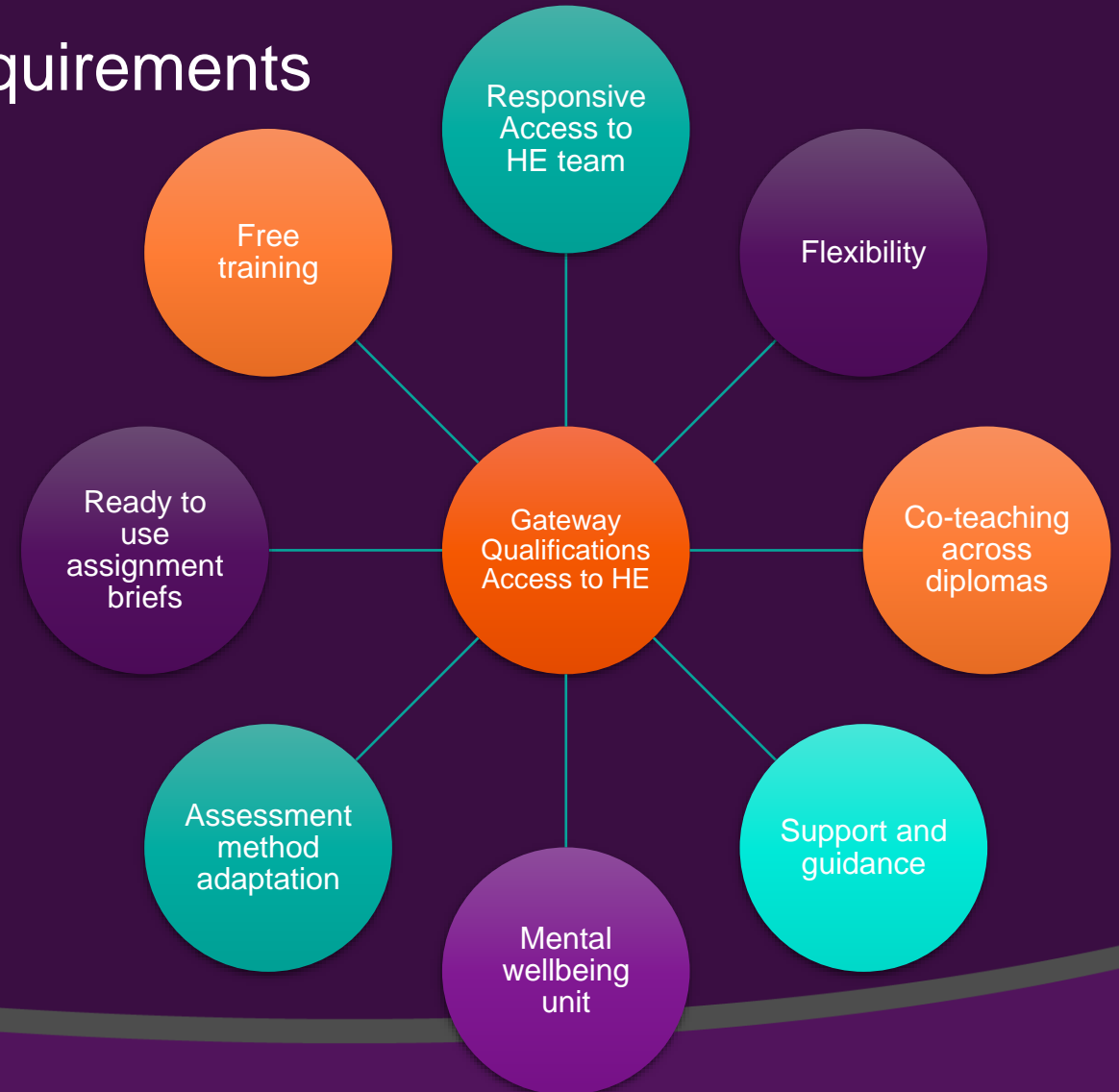
 www.gatewayqualifications.org.uk

 enquiries@gatewayqualifications.org.uk



Access to HE with Gateway Qualifications

- Support curriculum and delivery requirements
- Focus on students
- Customer service
- Providing solutions



Information, Advice and Guidance

- Are your students on the right course for them?
- Are students aware of the commitment needed to successfully complete the Access to HE course?
- What systems have you got in place to support students? Especially for those returning to education after some time.

Diploma Guide

Access to HE Diploma (Computing)

Qualification Overview	Structure & Unit Details
Key Facts	
Level: Level 3	
Credits: 60	
Price: £140.00 per learner	
QAA aim code: 40006347	
Qualification Summary	
The Diploma allows learners to un...	

Access to HE Diploma (Nursing and Midwifery)

Qualification Overview	Structure & Unit Details
Key Facts	
Level: Level 3	
Credits: 60	
Price: View price list	
QAA aim code: 40008046	
Qualification Summary	
The Diploma has a strong emphasis on t...	

Access to HE Diploma (Business Management)

Qualification Overview	Structure & Unit Details	Additional Information	Funding	Support Materials
Key Facts				
Level: Level 3		Subject Sector: 1.1 Medicine and Dentistry		
Credits: 60		Qualification No: QAAQ001735		
Price: View price list		Age Range: 19+		
QAA aim code: 40008460				
Qualification Summary				
The Diploma has a strong emphasis on both biology and chemistry and learners will have the opportunity to study both equally to give a balanced view of skills to enable progression to medicine based degree programmes.				
The mandatory group ensures that learners have a good understanding of fundamental principles of biology and chemistry and then learners can select from a range of optional units.				

Access to HE Diploma (Medicine and Medical Sciences)

Qualification Overview	Structure & Unit Details	Additional Information	Funding	Support Materials
Key Facts				
Level: Level 3		Subject Sector: 1.1 Medicine and Dentistry		
Credits: 60		Qualification No: QAAQ001735		
Price: View price list		Age Range: 19+		
QAA aim code: 40008460				
Qualification Summary				
The Diploma has a strong emphasis on both biology and chemistry and learners will have the opportunity to study both equally to give a balanced view of skills to enable progression to medicine based degree programmes.				
The mandatory group ensures that learners have a good understanding of fundamental principles of biology and chemistry and then learners can select from a range of optional units.				

Diploma Guide

- Download
- Email to someone

Useful Links

Using our qualifications
Fees & Charges
Funding & Policy
Become a recognised centre
Quality Assurance

Diploma Guide

Download
Email to someone

Useful Links

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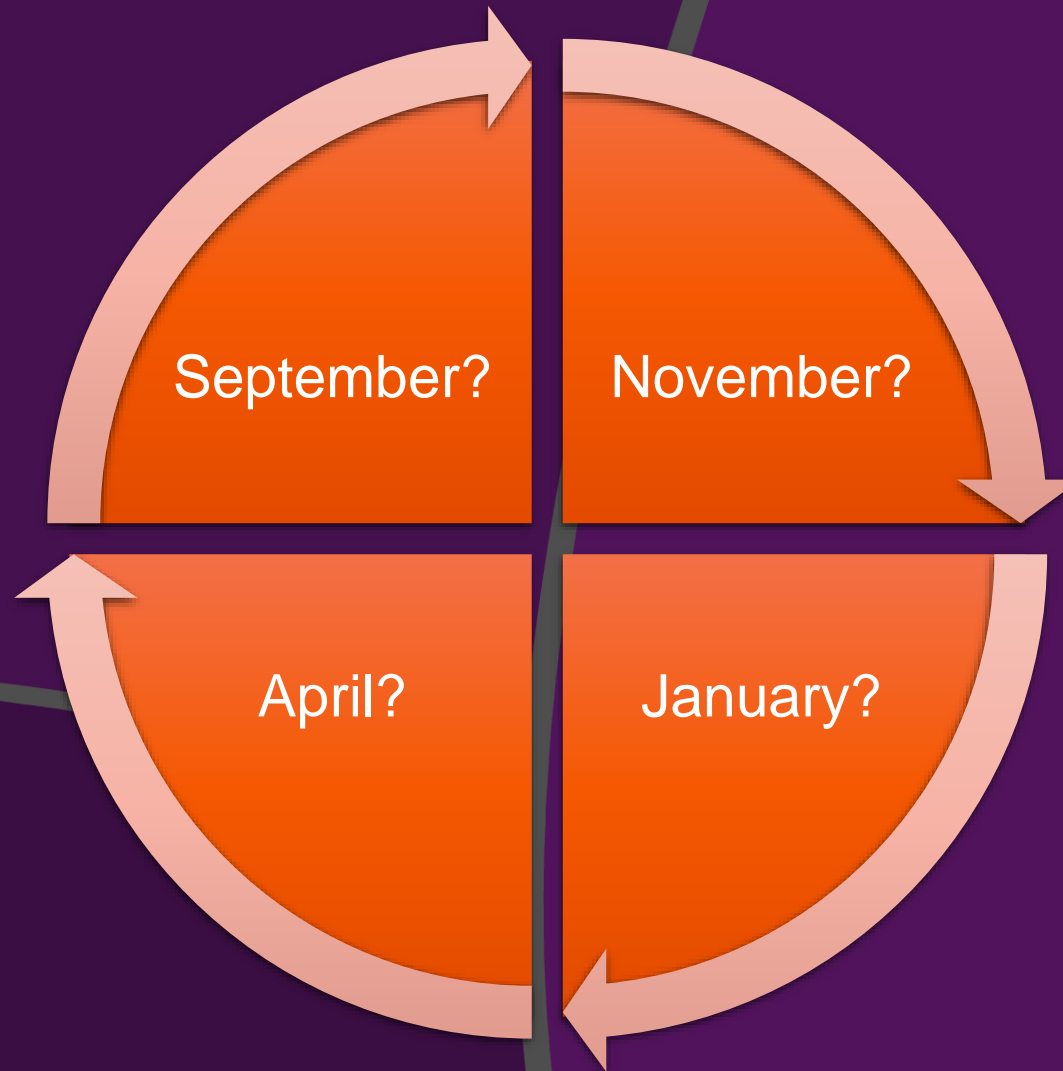
Promoting Wellbeing and Building Resilience

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

- Ungraded unit to support mental health and other social issues.
- Preparing students 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



When to start?



42 day deadline - registrations

- All students must be registered within 42 days of starting the course
- Exams teams need to ensure that all students on roll are registered and units are selected within the timescales

If a student starts a course on 15 October

They need to be registered by 26 November

Units must be selected by 7 January

12 week deadline – unit selection

Ensure that **all units** are registered for **all students** on all Access to HE diplomas within 12 weeks from the start date of the course.

This is a QAA requirement.

If a student starts a course on 15 October

They need to be registered by 26 November

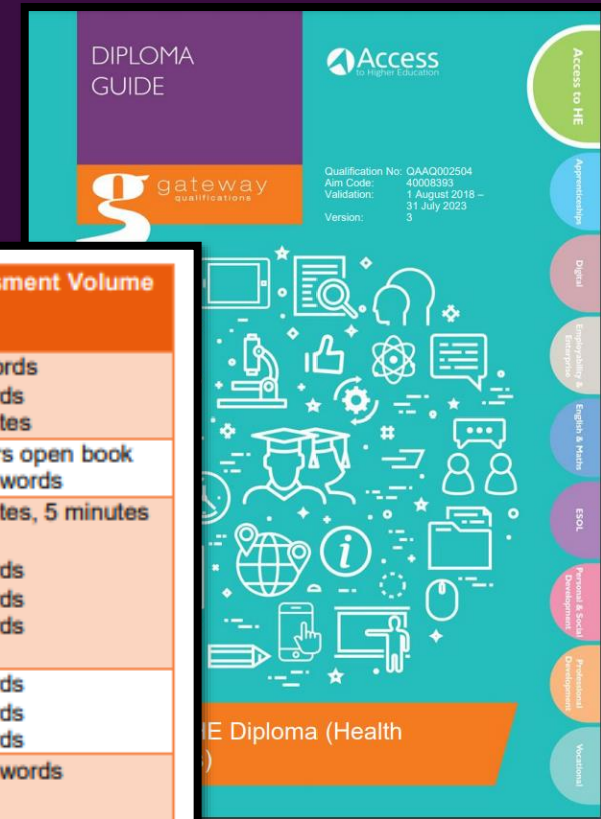
Units must be selected by 7 January

Set assessment schedules

- Ensure that students have a list of units covered / assessment deadlines
- Provide students with a calendar which clearly shows the end of course date / deadline
- The end of the course should give you sufficient time to mark and IV the last pieces of work and to add those achievements to the student's RAC in time for the Internal Exams Board.



Changes to Assessment Methods



Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment methods	Assessment Volume
QU025398	Care Principles	3	6	Academic	1, 2, 4, 7	Essay Case study Individual presentation	1500 words 750 words 10 minutes
QU006413	Human Anatomy and Physiology	3	6	Academic	2, 3, 7	Exam 3 x academic posters	1.5 hours open book 3 x 500 words
QU025572	Introduction to Healthcare	3	3	Academic	1, 2, 7	Individual presentation with Q&A Peer evaluation Self evaluation Written question and answers	10 minutes, 5 minutes Q&A 250 words 250 words 500 words
QU025402	Professional Interpersonal Skills	3	3	Academic	1, 2, 7	SWOT analysis Case study Reflective account	250 words 750 words 500 words
QU025409	Safeguarding Children, Young People and/or Vulnerable Adults	3	3	Academic	1, 2, 7	2 x case studies	2 x 750 words

Assignment briefs

Access to HE Diploma Title		Art and Design						
Unit Code(s)	Unit Title	Level	Credit Value					
QU11373		3	3					
Assignment Title								
Tasks								
<i>"Art enables us to find ourselves and lose ourselves at the same time." Thomas Merton</i>								
Task 1 Throughc themes a including and expe								
Task 2 The seco willingnes will be no								
During th								
<ul style="list-style-type: none"> • Know • Be at • Be at • Be at 								
All collect submissi								
Grade Descriptor profile awarded for this assignment		GD1	GD2	GD3	GD4	GD5	GD6	GD7
			✓	✓				✓
Date Handed Out:		Submission Deadline:			Actual Date Submitted:			
Learner Name:								
Tutor/Assessor:								
Learner Declaration: I declare that all the work submitted for this unit is my own, and that where I have drawn on the work of others, I have referenced this in accordance with the College Policy.								

Diploma and unit details clearly stated.

Tasks for the student to complete, mapped against the ACs.

Grade descriptors being used to assess student work

One submission date

Assignment briefs

Learner Signature:	Date:
Please attach the entire assignment brief to work submitted for assessment. Your work cannot be assessed unless you have signed and submitted this form. Electronic signature will suffice.	

Section for students to declare authenticity of work

Extension Request	
Formal Extension Request:	Yes <input type="checkbox"/> No <input type="checkbox"/>
Extension Deadline:	
Tutor/Assessor Signature to Agree Extension:	
Actual Date Submitted:	
Resubmission Deadline	
Resubmission Deadline:	
Date Resubmission Submitted:	
Date Returned to Student:	
Referral Request?	Yes <input type="checkbox"/> No <input type="checkbox"/>

Section to record any confirmed extensions or resubmission requirements

Assessment Information	
Access to HE Diploma Title	Participating in an Exhibition
Assignment Title	Visits Book

Assessment Criteria	
1.1	Produce a well-documented visits book that critically reflects on the professional exhibitions attended.
1.2	Evaluate exhibit
2.1	Select work app
2.2	Evaluate the sek
3.1	Display work as
3.2	Document exhib
4.1	Dismantle the ex transition back to

All ACs the brief is addressing are clearly stated

Assignment briefs

Grade Descriptors –
 This assignment is graded using elements from the grade descriptors below

If you achieve **all** assessment criteria listed above at Level 3, you will be awarded a **Pass**. To gain a Merit or Distinction, your work must match the performance described in the following grade descriptors.

Grade Descriptor	To achieve a Merit:	To achieve a Distinction:
GD2 Application of Knowledge	The student, student's work or performance: a) Generally makes use of relevant ideas with c) very good levels of insight	The student, student's work or performance: a) Consistently makes use of relevant ideas with c) excellent levels of insight
GD3 Application of Skills	The student, student's work or performance: a) Generally selects appropriate techniques with c) very good levels of confidence and creativity	The student, student's work or performance: a) consistently selects appropriate techniques with c) excellent levels of confidence and creativity
GD7 Quality	The student, student's work or performance: c) taken as a whole, demonstrates a very good response to the demands of the brief	The student, student's work or performance: c) taken as a whole, demonstrates an excellent response to the demands of the brief

Additional Guidance

To achieve a Merit:	To achieve a Distinction:
To achieve GD2 at a Merit your sketchbook/journal and performance should show a commitment to recording visits to galleries and annotating research clearly and with some insight	To achieve GD2 at a Distinction your sketchbook/journal and performance should show a strong and consistent commitment to recording visits to galleries and annotating research clearly and with thoughtfulness
To achieve GD3 at a Merit your sketchbook/journal and performance should demonstrate a commitment to recording visits to galleries and taking part in practical work with a variety of materials	To achieve GD3 at a Distinction your sketchbook/journal and performance should demonstrate a strong and consistent commitment to recording visits to galleries and taking part in practical work with a variety of sourced materials
To achieve GD7 at a Merit your sketchbook/journal and performance should demonstrate a very good response to the demands of the brief	To achieve GD7 at a Distinction your sketchbook/journal and performance should demonstrate an excellent response to the demands of the brief

Grade descriptors and elements being used to grade student work for the unit

Additional guidance to support students in how to achieve the higher grades

Internal Verification

- Must be completed before handing out to students for assessment
- Be constructive in feedback, equally do not take the criticism personally
- Use the comments section to refer to any key points and provide advice and guidance to make improvements
- Any actions must be clearly identified
- Once actions have been completed the IV form should be updated to identify the action taken, by whom and when

Internal Verification - Assignment Brief (IV1)
This form must be used to internally verify an assignment prior to being presented to learners

Access Centre	OWQ Centre
Course / Pathway(s)	Access to HE Diploma (Counselling)
Unit(s) and AC being assessed	Mental Health and Mental Disorder
Title of the Assignment	2000 Word Report
Assessor	Aarvi Hussain
Internal Verifier	Isabella Lopez

INTERNAL VERIFIER CHECK LIST

		Comments
Are accurate programme details shown?	N	The unit code - QU012340 is missing
Are accurate unit details shown?	N	Unit details not provided
Are deadline dates indicated?	Y	
Are resubmission dates provided?		
Is this assignment for whole assignment?		
Are assessment criteria listed accurately?		
Are tasks clearly mapped to assessment criteria?		
Does the assessment method state assessment grid?		
Do the tasks allow the relevant assessment criteria to be met?	N	Reconsider the assessment methods, as a report is inappropriate for the assessment criteria and tasks set. An essay may be better?
Have learners been provided with clear guidance on how they are to complete the set tasks?	N	Consider including an essay title or specific subject matter
Is it clear what evidence the learner needs to generate?	Y / N	The guidance is confusing
Are the activities appropriate?	N	Please see my previous comments and consider changing the method of assessment
Have the correct Grade Descriptors been used?	N	Grade descriptors have not been listed on the assignment brief and must be included
Is the choice of grade elements appropriate?	N	Unable to comment as they are missing
Have learners been provided with adequate guidance on how they can meet the selected grade elements?	N	To be included
Is the language and presentation appropriate and inclusive?	N	Please see my previous comments
Is the timescale for the assignment appropriate?	Y	
Overall is the assignment fit for purpose?	N	Please review my previous comments

* If "No" is recorded and the Internal Verifier recommends remedial action before the brief is issued, the Internal Verifier should confirm that the action has been undertaken.

Action taken	12.02.20 The assignment brief has been updated to reflect the changes and improvements suggested. This is now fit for purpose.
Internal Verifier	Isabella Lopez
Signature	<i>I Lopez</i>
Date	10.02.2020

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
- Easily uploaded to online learning platforms
- 78 units across a wide range of diplomas and subject areas

gateway qualifications

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/E4itg_DE3EA

Gateway Q
QU025532
Preparation

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

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.



Did you know?
Your first task was to wish to study and about the subject in and try to them combined together Business. These routes and uses.

Full-time study commitments. Part-time lifestyle and responsibilities your chosen field and consider all options.

The UCAS (University information for all) <https://www.ucas.ac.uk>

Did you know?
According to research compared with other countries.
Source: <https://www.ucas.ac.uk>

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.

IV student work as you go

- If you check each other's assessments as you go, you'll be able to confirm the final results very quickly
- Draw attention to anything that could need clarification. It's easier to sort issues out at the time, rather than later.
- Students usually get up to 2 weeks to challenge any assessment decisions. Tutors should IV any challenges to assessments – if a decision still cannot be agreed refer this to your moderator.



Documents to use

Internal Verification - Assessment (IV2)

This form is to be used to internally verify a completed assessment

Access Centre		Assessor	
Student's Name		Pathway	
Internal Verifier		Unit(s) and AC being assessed	
Title of Assignment			

Internal Verifier Checklist	Y/N*	Comments
Feedback to learner is clear, constructive and developmental	Y/N*	
There is clear indication to the learner of the assessment criteria achieved	Y/N*	
The credit level awarded is appropriate	Y/N*	
If Applicable, there is clear indication to the learner of the relevant grade indicators achieved	Y/N*	
If applicable, the grade indicators awarded are appropriate	Y/N*	
If a resubmission is asked for, are the requirements for this clearly stated	Y/N*	

* If "No" is recorded and the Internal Verifier recommends remedial action before the work is returned to learners, the Internal Verifier should confirm that the action has been undertaken

Action taken	
Internal Verifier	Date
Signature	

Internal Verification - Assessment (IV2)

This form is to be used to internally verify a completed assessment

Access Centre	GWIQ College	Assessor	Emma French
Student's Name	Tom Lawson	Pathway	Access to HE Diploma in Business Management
Internal Verifier	Eric Johnson	Unit(s) and AC being assessed	QU012345
Title of Assignment			

Internal Verifier Checklist	Y/N*	Comments
Feedback to learner is clear, constructive and developmental	Y/N*	Yes - tutor feedback is developmental and individual to the learner to enable them to understand what they have done well and what they could do better next time round. Terminology is appropriate for the grades awarded.
There is clear indication to the learner of the assessment criteria achieved	Y/N*	Yes - the tutor has indicated on the assessment feedback sheet the ACs that the learner has achieved. The learners work has also been clearly annotated throughout.
The credit level awarded is appropriate	Y/N*	Yes - the learners work is sufficient for the level of the unit.
If Applicable, there is clear indication to the learner of the relevant grade indicators achieved	Y/N*	Yes - the feedback sheet clearly indicates the grades awarded, with feedback against each one. The sheet also provides an overall grade for the unit.
If applicable, the grade indicators awarded are appropriate	Y/N*	Yes - the learners work has been marked against each of the grade descriptors appropriately and the grade awarded is accurate for the work submitted by the learner.
If a resubmission is asked for, are the requirements for this clearly stated	Y/N*	No resubmission required for this learner.

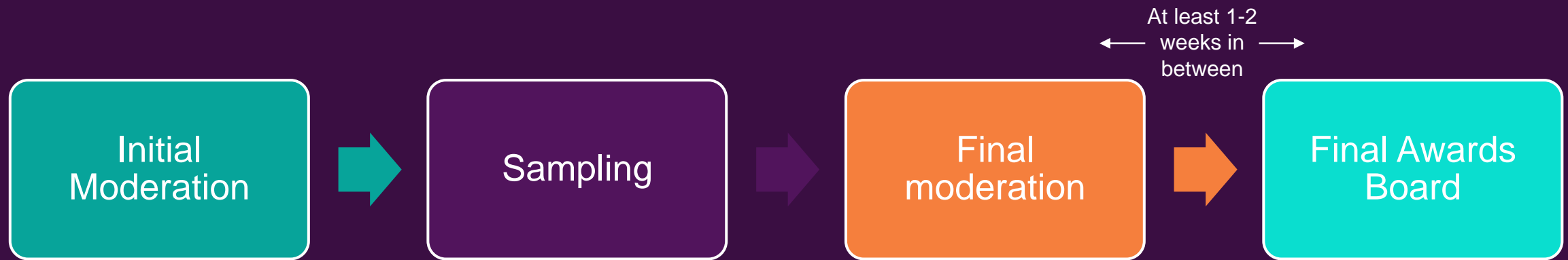
* If "No" is recorded and the Internal Verifier recommends remedial action before the work is returned to learners, the Internal Verifier should confirm that the action has been undertaken

Action taken	None for this unit
Internal Verifier	Date
Signature	12-01-2020

Standardisation

- When units are delivered and assessed by more than one person, standardisation should be carried out before whole cohorts of work is assessed.
- The standardisation process is to agree the standard of student work by discussing and mutually assessing a sample of student work to reach a consensus.
- Once agreement has been reached, the tutors can then individually assess the work of their, after which internal verification will take place.

Moderation Model



Initial Moderation

Initial moderation activities will take place usually within 12 weeks of the start of the course after registrations and units have been selected. Activities will include:

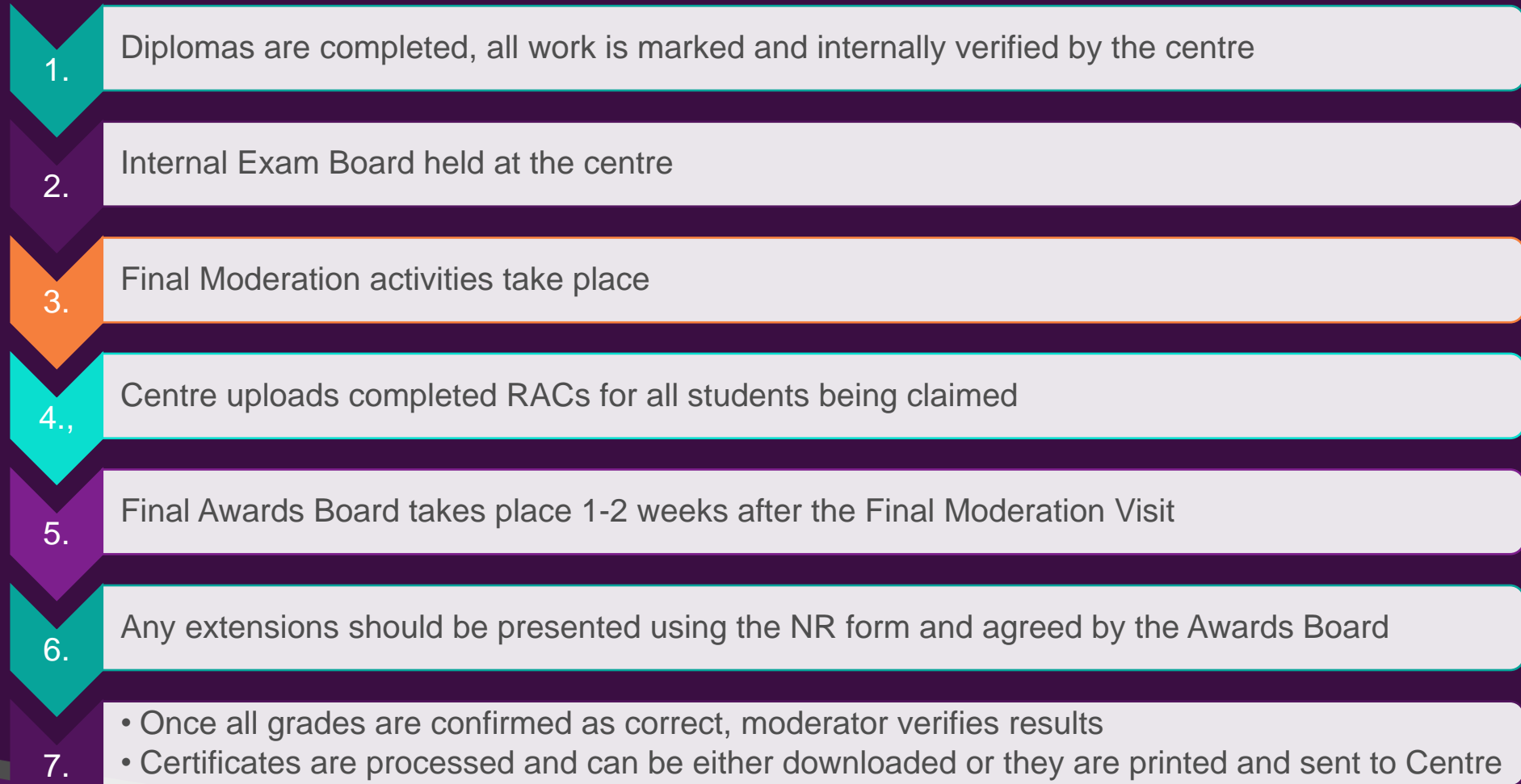
- reviewing the promotion of the course
- checking recruitment, interview and induction processes
- checking the assessment schedule and internal verification plans
- meeting students to discuss their experiences of the course so far
- reviewing assignment briefs
- meeting team members to provide any advice and guidance necessary
- discussing and agreeing the units to be sampled later in the course

Sampling

- Units completed at this point in the year.
- Any assignment briefs not reviewed at initial moderation.
- Important: all sampling must be completed by 31 May.



Final Moderation and end of year processes



Internal exam board

- Meeting of Access tutors to agree final achievements for each student
- Use the agenda template provided to help the meeting run smoothly
- Check everything is ready for Final Moderation and the FAB
- Check RACs are accurately completed for each student



Final Moderation

- Conducted at the end of the course, once all teaching and assessment are complete.
- Approximately two weeks before Final Awards Board, review any units not already sampled.
- Records and tracking systems to be reviewed to ensure grades are accurate.
- Review any requests for extensions, extenuation, representations, referrals, and any actions to be completed.
- Meeting with the centre to discuss findings, give approval to upload RACs, ensure the provider is adequately prepared for the Final Awards Board, and has all available evidence ready

Final Awards Board

- Approximately two weeks after Final Moderation
- Confirmation of student achievement for the award of the Access to HE Diploma or award of credit
- Confirmation of decisions for extensions, extenuation, representations, referrals
- Discuss Keith Fletcher nominations
- Celebrate student and centre achievement



Celebrating students

- Keith Fletcher Awards 2017-18 and 2018-19 runner-up for Outstanding Academic Achievement
- Psychology Access to HE student studying at University of Cambridge

Gateway Qualifications nominee named runner-up at Keith Fletcher Awards for second year Posted on February 10th 2020

Gateway Qualifications are pleased to announce that our nomination for the Keith Fletcher Awards 2018-19 has been named runner-up in the Outstanding Academic Achievement category – for the second year in a row!

Reaching for the stars

Megan Wachowiak from Colechester Institute University is regularly ranked for having the highest grades in her course in the world, meaning only high grades were determined to gain them all.

Having had a poor attendance record on her first year and practical skills beyond the classroom, she has now completed her weekly lectures as well as opportunities to attend industry events.

"Megan studied extremely hard and developed her research and presentation skills to a high level. She has produced a fluent incisive piece." – Richard

Keith Fletcher Memorial Prize 2018-19

Megan Wachowiak
Runner-up
Outstanding Academic Achievement



Gateway Qualifications' Outstanding Academic Achievement runner-up heads to Parliament Posted on April 29th 2019

How the annual Keith Fletcher Awards being held for Access to HE students and their guests were invited to the Houses of Parliament for a special ceremony.



recognising the incredible journeys of students who have achieved their goals. The tour was followed by a visit to the House of Lords, the Queen's Speech, and a presentation to HE Science and Maths at the Houses of Parliament.

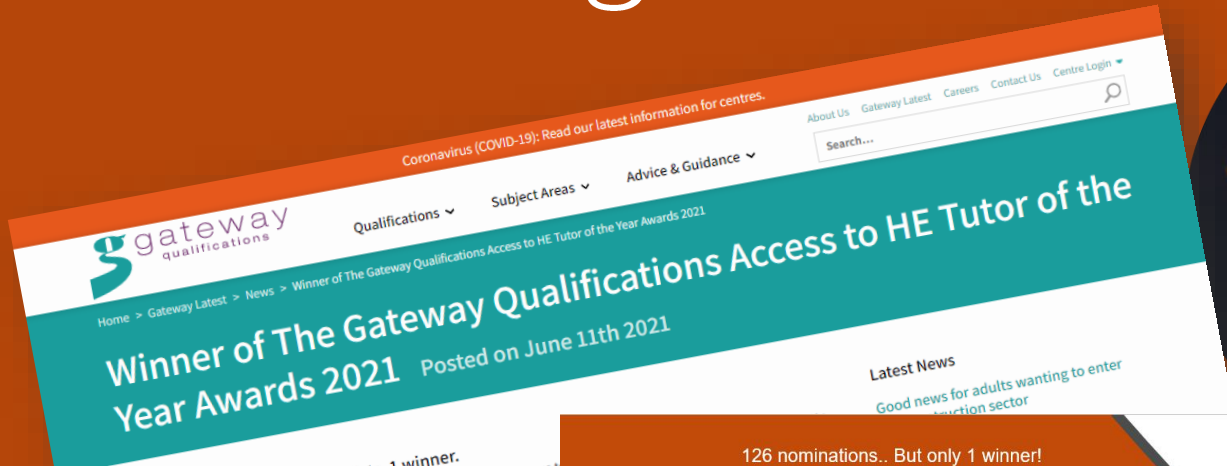
Cambridge calling for high-flying Access to HE student

"If you're going back to education at 33, it better be good!" That's the attitude of Ben Clarke, an Access to HE student from Newham College who has just accepted a place to read Psychology at Hughes Hall, University of Cambridge.



It by no means straight A's".
Following his careers advisor he started an apprenticeship. As he left and took on temporary work in native Lincolnshire to London and then the USA and playing in some big venues. He decided to play music, including a spell living and working in the USA. He decided that this wasn't sustainable and he wanted to do longer term; so in 2019 he

Celebrating tutors



126 nominations.. But only 1 winner!

Charlotte Condon

South Essex College



“Charlotte really is the rock of the course and without them, I’m not sure I would still be on the course right now.”

“Things are difficult at the moment due to all of our thorough online lessons and the masses of online content and Moodle provides us with on massively.”

“Has gone above and beyond what is expected of a tutor and managed to pull me out of my own head and get me back on track”

“Being a tutor isn’t easy but Charlotte manages to balance everything in a way that I have never experienced with an authority figure; a true queen!”

“Charlotte has been a really engaging tutor in classes, really making online learning easy during the pandemic is far less stressful than it could have been.”

“I’m not sure they know it, but Charlotte has helped my mental health – has such a way with words, and an uplifting energy!”



Progression Agreements



**University of
East London**



**University
of Suffolk**

UEL scholarship

From: Access to HE (Psychology and Sociology) at South Essex College

To: BSc (Hons) Counselling



Macy

From: Access to HE (Nursing and Midwifery) at Waltham Forest College

To: BSc (Hons) Adult Nursing

Vida



Barbara



From: Access to HE (Nursing and Midwifery) at Waltham Forest College

To: BSc (Hons) Adult Nursing

Results

Certificates

- Certificates are made available once the FAB has taken place and the moderator has verified the results
- Students who have successfully completed all units will be awarded a Diploma. Students who have achieved some units will receive a unit transcript of credits achieved.

UCAS

- Student results are uploaded to UCAS at the end of July and any additional achievements of students are uploaded to them periodically.

Becoming an Access to HE Centre with us



Key things to remember

UCAS

- October - Deadline for Oxford and Cambridge, medical sciences and veterinary
- January - Deadline for student applications
- Results – Uploaded by the deadline

Registrations

- Students – 42 days from when the student starts the course
- Units – 12 weeks from the start of the course

Internal Verification

- Assignment briefs – to be completed before handing out to students
- Student work – to be completed shortly after work has been marked

Reasons why Access to HE is special

- Provides a second chance and opens doors previously closed
- student 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

Save the Date

Introduction to Access to HE

18th Jan 2023

2:00pm

Be one of the
first to register!
[Click here](#)

Any questions?



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



access@gatewayqualifications.org.uk



01206 911 211



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Where to download forms

The screenshot shows the Gateway Qualifications website. The header includes the logo, navigation menu (Our Qualifications, Deliver Our Qualifications, Centre Support, Learners, About Us), and a search bar. The main content area is titled 'Access to Higher Education' and features a section on 'Creating collaborative professional relationships' with a paragraph of text. Below this is a 'Popular Subject Areas' section with four categories: Business and Administrative, Childcare and Education, Digital, and Health, Science and Social Care. A sidebar on the right offers 'Supporting your delivery' with links to 'Access to HE Admin Hub' and 'Access to HE Quality Hub'.

The screenshot shows the 'Access to HE Forms and Templates' page. The breadcrumb trail is: Home > Advice & Guidance > Delivering our Qualifications > Access to Higher Education > Access to HE Forms and Templates. The page title is 'Access to HE Forms and Templates'. The main content area is titled 'Access to HE Forms and Templates' and contains a paragraph: 'A hub for the handbooks, forms, templates and checklists you will need to successfully run your Access to HE Diplomas.' Below this are four sections: 'Handbook' with a link to 'Access to HE Centre Handbook'; 'Modifications' with a link to 'Modifications Request Form'; 'Unit Assessment' with links to 'Graded Assignment Brief Template', 'Ungraded Assignment Brief Template', 'Observation Record Sheet', 'Unit Summary Sheet', and 'Exemplar unit summary sheet'; and 'Internal Verification' with links to 'Assignment Brief - IV1', 'Assessment - IV2', and 'Sample Summary - IV3'. A 'Moderation' section is partially visible at the bottom.

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



Contact information



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



access@gatewayqualifications.org.uk



01206 911 211



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