

Delivering Gateway Qualifications Level 2 Study Programmes

 gateway
qualifications



Meet your Hosts



John Hamilton

Connect
with me:



Andrew Southam

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Paul Humphrey

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Today's session

Quality Assurance

Study Programmes

FE college application

Q&A session



What does flexible assessment mean?

Paul Humphrey

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Maximising the benefits of flexibility

Flexibilities within the assessment strategies enable the centre to develop assessments to meet the requirements of the qualification/unit and the needs of the learner(s)

Enable Centres to develop different assessment methodologies to assess the same standards with different cohorts of learners in different situations or needs

Increased learner engagement in the assessment process and more individuality and creativity

e.g. If a learner is developing a website, ensure that the assessment details the requirements and or scenario whilst allowing the learner to select the subject matter, their job role, the sector they are looking to work in, or a hobby.

Assessment planning

With the flexibilities available to the Centre, it is essential to detail assessment methodology within assessment plans

Methods may include:

- Work-based assessments
- Scenario-based assessments
- Bite-sized chunks
- Use of discussion, as opposed to written work

Assessment plans must ensure that Command Verbs are considered in all instances and that knowledge and skills requirements are fully covered.

Keep in mind

How to contextualise assessments to best meet learners' needs

Is the assessment taking place face-to-face or online?

If online, how will skills be assessed?

Even where some areas of knowledge may not be relevant to the learner in the context of the activity being carried out, all knowledge needs to be covered to ensure transferable skills

Assessment takes VARCS into account - Valid, Authentic, Reliable, Current, Sufficient

Command verbs

When planning an assessment, command verb needs to be considered.

Ensure the assessment covers the learning outcomes and assessment criteria correctly and results in a valid assessment.

In addition to identifying the level and whether knowledge or skills activity is required.

Detail how knowledge needs to be presented, how skills activity carried out

Command verbs and levels

Command verbs provide guidance on the level at which evidence is required.

Entry level - Command verbs may include:	Higher level - Command verbs may include:
List	Illustrate
Participate	Analyse
Contribute	Investigate

Internal Quality Assurance

Assessments should be reviewed and signed off by IQA prior to issue to learners. Could also be achieved through a standardisation approach.

IQA should sample different assessment methodologies used across the cohorts of learners.

Should be standardisation carried out to ensure that various assessment methodologies used result in the same levels of knowledge and skills being demonstrated.

Feedback should be sought from learners on how accessible they found the assessment.

Activities should be carried out within usual IQA sampling and monitoring activities and processes in place.

Benefits

More inclusive: Assessment approach does not prioritise one learner over another

Enables assessment to be flexible to meet different learning and assessment styles, as well as the learning and assessment needs of the learner(s)

More engaging for the learner

Helps maximise achievement potential of the learner

Enables learner to focus on developing evidence in an accessible format, rather than having to focus on assessment approach

e.g. The learner may not be confident in writing long statements but would be happy to discuss and explain their knowledge, which can be recorded

Level 2 Study Programmes



Scan QR code to
view all our Study
Programmes



Level 2 16-19 Study Programme in Digital & IT Skills

Core Aim - Gateway Qualifications Level 2 Diploma in Digital and IT Skills

Credits: 45 | GLH 360 | Qualification No: 603/6505/5

MANDATORY UNIT

Digital Skills Career Progression

3 Credits | 24 GLH

Pick'n'mix optional units – For a full list of optional units see over

Digital Design Pathway

Digital Graphics
6 Credits | 48 GLH

Games Design and Development
6 Credits | 48 GLH

Interactive Media
6 Credits | 48 GLH

Website Design and Development
6 Credits | 48 GLH

Social Media Marketing
3 Credits | 24 GLH

Cybersecurity
6 Credits | 48 GLH

Data Management and Analytics
3 Credits | 24 GLH

Coding and Development Pathway

Games Engines
6 Credits | 48 GLH

Website Design and Development
6 Credits | 48 GLH

Database Design and Development
6 Credits | 48 GLH

Using Digital Technologies
3 Credits | 24 GLH

Computer Programming
6 Credits | 48 GLH

Exploring New and Emerging Digital Technologies
3 Credits | 24 GLH

Mobile App Development
6 Credits | 48 GLH

IT Support Pathway

Cybersecurity
6 Credits | 48 GLH

IT Technical Support
6 Credits | 48 GLH

Networking
6 Credits | 48 GLH

Data Management and Analytics
3 Credits | 24 GLH

Database Design and Development
6 Credits | 48 GLH

Project Management Software
3 Credits | 24 GLH

Using Digital Technologies
3 Credits | 24 GLH

Exploring New and Emerging Digital Technologies
3 Credits | 24 GLH

Digital Skills Project

6 Credits | 48 GLH

The project unit provides the flexibility to cover significant content of the national technical outcomes. It can be embedded into learning enabling learners to develop the behaviours and study skills needed for progression to Level 3. The project unit can also be tailored to local employer needs, providing pathways to apprenticeships or employment.

Progression routes to...

Further Study

T Levels

Apprenticeship

Employment



Scan for Digital and
IT 16-19 Study
Programme

Information correct at time of printing in October 2023. Please check the latest versions of qualification specifications and funding rules before commencing delivery.

Our Journey with Level 2 Study Programmes

Andrew Southam



Lakes College - Introduction

- Small FE College based in West Cumbria
- 900 learners
- 48 digital learners



Andrew Southam
Lecturer Digital & Computing
Teaching 5 Years



Lakes College - Introduction

We Offer:

- Level 2 Digital & IT Skills
- Level 3 Networking & Cyber
- Level 3 Software Development
- T-Level Support Services



Merged into one
year course

Where we were

2022-2023

- Teaching to exams, not teaching to industry knowledge
- Very little room for creativity
- Lack of freedom to set knowledge scope due to being given exactly what knowledge to teach
- Limited on formative feedback we could provide



First steps

2024-2025

- First assignment, back to report writing. Getting learners to write reems to ensure they hit the criteria
- Scared to be creative with assignments, limiting the development process of the courses
- Only teaching what we thought was mandatory information and failing to provide a wider context

Next steps

Gateway Qualifications encouraged us to try new forms of assessment

Slowly we started to add more practical elements to the course - still with write-ups

Giving learners more leeway with deadlines

Letting learners work and learn at their pace leading to more engagement with the content



Where we are now

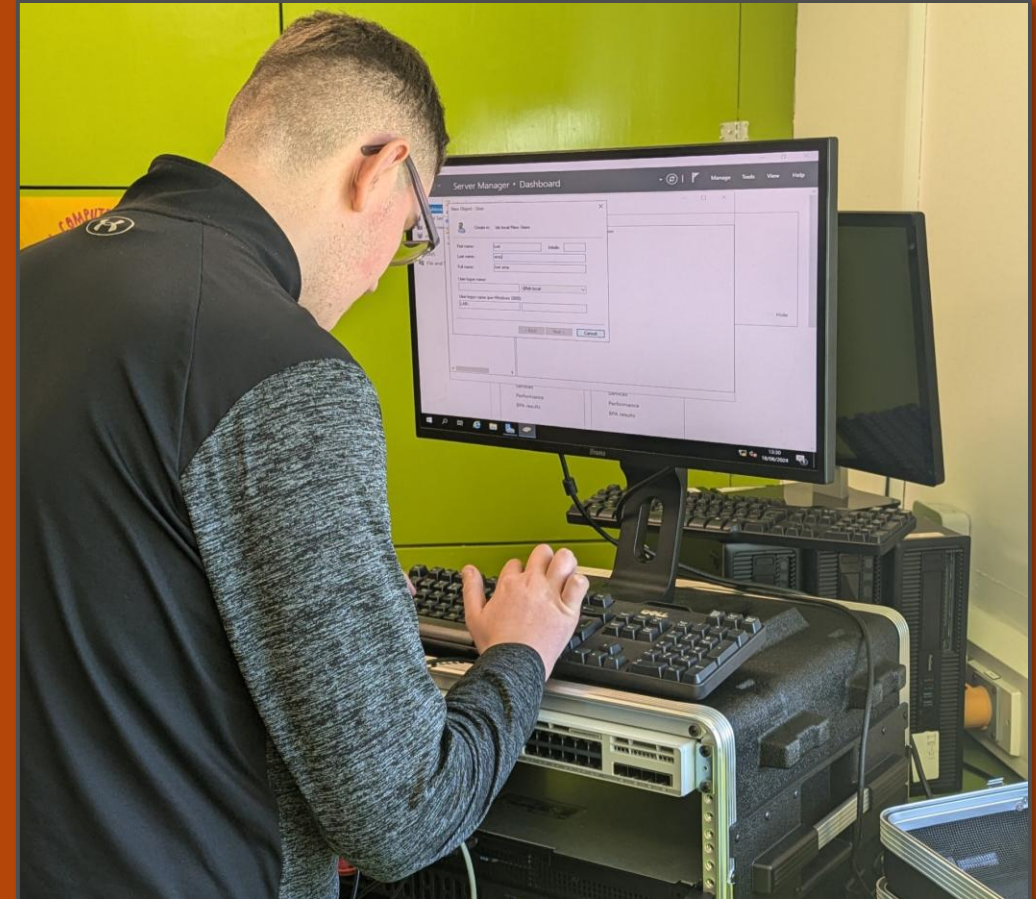
Practical and work-based assessments allow learners to submit practical work as assignment criteria, such as:

Presentations of
Work Completed

Screenshots of
Practical Tasks

Simulation Files

Staff
Observations
Records



What's next for our digital courses?

More fluid with evidence of hitting assessment criteria, allowing student to submit alternative evidence, for example:

Flowchart
instead of
Pseudocode

Infographic
instead of a
report

Practical
evidence
instead of
written work



My personal journey

“The content I’ve created for my learners is more impactful because it matches industry standards.”

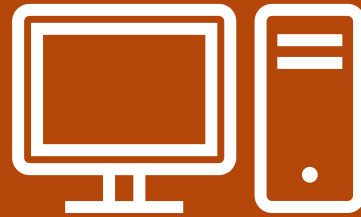


It’s easier for me to keep myself industry updated because I’m teaching to industry standard.



More creativity with assignments, thinking about how to showcase students' skills and knowledge.

Any questions?



Shaping the future of Level 2 Provision

If you are delivering the T Level Foundation Year in:

Digital

Business

Health &
Science

Early Years

We want to hear from you

Post your email address and the subjects you're delivering, and we'll get in contact.

Or

[Contact John Hamilton](#)

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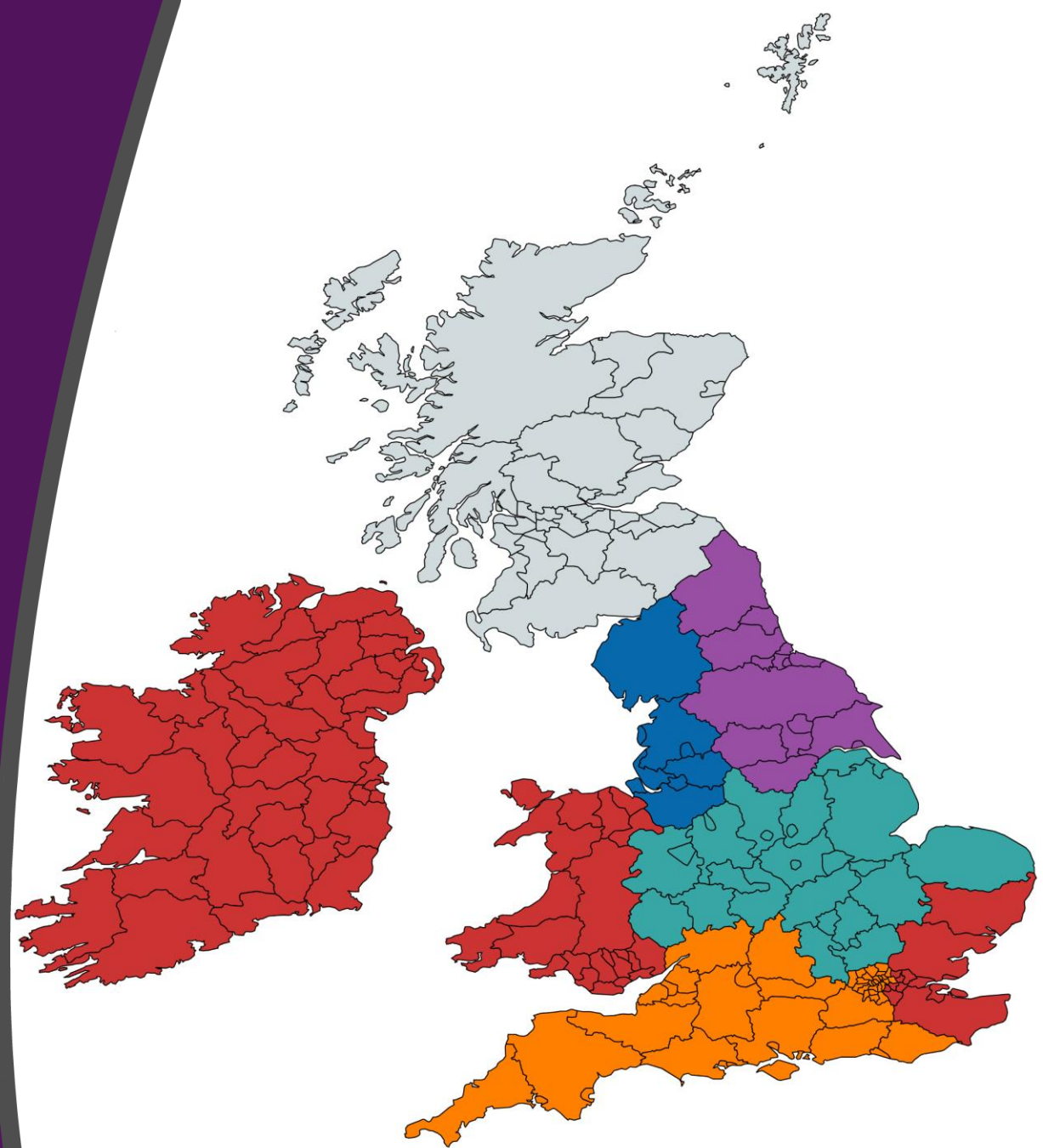
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