

Gateway Suite of Progression Qualifications

(based on experiences of Aylsham High School, UK)

DISCLAIMER

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Qualifications in Progression are a flexible and responsive range of general and pre-vocational qualifications devised with the aim to progress learners into further learning and/or employment. They also contain many of the units from the popular Skills Towards Enabling Progression (Step-Up) qualifications, so can be used in their place.

These qualifications will be of particular benefit to those learners who:

- want to progress into other further or higher education courses, or into a new work area
- are returning, or planning to return, to work and who are seeking to update and/or add to their employment skills
- **would benefit from alternative approaches to curriculum and learning**
- want to test out a vocational area to inform their career/employment choices
- for whatever reason, have not previously achieved in education
- need to develop their literacy and/or numeracy skills.

NB: this qualification is **not point scoring** and will not contribute to a pupil's final score or ultimately any league tables for the school. There is also a **cost implication** if the setting is not already registered with the Awarding Body.

http://www.gatewayqualifications.org.uk/qualifications/ocn_eastern_region_qualifications/qualifications_in_progression



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Why choose this qualification at Entry Level 3?

1) Content - the course is extremely broad and a number of units lend themselves to personalisation for the outdoor learning setting, for example 'Take part in an Activity', 'Teamwork Skills' and 'Health and Safety Awareness'. This is in addition to a number of units that are explicitly focused on the outdoor setting such as 'Recognise Trees and Plants', 'Garden Horticulture Skills' and 'Planning and Participating in Short Walks'. The nature of qualification means that the most appropriate set of units can be selected to make up the course.

2) Breadth - the units are open to manipulation to build a course that best meets the needs of the pupils without necessarily constraining the content or opportunities. In addition, units such as 'Road Safety' recognise and build on earlier learning from projects such as TITAN which some pupils have previously undertaken.

Health and Safety in a Practical Environment (Level 1)

Assessment Criteria	Activity examples	Evidence opportunities	Next opportunities	Progress record
1 Know about H&S requirements, procedures and equipment				
1.1 state the purpose of H&S requirements	School, visits to other organisations,	State the purpose of H&S	Next available visit out-useful to take photos as record	H&S booklet, photos
1.2 State the procedures for reporting accidents and potential hazards	School, visits to external organisations- different methods	Describe at least one example of the procedure for an external organisation, photos, leaflets, risk assessments	Next available visit, or use school procedure First aid training	H&S booklet, photos
1.3 State the correct response to emergency situations	All situations- in and out of school Take part in a fire drill	State the response to different situations such as fire, accident etc in at least 2 different locations	Ongoing- always relevant First aid training	H&S booklet, photos, role play, questioning on visits.
1.4 identify the location of emergency equipment	Questioning during different visits or in school or about home	Photos, records of different visits to organisations and in school	Ongoing, review with visits to new locations	H&S booklet, photos, questioning on visits.
1.5 State the use of emergency equipment	Questioning when out on visits to organisations, describing usage to staff, Visit to fire station.	Booklet- visual stimuli to allow explanation,	Ongoing with further visits to new organisations planned	H&S booklet, photos, questioning on visits.
2. Be able to recognise and manage the risk by providing safe unit practices				
2.1 identify the potential	Role play, questioning in	Photos, description, booklet	Ongoing with further visits to	H&S booklet, photos, role



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3) Variety of skill levels - the course is offered at Entry Level 3, and Levels 1,2 and 3. Some careful consideration needs to be given to the choice of level as the breadth of evidence required increases as the level does. We choose Entry Level 3 as many of the pupils we work with are still in Year 9 and this relative academic immaturity coupled with Specific Learning Difficulties made this the best match for current ability (as opposed to potential achievement by the end of Year 11). By adjusting the level to **Entry Level 3**, the load of evidence gathering lightens and the emphasis remains on opportunity as opposed to evidence gathering. However, the course is flexible enough to potentially be offered at multi-levels, so in future this differentiation opportunity could be used if required.

4) Size — the qualification is offered at a number of sizes, with each unit gaining credits (linked to Guided Teaching Hours) toward an ultimate accreditation. Depending on the skill level, it is offered at Award, Certificate and Diploma. As the skill level increases, so does the number of teaching hours required to achieve the qualification. Looking at **Entry Level 3**, as an example, pupils could achieve an **Award** with 30 Guided Teaching hours of input **which could be equivalent to a 12-week intervention course**. The **Certificate** requires 130-150 hours of input which might represent a **framework for a yearlong course**.

Timing (half-termly blocks)	PSHCEE Theme
Sep / Oct	New Beginnings
Nov / Dec	Interconnection (volunteering, team work, challenge, ecology)
Jan / Feb	Adapting (bushcraft)
March	Survival/ resilience
Apr/May	Changes
June	Moving on...new beginnings!

Structuring the course

One approach is to use the Qualification units in conjunction with selected , overarching PSHCEE (Personal Social Health Citizenship Economic Education) themes, as shown opposite.

These themes /units should not be viewed as constraints, rather as flexible opportunities to develop the course.



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Embedding the qualification

This is an ongoing process that requires careful consideration of desired course content, timeframe and external opportunities. Individual units can be broken down to identify assessment criteria, activity examples, opportunities for gathering evidence and how to record progress. As these develop for all the units covered during the course they can be used to help plan the content in the middle to long term so that all assessment criteria are covered. In conjunction with this, it can also be used to identify further opportunities to meet criteria if needed. Suitable activities and experiences can then be tailored to meet the qualifications whilst also meeting the interests/needs of the pupils.

Evidence Gathering

At Aylsham High School, the development of this is still an ongoing process, working in conjunction with the Awarding Body. The development of workbooks has allowed pupils to record evidence such as witness statements, written work, and photographic evidence towards the qualification. These are being developed for all units covered and can crosslink to provide evidence for multiple units.

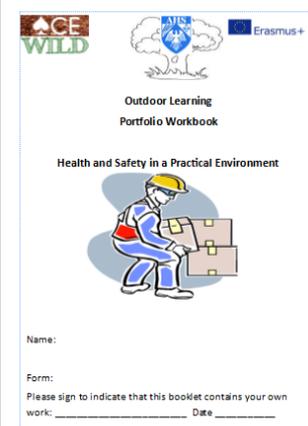
Final Awarding

By working in partnership with the Exams Officer in school, final accreditation can take place. There is no final exam or assessment process. The portfolios are submitted to the internal verifier, who then moderates a sample. If agreement is reached, then the exam's officer can submit for accreditation, and the certificates are awarded. This process can be ongoing throughout the course as individual units are completed.

NOTE: Alternative ideas to Progression Awards:

In addition the choice we made for our course, there are other alternatives to give structure to the course. These include using the Duke of Edinburgh as a framework, which would allow the development of a very different style of course. The advantage of this is that many schools already have staff that are experienced in this, and they can be used to help develop the course/

The John Muir award also offers another course that can be used in conjunction with Gateway or Duke of Edinburgh. This offers a conservation based award that is available in a number of levels depending on the time commitment made to the project.



PDF 2 - student workbook/portfolio

