

Access to HE is changing:
Discover what this
means for you



Why review?

- Changing qualification landscape
- Post-Covid 19 and impact of the pandemic on learners
- Changes to funding
- Relevance
- Meeting the core purpose

Access to HE Diploma

- Nationally recognised
- Level 3 qualification
- Regulated by QAA
- Aimed at 19+ students with little/no qualifications
- Learner loans written off once undergraduate degree complete



Changes from August 2024

Specification

Grading
Scheme

What stays the same



Number of Credits



Credit Transfer



Grading

Access to HE Diploma Specification

A minimum of at least one 6 OR one 9-credit unit in each diploma

A maximum of 30 credits that can be made up of 6 or 9-credit units

The remaining units will be 3-credit units

Subject descriptor for Nursing and Health Professions

Nursing and Health Professions

Subject Descriptor

- Access to HE Diplomas designed for progression to higher level study in health professions
- including those regulated by the Health and Care Professions Council (HCPC) and all fields of nursing.
- To be described as compliant, it must meet the essential requirements.

Pilot 1st August 2024 with full implementation from 1st August 2025



Health Professions and Nursing

Essential subject content	Minimum credit requirement at Level 3		Minimum credit requirement at Level 2
	Graded	Ungraded	Ungraded
Biology	15		
Numeracy in Health Context			3
Professional Behaviours: Nursing and Health Professions		3	

	Level 3	Level 2 or 3	Total
Total minimum credits for essential subject content	18	3	21
Credits remaining for recommended or other subject content	27	12	39

Health Professions and Nursing

Required content:

- Cell structure
- Cell function
- Transport, for example, osmosis
- Homeostasis
- Human anatomy and physiology: Minimum three systems - cardiovascular; respiratory; digestion and nutrition; muscular-skeletal; excretion; endocrine; nervous system; genetics
- Additional content: immunity/defence against disease, reproduction, thermoregulation.

Subject	Biology	Level	3	Minimum credit value	15
----------------	---------	--------------	---	-----------------------------	----

Health Professions and Nursing

Required learning outcomes:

- Understand and use four rules of number, including in relation to units of measure.
- Understand and use decimals, fractions, percentages, including in relation to units of measure.
- Know how to use a calculator to solve problems and use appropriate tools to check their answers.

Subject	Numeracy in a Health Context	Level	2 Ungraded	Minimum credit value	3
----------------	------------------------------	--------------	---------------	-----------------------------	---

Health Professions and Nursing

Required learning outcomes:

- Understand characteristics required to be a health professional, making reference to the relevant professional and regulatory body's (the NMC or HCPC) and the Professional Standards Authority standards for registration in relation to patient-centred care and concepts of professionalism as they apply, to conduct, performance and ethics of those on the relevant professional and regulatory body register.
- Understand effective communication and teamworking skills.
- Know how to manage risk and deal effectively with problems.
- Reflect on own personal and professional practice and develop a personal and professional development plan.

Subject	Professional Behaviours: Nursing and Health Professions	Level	3 Ungraded	Minimum credit value	3
----------------	--	--------------	---------------	-----------------------------	---

Health Professions and Nursing

Subject descriptor

Recommended additional subjects	Recommended maximum credit
Psychology	15
Context of health	6
Sociology	6
TOTAL	27

Possibilities and Opportunities

 01206 911 211

 @GatewayQuals

 www.gatewayqualifications.org.uk

 enquiries@gatewayqualifications.org.uk



Brand new! Available from August 2024



Access to HE Diploma (Art and Design)



Access to HE Diploma (Business Management)



Access to HE Diploma (Computer Game Design and Development)



Access to HE Diploma (Computer Science and Maths)



Access to HE Diploma (Computing)



Access to HE Diploma (Counselling)



Access to HE Diploma (Economics and Mathematics)



Access to HE Diploma (Education and Teaching)



Access to HE Diploma (Engineering Science and Mathematics)



Access to HE Diploma (Health Science)



Access to HE Diploma (Law and Business)



Access to HE Diploma (Law and Criminology)



Access to HE Diploma (Medical Sciences)



Access to HE Diploma (Primary Teaching)



Access to HE Diploma (Psychosocial Studies)



Access to HE Diploma (Science)



Access to HE Diploma (Social Sciences)

Updated Diplomas



Access to HE Diploma (Creative Digital Media)



Access to HE Diploma (Creative Industries)



Access to HE Diploma (Forensics and Criminology)

Subject descriptor compliant



Access to Higher Education Diploma (Health and Social Care)



Access to Higher Education Diploma (Health Professions)



Access to Higher Education Diploma (Nursing and Midwifery)



Access to Higher Education Diploma (Nursing)



Access to Higher Education Diploma (Medicine)



Co-teaching across Diplomas

- Commonality of units
- Common set of ungraded units
- Economies of delivery



Sustainability and the green agenda



Promoting Wellbeing and Building Resilience

Health and predominantly mental health issues continue to affect adult learners

Increased withdrawals and impacts retention and success rates

Preparing learners to cope with returning to education

Features in all our Access to HE Diplomas

Exciting new resources

Delivery, assessment and promotion

Diploma resource
packs

Provider toolkit

Teaching and
learning support

Marketing toolkit



New funding rates for
2024/2025

Existing adult funding rates

Qualification type	Programme weighting (PW)				
	A – Base (unweighted)	B – Low	C – Medium	D- High	E or G* (Specialist)
GCE AS-level	£724	£811	£941	£1,159	-
GCE A-level	£1,987	£2,225	£2,583	£3,179	-
GCSE	£724	£811	£941	£1,159	-
GCSE short course	£300	£336	£390	£480	-
Functional Skills in English or Maths	£724	-	£941	-	-
Functional Skills in IT	-	£336	-	-	-
Digital functional skills		£336			
Access to HE	£3,022	£3,384	£3,928	£4,835	£5,197

New Skills Fund

Funding bands

There will be 5 new skills funding bands, with sector subject areas (SSAs) at tier 2 level assigned to one of these bands

A simple calculation of multiplying the GLH x the relevant skills band hourly rate

New skills funding band	Base	Low	Medium	High	Specialist
New hourly skills funding rate	£6.00	£7.20	£8.40	£9.60	£12.00

SSA tier 2	SSA description	Current weighting	Weighting 2024-25	Increase	Hourly funding rates from 2024-25
1.1	Medicine and Dentistry	1.12	1.4	25%	£8.40
	Access to Higher Education Diploma (Medical Sciences)				
	Access to Higher Education Diploma (Medicine)				
1.2	Nursing and Subjects and Vocations Allied to Medicine	1.12	1.4	25%	£8.40
	Access to Higher Education Diploma (Health Professions)				
	Access to Higher Education Diploma (Health Science)				
	Access to Higher Education Diploma (Nursing)				
	Access to Higher Education Diploma (Nursing and Midwifery)				
1.3	Health and Social Care	1.12	1.4	25%	£8.40
	Access to Higher Education Diploma (Counselling)				
	Access to Higher Education Diploma (Health and Social Care)				

SSA tier 2	SSA description	Current weighting	weighting 2024-25	Increase	Hourly funding rates from 24-25
1.4	Public Services	1	1.2	20%	£7.20
	Access to Higher Education Diploma (Forensics and Criminology)				
2.1	Science	1.12	1.2	7%	£8.40
	Access to Higher Education Diploma (Science)				
4.1	Engineering	1.3	1.6	23%	£9.60
	Access to Higher Education Diploma (Engineering Science and Maths)				
6.1	ICT Practitioners	1.2 or 1.3	1.4	up to 17%	£8.40
	Access to Higher Education Diploma (Computer Science and Maths)				
	Access to Higher Education Diploma (Computing)				
	Access to Higher Education Diploma (Computer Game Design and Development)				

SSA tier 2	SSA description	Current weighting	weighting 2024-25	Increase	Hourly funding rates from 24-25
9.2	Crafts, Creative Arts and Design	1.3	1.4	8%	£8.40
	Access to Higher Education Diploma (Art and Design)				
	Access to Higher Education Diploma (Creative Industries)				
9.3	Media and Communication	1.12	1.2	7%	£7.20
	Access to Higher Education Diploma (Creative Digital Media)				
11.2	Sociology and Social Policy	1	1	0%	£6.00
	Access to Higher Education Diploma (Social Sciences)				
	Access to Higher Education Diploma (Psychosocial Studies)				

SSA tier 2	SSA description	Current weighting	Weighting 2024-25	Increase	Hourly funding rates from 24-25
13.1	Teaching and Lecturing	1.12	1.2	7%	£7.20
	Access to Higher Education Diploma (Primary Teaching)				
	Access to Higher Education Diploma (Education and Teaching)				
15.1	Accounting and Finance	1	1.2	20%	£7.20
	Access to Higher Education Diploma (Economics and Mathematics)				
15.3	Business Management	1	1.2	20%	£7.20
	Access to Higher Education Diploma (Business Management)				
	Access to Higher Education Diploma (Law and Business)				
15.5	Law and Legal Services	1	1	0%	£6.00
	Access to Higher Education Diploma (Law and Criminology)				

Funding changes to Access to HE

Diploma	Current	New	Variance
Medical Science	£3,384	£5,040	£1,656
Medicine	£3,384	£5,040	£1,656
Health Professions	£3,384	£5,040	£1,656
Health Science	£3,384	£5,040	£1,656
Nursing	£3,384	£5,040	£1,656
Nursing and Midwifery	£3,384	£5,040	£1,656
Counselling	£3,384	£5,040	£1,656
Health and Social Care	£3,384	£5,040	£1,656
Forensics and Criminology	£3,022	£4,320	£1,298
Science	£3,384	£5,040	£1,656
Engineering Science and Maths	£3,928	£5,760	£1,832
Computer Science and Maths	£3,384	£5,040	£1,656

Funding changes to Access to HE

Diploma	Current	New	Variance
Computing	£3,384	£5,040	£1,656
Computer Game Design & Development	£3,384	£5,040	£1,656
Art and Design	£3,928	£5,040	£1,112
Creative Industries	£3,928	£5,040	£1,112
Creative Digital Media	£3,384	£4,320	£936
Social Sciences	£3,022	£3,600	£578
Psychosocial Studies	£3,022	£3,600	£578
Primary Teaching	£3,384	£4,320	£936
Education and Teaching	£3,384	£4,320	£936
Economics and Mathematics	£3,022	£4,320	£1,298
Business Management	£3,022	£4,320	£1,298
Law and Business	£3,022	£4,320	£1,298
Law and Criminology	£3,022	£3,600	£578

Summary

Same funding rates
for Access to HE
across England

Some sectors have
received a significant
funding increase

Informs 2024-2025
AEB curriculum
planning

Supporting our Centres

Work closely
with your
curriculum
teams

Updated
webpages

Webinar series

Funding tool

29th Feb 2024

12:00pm

Funding fundamentals:
National Adult Education Budget
(AEB) policy changes 2024/25

with
Paul Saunders

[Click to
register](#)

The new Grading Scheme

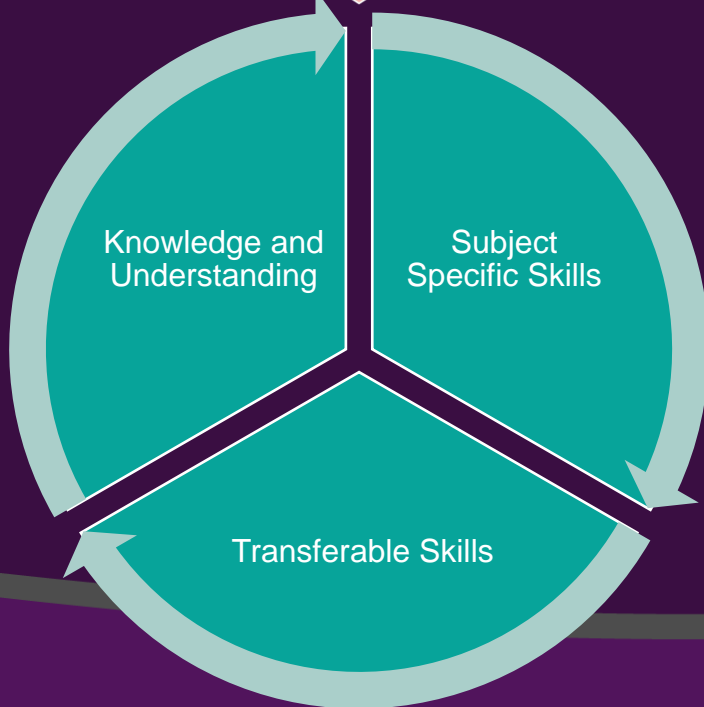
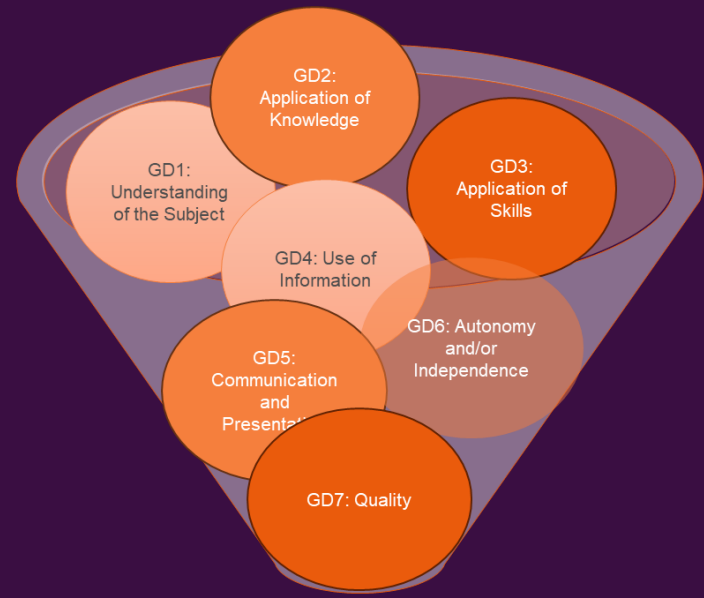
 01206 911 211

 @GatewayQuals

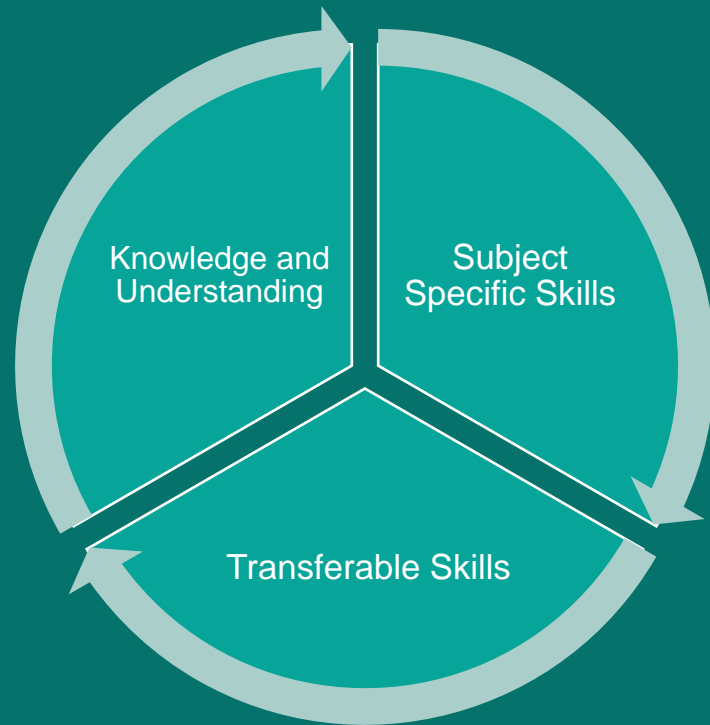
 www.gatewayqualifications.org.uk

 enquiries@gatewayqualifications.org.uk





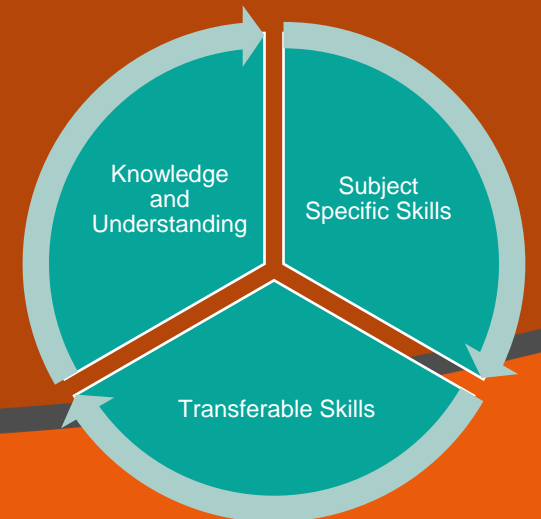
The Grading Standards



Grading Standard	Mapped coverage to Grade Descriptors
Knowledge and Understanding	GD1 / GD2
Skills	GD3 / GD4
Transferable Skills	GD5 / GD6 / GD7

The Grading Standards

- Grading at unit level only – not assignment level
- Each assignment – consider all grading standards equally
- Sub-components: Appropriate for unit, subject area and assessment
- Grade: All learning outcomes and assessment criteria been met
- Grade indicators awarded for each grading standard
- Unit grade is determined by taking the middle grade awarded



Grading Standard 1: Knowledge and Understanding

Utilise both components. For component (b) for 3 credit units, select a **minimum of 2** and **maximum of 4** of the most **relevant** sub-components; for 6 and 9-credit units, select a **minimum of 2** and **maximum of 6**. Choices must be consistent across merit and distinction.

Merit	Distinction
The student, student's work or performance:	The student, student's work or performance:
<p>a. generally demonstrates the ability to apply knowledge appropriately in a given context showing breadth OR depth of knowledge in responding to the demands of the unit,</p> <p>with</p> <p>b. a very good understanding and use of (choose from):</p> <ul style="list-style-type: none"> • facts • concepts • theories • models • methods • perspectives • ideas • principles • practices • procedures 	<p>a. consistently demonstrates the ability to apply knowledge appropriately in a given context showing breadth OR depth of knowledge in responding to the demands of the unit,</p> <p>with</p> <p>b. an excellent understanding and use of (choose from):</p> <ul style="list-style-type: none"> • facts • concepts • theories • models • methods • perspectives • ideas • principles • practices • procedures

There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit

Grading Standard 2: Subject Specific Skills

<p>For all units irrespective of size, select a minimum of 2 and maximum of 4 of the most relevant sub-components in (b). Choices must be consistent across merit and distinction.</p>	
<p>Merit The student, student's work or performance:</p>	<p>Distinction The student, student's work or performance:</p>
<p>a. generally demonstrates an ability in selecting and using skills as required by the unit, with b. very good levels of (choose from):</p> <ul style="list-style-type: none"> • accuracy • precision • efficiency • creativity • innovation • reasoning • insight • focus • interpretation 	<p>a. consistently demonstrates an ability in selecting and using skills as required by the unit, with b. excellent levels of (choose from):</p> <ul style="list-style-type: none"> • accuracy • precision • efficiency • creativity • innovation • reasoning • insight • focus • interpretation
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

Grading Standard 3: Transferable Skills

There are 3 **components** for this grading standard; (a), (b) and (c). A **minimum of 2** components must be selected for all graded units (irrespective of size of unit). All 3 components **must be used at least once** across the assessment of the Diploma Components (a) and (b) each have a set of sub-components. Select a **minimum of 2** and **maximum of 4** of the most **relevant** sub-components for both (a) and (b).

Merit The student, student's work or performance:	Distinction The student, student's work or performance:
<p>a. demonstrates very good communication and/or presentation skills evidenced by the use and/or selection of (choose from):</p> <ul style="list-style-type: none"> • format • structure • grammar • syntax • spelling and punctuation • imagery • artefacts • digital software • number • metrics • paralanguage 	<p>a. demonstrates excellent communication and/or presentation skills evidenced by the use and/or selection of (choose from):</p> <ul style="list-style-type: none"> • format • structure • grammar • syntax • spelling and punctuation • imagery • artefacts • digital software • number • metrics • paralanguage

There are 3 **components** for this grading standard; (a), (b) and (c). A **minimum of 2** components must be selected for all graded units (irrespective of size of unit). All 3 components **must be used at least once** across the assessment of the Diploma Components (a) and (b) each have a set of sub-components. Select a **minimum of 2** and **maximum of 4** of the most **relevant** sub-components for both (a) and (b).

Merit The student, student's work or performance:	Distinction The student, student's work or performance:
<p>a. demonstrates very good communication and/or presentation skills evidenced by the use and/or selection of (choose from):</p> <ul style="list-style-type: none"> • format • structure • grammar • syntax • spelling and punctuation • imagery • artefacts • digital software • number • metrics • paralanguage <p>b. demonstrates autonomy and/or independence evidenced by a very good ability to (choose from):</p> <ul style="list-style-type: none"> • plan, organise and complete work • respond appropriately to supervision • conduct independent research • manage time • collaborate with others • take responsibility for own contributions • reflect on own performance <p>c. generally adheres to academic and/or professional conventions in use of technical/specialist language and/or format in responding to the instructions set out in the assignment brief (see below for examples).</p>	<p>a. demonstrates excellent communication and/or presentation skills evidenced by the use and/or selection of (choose from):</p> <ul style="list-style-type: none"> • format • structure • grammar • syntax • spelling and punctuation • imagery • artefacts • digital software • number • metrics • paralanguage <p>b. demonstrates autonomy and/or independence evidenced by an excellent ability to (choose from):</p> <ul style="list-style-type: none"> • plan, organise and complete work • respond appropriately to supervision • conduct independent research • manage time • collaborate with others • take responsibility for own contributions • reflect on own performance <p>c. consistently adheres to academic and/or professional conventions in use of technical/specialist language and/or format in responding to the instructions set out in the assignment brief (see below for examples).</p>

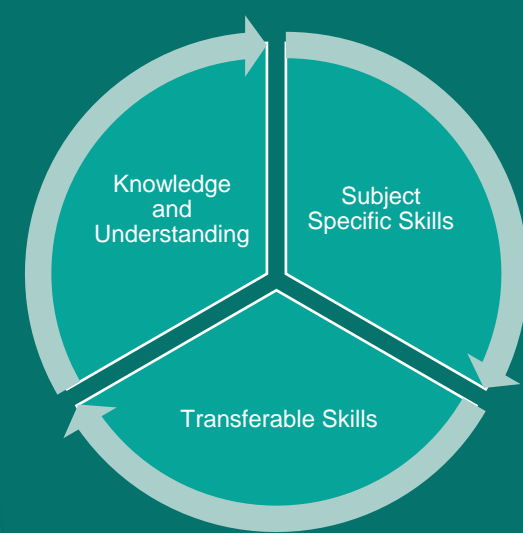
There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.

Grading Standard 3: Transferable Skills

<p>b. demonstrates autonomy and/or independence evidenced by a very good ability to (choose from):</p> <ul style="list-style-type: none"> • plan, organise and complete work • respond appropriately to supervision • conduct independent research • manage time • collaborate with others • take responsibility for own contributions • reflect on own performance <p>c. generally adheres to academic and/or professional conventions in use of technical/specialist language and/or format in responding to the instructions set out in the assignment brief (see below for examples).</p>	<p>b. demonstrates autonomy and/or independence evidenced by an excellent ability to (choose from):</p> <ul style="list-style-type: none"> • plan, organise and complete work • respond appropriately to supervision • conduct independent research • manage time • collaborate with others • take responsibility for own contributions • reflect on own performance <p>c. consistently adheres to academic and/or professional conventions in use of technical/specialist language and/or format in responding to the instructions set out in the assignment brief (see below for examples).</p>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

<p>There are 3 components for this grading standard; (a), (b) and (c). A minimum of 2 components must be selected for all graded units (irrespective of size of unit). All 3 components must be used at least once across the assessment of the Diploma Components (a) and (b) each have a set of sub-components. Select a minimum of 2 and maximum of 4 of the most relevant sub-components for both (a) and (b).</p>	
<p>Merit The student, student's work or performance:</p>	<p>Distinction The student, student's work or performance:</p>
<p>a. demonstrates very good communication and/or presentation skills evidenced by the use and/or selection of (choose from):</p> <ul style="list-style-type: none"> • format • structure • grammar • syntax • spelling and punctuation • imagery • artefacts • digital software • number • metrics • paralanguage <p>b. demonstrates autonomy and/or independence evidenced by a very good ability to (choose from):</p> <ul style="list-style-type: none"> • plan, organise and complete work • respond appropriately to supervision • conduct independent research • manage time • collaborate with others • take responsibility for own contributions • reflect on own performance <p>c. generally adheres to academic and/or professional conventions in use of technical/specialist language and/or format in responding to the instructions set out in the assignment brief (see below for examples).</p>	<p>a. demonstrates excellent communication and/or presentation skills evidenced by the use and/or selection of (choose from):</p> <ul style="list-style-type: none"> • format • structure • grammar • syntax • spelling and punctuation • imagery • artefacts • digital software • number • metrics • paralanguage <p>b. demonstrates autonomy and/or independence evidenced by an excellent ability to (choose from):</p> <ul style="list-style-type: none"> • plan, organise and complete work • respond appropriately to supervision • conduct independent research • manage time • collaborate with others • take responsibility for own contributions • reflect on own performance <p>c. consistently adheres to academic and/or professional conventions in use of technical/specialist language and/or format in responding to the instructions set out in the assignment brief (see below for examples).</p>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

The Grading Standards



Utilise both components. For component (b) for 3 credit units, select a **minimum of 2** and **maximum of 4** of the most **relevant** sub-components; for 6 and 9-credit units, select a **minimum of 2** and **maximum of 6**. Choices must be consistent across merit and distinction.

Merit The student, student's work or performance:	Distinction The student, student's work or performance:
a. generally demonstrate an ability to apply knowledge and understanding in a given context showing depth of knowledge and understanding of the demands of the unit with a very good understanding of (choose from):	a. demonstrates excellent communication and/or presentation skills evidenced by the use and/or selection of (choose from):
<ul style="list-style-type: none"> • facts • concepts • theories • models • methods • perspectives • ideas • principles • practices • procedures 	<ul style="list-style-type: none"> • format • structure • grammar • syntax • spelling and punctuation • imagery • artefacts • digital software • number • metrics • paralinguage
There is no grading standard for the learning outcome of the unit.	

For all units irrespective of size, select a **minimum of 2** and **maximum of 6** of the most **relevant** sub-components in (b). Choices must be consistent across merit and distinction.

Merit The student, student's work or performance:	Distinction The student, student's work or performance:
a. generally demonstrates an ability in selecting and using skills as required by the unit, with very good levels of (choose from):	a. demonstrates very good communication and/or presentation skills evidenced by the use and/or selection of (choose from):
<ul style="list-style-type: none"> • accuracy • precision • efficiency • creativity • innovation • reasoning • insight • focus • interpretation 	<ul style="list-style-type: none"> • format • structure • grammar • syntax • spelling and punctuation • imagery • artefacts • digital software • number • metrics • paralinguage
There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.	

There are 3 components for this grading standard; (a), (b) and (c). A **minimum of 2** components must be selected for all graded units (irrespective of size of unit). All 3 components **must be used at least once** across the assessment of the Diploma. Components (a) and (b) each have a set of sub-components. Select a **minimum of 2** and **maximum of 4** of the most **relevant** sub-components for both (a) and (b).

Merit The student, student's work or performance:	Distinction The student, student's work or performance:
a. demonstrates very good communication and/or presentation skills evidenced by the use and/or selection of (choose from):	a. demonstrates excellent communication and/or presentation skills evidenced by the use and/or selection of (choose from):
<ul style="list-style-type: none"> • format • structure • grammar • syntax • spelling and punctuation • imagery • artefacts • digital software • number • metrics • paralinguage 	<ul style="list-style-type: none"> • format • structure • grammar • syntax • spelling and punctuation • imagery • artefacts • digital software • number • metrics • paralinguage
b. demonstrates autonomy and/or independence evidenced by a very good ability to (choose from):	b. demonstrates autonomy and/or independence evidenced by an excellent ability to (choose from):
<ul style="list-style-type: none"> • plan, organise and complete work • respond appropriately to supervision • conduct independent research • manage time • collaborate with others • take responsibility for own contributions • reflect on own performance 	<ul style="list-style-type: none"> • plan, organise and complete work • respond appropriately to supervision • conduct independent research • manage time • collaborate with others • take responsibility for own contributions • reflect on own performance
c. generally adheres to academic and/or professional conventions in use of technical/specialist language and/or format in responding to the instructions set out in the assignment brief (see below for examples).	c. consistently adheres to academic and/or professional conventions in use of technical/specialist language and/or format in responding to the instructions set out in the assignment brief (see below for examples).
There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.	

Grading at unit level

Taking a holistic assessment approach

Consider all assignments for a unit before grading

Consider the feedback for students and when this will be provided

Late Submissions and Extensions

- Students should apply for extensions in advance
- Capping at a Pass – unit level not assignment level
- No resubmission opportunity for late work – only referral

Any questions?



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



enquiries@gatewayqualifications.org.uk



01206 911 211



[GatewayQuals](#)



[Gateway Qualifications](#)



26th Mar 2024

12:00pm

Access to HE assignment briefs:
Meeting revised grading
scheme requirements

with
Sarah Doe

[Click to
register](#)



25th Apr 2024
12:00pm

Understanding assessment
and grading for Access to HE

with
Sarah Doe

[Click to
register](#)



Becoming an Access to HE Centre with us



[Click for more info](#)

Contact us



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



enquiries@gatewayqualifications.org.uk



01206 911 211



[GatewayQuals](https://twitter.com/GatewayQuals)



[Gateway Qualifications](https://www.linkedin.com/company/gateway-qualifications)

