DIPLOMA GUIDE

Access to Higher Education

gateway qualifications

Access to Higher Education Diploma (Health Science)

Access to HE

Apprenticeships

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This qualification guide covers the following qualification:

Qualification Number	Learning Aim Code	Diploma Title	Validation Period
QAAQ004772	40014873	Access to Higher Education Diploma (Health Science)	1 August 2024 – 31 July 2029

Version/Date	Change Detail	Section/Page Reference
1.0 March 2024	n/a	n/a
1.1 April 2024	Changes to the Equity, Diversity and Inclusion Policy	Pg10
1.2 January 2025	Amendment of column heading of assessment tables (removal of "Suggested" from assessment method column)	Pg15-21

About this Access to HE Diploma Guide

This Access to HE Diploma Guide is intended for Tutors, Assessors, Internal Quality Assurers, Quality Managers and other staff working at or affiliated with Gateway Qualifications' Access to HE approved providers or prospective providers.

It sets out what is required of the learner in order to achieve the Access to HE Diploma. It also contains information specific to managing and delivering the Access to HE Diploma including specific quality assurance requirements.

The guide should be read in conjunction with the Gateway Qualifications Access to HE Provider Handbook and other publications available on the Gateway Qualifications website, which contain more detailed guidance on assessment and verification practice.

In order to deliver this Access to HE Diploma, your organisation must be a Gateway Qualifications recognised provider and approved to offer this Access to HE Diploma.

If your organisation is not yet recognised, or approved for this, please contact our Development Team to discuss.

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

Website: https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/

Contents

1. Diploma Information

1.1 Overview of the Access to HE Diploma

The Access to Higher Education (Access to HE) Diploma (the Diploma) is a nationally recognised qualification with common requirements relating to the description of a learner's achievement. The Diploma is:

- a level 3 qualification, regulated by the Quality Assurance Agency for Higher Education (QAA)
- a unitised qualification, based on units of assessment which are structured in accordance with the Access to Higher Education unit specification
- a credit-based qualification, operated in accordance with the terms of the Access to Higher Education Diploma Specification
- a graded qualification, as determined by the Access to Higher Education Grading Scheme.

Details of the credit framework and requirements relating to the award of credit are provided within the Quality Assurance Agency Recognition Scheme for Access to Higher Education: The Access to Higher Education Diploma Specification 2024. The specification for the achievement of the Access to HE Diploma states that:

- the total credit achievement is 60 credits
- of these 60 credits, 45 must be achieved at level 3 from graded units containing academic subject content
- the remaining 15 credits may be achieved at level 2 or 3 from ungraded units.

Individual named Diplomas are identified by separate titles and are validated by Gateway Qualifications as an Access Validating Agency (AVA) recognised by the Quality Assurance Agency for Higher Education (QAA). Each Diploma has its own approved set of units of assessment, governed by rules of combination, which are appropriate to the subject of the particular Diploma. The common grading requirements apply to all individual Diplomas.

1.2 About this Diploma

The Diploma provides learners with a wide choice of units to support progression into Health Science degree programmes. The mandatory group of units ensures that learners have a good understanding of themes relevant to Health Science including key topics in Fundamental Concepts and Scientific Method in Biology and Practical Chemical Science for Health Studies.

In addition to the graded units, learners must choose from a selection of mandatory and optional ungraded units to support underpinning skills for work within the sector and for further academic study.

1.3 Purpose

The primary purpose of Access to HE Diploma is to provide Higher Education progression opportunities for adults who, because of social, educational or individual circumstances, may have achieved few, if any, prior qualifications.

1.4 Aims

The qualification aims to:

- reintroduce learners to education, recognising prior skills and experience and the particular needs of those returning to learning
- offer learners a responsive, supportive return to learning at a level appropriate for entry to Higher Education
- develop the appropriate skills, such as study skills, necessary to enable learners to succeed in their Higher Education career
- address issues of widening participation and social inclusion
- raise learner awareness of the opportunities that a return to study and lifelong learning can bring.

1.5 Objectives

The objective of the Diploma is to enable learners to:

- satisfy the general academic requirements for entry to Higher Education
- prepare for Higher Education level study generally and in subject areas appropriate to an intended Higher Education course destination
- demonstrate appropriate levels of competence in subject-specific skills and knowledge
- demonstrate practical, transferable and academic skills
- develop their confidence and ability to cope with a return to education at an advanced level
- enhance personal and career opportunities
- develop as independent and lifelong learners.

1.6 Sector Subject Area

1.2 Nursing and Subjects and Vocations Allied with Medicine.

1.7 Target Groups

The target groups of this Diploma are as follows:

- Adults who, because of social, educational or individual circumstances, may have achieved few, if any, prior qualifications and wish to progress to Higher Education.
- Adults who have gone straight into industry (perhaps following apprenticeship routes) who wish to progress to Higher Education.

These specified target groups are appropriate to the proposed Diploma because it offers the following:

- Strong academic study skills that are built into the design of the Diploma and provide a thorough grounding to support progression.
- A lean delivery model in terms of units so learners are not overwhelmed.

- Ability to study a range of subjects as A-level learners do prior to choosing a focus for Higher Education.

The Diploma will address the learning needs of these target groups with underpinning skills to support academic study and provide a level 3 qualification linked to their proposed Higher Education study. A broad range of knowledge will be acquired to support an understanding of Health including, a range of topics such as, Actions of Medicines on the Human Body, Energetics, Kinetics, Equilibria, Genetics, Homeostasis and Chemical Principles, ensuring that the learner is fully prepared for progression onto the relevant degrees.

1.8 Delivery Methods

Delivery methods for the Access to Higher Education Diploma (Health Science) can include:

- Face to face
- Blended learning.

Centres should take care to select ungraded units which prevent overlap of content.

Depending on the choice of units, assessment methods could include: academic poster, report, written questions and answers, open and closed book exams, worksheets, investigation, essay, project, creation of a scheme of work and lesson plans, viva, presentation, practical classroom activity, case study, professional discussion, practical demonstration, reflective journal, professional development plan, literature review and SWOT analysis.

1.9 Achievement Methodology

The Diploma will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' quality assurance process.

The qualification is therefore determined by successful achievement of all required unit assessments with no further requirement for additional/terminal assessment.

Learners will complete a planned, balanced and coherent programme of study, through which they will be able to acquire subject knowledge and develop academic skills that are relevant to the intended progression route(s). The units include a balance of units that allow the learners to study a broad range of topics until they have fully decided on their preferred route at degree level. The ungraded units have been chosen to support both progression into Higher Education and also allow learners to develop skills relevant to the subject area.

1.10 Geographical Coverage

This qualification has been approved for delivery in England. If a provider based in Wales would like to offer this qualification, please contact Gateway Qualifications.

1.11 Progression Opportunities

The rules of combination include both mandatory and optional units. Stakeholders including Access to HE providers, subject experts and Higher Education Institute (HEI) representatives have reviewed and provided feedback on the appropriateness and coherency of the rules of combination, including the balance and mix of mandatory and optional units, for the intended progression route(s). All units are subject to the unit review process as part of the Diploma development process, this includes as a minimum a review by a subject expert in terms of the academic challenge of the level and content and a review to ensure the unit meets QAA format specifications. Monitoring of standards will be managed through the quality assurance and moderation process.

Following successful completion of the Access to Higher Education Diploma (Health Science) learners may progress to the following:

- BSc (Hons) Biochemistry
- BSc (Hons) Biology
- BSc (Hons) Biomedical Science
- BSc (Hons) Biomedicine
- BSc (Hons) Bioscience
- BSc (Hons) Dental Hygiene
- BSc (Hons) Dental Hygiene and Dental Therapy
- BSc (Hons) Diagnostic Radiography
- BSc (Hons) Diagnostic Radiotherapy
- BSc (Hons) Dietetics
- BSc (Hons) Dietetics and Human Nutrition
- BSc (Hons) Healthcare Science (Life Sciences)
- BSc (Hons) Midwifery
- BSc (Hons) Nursing
- BSc (Hons) Nutrition and Human Health
- BSc (Hons) Occupational Therapy
- BSc (Hons) Pharmaceutical Science
- BSc (Hons) Pharmacy
- BSc (Hons) Physiotherapy
- BSc (Hons) Radiography (Radiotherapy and Oncology)
- Dentistry BDS

Learners may also progress onto a wide range of apprenticeships including:

- Dental Nurse
- Dental Technician
- Nursing
- Trainee Nursing Associate

The qualification does not provide guaranteed entry to UK Higher Education.

1.12 Equity, Diversity and Inclusion

At Gateway Qualifications we aim to create an environment which celebrates differences and strives for equitable opportunities and outcomes for all. More than a mere

commitment, this Equity, Diversity, and Inclusion Policy stands as a framework, informing every aspect of the work we do. It is our aim to support our staff and learners, including apprentices, of all abilities, ensuring the development, delivery, and awarding of qualifications in a fair and inclusive manner.

For full details please see the Equity, Diversity and Inclusion Policy.

2. Learner Entry Requirements

2.1 Age

The course is designed to meet the needs of adults who have been out of full-time education for a significant period of time and who have not achieved some or any formal qualifications. Generally, this would apply to learners over the age of 19.

2.2 Prior Qualifications

There is no requirement for learners to have achieved prior qualifications or units before undertaking this qualification.

Providers may ask learners for a pass in GCSEs, normally Maths and English, as a mark of ability at level 2 as an appropriate entry requirement to a level 3 course. This also establishes HEI destination qualifications for Nursing, teaching, etc. where these are required as part of the HEI application.

2.3 Prior Skills/Knowledge/Understanding

There is no requirement for learners to have prior skills, knowledge or understanding. However, learners would be expected to be able to demonstrate the skills and ability to study at level 3.

2.4 Access to Qualifications for Learners with Disabilities or Specific Needs

Gateway Qualifications and recognised providers have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the rigour of the assessment used to evidence the criteria.

Gateway Qualifications has a duty to permit a reasonable adjustment where an assessment arrangement would disadvantage a learner with a disability, medical condition or learning need.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested or provide an unfair advantage:

- adapting assessment materials
- adapting the physical environment for access purposes
- adaptation to equipment
- assessment material in an enlarged format or Braille
- permitting readers, signers, scribe, prompter, practical assistant
- changing or adapting the assessment method
- extra time, e.g. assignment extensions
- transcript

- use of assistive software where the software does not influence the learner's ability to demonstrate the skills, knowledge or understanding, e.g. use of spellchecker in an English assessment
- using assistive technology
- use of closed-circuit television (CCTV), coloured overlays, low vision aids
- use of a different assessment location
- use of information and communications technology (ICT)/responses using electronic devices.

It is important to note that not all the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular learner may be unique to that individual and may not be included in the list of available adjustments specified above.

Details on how to make adjustments for learners is set out in the Reasonable Adjustments and Special Considerations Policy and Procedures.

2.5 Additional Requirements/Guidance

Learners must have a UK, including the Channel Islands and Isle of Man, address (including BFO) to be registered on an Access to HE Diploma.

2.6 Integrity in Learner Recruitment

It is vital that providers recruit with integrity. Providers must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs.

The recruitment process must include the provider undertaking an assessment of each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the course and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification.

3. Achieving the Access to HE Diploma

3.1 Qualification Specification

The generic requirements for the Access to HE Diploma are that:

- learners must achieve a total of 60 credits, of which 45 credits must be achieved at level 3 from graded units that are concerned with academic subject content and the remaining 15 credits can be achieved at level 2 or level 3 from units which are ungraded.
- all learners must register for at least one 6-credit or one 9-credit unit as part of their programme of study; this can be a graded or ungraded unit.
- the maximum number of credits that can be made up from 6-credit or 9-credit units is 30 credits; this can be from graded and ungraded 6-credit and 9-credit units.

The approved rules of combination for this Diploma are detailed below.

Where there is a selection of optional units within the permitted rules of combination, the selection of units to be used to form the Diploma course must be made before the learners are registered. Learners must be registered with Gateway Qualifications within 6 weeks (42 days) of starting their course, and units must be selected within 12 weeks from starting their course.

3.2 Rules of Combination

The structure sets out the units required to achieve the Access to HE Diploma, consisting of:

- Graded Academic Subject Content mandatory units – level 3
- Graded Academic Subject Content optional units – level 3
- Research Graded Academic Subject Content units – level 3
- Ungraded units – level 2/3.

Learners must achieve a total of 60 credits, of which 45 credits must be achieved at level 3 from graded units which are concerned with academic subject content and the remaining 15 credits must be achieved at level 3 from units which are ungraded. All learners must register for at least one 6-credit or one 9-credit unit as part of their programme of study; this can be a graded or ungraded unit. The

maximum number of credits that can be made up from 6-credit or 9-credit units is 30 credits; this can be from graded and ungraded 6-credit and 9-credit units.

Mandatory Units: Graded Academic Subject Content

Learners must complete 9 credits from the mandatory graded units.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU035236	Fundamental Concepts and Scientific Method in Biology	3	6	Academic	Workbook Report	1000 words (including diagrams) 1000 words
QU035030	Practical Chemical Science for Health Studies	3	3	Academic	Scientific practical and report	1000 words

Optional Units: Research Graded Academic Subject Content

Learners must achieve 6 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU035066	Research: Extended Writing Project for Health Science	3	6	Academic	Practical investigations, scientific report including at least one graph, chart and table Worksheets	1250 word scientific report based on investigations, including at least one graph, chart and table 750 words

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU035068	Research: Practical Investigation Project for Health Science	3	6	Academic	Risk assessment Project diary Project proposal Research review Report Evaluation	250 words 500 words 250 words 500 words 1250 words 250 words

Optional Units: Graded Academic Subject Content

Learners must achieve 30 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034888	Actions of Medicines on the Human Body	3	3	Academic	Structured questions	1500 words
QU035369	Biochemistry and Biochemical Techniques	3	3	Academic	Short answer questions/diagrams Essay Practical report	300 words 600 words 600 words
QU034748	Chemical Basics and Atomic Structure	3	3	Academic	Exam	2 hours closed book
QU035373	Chemical Principles	3	3	Academic	Exam Timed worksheet	1 hour closed book 750 words
QU035375	Chemistry Fundamentals: Practicals	3	3	Academic	6 observed practicals and workbook	1200 words and 300 tutor observation sheets
QU035198	Circulation and Immunity	3	3	Academic	Exam	1.5 hours open book
QU034874	Energetics, Kinetics, Equilibria	3	3	Academic	Worksheets	1500 words

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU035022	Fundamental Physics: Theory	3	6	Academic	Written question and answer Scientific reports with practical Investigations x 2	1000 words 750 words x 2
QU034984	Homeostasis	3	3	Academic	Exam	1.5 hours open book
QU034786	Human Systems - Reproduction, Growth and Development	3	3	Academic	Annotated poster Essay	500 words 1000 words
QU035915	Human Systems - The Muscular Skeletal System	3	3	Academic	Practical exam Case study	1.5 hours 1000 words
QU034746	Introduction to Biology: Cells and Tissues	3	3	Academic	Academic poster Short written questions Worksheets	500 words 500 words 500 words
QU035917	Introduction to Chemistry: Particles and Forces	3	3	Academic	Report Short questions	700 words 800 words
QU035246	Introduction to Genetics	3	3	Academic	Report	1500 words
QU034794	Introduction to Organic Chemistry	3	3	Academic	Investigation Scientific report Worksheets	1000 words 250 words
QU035010	Mental Health and Illness	3	3	Academic	Report	1500 words
QU035919	Nutrition, Digestion and Excretion	3	3	Academic	Simulated activities: Patient study-patient letter Information leaflet Post-mortem report analysis	 400 words 400 words 700 words
QU035014	Organic and Biochemical Molecules	3	3	Academic	Exam	2 hours closed book

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034818	Physics: Medical Applications for Radiography	3	6	Academic	Exam Academic posters x 2 Individual presentation	1.5 hours closed book 500 words x 2 10 minutes
QU034986	The Role of the Nervous and Endocrine System in Co-ordination and Control	3	3	Academic	Exam	1.5 hours open book

Mandatory Units: Ungraded

Learners must achieve 6 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034710	Preparation for Higher Education	3	3	Other	Research Application form and personal statement Prepared Q&A	Review of research, course and decision 500 words Application form and personal statement 750 words* Prepared Q&A 250 words (*4000 characters or roughly 450 word UCAS limit for personal statement)
QU035178	Professional Behaviours: Nursing and Health Professions	3	3	Academic	Report Reflective journal Personal and professional development plan	750 words 500 words 250 words

Mandatory Units: Ungraded Numeracy in a Health Context

Learners must achieve 3 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034862	Mathematics for Science	3	3	Other	Exam	2 hours closed book
QU035168	Numeracy in a Health Context	2	3	Other	Exam	1.5 hours open book
QU035170	Numeracy in a Health Context	3	3	Other	Exam	1.5 hours open book

Optional Units: Ungraded

Learners must achieve 6 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034692	Academic Writing Skills	3	3	Other	Notes from a range of sources Essay plan Essay	300 words 200 words 1000 words
QU035156	Communications - Reading and Writing	2	3	Other	Summary Literature review Personal statement	300 words 700 words 500 words
QU034696	Communication - Speaking and Listening	3	3	Other	Oral presentation Group discussion Self evaluation	15 minutes 15-20 minutes and supporting materials 500 words 200 words

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034700	Computer Data Protection	3	3	Other	Structured questions Case study analysis	750 words 750 words
QU034704	Inclusivity and Disability	3	3	Other	Exam Presentation with supporting notes	1 hour closed book 10 minutes
QU034706	Mathematics - Calculations	3	3	Other	Exam	2 hours closed book
QU034708	Optimising Examination Performance	3	3	Other	Examination preparation plan Examination paper from another unit Reflective journal	500 words 1-2 hours 800 words
QU034714	Presenting Information Using ICT	3	3	Other	Notes from a range of sources Presentation Presentation lecture notes and handouts	300 words Presentation 200 words
QU034716	Problem Solving in the Workplace	3	3	Other	Project - analyse and propose solutions to at least two workplace problems including justification for selected solution	1500 words
QU034720	Promoting Wellbeing and Building Resilience	3	3	Other	Report	1500 words
QU034722	References and Reliability of Sources	3	3	Other	Literature review	1500 words including recognised form of referencing and bibliography
QU034726	Spreadsheets	3	3	Other	Portfolio of evidence	Spreadsheet and 500 words supporting notes

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034728	Statistics	3	3	Other	Exam	2 hour closed book
QU034730	Study Skills for Higher Education	3	3	Other	Report Summary Samples of notes Study timetable Revision timetable Essay in controlled conditions Presentation	500 words Approx. 150 words Samples of notes x 2 To cover 2 weeks To cover 2 weeks 1.5.hrs 10 minutes including visual aids and appropriate resources
QU034732	Sustainability Project	3	3	Other	Project plan Report Reflection	250 words 1000 words 250 words
QU034734	The Fundamentals of Environmental Sustainability	3	3	Other	Report	1500 words
QU034736	Writing Reports	3	3	Other	Report plan Presentation of report plan Report	Plan 2-3 minutes 1000 words

3.3 Additional Completion Requirements

Learners will probably require a pass in Maths and English at GCSE level or Functional Skills at level 2 to progress onto a degree course. Providers should guide learners to ensure they are aware of Higher Education course entry requirements.

3.4 Recognition of Prior Learning

Recognition of prior learning is a process that considers if a learner can meet the specified assessment requirements through knowledge, understanding or skills that they already possess and that can contribute towards the attainment of the qualification they wish to undertake.

For further information, please refer to Annex C, Access to Higher Education Diploma Specification:

The Access to Higher Education Diploma Specification, July 2023 (qaa.ac.uk) - Applicable to new students registering from 1 August 2024

3.5 Credit Accumulation and Transfer

A maximum of 30 credits will be permitted to be exempted from this Diploma on the basis of relevant prior certificated achievement; a maximum of 30 credits at level 2 (where applicable) or level 3 may be awarded through the accreditation of prior experiential learning.

3.6 Credit Values and Notional Learning Hours

The credit value of a unit indicates the number of credits that may be awarded to a student for the successful achievement of all the learning outcomes of that unit. The determination of the credit value of a unit is a matter of professional judgement for AVAs, exercised within their validation processes. These judgements are made on the basis of 'notional learning hours', where one credit represents those learning achievements that can be demonstrated in 10 notional learning hours. The concept of 'notional learning hours' therefore takes into account all learning which may be relevant to the achievement of the learning outcomes, including directed and private study, practical and project work, assignments and assessment time.

4. Access to HE Units of Assessment

4.1 Unit Specification

A common unit specification applies to all units within Access to HE Diplomas. The unit specification follows a standard template covering the following elements:

- title
- level
- credit value
- unit code
- learning outcomes
- assessment criteria
- type of unit (academic subject content or not).

The units of assessment for this Access to HE Diploma are contained within this Access to HE Diploma Guide.

4.2 Academic Subject Content

A unit is classified as having academic subject content if the knowledge and skills covered within the unit are directly related to the subject of the name of the Access to HE Diploma. Units will not meet the academic subject content requirement if they are principally concerned with personal development, generic English or maths, or study skills.

4.3 Graded and Ungraded Units

Graded Academic Subject Content units

Grading operates at unit level and only applies to units that have been approved by Gateway Qualifications within a named Access to HE Diploma. Learner achievement for graded units is recorded as pass, merit or distinction for each unit, as set out in the QAA Access to Higher Education Grading Scheme, 2024 (available via the link below) - Applicable to new learners registering from 1 August 2024. Graded units will also satisfy the criteria of academic subject content.

There is a common set of broad, generic grading standards which are used as the basis for all grading judgements on all courses. The three grading standards relate to different aspects of performance that are relevant to the assessment of a learner's readiness for higher education:

1. Knowledge and Understanding
2. Subject Specific Skills
3. Transferable Skills

All three grading standards are used with every graded unit and across every assignment within a graded unit.

Each of the three grading standards includes a set of more detailed component items which describe types of performance associated with the standard. For each component item there are parallel statements at merit and distinction, which describe increasingly demanding standards of achievement. (The distinction grade does not introduce new or 'higher level' capabilities or skills compared with merit.) When tutors use the standards for the grading of a particular unit, they select the most appropriate sub-components of the standards. In the case of Grading Standard 3 (Transferable Skills), tutors also choose at least two out of the three components, before selecting the relevant sub-components. All three sub-components must be used across the Diploma, and component b (see The Access to HE Grading Scheme Section B: The Grading Standards) must be used for all research project units. This allows the generic framework to be tailored to the specific nature of different subjects.

Grading standards and units

- In units with more than one assignment it is not permissible to award a grade to each assignment; grading takes place at the level of the unit only.
- In units with more than one assignment, it is not permissible to use individual assignments to grade individual grading standards (for example, assignment one cannot be used to grade only Knowledge and Understanding with assignment two used to grade both Subject skills and Transferable skills).
- The choice of sub-components at unit level is normally made during the construction of the unit assessment plan and should be appropriate to cover the range of individual assignments. Therefore, the sub-components are not assigned when a unit is validated.
- Only when all assignments for an individual unit are assessed and the tutor has determined that the learner has met all the Learning Outcomes and Assessment Criteria for all unit assignments (and therefore has passed the unit) will grading of the unit take place. Grades for individual assignments must not be awarded.
- A grade indicator for each grading standard is awarded at pass, merit or distinction. The tutor will review all assignments associated with the individual unit and determine if the learner has demonstrated the standard for the grades of merit or distinction or whether the outcome remains as a pass.
- The tutor must record in writing their justification for the grade indicator awarded for each grading standard.
- The tutor reviews the three grade indicators that have been awarded for the unit and determines the overall grade for the unit. The overall grade is a recommendation to the awards board, where it will be considered and confirmed by the Board.

The full grading standards specification can be accessed via the following link, which also provides detailed information on grading:

Access to Higher Education Diploma Specification and Grading Scheme 2024 (qaa.ac.uk)

Ungraded Units

Ungraded units are either achieved or not achieved. Ungraded units will satisfy the criteria of study skills or academic subject content and will be level 2 or level 3 units.

4.4 Revisions to Access to HE Units of Assessment

Gateway Qualifications reserves the right to review and amend units of assessment and will issue providers notification of the changes to the units of assessment. Gateway Qualifications undertakes regular unit reviews to ensure currency of units; providers are required to use updated versions where units are replaced.

5. Assessment and Quality Assurance

5.1 Provider Requirements

Providers must be approved by Gateway Qualifications and are required to ensure that:

- the main base is in the UK, including the Channel Islands and Isle of Man,
- systems are in place to ensure that only learners with a UK address (including BFO) are registered for an Access to HE Diploma
- there are clear arrangements for the day-to-day operational management and coordination of Access to HE Diploma delivery
- there are appropriate facilities and resources at each site, and for each mode of delivery
- staff have the professional competence and skills necessary to teach and assess the units available on the Diploma
- arrangements for providing pre-course guidance to applicants and criteria for selection and admission to Access to HE courses, which are consistent with QAA's requirements with respect to admissions
- the expertise and resources to provide information, advice and guidance on higher education applications and progression opportunities are available
- systems are in place for maintaining secure records of individual learners' registration and achievement
- internal moderation arrangements meet Gateway Qualifications' requirements
- arrangements are in place for internal course monitoring and self-evaluation and feedback
- procedures and criteria for the recognition of prior learning meet Gateway Qualifications' requirements
- quality assurance procedures are in place relating to the delivery of provision, including transparent processes for handling appeals and complaints.

Providers should refer to the Gateway Qualifications Access to Higher Education Provider Handbook for further information on providers requirements.

5.2 Staffing Requirements

Providers are required to ensure that:

- staff have the professional competence and skills necessary to teach and assess the units available on the Diploma
- staff have the expertise required to provide information, advice and guidance on higher education applications and progression opportunities.

5.3 Facilities and Resources

Access to laboratory facilities will be required for some of the units.

5.4 Assessment

Recommended assessment methods for each unit within a Diploma are identified in section 3.2 Rules of Combination. To provide greater flexibility for providers to develop an assessment strategy that meets the needs of their individual learners, providers can select an alternative assessment method for the unit(s) within the Diploma using the equivalence guidance published on the Gateway Qualifications website.

The guidance includes the expected assessment volume for different assessment methods and should enable providers to choose alternatives whilst ensuring that the same rigour of assessment is maintained in comparison to any other three-credit or six-credit unit.

Through the Diploma guides, standardisation activities and moderation, Gateway Qualifications will provide information about unit content, delivery and assessment methods to ensure the required standards of achievement are fulfilled, whenever and wherever the Diploma is delivered.

5.5 Quality Assurance Requirements

Gateway Qualifications applies a Quality Assurance model to the Access to HE Diploma of:

- internal assessment and internal verification by the provider
- moderation by Gateway Qualifications consisting of provider moderation and sampling.

These processes are set out within the Quality Assurance section of the Gateway Qualifications Access to Higher Education Provider Handbook.

5.6 Additional Requirements/Guidance

There are no additional requirements that learners must satisfy in order for assessment to be undertaken and the unit/qualification to be awarded.

6. Unit Details

Mandatory Units: Graded Academic Subject Content

Access to HE Diploma Unit

Title:	Fundamental Concepts and Scientific Method in Biology		
Unit Code:	QU035236		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand scientific terminology.	1.1. Apply appropriate scientific terminology accurately.
2. Understand a range of biological processes.	2.1. Explain diffusion and osmosis with reference to different organisms.
	2.2. Explain the importance of surface area to volume ratio in biology using appropriate examples.
	2.3. Explain the concept of negative feedback in biology, using two examples.
3. Be able to apply the concept of units and scales in biology.	3.1. Differentiate the scale of measurement in various biological structures.
	3.2. Measure, reform and calculate magnifications and sizes from diagrams and micrographs.
	3.3. Diagnose various units of measurement and express them in different ways.
4. Be able to tabulate, plot and interpret data.	4.1. Apply data in fully labelled tables manually and using basic spreadsheet functions.
	4.2. Develop graphs from tabulated data both manually and using spreadsheets.
	4.3. Calculate rates of change.
	4.4. Explain the importance of rates of change.

5. Be able to report scientifically.	5.1. Demonstrate how to record methods and results clearly.
	5.2. Interpret results.
	5.3. Evaluate work (discuss limitations of method, suggest improvements and further experiments).
6. Be able to use a range of apparatus in biological investigations.	6.1. Prepare specimens for use with a light microscope on high power to produce accurate scaled drawings.
	6.2. Demonstrate use of specialised apparatus competently to obtain comprehensive data in an experiment.
	6.3. Demonstrate use of common lab apparatus safely and competently in a range of situations.

Access to HE Diploma Unit

Title:	Practical Chemical Science for Health Studies		
Unit Code:	QU035030		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the importance of Health and Safety in a laboratory.	1.1. Explain health and safety procedures in a laboratory.
	1.2. Explain Health and Safety legislation and hazards relevant to different Scientific working environments.
2. Be able to use laboratory equipment effectively.	2.1. Follow instructions in a complex chemistry practical assessment.
	2.2. Use laboratory equipment to carry out practical procedures correctly and safely.
	2.3. Construct a suitable report from observations made in a practical experiment presented in a suitable format.
3. Be able to investigate quantitative and qualitative analysis safely and effectively.	3.1. Demonstrate accurately the composition and amount of components in samples.
	3.2. Discuss the measures taken to ensure accuracy in determining the composition and the amount of components in samples.
	3.3. Carry out qualitative analysis of some inorganic chemical compounds to identify the components present.
	3.4. Explain how one of the analysis techniques works in terms of chemical reactions.
	3.5. Assess how qualitative techniques can be used quantitatively.

Optional Units: Research Graded Academic Subject Content

Access to HE Diploma Unit

Title:	Research: Extended Writing Project for Health Science		
Unit Code:	QU035066		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to plan an extended writing project.	1.1. Identify and agree an extended writing project located within a knowledge domain relevant to the named Diploma.
	1.2. Develop a project brief.
	1.3. Identify any ethical, practical or safety issues, explaining how these will be managed/overcome.
	1.4. Maintain a record of project progress through all stages of research, development and completion.
2. Be able to conduct research.	2.1. Identify and conduct in-depth research from a wide range of sources.
3. Be able to develop ideas.	3.1. Select appropriate information and/or evidence.
	3.2. Analyse findings and develop ideas.
	3.3. Produce a body of work which meets the brief and includes complex ideas.
4. Be able to present the project.	4.1. Write coherently in a conventional style, appropriate to the knowledge domain.
	4.2. Reference all sources using a recommended style of referencing.
5. Be able to evaluate own writing project.	5.1. Evaluate own writing in relation to project brief.
	5.2. Identify recommendations for the future.

Access to HE Diploma Unit

Title:	Research: Practical Investigation Project for Health Science		
Unit Code:	QU035068		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to plan a practical investigation project.	1.1. Identify and agree a practical investigation project, located within a knowledge domain relevant to the named Diploma.
	1.2. Produce a hypothesis and clear aims for the investigation project.
	1.3. Identify any ethical, practical or safety issues and how these will be managed/overcome.
	1.4. Produce a risk assessment.
	1.5. Maintain a record of project progress through all stages of research, development and completion.
2. Be able to undertake a practical investigation.	2.1. Carry out research from a wide range of sources.
	2.2. Develop an appropriate investigation.
	2.3. Identify the variables and explain how they can be controlled, where necessary.
	2.4. Carry out the investigation safely, using appropriate practical skills and techniques.
	2.5. Analyse the results of the investigation with reference to relevant theory.
3. Know how to present the project.	3.1. Present the body of work in a style appropriate to the knowledge domain with clear conclusions.
	3.2. Use appropriate technical terminology fluently.

	3.3. Reference all findings using a recommended style of referencing.
4. Be able to evaluate own research project.	4.1. Reflect on the design and methodology of the project.
	4.2. Evaluate the body of work in relation to aims and hypothesis.
	4.3. Identify recommendations for the future.

Optional Units: Graded Academic Subject Content

Access to HE Diploma Unit

Title:	Actions of Medicines on the Human Body		
Unit Code:	QU034888		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the basic principles of how medicines work in the human body.	1.1. Explain, with examples, how medicines act in the body: • agonists • antagonists • drugs acting on enzyme systems • ion channels modulators/blockers.
2. Know about the uses and limitations of medicines, including their management in practice.	2.1. Justify reasons for using different routes to administer medicines.
	2.2. Explain common drug-drug and drug-food interactions.
	2.3. Analyse ways of maximising the benefits of treatment and minimising any adverse effects.
3. Be able to use standard pharmacy resources to research answers to pharmaceutical queries.	3.1. Select and use appropriate sources of information to respond to a pharmaceutical query.

Access to HE Diploma Unit

Title:	Biochemistry and Biochemical Techniques		
Unit Code:	QU035369		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the structure and function of macromolecules and their importance in maintaining biochemical processes.	1.1. Explain the essential features of biological macromolecules.
	1.2. Discuss the relationship between structure and function for carbohydrates and lipids.
	1.3. Explain the role of water in metabolic (condensation & hydrolysis) reactions.
2. Understand the range of functions performed by proteins in living organisms.	2.1. Explain in detail the structure of proteins and the types of bonds which hold these molecules in shape.
	2.2. Discuss the relationship between the structure and function of proteins.
3. Be able to investigate the factors affecting enzymes activities in biological system.	3.1. Explain the structural features of an enzyme.
	3.2. Explain how enzymes catalyse reactions.
	3.3. Investigate at least two factors affecting the rate of enzyme catalysed reactions.

Access to HE Diploma Unit

Title:	Chemical Basics and Atomic Structure		
Unit Code:	QU034748		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand different types of substance.	1.1. Apply the terms 'element' and 'compound' correctly in context.
2. Understand the particulate nature of matter.	2.1. Explain the relationship between atoms, ions and molecules with examples.
3. Be able to demonstrate the process of chemical change.	3.1. Use chemical equations to explain the type of chemical changes that have occurred in a chemical reaction.
	3.2. Construct balanced equations to illustrate chemical change.
4. Understand the modern view of atomic structure.	4.1. Identify the three subatomic particles and state their symbol, relative mass, and charge.
	4.2. Use 'mass number' and 'atomic' number' to describe the number of particles in an atom.
	4.3. Explain the term isotope and analyse some isotopic data.
	4.4. Calculate the relative atomic mass of an element given the relative abundance of its isotopic composition.
5. Be able to deduce the electron configuration of atoms.	5.1. Construct the electron configurations in terms of s, p, d orbitals of atoms with atomic numbers 1 to 36.

Access to HE Diploma Unit

Title:	Chemical Principles		
Unit Code:	QU035373		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Know how to distinguish between elements, compounds and mixtures.	1.1. Explain the defining characteristics of a given element, compound or a mixture from a list of written examples.
2. Understand chemical formulae and equations.	2.1. Write the chemical formulae for a range of substances giving their names.
	2.2. Write a balanced chemical equation for a range of chemical reactions.
3. Be able to calculate and use relative atomic and molecular masses.	3.1. Calculate relative molecular masses and % composition of an element or elements in a compound given atomic masses and formulae.
4. Understand the mole as the basic unit for comparing quantities of substances in chemistry.	4.1. Define the mole.
	4.2. Calculate reacting masses and yields of products in a reaction given masses of reactants and the equation.
5. Understand that substances can exist in a variety of different forms.	5.1. Explain the difference between solid, liquid and gaseous states in terms of the spatial arrangements and energy of the particles.

Access to HE Diploma Unit

Title:	Chemistry Fundamentals: Practicals		
Unit Code:	QU035375		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 7 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the classification of substances into elements, compounds and mixtures and perform experiments to separate mixtures.	1.1. Evaluate the class to which different types of substances belong.
	1.2. Analyse techniques to achieve separation and purification of mixtures.
2. Understand the concept of solubility and perform experiments to measure it.	2.1. Analyse the results of solubility experiments.
3. Understand the classification of substances as acids, bases and salts and perform experiments to aid classification.	3.1. Explain the results of experiments investigating the properties of acids, bases and salts.
4. Understand different types of chemical reactions and processes.	4.1. Carry out different types of reactions, identifying the products, writing equations for the reactions and performing chemical calculations where appropriate.
5. Understand methods used to prepare, separate and purify chemical substances.	5.1. Evaluate an investigation to prepare, separate and purify soluble and insoluble substances.
6. Understand and perform oxidation and reduction reactions.	6.1. Explain redox reactions.
	6.2. Identify reducing agents, oxidising agents, oxidised species and reduced species in simple redox reactions.
7. Understand Health and Safety regulations in relation to the conducting of chemistry experiments.	7.1. Carry out chemistry experiments with due regards to Health and Safety.
	7.2. Analyse the results of the chemistry experiments using appropriate conventions.

Access to HE Diploma Unit

Title:	Circulation and Immunity		
Unit Code:	QU035198		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the role of blood cells in human body.	1.1. Differentiate between the different types of blood cells and their functions.
2. Understand how the human circulatory system functions and how it may be affected by degenerative conditions.	2.1. Explain how the structure of blood, the heart and blood vessels relate to their function in transport and metabolic exchange.
	2.2. Explain risk factors associated with coronary heart disease.
3. Understand how the human immune system functions.	3.1. Explain how the cells of the immune system allow an immune response to be evoked and maintained.
	3.2. Explain differences between passive, active and acquired immunity.

Access to HE Diploma Unit

Title:	Energetics, Kinetics, Equilibria		
Unit Code:	QU034874		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to apply the mole concept in calculations.	1.1. Apply the mole concept to describe the quantity of substance.
	1.2. Calculate a mass from a number of moles and vice versa.
2. Know the energetics of chemical reactions.	2.1. Explain why some chemical reactions are accompanied by an energy change.
	2.2. Construct reaction profile diagrams to differentiate between exothermic and endothermic reactions.
	2.3. Calculate enthalpy changes of reaction from average bond energies.
3. Understand the factors affecting kinetics.	3.1. Explain the effect of temperature, concentration and surface area on rate of reaction using the collision theory.
	3.2. Define activation energy and explain its influences on rate.
	3.3. Explain the action of a catalyst.
	3.4. Use the Maxwell-Boltzman distribution to explain the effect of a catalyst on rate of reaction.
4. Understand equilibrium concepts in chemical reactions.	4.1. Explain the characteristics of a dynamic equilibrium.
5. Be able to apply Le Chaterliers principle.	5.1. Define Le Chaterliers principle.
	5.2. Apply Le Chaterliers principle to chemical systems that demonstrate dynamic equilibrium.

Access to HE Diploma Unit

Title:	Fundamental Physics: Theory		
Unit Code:	QU035022		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Know how forces work in action.	1.1. Explain the types of forces acting in given situations.
	1.2. Find the position of centre and gravity of a uniform body, justifying the answer.
	1.3. Explain key forces acting on the human body in a given situation.
2. Know about static and hydrostatic pressure.	2.1. Explain situations in which different combinations of forces and areas create different pressures.
	2.2. Analyse the movement of gases in relation to atmospheric pressure.
	2.3. Explain how pressure changes are accommodated by biological systems.
3. Be able to apply Hooke's law in relation to stretching and compressing.	3.1. Summarise Hooke's law in relation to stretching and compressing.
	3.2. Evaluate data from stretching experiments.
	3.3. Compare and contrast how two different materials behave under stress and strain in the human body.
4. Know about the action of levers.	4.1. Explain the Principle of Moments.
	4.2. Calculate the forces/distance required to achieve equilibrium.
	4.3. Explain the role of levers and joints in achieving a vertical posture in humans.
	5.1. Explain the relationship between current, voltage and resistance.

5. Be able to apply the concepts of current voltage and resistance in practice.	5.2. Calculate the electrical resistance of various components.
	5.3. Evaluate how electrical concepts are used in a given medical device or procedure.

Access to HE Diploma Unit

Title:	Homeostasis		
Unit Code:	QU034984		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the concept of homeostasis within the human body.	1.1. Explain the mechanisms of the homeostatic system in the human body.
	1.2. Explain how malfunction of homeostatic mechanisms can lead to disorders.
2. Know about factors affecting body temperature and temperature regulation mechanisms.	2.1. Explain how environmental and physiological factors might cause the temperature of the body to increase or decrease.
	2.2. Explain mechanisms that monitor and regulate body temperature in humans, including the roles of the hypothalamus and the skin.
3. Know how illness and disease impact on human homeostatic systems.	3.1. Explain the importance of fluid balance and fluid monitoring in maintaining homeostasis.
	3.2. Analyse consequences of illness and disease on the mechanisms of the homeostatic system in the human body.
	3.3. Analyse consequences of systemic autoimmune diseases on the body's homeostatic system.

Access to HE Diploma Unit

Title:	Human Systems - Reproduction, Growth and Development		
Unit Code:	QU034786		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the male and female reproductive systems, fertilisation, and birth.	1.1. Explain the structures and functions of the male and female reproductive systems.
	1.2. Explain the female menstrual cycle.
2. Know about fertilisation and birth.	2.1. Explain fertilisation and implantation.
	2.2. Explain the stages of pregnancy and the process of birth.
	2.3. Analyse causes of infertility.
3. Understand growth and development in the human body.	3.1. Explain the growth and development of the human being from babyhood to adulthood.
	3.2. Discuss the process of ageing and its effects on the human body.

Access to HE Diploma Unit

Title:	Human Systems - The Muscular Skeletal System		
Unit Code:	QU035915		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Know the structure and functions of the skeleton and muscles in the human body.	1.1. Explain the overall structure of the skeletal system including parts, and differentiate between the axial and appendicular skeleton.
	1.2. Explain in detail the functions of the skeleton.
	1.3. Differentiate between the three types of muscle tissue found in the human body.
2. Understand different characteristics of bones and joints in the human body.	2.1. Explain the structure and functions of bone tissue.
	2.2. Explain the role and position of the different types of joints found in the human skeleton.
3. Understand the adaptations of the skeletal system to exercise and the impact of diseases/disorders on the musculoskeletal system.	3.1. Explain some common conditions that can affect the skeletal system.
	3.2. Explain the long-term adaptations to exercise on the skeletal system.
	3.3. Compare how disorders of the skeletal system can affect how muscles bring about the movement of joints and the role of corrective treatments.

Access to HE Diploma Unit

Title:	Introduction to Biology: Cells and Tissues		
Unit Code:	QU034746		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Know the component nature of a generalised cell.	1.1. Identify the structure of a generalised human cell, explaining the function of the different elements.
2. Understand the processes that result in the movement of substances in and out of cells.	2.1. Explain the process of diffusion, giving an example of where this occurs in the human body.
	2.2. Explain the process of osmosis and its significance in relation to living cells.
	2.3. Explain the process of active transport.
3. Know the basic structure and functions of DNA.	3.1. Identify the basic structure of DNA, explaining its function.
4. Know the human body cells are specialised for a variety of different functions.	4.1. Identify at least two different specialised human body cells, explaining their function.
5. Understand the structure and function of the major body tissue types.	5.1. Explain the structure and function of the major body tissue types.

Access to HE Diploma Unit

Title:	Introduction to Chemistry: Particles and Forces		
Unit Code:	QU035917		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the structure of atoms, molecules and ions.	1.1. Explain the structure of the atom in terms of position, mass and charge of the particles using appropriate symbols to represent them.
	1.2. Explain atomic and mass number, using them to determine the structure of the atom.
	1.3. Describe the formation of ions.
	1.4. Explain the existence of isotopes.
2. Understand the arrangement of electron in an atom and the distribution of elements in the Periodic Table.	2.1. Describe the electronic configuration of atoms in terms of s, p and d orbitals.
	2.2. Describe the structure of the periodic table in terms of the properties of the elements and their electronic arrangements.
	2.3. Explain why atomic mass values may not be whole numbers.
3. Understand the nature of elements, compounds and mixtures.	3.1. Explain the nature of elements, compounds and mixtures.
4. Know about bonding and intermolecular forces.	4.1. Explain ionic, covalent and metallic bonding.
	4.2. Deduce shapes of simple molecules.
	4.3. Describe van der Waals forces and hydrogen bonding.
	4.4. Describe the effects of hydrogen bonding.
	4.5. Explain physical properties in terms of structure and bonding.

Access to HE Diploma Unit

Title:	Introduction to Genetics		
Unit Code:	QU035246		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the processes and importance of mitosis and meiosis.	1.1. Explain the stages of mitosis and meiosis.
	1.2. Explain the significance of the differences between mitosis and meiosis.
2. Understand the composition, structure and role of nucleic acids in the replication of DNA and the process of protein synthesis.	2.1. Explain the structure and method of replication of DNA.
	2.2. Explain the processes of and factors influencing gene expression.
	2.3. Explain protein synthesis.
3. Be able to analyse the genetic basis of inheritance.	3.1. Analyse how genetic problems involving monohybrid, co-dominant and sex-linked inheritance may be solved.
	3.2. Discuss specific examples of chromosome mutations, explaining their significance.

Access to HE Diploma Unit

Title:	Introduction to Organic Chemistry		
Unit Code:	QU034794		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the importance of carbon chemistry.	1.1. Explain the tetravalent bonding of carbon and its ability to bond with itself and other elements.
2. Be able to use the accepted conventions of representing organic compounds.	2.1. Construct structural formulae for named examples of simple organic compounds, identifying structural, geometrical, and optical isomers where appropriate.
	2.2. Explain the use of IUPAC rules of nomenclature for systematically naming simple organic compounds.
	2.3. Explain the types of formulae encountered in basic organic chemistry including empirical, molecular, displayed and skeletal formulae.
3. Understand how to classify organic compounds in homologous series.	3.1. Explain homologous series and functional groups in organic compounds.
	3.2. Use the general formulae of alkanes to predict formulae of any members of the series.
4. Be able to carry out experiments to classify organic compounds in homologous series.	4.1. Conduct experiments to clearly distinguish between homologous series and functional groups of organic compounds.
	4.2. Explore homologous series.

Access to HE Diploma Unit

Title:	Mental Health and Illness		
Unit Code:	QU035010		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the problems in defining abnormal and normal behaviour.	1.1. Explain the difficulties in defining abnormality and normality.
2. Understand the different psychological explanations given for the cause of a particular mental illness.	2.1. Explain the causes of a particular mental illness from different perspectives within psychology.
3. Be able to analyse the concept of mental ill health and mental wellbeing from key stakeholder's perspectives.	3.1. Analyse the concept of mental ill health and mental wellbeing from both the professional and service user/carer perspective.
4. Be able to examine the perception of mental ill health in society.	4.1. Appraise how mental ill health is viewed and understood by society today and how this has changed over time.

Indicative Content:
AC 2.1: Different perspectives include medical, psychodynamic, behaviourist, cognitive and humanistic theories.
AC 3.1: Carer should include family or friends.
AC 4.1: Stigma and discrimination should be discussed. Could also include how mental health is viewed in different cultures.

Access to HE Diploma Unit

Title:	Nutrition, Digestion and Excretion		
Unit Code:	QU035919		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand that humans need a balanced diet.	1.1. Define a balanced diet, explaining the chemistry and role of carbohydrates, proteins, fats, vitamins, minerals, fibre and water, naming at least two good sources for each.
	1.2. Explain how dietary energy requirements change with age, activity and health.
	1.3. Explain the consequences of imbalance in diet.
2. Understand the digestion of food.	2.1. With reference to the main structures of human alimentary canal, associated blood vessels and nerves, explain the processes of ingestion, digestion, absorption, assimilation and egestion.
3. Know the functions of the human kidney.	3.1. Explain the structures of the kidneys with reference to the removal of metabolic waste.
	3.2. Analyse the role of the kidney in homeostasis.

Access to HE Diploma Unit

Title:	Organic and Biochemical Molecules		
Unit Code:	QU035014		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to use chemical formulae in organic compounds.	1.1. Use correctly empirical, molecular and structural formulae.
2. Understand the structure and bonding in organic molecules.	2.1. Describe the spatial arrangement of bonds around saturated and unsaturated carbon atoms.
3. Be able to recognise a range of types of organic compounds and their functional groups.	3.1. Identify alkanes, alkenes, alcohols, alderhydes, carboxylic acids and amines from their formulae.
4. Be able to recognise situations in which isomerism can occur.	4.1. Identify a range of compounds: • Structural isomers in alkanes • Geometrical isomers in alkanes • Optical isomers in amino-acids.
5. Understand the structures of carbohydrates.	5.1. Identify glucose and fructose from their structural formulae.
	5.2. Explain how monosaccharides link to form disaccharides and polysaccharides.
6. Understand the structure of amino acids and proteins.	6.1. Recognise the general amino acid structure from their functional groups.
	6.2. Explain how amino acids can form a peptide link and form polypeptides.

Indicative Content:
AC 1.1: To include aromatic and aliphatic compounds.

Access to HE Diploma Unit

Title:	Physics: Medical Applications for Radiography		
Unit Code:	QU034818		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand heat transfers.	1.1. Distinguish between conduction, convection and radiation.
2. Understand waves used in radiography.	2.1. Define amplitude, wavelength and frequency.
	2.2. Explain the use of ultrasound in medicine.
3. Understand the main regions of the electromagnetic spectrum.	3.1. Explain the properties of the seven basic types of electromagnetic waves.
4. Understand the principles, uses and benefits of ionising and non-ionising radiation.	4.1. Distinguish between the properties of alpha, beta and gamma radiation.
	4.2. Carry out calculations to accurately analyse activity-time graphs.
	4.3. Discuss the use of ionising and non-ionising radiation techniques in medicine.
5. Understand the difference between diagnostic and therapeutic approaches to radiography.	5.1. Explain the differences between diagnostic and therapeutic approaches to radiography.
6. Understand the principle and applications of x-ray imaging.	6.1. Explain how x-rays are produced.
	6.2. Explain the effects of x-ray radiation on living tissue.

Access to HE Diploma Unit

Title:	The Role of the Nervous and Endocrine System in Co-ordination and Control		
Unit Code:	QU034986		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the central and peripheral nervous system and their functional units; neurones.	1.1. Explain the structure and functions of the central and peripheral nervous system.
	1.2. Explain the structures and functions of a neurone distinguishing between the three main types found in the human body.
	1.3. Explain a reflex arc and nerve impulse.
	1.4. Discuss two diseases/disorders of the central nervous system mentioning causes, symptoms and treatment.
2. Understand the main glands of the endocrine system.	2.1. Discuss the role of the hormones secreted by the main endocrine glands in the human body and their effects.
3. Understand sensory perception.	3.1. Explain the structure and function of the eyes.
	3.2. Explain the mechanism of visual perception in the eyes.
	3.3. Explain the structure and function of the ears.
	3.4. Explain how sound is perceived in the ears.

Mandatory Units: Ungraded

Access to HE Diploma Unit

Title:	Preparation for Higher Education		
Unit Code:	QU034710		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to identify opportunities for Higher Education.	1.1. Use information sources to research Higher Education courses.
	1.2. Analyse processes and procedures necessary to gain entry to Higher Education.
	1.3. Analyse information on Higher Education courses and make appropriate realistic choices.
2. Be able to complete a Higher Education application form.	2.1. Complete an application form with attention to detail, meeting a given deadline.
	2.2. Summarise and evaluate personal experiences, achievements and goals, communicating these clearly in a personal statement.
3. Be able to prepare for the interview process.	3.1. Conduct further personal research into courses at relevant institutions in preparation for an interview.
	3.2. Prepare provisional answers to anticipated questions, making use of previous experience and recent study.
4. Be able to plan and prepare for the transition to Higher Education.	4.1. Analyse the personal and academic qualities needed for successful study in Higher Education.

	4.2.	Explain likely practical problems and barriers in moving to Higher Education and seek strategies for overcoming these.
	4.3.	Analyse the nature of study in Higher Education.

Access to HE Diploma Unit

Title:	Professional Behaviours: Nursing and Health Professions		
Unit Code:	QU035178		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Academic		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the characteristics required to be a health professional making reference to the relevant professional and regulatory body's 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's register.	1.1. Analyse the characteristics required to be a health professional with reference to: a) professional values, behaviours and accountability b) patient-centred care c) concepts of professionalism as they apply to conduct, performance and ethics of those on the relevant professional and regulatory body's register.
2. Understand effective communication and team working skills	2.1. Distinguish between effective and ineffective skills with reference to a relevant model for each of the following: a) communication b) teamwork.
	2.2. Evaluate the effectiveness of own communication skills, with reference to: a) verbal b) non-verbal skills.
	2.3. Evaluate own team working skills.
3. Know how to manage risk and deal effectively with problems.	3.1. Summarise the principles of risk management and problem-solving.
	3.2. Explain how to solve a problem and manage any associated risk, using an actual or hypothetical problem relevant to a healthcare setting.

4. Reflect on own personal and professional practice and develop a personal and professional development plan.	4.1. Evaluate their own personal and professional practice skills against those expected of a health professional, using a chosen model of reflective practice.
	4.2. Identify own continuing personal and professional development (CPD) needs based on evaluations in 4.1.
	4.3. Produce a plan to meet personal and professional development objectives based on an evaluation of different options.
	4.4. Reflect on own performance against the plan, identifying learning needs for the future throughout the duration of the Access to HE Diploma.

Mandatory Units: Ungraded Numeracy in a Health Context

Access to HE Diploma Unit

Title:	Mathematics for Science		
Unit Code:	QU034862		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to perform calculations with integers, decimals and fractions.	1.1. Make calculations involving integers, decimals and fractions with or without a calculator.
	1.2. Give answers to calculations correct to an appropriate specified number of decimal places or significant figures.
2. Be able to perform calculations with percentages.	2.1. Convert between percentages, decimals and fractions with and without a calculator.
	2.2. Express one quantity as a percentage of another.
	2.3. Find a percentage of a quantity.
	2.4. Calculate percentage increase and decrease; direct and inverse problems.
3. Understand the use of the exponential key on the calculator.	3.1. Explain the use of the exponential key on a calculator, giving examples.
4. Be able to use standard form, indices and roots.	4.1. Make conversions between ordinary numbers and standard form.
	4.2. Use the exponential key and interpret calculator displays.
	4.3. Make calculations involving indices and roots.
	4.4. Apply index laws to simplify expressions involving powers and roots.

5. Be able to evaluate formulae.	5.1. Evaluate formulae by substitution using the full range of functions on a scientific calculator.
6. Be able to calculate area and volume.	6.1. Calculate the surface area of plane geometric figures and the volume of complex geometric figures.

Indicative Content:
AC 1.1: Using accuracy appropriate to the nature of the data.

Access to HE Diploma Unit

Title:	Numeracy in a Health Context		
Unit Code:	QU035168		
Unit Level:	Level 2	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand and use the four rules of number including in relation to units of measure.	1.1. Apply the four rules of number (add, subtract, multiply and divide) manually to positive and negative whole numbers, and to fractions and decimals.
	1.2. Apply the four rules of number (add, subtract, multiply and divide) in the correct order to solve problems manually to positive and negative whole numbers, and to fractions and decimals.
	1.3. Apply the four rules of number appropriately to solve basic problems in a health context.
	1.4. Make accurate mental estimations in order to assess the validity of calculations.
2. Understand and use decimals, fractions and percentages, including in relation to units of measure.	2.1. Identify equivalent fractions and simplify any fraction by cancelling common factors.
	2.2. Identify fractions corresponding to the decimal part of a number, or percentage, and vice versa (including recurring decimals).
	2.3. Convert between fractions, decimals and percentages.
	2.4. Solve problems using fractions, decimals and percentages, to include converting units between of measure and within a health context.

	2.5. Make accurate mental estimations in order to assess the validity of calculations.
3. Know how to use a calculator to solve problems and use appropriate tools to check their answers.	3.1. Use a calculator to apply the four rules of number (add, subtract, multiply and divide) to positive and negative whole numbers, and to fractions and decimals.
	3.2. Use a calculator to convert between fractions, decimals and percentages.
	3.3. Solve problems using fractions, decimals and percentages, to include converting units between of measure and within a health context, making appropriate use of a calculator.

Access to HE Diploma Unit

Title:	Numeracy in a Health Context		
Unit Code:	QU035170		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to tackle problems using the four rules of number including units of measure within a health context.	1.1. Solve problems in a health context, using the four rules of number with both positive and negative numbers.
	1.2. Solve multi-stage problems to convert numbers within and across unit systems in a health context.
	1.3. Analyse the impact of miscalculating when converting between units of measure in a health setting.
	1.4. Use methods to check the validity of conversions of units of measure.
2. Be able to use decimals, fractions and percentages, including with units of measure in a health context.	2.1. Solve problems in a health context using fractions and simplify answers.
	2.2. Without a calculator, convert between percentages, decimals and fractions within a health context.
	2.3. Solve multi-stage problems in a health context, using fractions, decimals and percentages, including converting between units of measure.
	2.4. Check the validity of conversions and calculations, without a calculator.
3. Know how to use a calculator to solve problems and use appropriate tools to answers within a health context.	3.1. Using a calculator, solve problems in a health context, using the four rules of number with both positive and negative numbers.

	3.2.	Using a calculator, convert between percentages, decimals and fractions within a health context.
	3.3.	Using a calculator, solve multi-stage problems in a health context, using fractions, decimals and percentages, including conversion between units of measure.

Indicative Content:
AC 1.1: including whole numbers, decimals and fractions.
AC 3.1: including whole numbers, decimals and fractions.

Optional Units: Ungraded

Access to HE Diploma Unit

Title:	Academic Writing Skills		
Unit Code:	QU034692		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to analyse a specific question in the context of a particular subject area.	1.1. Interpret the meaning and implications of the specific question.
	1.2. Identify terms and concepts relevant to an understanding of the specific question.
2. Be able to produce a written response in an appropriate format.	2.1. Devise a detailed plan for a written response to the specific question.
	2.2. Use the plan to write a coherent and logical response to the specific question.
	2.3. Present the response in an appropriate format.
3. Be able to use language, style and conventions appropriate to academic writing.	3.1. Write accurately following accepted written language conventions.
	3.2. Use appropriate style and register showing an awareness of audience.
	3.3. Use accurately a standard form of referencing reflecting a range of sources.

Access to HE Diploma Unit

Title:	Communications - Reading and Writing		
Unit Code:	QU035156		
Unit Level:	Level 2	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the importance of using reliable written sources relevant to a given subject.	1.1. Identify reliable written sources relevant to a given subject.
	1.2. Explain why the sources are reliable.
2. Be able to read and summarise information from different types of documents on straight forward subjects.	2.1. Use skimming and scanning techniques to find the appropriate chapter and/or section for the relevant information or ideas required.
	2.2. Produce an accurate and organised summary of the main points extracted from the source materials in own words, whilst maintaining the sense of the original document
	2.3. Check understanding of unfamiliar words and/or ideas with other reference sources which may include another person.
3. Be able to write different types of documents for specific purposes about straight forward subjects.	3.1. Select appropriate forms of written communication for two different chosen purposes, one to be an extended piece of writing.
	3.2. Present work legibly with an appropriate structure so that the meaning is clear to the reader.
	3.3. Use vocabulary, style and tone relevant to the subject and purpose.
	3.4. Use standard punctuation and spelling correctly with no major grammatical errors.

	3.5. Plan and present ideas using paragraphs to create a clear sense of structure.
	3.6. Show evidence of using source materials through a book/reference list.

Access to HE Diploma Unit

Title:	Communication - Speaking and Listening		
Unit Code:	QU034696		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to give a short presentation about a straightforward subject.	1.1. Speak clearly using language, tone and style appropriately to the purpose, subject, audience and situation.
	1.2. Present information in a structured sequence so that ideas and concepts are easily followed by the audience.
	1.3. Use relevant supporting material to illustrate presentation.
	1.4. Respond sensitively to questions from the audience.
2. Be able to take part in discussions.	2.1. Give and obtain information and exchange ideas in discussion on both familiar and unfamiliar subjects.
	2.2. Organise contributions to match the demands of the discussion, use vocabulary precisely, deal with sensitive issues and take account of the audience, subject, situation and purpose of the discussion and own role in it.
	2.3. Take forward the discussion and create opportunities for others to contribute by asking follow-up questions, listening to and interpreting other points of view sensitively or inviting others to contribute their views.
	2.4. Respond appropriately to questions.

3. Be able to reflect on own performance in presentations and discussions.	3.1. Reflect on own performance: a) in the presentation b) in the discussion.
	3.2. Identify areas for improvement in speaking and listening activities.

Access to HE Diploma Unit

Title:	Computer Data Protection		
Unit Code:	QU034700		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to analyse the application of current UK legislation relating to the use and protection of data.	1.1. Explain the purpose of legislation related to data protection.
	1.2. Explain current legislation relating to the use and protection of data when using computers.
2. Understand the need for control of data to ensure that it is accurate and secure.	2.1. Explain the need for control of data to ensure that it is accurate and secure.
	2.2. Use examples to examine when data should or should not be controlled.
3. Be able to analyse how data protection legislation is applied in different contexts.	3.1. Analyse examples of the application of current data protection legislation in: a) a work context b) a study context.

Access to HE Diploma Unit

Title:	Inclusivity and Disability		
Unit Code:	QU034704		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand definitions of disability and everyday use of terminology related to disability.	1.1. Summarise definitions of disability and everyday use of terminology related to disability.
	1.2. Compare medical and social models of disability.
2. Be able to evaluate theoretical approaches and assumptions that underpin definitions of disability.	2.1. Evaluate the theoretical approaches and assumptions that underpin definitions of disability.
3. Understand features of disability according to social class, gender, age and ethnicity.	3.1. Explain features of disability according to social class, gender, age and ethnicity.
4. Understand legislation designed to support those with disability.	4.1. Summarise legislation related to disability.

Access to HE Diploma Unit

Title:	Mathematics - Calculations		
Unit Code:	QU034706		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to tackle problems involving numbers.	1.1. Apply the four number rules to numbers including decimals and fractions within multistage problems.
	1.2. Use positive and negative numbers in a practical context.
	1.3. Convert numbers within and across unit systems within multi-stage tasks.
	1.4. Calculate answers using: a) percentages and reverse percentages b) ratio, direct and inverse proportion c) given formulae d) perimeters, areas and volumes of complex shapes e) powers and roots f) common units of measurement.
2. Be able to explain the methods of calculations and processes used.	2.1. Summarise the method of calculation and the processes used.
	2.2. Explain the importance of carrying out processes in a suitable order to a degree of accuracy appropriate to the task.
3. Know how to use estimation and check results.	3.1. Use procedures including estimation to check results.
	3.2. Evaluate the effects of accumulating errors in calculations.
	3.3. Explain the upper and lower bounds of accuracy for given results.

Access to HE Diploma Unit

Title:	Optimising Examination Performance		
Unit Code:	QU034708		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to effectively prepare for an examination.	1.1. Produce an effective and realistic preparation plan.
	1.2. Identify priorities in the preparation plan.
	1.3. Reflect on the plan's effectiveness to identify future improvements.
2. Be able to complete competent answers, which demonstrate subject knowledge.	2.1. Follow all instructions accurately to complete the correct number and combination of questions.
	2.2. Include the salient aspects in answers, with the accuracy and detail required by the subject.
	2.3. Show in answers an in-depth understanding of the arguments/problems, as required by the subject.
	2.4. Apply knowledge or learning coherently in support of arguments and/or to resolve problems.
3. Know how to minimise common examination pitfalls.	3.1. Identify common pitfalls in examination performance.
	3.2. Evaluate potential strategies to avoid examination pitfalls.
4. Know how to minimise stress to enhance examination performance.	4.1. Recognise own stressors.
	4.2. Develop strategies to minimise own stressors.

Access to HE Diploma Unit

Title:	Presenting Information Using ICT		
Unit Code:	QU034714		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to analyse ways of using ICT to present information.	1.1. Find and analyse examples of information presented through ICT.
	1.2. Explain which forms of presentation suit different types of information.
	1.3. Analyse examples of information presented with clear layout and style.
	1.4. Explain the importance of copyright when presenting information.
2. Be able to use a range of ICT software applications to present information.	2.1. Present text information for a given purpose using a variety of features in word processing software.
	2.2. Present information for a given purpose using a variety of features in spreadsheet software.
	2.3. Present information for a given purpose using a variety of features in presentation software.
3. Be able to integrate ICT software to present information.	3.1. Plan how to present integrated information using a range of ICT formats.
	3.2. Present information to meet a specific brief.
	3.3. Save information in a structured format so it can be found easily and justify choice.

Access to HE Diploma Unit

Title:	Problem Solving in the Workplace		
Unit Code:	QU034716		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand factors that may influence problem-solving in the workplace.	1.1. Explain factors which influence the choice of solution for problems.
2. Know how to solve problems in the workplace.	2.1. Analyse the nature of specific workplace problems.
	2.2. Explain the actions that need to be taken to solve the workplace problems.
	2.3. Analyse the potential consequences and impact of proposed actions.
3. Be able to apply solutions to workplace problems.	3.1. Select preferred solution to workplace problems.
	3.2. Justify the choice of solution.

Access to HE Diploma Unit

Title:	Promoting Wellbeing and Building Resilience		
Unit Code:	QU034720		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the physical and psychological impact of pressure and stress on mental wellbeing.	1.1. Explain the physical and psychological impact of pressure and stress on mental wellbeing.
2. Be able to analyse the connection between mental wellbeing and resilience.	2.1. Analyse the connection between mental wellbeing and resilience.
3. Understand the factors that can improve wellbeing and build resilience.	3.1. Explain factors that can improve wellbeing.
	3.2. Explain factors that can negatively affect wellbeing and how to avoid them.
	3.3. Explain the behaviours associated with resilience.
	3.4. Explain ways to build resilience.
4. Be able to explore how to manage an individual's mental wellbeing and the support available to them.	4.1. Evaluate the methods for managing and maintaining mental wellbeing and building resilience.
	4.2. Analyse the types of support available from different sources.

Access to HE Diploma Unit

Title:	References and Reliability of Sources		
Unit Code:	QU034722		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the difference between primary and secondary sources.	1.1. Explain the difference between primary and secondary sources.
2. Be able to use a variety of primary source materials as evidence.	2.1. Analyse primary sources for a specific context.
	2.2. Evaluate the primary sources, taking into account: authorship, purpose, audience, and underlying values and beliefs.
3. Be able to evaluate the uses and limitations of secondary sources.	3.1. Compare and evaluate secondary sources considering the following: use of sources, 'facts', background material, interpretation.

Access to HE Diploma Unit

Title:	Spreadsheets		
Unit Code:	QU034726		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 7 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Know how to design and store a spreadsheet.	1.1. Design a spreadsheet appropriate to a user's requirements.
	1.2. Create and store the spreadsheet.
	1.3. Evaluate the spreadsheet in terms of meeting the user's needs.
2. Be able to retrieve and modify an existing spreadsheet.	2.1. Modify the spreadsheet design/content in response to user feedback.
3. Be able to print a spreadsheet.	3.1. Print or display whole or part spreadsheets/formulae with a variety of print layout options.
4. Be able to enhance user readability.	4.1. Use suitable formatting options for displaying text and numeric values.
	4.2. Define and use conditional formatting to limit input error and give suitable messages to users.
5. Be able to use spreadsheet functions.	5.1. Develop a spreadsheet solution using a range of mathematical functions.
6. Be able to use graphical facilities.	6.1. Use an appropriate graph type.
	6.2. Draw pie, bar, line graphs with appropriate labels attached.
7. Know how to use additional features within the spreadsheet environment.	7.1. Use advanced sorting, protecting and filtering facilities on a spreadsheet.
	7.2. Analyse data using pivot tables.

Access to HE Diploma Unit

Title:	Statistics		
Unit Code:	QU034728		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to illustrate statistical data.	1.1. Construct a cumulative frequency curve.
	1.2. Construct a histogram.
2. Know how to perform statistical calculations.	2.1. Calculate the median from a cumulative frequency curve.
	2.2. Calculate the lower quartile from a cumulative frequency curve.
	2.3. Calculate the upper quartile from a cumulative frequency curve.
	2.4. Using a histogram calculate the median.
	2.5. Using a histogram calculate the mode.
3. Be able to perform calculations using grouped data.	3.1. Calculate the mean.
	3.2. Calculate the variance.
	3.3. Calculate the standard deviation.
4. Be able to perform correlation calculations.	4.1. Calculate the product-moment coefficient.
	4.2. Calculate the rank correlation coefficient.

Access to HE Diploma Unit

Title:	Study Skills for Higher Education		
Unit Code:	QU034730		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to manage and organise own study time.	1.1. Produce a personal schedule of study to accommodate own time constraints.
	1.2. Devise a strategy for prioritising and organising coursework to meet deadlines.
2. Know how to prepare for exams effectively.	2.1. Prepare a revision timetable for exams.
	2.2. Evaluate strategies to support effective revision based on own learning preferences.
3. Be able to retrieve information from reliable sources.	3.1. Retrieve information from a range of reliable written sources using a range of reading skills.
	3.2. Scan source material, evaluating information to create accurate and detailed notes to suit purpose.
	3.3. Demonstrate the use of a recognised referencing system for retrieved information.
4. Be able to present information using a range of approaches.	4.1. Present information using different formats for academic purposes.

Access to HE Diploma Unit

Title:	Sustainability Project		
Unit Code:	QU034732		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to plan a project to promote sustainability within a specific sector.	1.1. Identify a project to promote sustainability within a chosen sector, justifying choice.
	1.2. Produce a project plan for own project including: • Aims and objectives • Ethical consideration • Timescales • Methods • Resources required • Any Health and Safety considerations.
2. Be able to carry out a sustainability project.	2.1. Carry out a sustainability project.
	2.2. Produce a report on the findings of the sustainability project.
3. Be able to review the success of a sustainability project.	3.1. Evaluate the extent to which the project has met the aims and objectives.

Access to HE Diploma Unit

Title:	The Fundamentals of Environmental Sustainability		
Unit Code:	QU034734		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the importance of sustainability within a specific sector.	1.1. Explain what is meant by sustainability.
	1.2. Explain the importance of supporting environmental sustainability within a chosen sector.
2. Know how environmental sustainability can be supported within the chosen sector.	2.1. Describe environmental issues relevant to a chosen sector.
	2.2. Describe the impact of the chosen sector on the environment.
	2.3. Explain how these environmental issues could be minimised within a chosen sector.
	2.4. Analyse factors to consider when working towards environmental sustainability in a chosen sector.
3. Know how the 3 Rs of sustainability can be applied within the chosen sector.	3.1. Explain the 3 Rs of sustainability.
	3.2. Analyse ways that a chosen sector can implement the 3 Rs of sustainability.
4. Understand the importance of waste management within the chosen sector.	4.1. Explain the importance of having a waste management strategy within a chosen sector.
	4.2. Explain environmental hazards or risks that could be caused by poor waste management within a chosen sector.

Access to HE Diploma Unit

Title:	Writing Reports		
Unit Code:	QU034736		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to use the report title to determine the content.	1.1. Analyse the requirements of the question or task.
	1.2. Analyse the main points which must be covered, omitting irrelevant detail.
2. Be able to plan and present the plan for a report.	2.1. Produce a plan for a report.
	2.2. Present the plan for the report.
3. Be able to structure a report.	3.1. Produce an introduction which sets out how the subject will be dealt with in the report.
	3.2. Use evidence and examples to strengthen information provided in the report.
	3.3. Use linking sentences in paragraphs to produce a cohesive report.
	3.4. Provide a conclusion which sums up the main findings of the report.
4. Be able to write in an appropriate style.	4.1. Write in a detached, balanced, and objective manner.
	4.2. Write formal English avoiding emotive language and colloquialisms.
5. Be able to use the conventions for acknowledging sources.	5.1. Acknowledge the work of other authors both during the report and in a list of references.
	5.2. Use recognised approaches for acknowledging sources.

7. What to do next

For existing Providers, please contact your named Development Manager.

For organisations not yet registered as a Gateway Qualifications Provider, please contact:

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

8. Gateway Qualifications

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