

# DIPLOMA GUIDE

 **Access**  
to Higher Education



## Access to Higher Education Diploma (Medical Sciences)

Access to HE

Apprenticeships

Digital

Employability &  
Enterprise

English & Maths

ESOL

Personal & Social  
Development

Professional  
Development

Vocational

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This qualification guide covers the following qualification:

Qualification Number	Learning Aim Code	Diploma Title	Validation Period
QAAQ004782	40014903	Access to Higher Education Diploma (Medical Sciences)	1 August 2024 – 31 July 2029

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1.0 March 2024	n/a	n/a
1.1 April 2024	Changes to the Equity, Diversity and Inclusion Policy	Pg11
1.2 October 2024	Removal of unit QU035128 Understanding Genetics, replaced with unit QU035246 Introduction to Genetics	Pg17
1.3 November 2024	Amendment to Learning Outcome 2 of unit QU034782 Human Anatomy and Physiology	Pg33
1.4 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](mailto:enquiries@gatewayqualifications.org.uk)

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

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## 1. Diploma Information

### 1.1 Overview of the Access to HE Diploma

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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

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The Diploma provides learners with a wide choice of units to support progression into Medical Sciences degree programmes. The mandatory group of units ensures that learners have a good understanding of themes relevant to Medical Sciences including key topics in Chemical Principles: Particles and Forces, Fundamental Chemistry, Fundamental Physics: Theory and Human Anatomy and Physiology

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

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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

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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

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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

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1.1 Medicine and Dentistry.

## 1.7 Target Groups

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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 Medical Sciences including, a range of topics such as, Actions of Medicines on the Human Body, Organic Chemistry, Organic and Biochemical Molecules and Physics and the Senses, ensuring that the learner is fully prepared for progression onto the relevant degrees.

## 1.8 Delivery Methods

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Delivery methods for the Access to Higher Education Diploma (Medical Sciences) can include:

- Face to face
- Blended learning.

Learners will need to cover 15 credits of Chemistry and 15 credits of Biology to be considered for Medical Schools.

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

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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

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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

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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 (Medical Sciences) learners may progress to the following:

- BSc (Hons) Applied Medical Sciences
- BSc (Hons) Biological Sciences
- BSc (Hons) Biology
- BSc (Hons) Biomedical Science
- BSc (Hons) Biomedicine
- BSc (Hons) Bioscience
- BSc (Hons) Chemistry
- BSc (Hons) Health Studies
- BSc (Hons) Healthcare Science (Cardiac Physiology)
- BSc (Hons) Healthcare Science (Life Sciences)
- BSc (Hons) Medical Biochemistry
- BSc (Hons) Medical Sciences
- BSc (Hons) Medicine
- BSc (Hons) Midwifery
- BSc (Hons) Natural Sciences
- BSc (Hons) Nursing
- BSc (Hons) Paramedic Science
- BSc (Hons) Radiography (Radiotherapy and Oncology)
- Degree Apprenticeships Nursing and/or Trainee Nursing Associate
- Diagnostic Radiography BSc (Hons)
- Foundation Degree (FD or FdSc) in Paramedic Science
- Foundation Degree in Medicine

Learners may also be interested in progressing to one of the wide range of degree apprenticeships related to health and science such as:

- Biomedical Scientist
- Clinical Pharmacology Scientist (integrated degree)
- Environmental Health Practitioner (integrated degree)
- Hygiene Specialist
- Oral Health Practitioner
- Physiotherapist
- Prosthetist and Orthotist

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

## 1.12 Equity, Diversity and Inclusion

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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

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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

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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

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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

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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

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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

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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

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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

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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 24 credits from the mandatory graded units.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034910	Chemical Principles: Particles and Forces	3	6	Academic	Practical exam Investigation Report Annotated diagram	1 hour closed book  1000 words 500 words
QU034608	Fundamental Chemistry	3	6	Academic	Investigation with report Exam	1500 words 1.5 hours open book
QU035022	Fundamental Physics: Theory	3	6	Academic	Written question and answer Scientific report with practical investigation x 2	1000 words 750 words x 2
QU034782	Human Anatomy and Physiology	3	6	Academic	Academic posters x 3 Exam	500 words x 3 1.5 hours open book

### Mandatory Unit: Research Graded Academic Subject Content

Learners must achieve 6 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU035072	Research: Practical Investigation Project for Medical Sciences	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 15 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
QU034866	An Introduction to Health and Disease	3	3	Academic	Case study Short answer questions Individual presentation	750 words 250 words 10 minutes
QU034746	Introduction to Biology: Cells and Tissues	3	3	Academic	Academic poster Short written questions Worksheets	500 words 500 words 500 words
QU035246	Introduction to Genetics	3	3	Academic	Report	1500 words



Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034794	Introduction to Organic Chemistry	3	3	Academic	Investigation Scientific report Worksheets	1000 words 250 words
QU035014	Organic and Biochemical Molecules	3	3	Academic	Exam	2 hours closed book
QU034816	Physical Science: Environmental Health and Medical Physics	3	3	Academic	Individual presentation Supporting materials Short answer questions	10 minutes 500 words 500 words
QU035026	Physics and the Senses	3	3	Academic	Exam	1.5 hours open book
QU034836	Scientific Methods in Biology	3	3	Academic	Practical investigations, scientific report including at least one graph, chart and table  Worksheets	750 word scientific report based on investigations, including at least one graph, chart and table  500 words
QU035108	The Blood	3	3	Academic	Investigation Presentation Supporting materials	15 mins 500 words
QU034846	The Endocrine System	3	3	Academic	Worksheets Individual presentation Self evaluation	750 words 10 minutes 250 words

### Mandatory Units: Ungraded

Learners must achieve 9 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU035166	Mathematics: Algebra, Exponentials and Logarithms	3	3	Academic	Worksheets	1500 words
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)
QU035180	Quantitative Methods - Statistics	3	3	Academic	Exam	2 hours closed 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
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
QU034700	Computer Data Protection	3	3	Other	Structured questions Case study analysis	750 words 750 words
QU034702	Developing Professional Attributes	3	3	Other	SWOT Analysis Professional development plan Essay	200 words 300 words 1000 words
QU034704	Inclusivity and Disability	3	3	Other	Exam Presentation with supporting notes	1 hour closed book 10 minutes
QU034708	Optimising Examination Performance	3	3	Other	Examination preparation plan Examination paper from another unit Reflective journal	500 words 1-2 hours 800 words
QU034712	Presentation Skills	3	3	Other	Notes from a range of sources Presentation Presentation lecture notes and handouts	300 words 200 words 1000 words

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
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
QU035176	Professional Behaviour for Medical Practitioners	3	3	Other	Reflective journal completed throughout the programme	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
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

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
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

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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.

It is expected that learners wishing to progress into medical school will need 15 credits of biology and 15 credits of chemistry and this should be taken into account when selecting optional units.

### 3.4 Recognition of Prior Learning

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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 \(qaa.ac.uk\)](https://qaa.ac.uk) - Applicable to new students registering from 1 August 2024

### 3.5 Credit Accumulation and Transfer

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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

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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

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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

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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

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#### **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 \(qaa.ac.uk\)](https://qaa.ac.uk/Access-to-Higher-Education-Diploma-Specification-and-Grading-Scheme-2024)

### **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

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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

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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

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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

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Access to a laboratory will be required for practical assessments.

## 5.4 Assessment

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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

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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

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

It should be noted that this diploma is **not** aligned with the QAA Medicine Subject Descriptor developed in 2019 which was designed to provide more standardisation in the development of Access to HE diplomas titled 'Medicine'. The purpose of the subject descriptor was to define the minimum requirement of content for a Diploma that is designed and publicly claims to provide the preparation needed for progression to undergraduate study in Medicine. The use of the subject descriptor in Medicine is mandatory for diplomas titled Access to Higher Education Diploma (Medicine).

Centres must make learners aware that achievement of this specific diploma may not allow progression onto Medicine degrees. Gateway Qualifications does offer Access to Higher Education Diploma (Medicine) which **does** align with the QAA Medicine Subject Descriptor and a learner who wishes to apply for a Medicine degree should check whether this Medicine and Medical Sciences diploma is suitable to allow progression to the degree.

## 6. Unit Details

### Mandatory Units: Graded Academic Subject Content

#### Access to HE Diploma Unit

<b>Title:</b>	Chemical Principles: Particles and Forces		
<b>Unit Code:</b>	QU034910		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	6
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
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 electrons in an atom and the distribution of elements in the Periodic Table.	2.1. Explain the electronic configuration of atoms and ions in terms of s, p and d orbitals.
	2.2. Explain the structure of the Periodic Table in terms of the properties of the elements and their electronic arrangements.
3. Understand the nature of elements, compounds and mixtures.	3.1. Explain the nature of elements, compounds, and mixtures.
4. Be able to calculate atomic mass from mass spectra data.	4.1. Explain the structure and functions of the main parts of a mass spectrometer.
	4.2. Explain why atomic mass values may not be whole numbers.
	4.3. Calculate relative atomic mass from mass spectra data.

5. Understand bonding and intermolecular forces.	5.1. Explain ionic, covalent, and metallic bonding.
	5.2. Deduce the shapes and bond angles of simple molecules.
	5.3. Explain the nature of van der Waals forces and hydrogen bonding.
	5.4. Explain the anomalous behaviour of water resulting from hydrogen bonding.
	5.5. Explain physical properties in terms of structure and bonding.
6. Be able to apply the mole concept.	6.1. Convert masses in grams to moles using relative molecular mass.
	6.2. Calculate reacting masses and volumes using the mole concept.
	6.3. Use the mole concept to calculate empirical and molecular formulae.
	6.4. Carry out an experiment to determine the formula of a compound.

### Access to HE Diploma Unit

<b>Title:</b>	Fundamental Chemistry		
<b>Unit Code:</b>	QU034608		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	6
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 6 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA
The learner will:		The learner can:
1. Understand chemical nomenclature both inorganic and organic.		1.1. Determine names by IUPAC nomenclature and formulae of inorganic compounds.
		1.2. Determine names by IUPAC nomenclature and formulae of organic compounds.
2. Understand the use of analytical techniques in chemical analysis.		2.1. Explain different types of spectroscopy and their applications.
		2.2. Explain chromatography and its uses.
3. Understand how to balance chemical equations.		3.1. Explain chemical equations and how to balance them.
4. Understand the basics of chemical bonding.		4.1. Explain different types of chemical bonding, relating them to the position of the elements in the Periodic Table.
5. Understand how to use chemical equipment.		5.1. Describe the use of a variety of equipment found in a chemistry laboratory.
		5.2. Analyse errors in an experiment to suggest ways of improvement.
6. Be able to relate chemistry to own life.		6.1. Analyse how chemistry is used in everyday situations such as the home or the body.

### Access to HE Diploma Unit

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

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
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

<b>Title:</b>	Human Anatomy and Physiology		
<b>Unit Code:</b>	QU034782		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	6
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1. Understand the structure and function of the heart and circulatory system.		1.1.	Explain the main components of the blood.
		1.2.	Explain the basic anatomy of the heart.
		1.3.	Explain the anatomy of arteries, veins and capillaries.
		1.4.	Explain the function of the circulatory system with reference to the main blood vessels.
2. Be able to relate the structure of the digestive system to its functions.		2.1.	Explain the gross anatomy of the digestive system.
		2.2.	Define the overall function of each part of the digestive system.
		2.3.	Explain the different types of enzymes found in the digestive system.
		2.4.	Investigate experimentally one example of enzyme action and analyse the findings.
3. Understand the structure and function of the skeleton.		3.1.	Identify and describe the main parts of the skeleton.
		3.2.	Explain the nature of position of the various joints.
		3.3.	Discuss the movement brought about at joints.
4. Understand the structure and function of the respiratory system.		4.1.	Explain the gross and microscopic structure of the respiratory system.
		4.2.	Explain breathing in terms of changes in volume and pressure.
		4.3.	Identify the adaptations of the gas exchange surface.

5. Understand the structure and function of the kidney in excretion.	5.1. Explain the gross and microscopic structure involved in the formation of urine in the kidney.
	5.2. Explain the process involved in the formation of urine in the kidney.
	5.3. Explain the role of ADH in the process of osmoregulation.

**Indicative Content:**

AC 3.1: Include axial appendicular ribcage, girdles and limbs. Only a few common bone names should be introduced.

AC 3.2: E.g. forearm.

## Mandatory Unit: Research Graded Academic Subject Content

### Access to HE Diploma Unit

<b>Title:</b>	Research: Practical Investigation Project for Medical Sciences		
<b>Unit Code:</b>	QU035072		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	6
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
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.

4. Be able to evaluate own research project.	3.2. Use appropriate technical terminology fluently.
	3.3. Reference all findings using a recommended style of referencing.
	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

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

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the basic principles of how medicines work in the human body.	1.1. Explain, with examples, how medicines act in the body: <ul style="list-style-type: none"> <li>• agonists</li> <li>• antagonists</li> <li>• drugs acting on enzyme systems</li> <li>• ion channels modulators/blockers.</li> </ul>
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

<b>Title:</b>	An Introduction to Health and Disease		
<b>Unit Code:</b>	QU034866		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand different concepts of health.	1.1. Explain different definitions of health.
2. Understand the causes of disease.	2.1. Summarise the difference between communicable and non-communicable diseases.
	2.2. Explain some biological causes of non-communicable diseases.
3. Understand the causes of health care associated infections.	3.1. Explain under what conditions healthcare associated infections are most likely to occur, and why.
	3.2. Explain what actions/inactions might cause such infections to occur.
4. Be able to suggest ways in which healthcare associated infections are prevented and controlled.	4.1. Evaluate the potential effectiveness of approved measures to prevent and control healthcare related infections.

### Access to HE Diploma Unit

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

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
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

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

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
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

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

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
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 be able 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

<b>Title:</b>	Organic and Biochemical Molecules		
<b>Unit Code:</b>	QU035014		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Assessment Details:</b>	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, aldehydes, 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: <ul style="list-style-type: none"> <li>• Structural isomers in alkanes</li> <li>• Geometrical isomers in alkenes</li> <li>• Optical isomers in amino-acids.</li> </ul>
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

<b>Title:</b>	Physical Science: Environmental Health and Medical Physics		
<b>Unit Code:</b>	QU034816		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand infection and infection control in humans.	1.1. Explain the main categories of micro-organisms.
	1.2. Discuss the routes of entry of micro-organisms into the body.
	1.3. Explain the differences between pathogenic organisms and commensal organisms.
	1.4. Discuss the principles of infection control.
2. Be able to evaluate infection control measures for a given situation.	2.1. Analyse the effect of micro-organisms on the body.
	2.2. Evaluate the potential effectiveness of infection control measures for a given situation.
3. Understand environmental health and environmental pollution.	3.1. Explain the main principles of environmental health.
	3.2. Discuss the main causes and effects of environmental pollution.
	3.3. Discuss the main aspects of the HASAW and COSHH Acts.
4. Understand the effect of non-ionising and ionising radiation on human health.	4.1. Explain the trends and patterns of electromagnetic spectrum and its parts.
	4.2. Explain x-rays, alpha, beta, and gamma radiation.
	4.3. Discuss the effect of exposure of the human body to non-ionising and ionising radiation.

### Access to HE Diploma Unit

<b>Title:</b>	Physics and the Senses		
<b>Unit Code:</b>	QU035026		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Know the nature of electromagnetic radiation including light.	1.1. Explain differences between the way that sound and light are transmitted.
	1.2. Explain the relationship between the frequency, wavelength and speed of a wave.
	1.3. Use the relationship between the frequency, wavelength and speed of a wave to solve problems for sound and light.
	1.4. Explain refraction and reflection of light and sound.
	1.5. Solve problems using Snell's Law.
2. Know how the eye works.	2.1. Explain the purpose and functions of parts of the eye.
	2.2. Explain the physics systems in the eye related to: a) refraction of light b) transduction of light.
	2.3. Interpret data relating to the trichromatic theory and use this to explain colour vision.
3. Understand the role of the ear in hearing.	3.1. Describe how the parts of the human ear propagate sound.
	3.2. Explain how sound is conducted within the ear.

### Access to HE Diploma Unit

<b>Title:</b>	Scientific Methods in Biology		
<b>Unit Code:</b>	QU034836		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA
The learner will:	The learner can:	
1. Be able to apply the concept of units and scales in biology.	1.1.	Differentiate the scale of measurement in various biological structures.
	1.2.	Measure, reform and calculate magnifications and sizes from diagrams and micrographs.
	1.3.	Diagnose various units of measurement and express them in different ways.
2. Be able to tabulate, plot and interpret data.	2.1.	Apply data in fully labelled tables manually and using basic spreadsheet functions.
	2.2.	Develop graphs from tabulated data both manually and using spreadsheets.
	2.3.	Calculate rates of change.
	2.4.	Explain the importance of rates of change.
3. Be able to report scientifically.	3.1.	Demonstrate how to record methods and results clearly.
	3.2.	Interpret results.
	3.3.	Evaluate work (discuss limitations of method, suggest improvements and further experiments).

### Access to HE Diploma Unit

<b>Title:</b>	The Blood		
<b>Unit Code:</b>	QU035108		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the function of blood and its composition.	1.1. Explain the major components and functions of blood.
	1.2. Explain the formation of blood cells and how they mature and recycle.
	1.3. Explain the structure and function of red blood cells (RBC), including the role of haemoglobin, and how they are recycled.
	1.4. Explain the structure of white blood cells (WBC) and their functions in relation to immunity.
2. Understand the blood clotting process.	2.1. Explain the process of haemostasis including the key factors of blood involved in clotting mechanism.
3. Be able to analyse blood groups and compatibility.	3.1. Analyse blood group compatibilities and explain why they are compatible or not.

### Access to HE Diploma Unit

<b>Title:</b>	The Endocrine System		
<b>Unit Code:</b>	QU034846		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1. Know the structure of the endocrine system.		1.1.	Describe the positions of the main endocrine organs of the body.
		2.1.	Explain the difference in action between two main classes of hormones.
2. Know the main features of hormone action.		2.2.	Compare and contrast the action of hormones with neurones.
		3.1.	Explain how the pituitary gland regulates other glands.
3. Understand the action of the pituitary gland.		3.2.	Describe the link between the pituitary and the nervous system.
		4.1.	Explain the circumstances under which adrenaline is produced.
4. Understand the action of the adrenal gland.		4.2.	Describe some of the hormones of the adrenal gland and their effects.
		4.3.	Describe the role the adrenal gland plays in maintaining homeostasis.
5. Understand the role of hormones in the control of blood sugar levels.		5.1.	Explain the role of insulin and glucagon in the control of blood glucose.

## Mandatory Units: Ungraded

### Access to HE Diploma Unit

<b>Title:</b>	Mathematics: Algebra, Exponentials and Logarithms		
<b>Unit Code:</b>	QU035166		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to solve equations correctly.	1.1. Solve simple linear equations involving brackets. 1.2. Solve quadratic equations using the formula.
2. Be able to rearrange formulae.	2.1. Rearrange formulae involving sums, differences, products, quotients, brackets, powers and roots.
3. Be able to use log laws correctly.	3.1. Convert between exponential and logarithmic notation. 3.2. Use the product, quotient and power laws of logarithms and make calculations.
4. Be able to demonstrate how to transform data to a linear form.	4.1. Draw a straight line from data derived from a non-linear law, using logarithms where necessary.
5. Understand the types of data that can be modelled using exponential functions.	5.1. Explain, using examples why only specific types of data can be modelled by an exponential function.
6. Be able to derive and use exponential equations from data.	6.1. Derive an exponential equation from a given set of data and predict values.



### Access to HE Diploma Unit

<b>Title:</b>	Preparation for Higher Education		
<b>Unit Code:</b>	QU034710		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Assessment Details:</b>	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.
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### Access to HE Diploma Unit

<b>Title:</b>	Quantitative Methods - Statistics		
<b>Unit Code:</b>	QU035180		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand different diagrams used to represent data.	1.1. State the advantages and disadvantages of a wide range of diagrams to represent data.
2. Be able to organise and present data.	2.1. Identify data as qualitative, quantitative, discrete, or continuous.
	2.2. Select the dominant features of data and suggest plausible interpretations.
	2.3. Construct suitable charts and diagrams including histograms and line graphs with suitable scales.
3. Know how to calculate and use averages.	3.1. Calculate the mean, median and mode of grouped data.
	3.2. Choose an appropriate average and justify the selection.
4. Know how to calculate and use measures of spread.	4.1. Calculate standard deviation of raw data and grouped data.
	4.2. Use mean and standard deviation to compare different data sets.
5. Be able to use bivariate data.	5.1. Calculate a coefficient of correlation.
	5.2. Make statements about the possible causal relationship between variables with strong correlation.
6. Be able to calculate probability.	6.1. Calculate the probability of combined events.
	6.2. Construct tree diagrams and use them to solve problems involving combined events.

	6.3. Identify events which are independent or mutually exclusive.
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<b>Indicative Content:</b>
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AC 3.2: E.g., Exam marks - mean; Exam grades - median; qualitative data - mode.
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AC 5.1: E.g., Spearman or Product moment.
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## Optional Units: Ungraded

### Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
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

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

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
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.

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

### Access to HE Diploma Unit

<b>Title:</b>	Computer Data Protection		
<b>Unit Code:</b>	QU034700		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Assessment Details:</b>	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

<b>Title:</b>	Developing Professional Attributes		
<b>Unit Code:</b>	QU034702		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1. Be able to evaluate differences between positive and negative professional attributes.		1.1.	Evaluate both positive and negative professional attributes.
		1.2.	Link positive attributes to the role of a professional.
2. Be able to reflect on own professional attributes and areas for development.		2.1.	Produce a SWOT analysis of own professional attributes.
		2.2.	Evaluate SWOT analysis.
		2.3.	Produce an individual professional development plan linked to the SWOT analysis.
3. Be able to analyse which attributes are considered important by employers in a specific sector and are valued in the workplace.		3.1.	Analyse which professional attributes are valued highly by employers within a specific sector.
		3.2.	Analyse why these professional attributes are important in a sector-specific workplace.
4. Be able to analyse the link between professional attributes and emotional intelligence.		4.1.	Analyse the links between professional attributes and emotional intelligence.

### Access to HE Diploma Unit

<b>Title:</b>	Inclusivity and Disability		
<b>Unit Code:</b>	QU034704		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Assessment Details:</b>	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

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

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
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

<b>Title:</b>	Presentation Skills		
<b>Unit Code:</b>	QU034712		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1. Know how to develop and plan a structured presentation.		1.1. Plan a timed presentation.	
		1.2. Develop the structure for a presentation.	
2. Know how to conduct research for a presentation from a range of different sources.		2.1. Identify topic and aims of research.	
		2.2. Select relevant resources from different sources.	
		2.3. Select information pertinent to the topic.	
3. Be able to deliver a presentation on a complex subject.		3.1. Convey information on a chosen topic in the form of a presentation to a group.	
		3.2. Use audio-visual aids effectively relevant to the topic.	
		3.3. Use eye contact and body language suitable for the audience.	
		3.4. Respond effectively to questions and challenges.	
4. Be able to evaluate own skills and performance.		4.1. Evaluate own presentation analysing strengths and areas to develop.	
		4.2. Evaluate own delivery of the presentation.	
		4.3. Evaluate strategies for improvement.	

### Access to HE Diploma Unit

<b>Title:</b>	Presenting Information Using ICT		
<b>Unit Code:</b>	QU034714		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Assessment Details:</b>	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

<b>Title:</b>	Professional Behaviour for Medical Practitioners		
<b>Unit Code:</b>	QU035176		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1. Understand the characteristics required to be a medical practitioner with reference to the GMC, patient-centred care and concepts of professionalism as it applies to medicine.		1.1. Analyse the characteristics required to be a medical practitioner with reference to:	a) the General Medical Council's outcomes for graduates b) patient-centred care c) concepts of professionalism as it applies to medicine.
		2.1. Distinguish between effective and ineffective skills with reference to a relevant model for each of the following:	a) communication b) teamwork.
2. Understand effective communication and teamworking skills.		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. Using an actual or hypothetical problem relevant to professional practice, explain how to solve the problem and manage any associated risk.	
4. Be able to reflect on own personal and professional practice and develop a personal and professional development plan.		4.1. Evaluate own personal and professional practice skills against those expected of a medical practitioner, 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.

### Access to HE Diploma Unit

<b>Title:</b>	Promoting Wellbeing and Building Resilience		
<b>Unit Code:</b>	QU034720		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Assessment Details:</b>	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

<b>Title:</b>	References and Reliability of Sources		
<b>Unit Code:</b>	QU034722		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Assessment Details:</b>	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

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

This unit has 7 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
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

<b>Title:</b>	Study Skills for Higher Education		
<b>Unit Code:</b>	QU034730		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Assessment Details:</b>	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

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

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
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: <ul style="list-style-type: none"> <li>• Aims and objectives</li> <li>• Ethical considerations</li> <li>• Timescales</li> <li>• Methods</li> <li>• Resources required</li> <li>• Any Health and Safety considerations.</li> </ul>
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

<b>Title:</b>	The Fundamentals of Environmental Sustainability		
<b>Unit Code:</b>	QU034734		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Assessment Details:</b>	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

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

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
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](mailto:enquiries@gatewayqualifications.org.uk)

## 8. Gateway Qualifications

Gateway Qualifications, a not-for-profit registered charity, is an Awarding Organisation and authorised Access Validating Agency based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether they are delivered in classroom, at work, in the community or through distance learning.

We hold a licence with the Quality Assurance Agency for Higher Education (QAA) as an Access Validating Agency for the development and approval of Access to HE Diplomas.



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