DIPLOMA GUIDE

Access to Higher Education

Subject Descriptor Compliant

gateway qualifications

Access to Higher Education Diploma (Medicine) – Revised

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
QAAQ003952	40012682	Access to Higher Education Diploma (Medicine)	1 August 2021 – 31 July 2026

Version/Date	Change Detail	Section/Page Reference
2.0 March 2024	Implemented new QAA Diploma Specification and moved content to new Diploma Guide template	All pages
1.1 April 2024	Changes to the Equity, Diversity and Inclusion Policy	Pg10

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 Medicine degree programmes. The mandatory group of units ensures that learners have a good understanding of themes relevant to Medicine including key topics in Chemistry, Chemical Principles: Particles and Forces, Energetics, Kinetics and Equilibria and Organic, Biochemical Molecules, Cell Biology and Biochemistry, Human Anatomy and Physiology and Genetics.

The Access to Higher Education Diploma (Medicine) has been developed to meet the requirements of the QAA subject descriptor for Medicine.

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

1.1 Medicine and Dentistry.

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 inclusion of a well-being unit in all Diplomas to support learners through their journey.

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 Medicine including, a range of topics such as Cell Biology and Biochemistry, Fundamental Physics: Theory, Mathematics: Algebra, Exponentials and Logarithms and Physics and the Senses, 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 (Medicine) can include:

- Face to face
- Blended learning.

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, presentation, 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 have been able to acquire subject knowledge and develop academic skills which are relevant to the intended progression route(s). The units include a balance of units which 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 to allow the learners to develop skills relevant to the subject area.

1.10 Geographical Coverage

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

1.11 Progression Opportunities

The Rules of Combination includes both mandatory and optional units. Stakeholders including Access to HE providers, subject experts and HEI representatives have reviewed and provided feedback on the appropriateness and coherency of the RoC, 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 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 HE Diploma (Medicine) learners may progress to the following:

- Bachelor of Medical Sciences with Hons Medicine
- 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) Healthcare Science (Cardiac Physiology)
- BSc (Hons) Healthcare Science (Life Sciences)
- BSc (Hons) Medical Biochemistry
- BSc (Hons) Medical Sciences
- BSc (Hons) Natural Sciences
- MBChB Medicine

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 (Chemistry)

Learners must complete 15 credits from the mandatory graded units.

Unit Code	Unit Title	Level	Credits	Content	Suggested 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
QU034874	Energetics, Kinetics and Equilibria	3	3	Academic	Worksheets	1500 words
QU035913	Introduction to Chemistry	3	3	Academic	Project	Scientific experiments and reports to 1250 words
QU035014	Organic and Biochemical Molecules	3	3	Academic	Exam	2 hours closed book

Mandatory Units: Graded Academic Subject Content (Biology)

Learners must achieve 15 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU035192	Cell Biology and Biochemistry	3	6	Academic	Practical investigation with report Exam	750 word 2 hours closed book
QU034782	Human Anatomy and Physiology	3	6	Academic	Academic posters x 3 Exam	500 words x 3 1.5 hours open book
QU035246	Introduction to Genetics	3	3	Academic	Report	1500 words

Mandatory Units: Graded Academic Subject Content (Other Science / Maths)

Learners must achieve 15 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU034610	Fundamental Physics: Theory	3	3	Academic	Exam	2 hours closed book
QU034812	Mathematics: Algebra, Exponentials and Logarithms	3	3	Academic	Worksheets	1500 words
QU035026	Physics and the Senses	3	3	Academic	Exam	1.5 hours open book
QU035298	Research: Practical Investigation Project for Medicine	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

Mandatory Units: Ungraded

Learners must achieve 15 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU035355	Drug Calculations and Health Related Charts	3	3	Other	Exam	2 hours closed book
QU034862	Mathematics for Science	3	3	Other	Exam	2 hours closed book

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU035176	Professional Behaviours 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
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

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 a laboratory will be required for practical assessments.

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 (Chemistry)

Access to HE Diploma Unit

Title:	Introduction to Chemistry		
Unit Code:	QU035913		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested Assessment Details:	Refer to Assessment Grid		

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the nature of laboratory separation techniques.	1.1. Perform practical exercises to separate mixtures of elements and/or compounds in a safe manner.
	1.2. Explain in appropriate scientific terminology.
2. Understand kinetic theory.	2.1. Explain experimental results in terms of changes in state and the movement of individual particles.
3. Understand the actions of acids and bases.	3.1. Perform safely, practical exercises into the nature of laboratory acids and bases.
	3.2. Explain the PH scale.
4. Recognise air as a mixture and how oxygen from this can react with some elements.	4.1. Perform safely, practical exercises using oxygen.
	4.2. Explain the nature of the products and respiration as 'controlled burning'.
5. Understand the physical properties of water.	5.1. Perform safely, practical exercises into the physical properties of water.
	5.2. Analyse at least one of these properties and its importance to the survival of life.
6. Understand the current issues concerning pollution for example: air, water, eutrophication, radioactivity.	6.1. Discuss the current issues of pollution using scientific ideas.
	6.2. Suggest and evaluate possible solutions to one of these, and test it in a laboratory.

Access to HE Diploma Unit

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

This unit has 6 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 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

Title:	Energetics, Kinetics, Equilibria		
Unit Code:	QU034874		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested 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:	Organic and Biochemical Molecules		
Unit Code:	QU035014		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested 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.

Mandatory Units: Graded Academic Subject Content (Biology)

Access to HE Diploma Unit

Title:	Cell Biology and Biochemistry		
Unit Code:	QU035192		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested 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 structure of eukaryotic cells.	1.1. Explain the structure of eukaryotic cells.
	1.2. Identify from electron micrographs: • the nucleus • cell membrane • endoplasmic reticulum • ribosomes • mitochondria • Golgi body • lysosomes.
	1.3. Estimate the size of cells and organelles from microscope study or photographs.
	1.4. Explain the levels of organisation in multicellular organisms, including the importance of cell specialisation with reference to a specific tissue.
2. Understand the functions of cell organelles.	2.1. Explain the links between the functions and structure of: • the nucleus • endoplasmic reticulum • ribosomes • mitochondria • Golgi body • lysosomes.

3. Understand the structure and function of biological molecules.	3.1. With reference to carbohydrates, proteins and lipids: a) recognise the structure of themolecules b) relate the structure of the molecules to their function c) explain formation and breakdown of polymers.
4. Understand how materials are exchanged across the cell membrane.	4.1. Analyse the movement of substances across the cell membrane by: • diffusion • osmosis • active transport • pinocytosis.
	4.2. Explain how the exchange of materials across the cell membrane is related to its structure.
5. Understand the mode of action of enzymes.	5.1. Explain the structure of enzymes, including how their structure is linked to their function.
	5.2. Explain the concept of activation energy.
	5.3. Evaluate models of enzyme action: a) lock and key b) induced fit.
	5.4. Explain the effect of external factors on enzyme activity.

Access to HE Diploma Unit

Title:	Human Anatomy and Physiology		
Unit Code:	QU034782		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested Assessment Details:	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 and function 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.

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		
Suggested 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.

Mandatory Units: Graded Academic Subject Content (Other Science/Maths)

Access to HE Diploma Unit

Title:	Fundamental Physics: Theory		
Unit Code:	QU034610		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand forces in action.	1.1. Explain 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. Analyse and identify key forces acting on the human body in a given situation.
2. Understand 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 atmosphere pressure.
	2.3. Explain how pressure changes are accommodated by biological systems.
3. Understand the fundamental concepts of electricity.	3.1. Explain the relationship between current, voltage and resistance.
	3.2. Calculate the electrical resistance of various components.
	3.3. Explain how electricity is generated.
	3.4. Evaluate how electrical concepts are put to use in a given medical device or procedure.
4. Understand the fundamental concepts of radiation.	4.1. Distinguish between the properties of alpha, beta and gamma radiation.

	4.2. Explain sources of environmental radiation: a) natural sources b) man-made sources.
	4.3. Analyse health effects of environmental radiation.

Access to HE Diploma Unit

Title:	Mathematics: Algebra, Exponentials and Logarithms		
Unit Code:	QU034812		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested 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 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

Title:	Physics and the Senses		
Unit Code:	QU035026		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested 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 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

Title:	Research: Practical Investigation Project for Medicine		
Unit Code:	QU035298		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested 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.

Mandatory Units: Ungraded

Access to HE Diploma Unit

Title:	Drug Calculations and Health Related Charts		
Unit Code:	QU035355		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested 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 units specific to drug calculations.	1.1. Convert between micrograms, mg, g and kg, without the use of a calculator.
	1.2. Convert between litres and millilitres, without the use of a calculator.
	1.3. Analyse the impact of miscalculating when converting between units in a health setting.
2. Be able to calculate drug dosages.	2.1. Find the total dose of drug required by weight.
	2.2. Find the total dose of a drug required when this is dependent on a patient's body surface area.
	2.3. Find the total dose of drug required when this is dependent on a patient's age.
3. Be able to perform calculations for administering fluids by the intravenous route.	3.1. Express intravenous infusion rates for a given volume over a given time.
	3.2. Express intravenous infusions drip rates for a given length of syringe drive over a given time.
4. Be able to use health-related charts to record vital signs.	4.1. Enter a range of clinical data on a patient's vital signs onto the National Early Warning Score Chart.
	4.2. Interpret the data for one patient and calculate the score correctly.
5. Be able to use health-related charts to record fluid balance.	5.1. Enter the given data for one patient to record fluid intake and output.

	5.2.	Calculate the required fluid intake and output for a patient of a given weight over a period of 24 hours.
	5.3.	Calculate the fluid balance for a given patient over a period of 24 hours.
6. Understand the need for accurate documentation within a health setting.	6.1.	Explain the requirement for accurate recording of data in health related charts.
	6.2.	Explain implications of not recording data accurately in a health setting.

Indicative Content:
AC 4.1: NEWS2 was introduced across the NHS in 2018 and should be the format used for achievement of this criterion.

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		
Suggested 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. Understand how 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. Understand how to evaluate formulae.	5.1. Evaluate formulae by substitution using the full range of functions on a scientific calculator.

6. Understand how 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: Appropriate to the nature of the data.

Access to HE Diploma Unit

Title:	Professional Behaviour for Medical Practitioners		
Unit Code:	QU035176		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Suggested 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 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. Understand effective communication and teamworking 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. 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

Title:	Promoting Wellbeing and Building Resilience		
Unit Code:	QU034720		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Suggested 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:	Study Skills for Higher Education		
Unit Code:	QU034730		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Suggested 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.

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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