Best Practice for Starting your Access to HE Delivery

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Where to start…?

Promote, promote, promote…

- What other events are going on in your area?
- Join local social media groups - resident societies, student forum groups
- Contact local newspapers with success stories
- Build relationships with feeder universities

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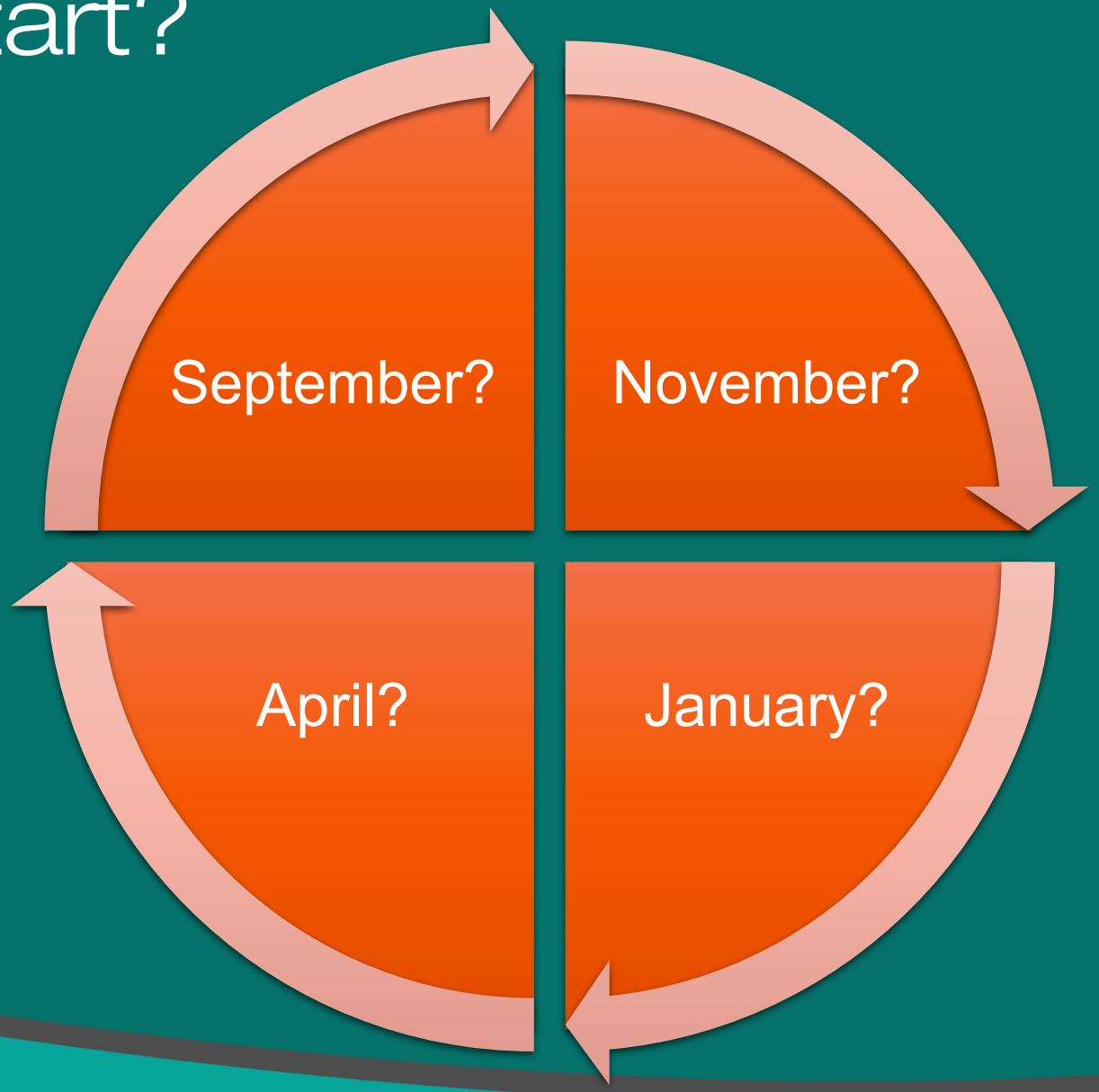
When to start?



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Starting the year right

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Access to HE Diploma Specification

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

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

The remaining units will be 3-credit units

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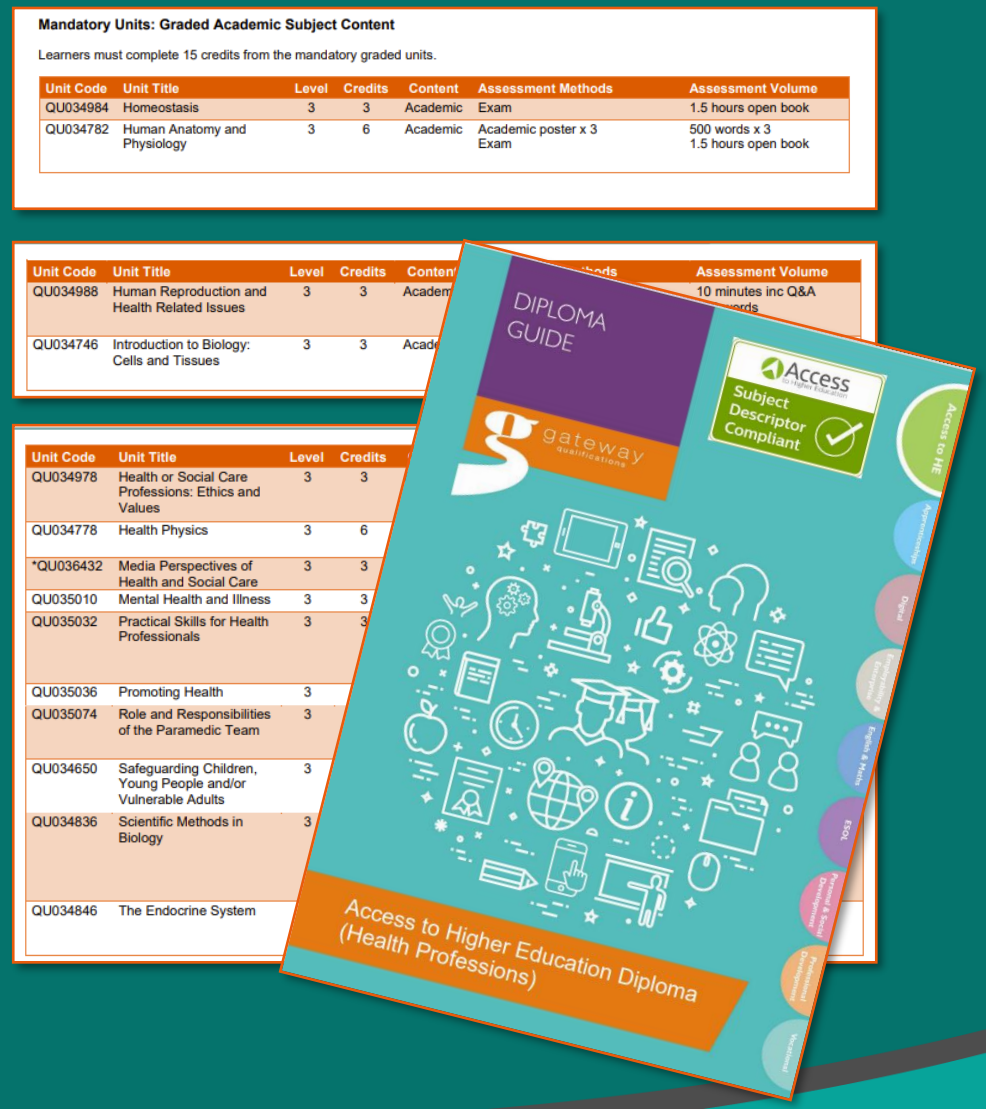
Diploma Guide and ROC

- Mandatory and optional units
- Unit specifications
- Do not have to stick with same optional units as last year
  - At least one 6- or one 9-credit unit
  - A maximum of 30 credits from 6 or 9-credit units
- Common ungraded units across diplomas – economies of delivery



Mandatory Units: Graded Academic Subject Content

Learners must complete 15 credits from the mandatory graded units.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034984	Homeostasis	3	3	Academic	Exam	1.5 hours open book
QU034782	Human Anatomy and Physiology	3	6	Academic	Academic poster x 3 Exam	500 words x 3 1.5 hours open book

Unit Code	Unit Title	Level	Credits	Content	Assessment Volume
QU034988	Human Reproduction and Health Related Issues	3	3	Academ	10 minutes inc Q&A
QU034746	Introduction to Biology: Cells and Tissues	3	3	Acade	

Unit Code	Unit Title	Level	Credits
QU034978	Health or Social Care Professions: Ethics and Values	3	3
QU034778	Health Physics	3	6
*QU036432	Media Perspectives of Health and Social Care	3	3
QU035010	Mental Health and Illness	3	3
QU035032	Practical Skills for Health Professionals	3	3
QU035036	Promoting Health	3	
QU035074	Role and Responsibilities of the Paramedic Team	3	
QU034650	Safeguarding Children, Young People and/or Vulnerable Adults	3	
QU034836	Scientific Methods in Biology	3	
QU034846	The Endocrine System		

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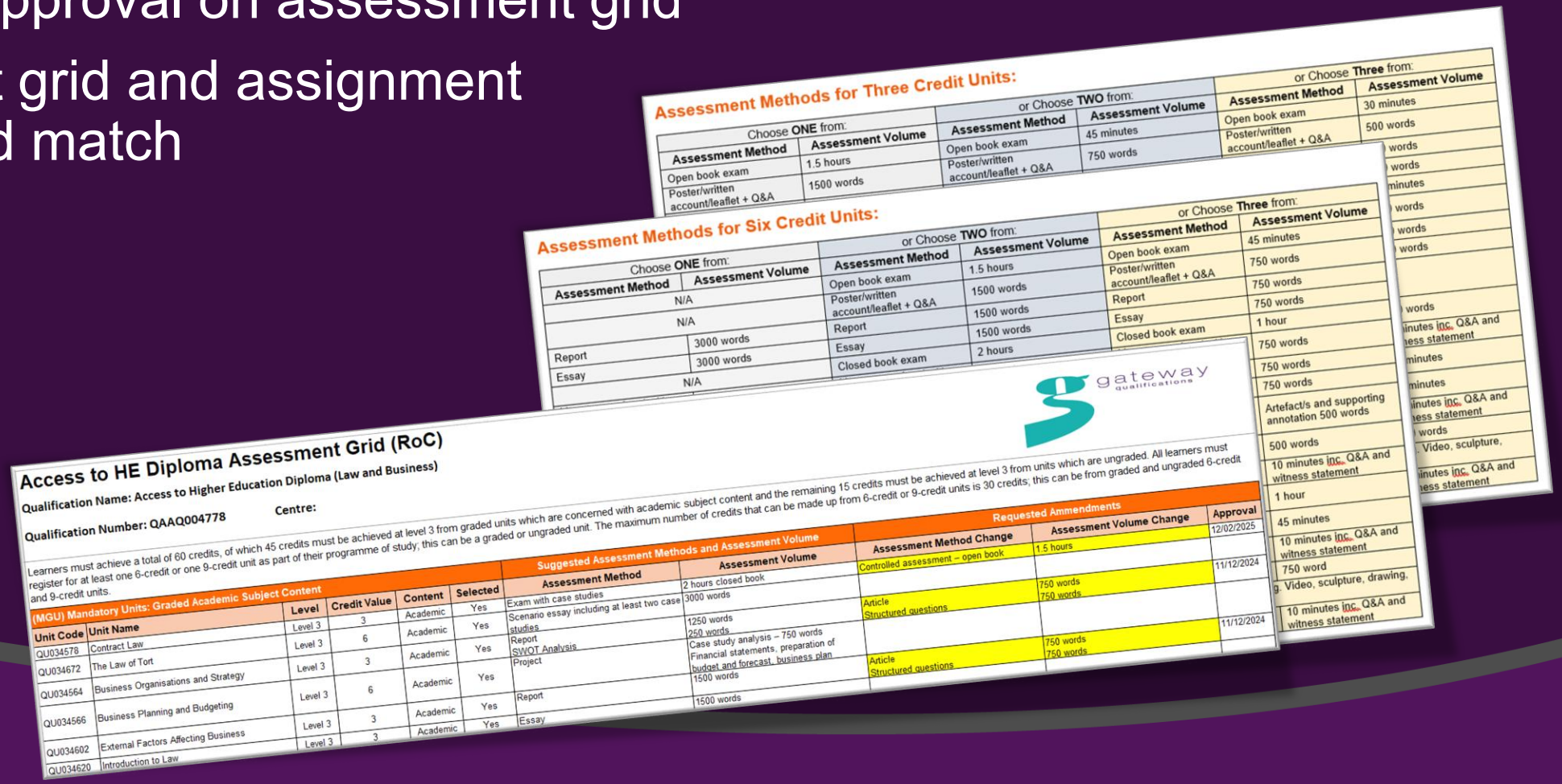
Assessment Method Changes

- Use the guidance to select equivalent assessment method(s)
- Submit for approval on assessment grid
- Assessment grid and assignment briefs should match



Assessment Methods for Three Credit Units:

Choose ONE from:		or Choose TWO from:		or Choose Three from:	
Assessment Method	Assessment Volume	Assessment Method	Assessment Volume	Assessment Method	Assessment Volume
Open book exam	1.5 hours	Open book exam	45 minutes	Open book exam	30 minutes
Poster/written account/leaflet + Q&A	1500 words	Poster/written account/leaflet + Q&A	750 words	Poster/written account/leaflet + Q&A	500 words

Assessment Methods for Six Credit Units:

Choose ONE from:		or Choose TWO from:		or Choose Three from:	
Assessment Method	Assessment Volume	Assessment Method	Assessment Volume	Assessment Method	Assessment Volume
N/A		Open book exam	1.5 hours	Open book exam	45 minutes
N/A		Poster/written account/leaflet + Q&A	1500 words	Poster/written account/leaflet + Q&A	750 words
Report	3000 words	Report	1500 words	Report	750 words
Essay	3000 words	Essay	1500 words	Essay	750 words
N/A		Closed book exam	2 hours	Closed book exam	1 hour

Access to HE Diploma Assessment Grid (RoC)

Qualification Name: Access to Higher Education Diploma (Law and Business)

Qualification Number: QAAQ004778 **Centre:**

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.

(MGU) Mandatory Units: Graded Academic Subject Content						Suggested Assessment Methods and Assessment Volume		Requested Ammendments		
Unit Code	Unit Name	Level	Credit Value	Content	Selected	Assessment Method	Assessment Volume	Assessment Method Change	Assessment Volume Change	Approval
QU034578	Contract Law	Level 3	3	Academic	Yes	Exam with case studies	2 hours closed book	Controlled assessment – open book	1.5 hours	12/02/2025
QU034672	The Law of Tort	Level 3	6	Academic	Yes	Scenario essay including at least two case studies	3000 words			
QU034564	Business Organisations and Strategy	Level 3	3	Academic	Yes	Report SWOT Analysis	1250 words 250 words	Article Structured questions	750 words 750 words	11/12/2024
QU034566	Business Planning and Budgeting	Level 3	6	Academic	Yes	Project	Case study analysis – 750 words Financial statements, preparation of budget and forecast, business plan 1500 words			
QU034602	External Factors Affecting Business	Level 3	3	Academic	Yes	Report		Article Structured questions	750 words 750 words	11/12/2024
QU034620	Introduction to Law	Level 3	3	Academic	Yes	Essay	1500 words			

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Assessment Plan

Access to HE Assessment Plan

Centre:	GWQ
Diploma Title and Qualification Number:	Business Management QAAQ004748
Assessment Plan Verified by:	J Roseen

Unit Title	Unit Code	Unit Type	Assignment Title	Targeted LOs/ACs	IV of Assignment Brief Date	Assignment Hand Out Date	Assignment Submission Date	IV of Assessment Decision Date	Planned Resubmission Date	IV of Resubmission Date	Assessor Name	Internal Verifier Name
Business Planning and Budgeting	QU034566	Mandatory Graded	Business Planning and Budgeting	All	25/09/2024	04/11/2024	22/11/2024	09/12/2024	20/12/2024	06/01/2025	Tim Johnson	Aleena Hamidi
Digital Technology in Business	QU034588	Mandatory Graded	Digital Technology in Business	All	30/09/2024	12/05/2025	06/06/2025	23/06/2025	04/07/2025	11/07/2025	Aleena Hamidi	Tim Johnson
The Role of Marketing in Business	QU034676	Mandatory Graded	The Role of Marketing in Business	All	01/09/2024	29/09/2024	30/10/2024	22/11/2024	09/12/2024	06/01/2025	Ethan Edward	Jessica Millania
Understand Human Resource Management	QU034680	Mandatory Graded	Understand Human Resource Management	All	25/09/2024	03/03/2025	03/03/2025	24/03/2025	04/08/2025	28/04/2025	Aleena Hamidi	Ethan Edward
Research Skills for Business Management	QU034640	Mandatory Research	Research Skills for Business Management	All	01/09/2024	19/05/2025	13/06/2025	27/06/2025	11/07/2025	18/07/2025	Tim Johnson	Aleena Hamidi
Preparation for Higher Education	QU034710	Mandatory Ungraded	Preparation for Higher Education	All	07/07/2024	24/02/2025	02/06/2025	27/06/2025	11/07/2025	18/07/2025	Aleena Hamidi	Tim Johnson
E-Commerce	QU034590	Optional Graded	E-Commerce	All	01/09/2024	28/11/2024	28/01/2025	14/02/2025	07/03/2025	14/03/2025	Jessica Millania	Jason Mohamed
External Factors Affecting Business	QU034602	Optional Graded	External Factors Affecting Business	All	07/07/2024	29/04/2025	29/04/2025	16/05/2025	06/06/2025	13/06/2025	Ethan Edward	Aleena Hamidi
Finance and Accounts	QU034604	Optional Graded	Finance and Accounts	All	25/09/2024	12/01/2025	12/02/2025	05/03/2025	12/03/2025	26/03/2025	Jason Mohamed	Tim Johnson
Finance in the Global Economy	QU034606	Optional Graded	Finance in the Global Economy	All	30/09/2024	28/04/2025	23/05/2025	06/06/2025	20/06/2025	27/06/2025	Tim Johnson	Jessica Millania
Leadership	QU034626	Optional Graded	Leadership	All	07/07/2024	31/03/2025	02/05/2025	19/05/2025	06/06/2025	09/06/202	[illegible]	Jessica Millania
Principles of Effective Business Processes	QU034634	Optional Graded	Principles of Effective Business Processes	All	01/09/2024	30/09/2024	11/10/2024	28/10/2024	08/11/2024	15/[illegible]	[illegible]	Tim Johnson
Mathematics - Calculations	QU034706	Optional Ungraded	Mathematics - Calculations	All		11/11/2024	22/11/2024	09/12/2024	20/12/2024	[illegible]	[illegible]	[illegible]son Mohamed
Spreadsheets	QU034726	Optional Ungraded	Spreadsheets	All	30/09/2024	31/03/2025	25/04/2025	02/05/2025	16/05/2025	[illegible]	[illegible]	[illegible]n Edward
Statistics	QU034728	Optional Ungraded	Statistics	All	25/09/2024	19/05/2025	30/05/2025	06/06/2025	20/06/2025	[illegible]	[illegible]	[illegible]Mohamed
Writing Reports	QU034736	Optional Ungraded	Writing Reports	All	07/07/2024	09/06/2025	13/06/2025	04/07/2025	18/07/2025	[illegible]	[illegible]	[illegible]hnson

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IV Sampling Plan

Access to HE Internal Verification Plan (Business Management QAAQ004748)

Note: This plan is provisional and is subject to change: this can be based upon achievement of grades to ensure a wide spread of grade achievements are considered as part of the sampling process, and will be updated accordingly. Cells shaded in are the propsed learners that will be sampled within each unit.

Unit Name		Business Planning and Budgeting	Digital Technology in Business	The Role of Marketing in Business	Understand Human Resource Management	Research Skills for Business Management	Preparation for Higher Education	E-Commerce	External Factors Affecting Business	Finance and Accounts	Finance in the Global Economy	Leadership	Principles of Effective Business Processes	Mathematics - Calculations	Spreadsheets	Statistics	Writing Reports
Unit Number		QU034566	QU034588	QU034676	QU034680	QU034640	QU034710	QU034590	QU034602	QU034604	QU034606	QU034626	QU034634	QU034706	QU034726	QU034728	QU034736
Assessor		Tim Johnson	Aleena Hamidi	Ethan Edward	Aleena Hamidi	Tim Johnson	Aleena Hamidi	Jessica Millania	Ethan Edward	Jason Mohamed	Tim Johnson	Ethan Edward	Aleena Hamidi	Tim Johnson	Jessica Millania	Ethan Edward	Aleena Hamidi
Internal Verifier		Aleena Hamidi	Tim Johnson	Jessica Millania	Ethan Edward	Aleena Hamidi	Tim Johnson	Jason Mohamed	Aleena Hamidi	Tim Johnson	Jessica Millania	Jessica Millania	Tim Johnson	Jason Mohamed	Ethan Edward	Jason Mohamed	Tim Johnson
Learner Forname	**Learner Surname**	*Colour cells below to identify which learner assessment decisions will be internally verified against a unit.*															
Tim	Jones																
James	Tswockski																
Busha	Moussa																
Jermain	Johnson																
Jessica	Tu																
Selina	Monday																
Mohammed	Hussain																
Charmain	Woollard																
Loubna	El Mansouri																
Lead Internal Verifier Name (digital signature)		*Aleena Hamidi*														**Date**	09/09/2025

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Assignment Briefs

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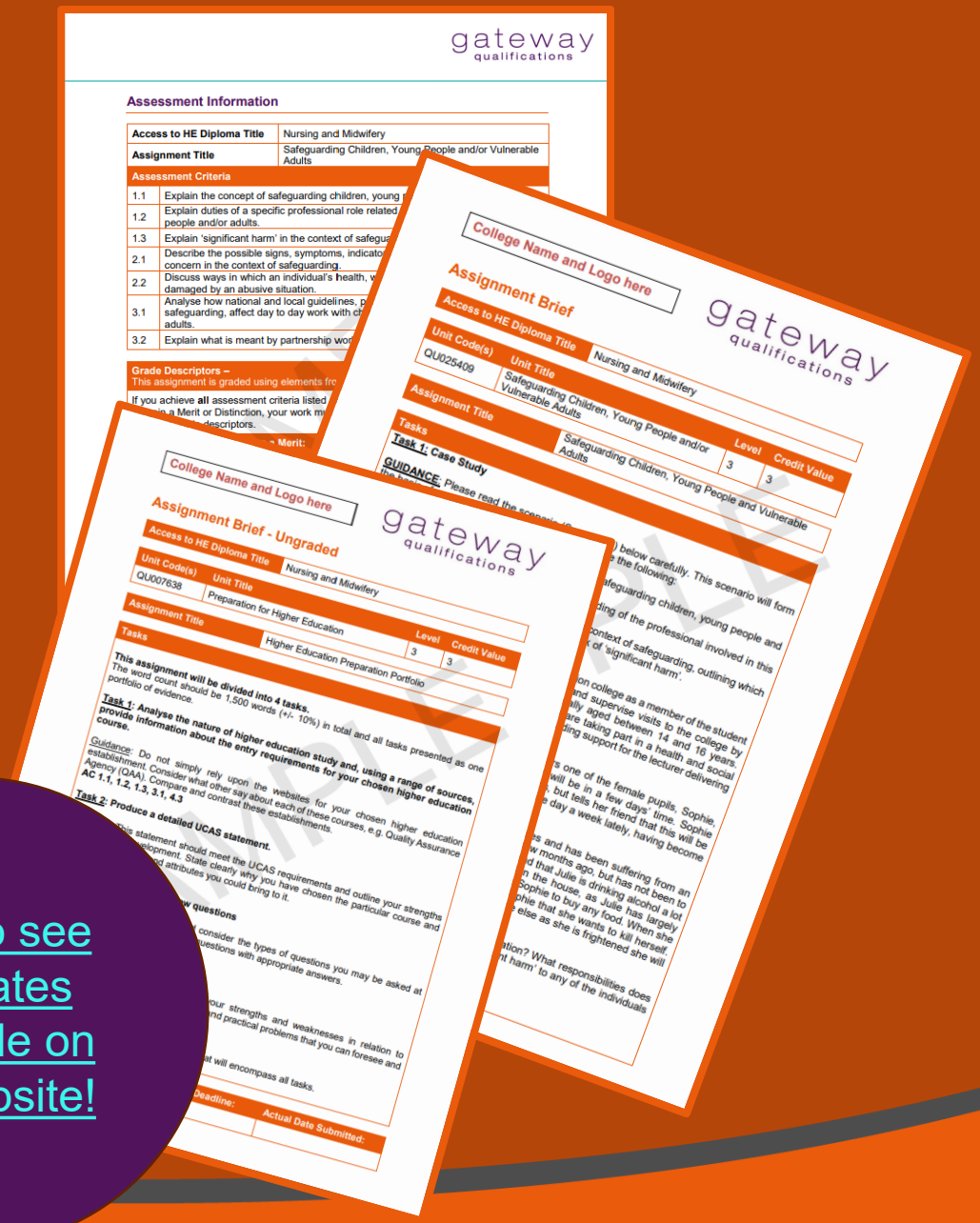
Assignment Briefs

- 120+ units have assignment briefs
- Free! Download for approved providers
- Adapt to meet students' needs



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Creating assignment briefs

Coronavirus: Latest information for centres including Adaptations for 2021-22

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Home > Centre Support > Quality Assurance > Information for Access to HE Centres > Access to HE Forms and Templates

Access to HE Forms and Templates

A hub for the handbooks, forms, templates and checklists you will need to successfully run your Access to HE Diplomas.

Handbook

- Access to HE Centre Handbook – Full of the processes needed to run a Gateway Qualifications Access to HE diploma
- Access to HE – Tutor Handbook – A guide designed to provide tutors with they need to know to successfully teach and deliver units on the Access to HE

Modifications

- Modifications Request Form – A form to request modifications to Access to HE Diplomas
- Modification Request Form Exemplar – An exemplar of the Modification Request Form

Unit Assessment

- Graded Assignment Brief Template – This template is for writing a graded assignment brief
- Ungraded Assignment Brief Template – This template is for writing an ungraded assignment brief
- Observation Record Sheet – Use this template to provide evidence as an observation record
- Observation Record Sheet – exemplar – An exemplar of an Observation Record Sheet
- Unit Summary Sheet – Used to determine the final grade for a unit when multiple assignments are used

Home > Centre Support > Quality Assurance > Information for Access to HE Centres

Information for Access to HE Centres

Extensive, free support resources

Most are in the public domain but others are password protected. If you are prompted for a password you should use your current Access username and password. Please contact your Centre's Access to HE Coordinator if you do not know your Centre's password.

We have recently reworked our Access Quality Manual to try and provide more information in the topic groupings below. If you are struggling to find any documents or guidance, please don't hesitate to contact us and ask.

> *Gateway Qualifications is amazing in providing the support needed to their Centres.*
>
> Blessing Oloruntoba, Vocational Lead, Mi ComputSolutions

Access to HE Forms and Templates
A hub for forms, templates and guidance needed by Access to HE centres
More

Access to HE Modification Process
The modification process for making changes to Access to HE Diplomas
More

Grading
Information about how the Access to HE Diploma is graded.
More

Quick Guides
A series of handy guides covering all the main areas of delivering the Access to HE Diploma.
More

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Access to HE Diploma	Access to HE Nursing

Unit Code(s)	Unit Title	Level	Credit Value
QUO7865	Homeostasis for Healthcare	3	3

Assignment Title	Homeostasis

Submission			
Date Handed Out:	04/03/2024	Submission Deadline:	31/05/2024
Actual Date Submitted:	30/05/2024	Resubmission Required?	Yes ☐ No ☒
Tutor/Assessor:	J. Hunt		

Extension Request			
Formal Extension Request:	Yes ☐ No ☒	Extension Deadline:	Click or tap to enter a date.
Tutor/Assessor Signature to Agree Extension:	N/A		

Resubmission Deadline			
Date Handed back to Student:	Click or tap to enter a date.	Resubmission Deadline:	Click or tap to enter a date.
Actual Date Submitted:	Click or tap to enter a date.	Referral Request?	Yes ☐ No ☐

Declaration	
Learner Declaration: I declare that all the work submitted for this unit is my own, and that where I have drawn on the work of others, I have referenced this in accordance with the College Policy. I understand that a false declaration is a form of malpractice.	
Learner Name:	
Learner Signature:	Date: Click or tap to enter a date.

Diploma and unit details clearly stated and accurate.

Submission date

Interim assessment hand-in dates

Section to record any confirmed extensions or resubmission requirements

Section for students to declare authenticity of work

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Assessment Information

Learning Outcomes	
1	Understand the concept of homeostasis in the human body.
2	Understand the gross layout of, and feedback mechanisms associated with the endocrine system.
3	Understand the roles of the endocrine system in the human body.

Assessment Criteria	
1.1	Define the term homeostasis and apply this to the nervous and endocrine systems.
1.2	Characterise the three classes of neurones and explain how they work in a simple reflex arc.
1.3	Explain the propagation of a nerve impulse and synaptic transmission
2.1	Identify the main endocrine glands in the body and link them to some of their specific secretions.
2.2	Summarise how hormones reach their target cells and exert their influence at a cellular level.
2.3	Distinguish between positive and negative feedback mechanisms such as the effect of oxytocin (in labour) and the control of Ca2+ (linked to osteoporosis) respectively.
3.1	Research and report on homeostatic systems such as temperature regulation, glucose regulation and water regulation.

Details of assignment requirements mapped to assessment criteria

Question 1 (AC1.1)
- Explain the meaning of the term homeostasis.
- Homeostatic systems involve negative feedback. Explain what this means and describe briefly one such system in the body which involves hormonal control. Use a labelled diagram if you need to.

Question 2 (AC 1.2)
There are three main types of nerve cells (neurones). Illustrating your answer with simple [illegible] how these neurones work together in a simple reflex arc.

CONT…

All LOs and ACs the brief is addressing are clearly stated

Tasks for the student to complete, mapped against the ACs.

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Source: QAA document - Converting Assignment Briefs to Meet the Requirements of the Revised Grading Scheme

The Grading Standards

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

Merit The student, student's work or performance:	**Distinction** The student, student'
a. **generally** demon apply knowledge given context sho depth of knowled the demands of th with b. a **very good** und (choose from): • facts • concepts • theories • models • methods • perspectives • ideas • principles • practices • procedures	

There is no grading sta of the learning outcome

For all units irrespective of size, select a **relevant** sub-components in (b). Choices

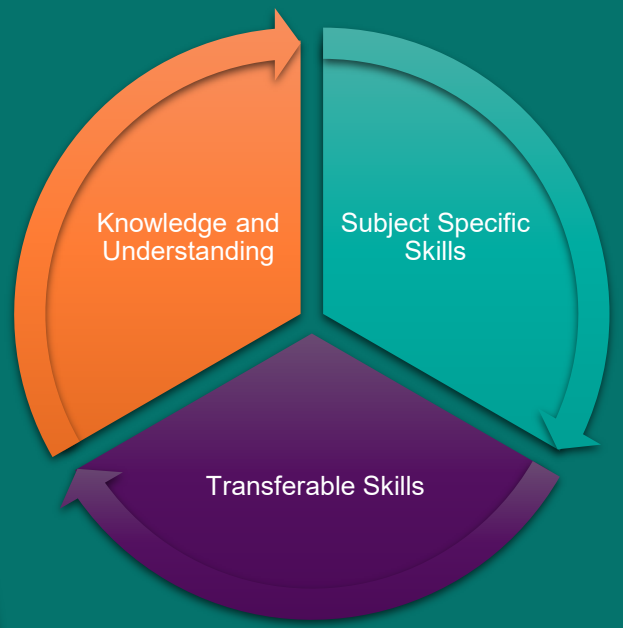
Merit The student, student's work or performan
a. **generally** demonstrates an ability i selecting and using skills as require by the unit, with b. **very good** levels of (choose from): • accuracy • precision • efficiency • creativity • innovation • reasoning • insight • focus • interpretation

There is no grading standard for pass. St requirements of the learning outcomes of

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

Merit The student, student's work or performance:	**Distinction** The student, student's work or performance:
a. demonstrates **very good** communication and/or presentation skills evidenced by the use and/or selection of (choose from): • format • structure • grammar • syntax • spelling and punctuation • imagery • artefacts • digital software • number • metrics • paralanguage	a. demonstrates **excellent** communication and/or presentation skills evidenced by the use and/or selection of (choose from): • format • structure • grammar • syntax • spelling and punctuation • imagery • artefacts • digital software • number • metrics • paralanguage
b. demonstrates autonomy and/or independence evidenced by a **very good** ability to (choose from): • plan, organise and complete work • respond appropriately to supervision • conduct independent research • manage time • collaborate with others • take responsibility for own contributions • reflect on own performance	b. demonstrates autonomy and/or independence evidenced by an **excellent** ability to (choose from): • plan, organise and complete work • respond appropriately to supervision • conduct independent research • manage time • collaborate with others • take responsibility for own contributions • reflect on own performance
c. **generally** adheres to academic and/or professional conventions in use of technical/specialist language and/or format in responding to the instructions set out in the assignment brief (see below for examples).	c. **consistently** adheres to academic and/or professional conventions in use of technical/specialist language and/or format in responding to the instructions set out in the assignment brief (see below for examples).

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



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Grading

If you achieve **all** assessment criteria listed above, you will be awarded a **Pass**. To gain a Merit or Distinction, your work must match the performance described below.

	To achieve a Merit:	To achieve a Distinction:
Grading Standard 1: **Knowledge and Understanding**	The student, student's work or performance: a. **generally** demonstrates the ability to apply knowledge appropriately in a given context showing breadth **OR** depth of knowledge in responding to the demands of the unit with b. a **very good** understanding and use of: • facts • concepts • principles	The student, student's work or performance: a. **consistently** demonstrates the ability to apply knowledge appropriately in a given context showing breadth **OR** depth of knowledge in responding to the demands of the unit with b. an **excellent** understanding and use of: • facts • concepts • principles
Grading Standard 2: **Subject Specific Skills**	The student, student's work or performance: a. **generally** demonstrates an ability in selecting and using skills as required by the unit, with b. **very good** levels of • accuracy • reasoning • interpretation	The student, student's work or performance: a. **consistently** demonstrates an ability in selecting and using skills as required by the unit, with b. **excellent** levels of • accuracy • reasoning • interpretation
Grading Standard 3: **Transferable Skills**	The student, student's work or performance: a. demonstrates **very good** communication and/or presentation skills evidenced by the use and/or selection of: • format • structure • imagery c. **generally** adheres to academic and/or professional conventions in use of technical / specialist language and/or format in responding to the instructions set out in the assignment brief.	The student, student's work or performance: a. demonstrates **excellent** communication and/or presentation skills evidenced by the use and/or selection of: • format • structure • imagery c. **consistently** adheres to academic and/or professional conventions in use of technica specialist language and/or for in responding to the instructions set out in the assignment brief.

Additional Guidance

To achieve a Merit:	To achieve a Distinction:
GS1 - The student has generally applied their knowledge of homeostasis in understanding its importance in daily life e.g. thermoregulation, blood glucose regulation, blood pressure etc. The student's knowledge of the principles of homeostasis and the role of the nervous and endocrine systems in maintaining homeostasis is very good. GS2 - Given the complexity of how homeostasis is maintained, the student's interpretation of and response to both tasks reflect very good levels of accuracy, interpretation and reasoning in terms of homeostatic mechanisms and disorders. GS3 - The student's worksheet answers and the presentation of their selected homeostatic mechanism both have a very good structure and format along with a very good use of graphics to illustrate homeostatic concepts and principles. The student has generally adhered to academic conventions e.g. where reference is made to external sources, the referencing is generally accurate using the Harvard system as advised in the brief.	GS1 - The student has consistently applied their kno understanding its e.g. thermoregul regulation, blood student's knowle homeostasis and and endocrine sy homeostasis is e GS2 - Given the complexity of how homeostasis is maintained, the student's interpretation of and response to both tasks reflect excellent levels of accuracy, interpretation and reasoning in terms of homeostatic mechanisms and disorders. GS3 - The student's worksheet answers and presentation of their selected homeostatic mechanism both have an excellent structure and format with an excellent use of graphics to illustrate homeostatic concepts and principles. The student has consistently adhered to academic conventions e.g. where reference is made to external sources, the referencing is consistently accurate using the Harvard system as advised in the brief.

Additional guidance to support students in how to achieve the higher grades

Grading standard components being used to grade student work for the unit

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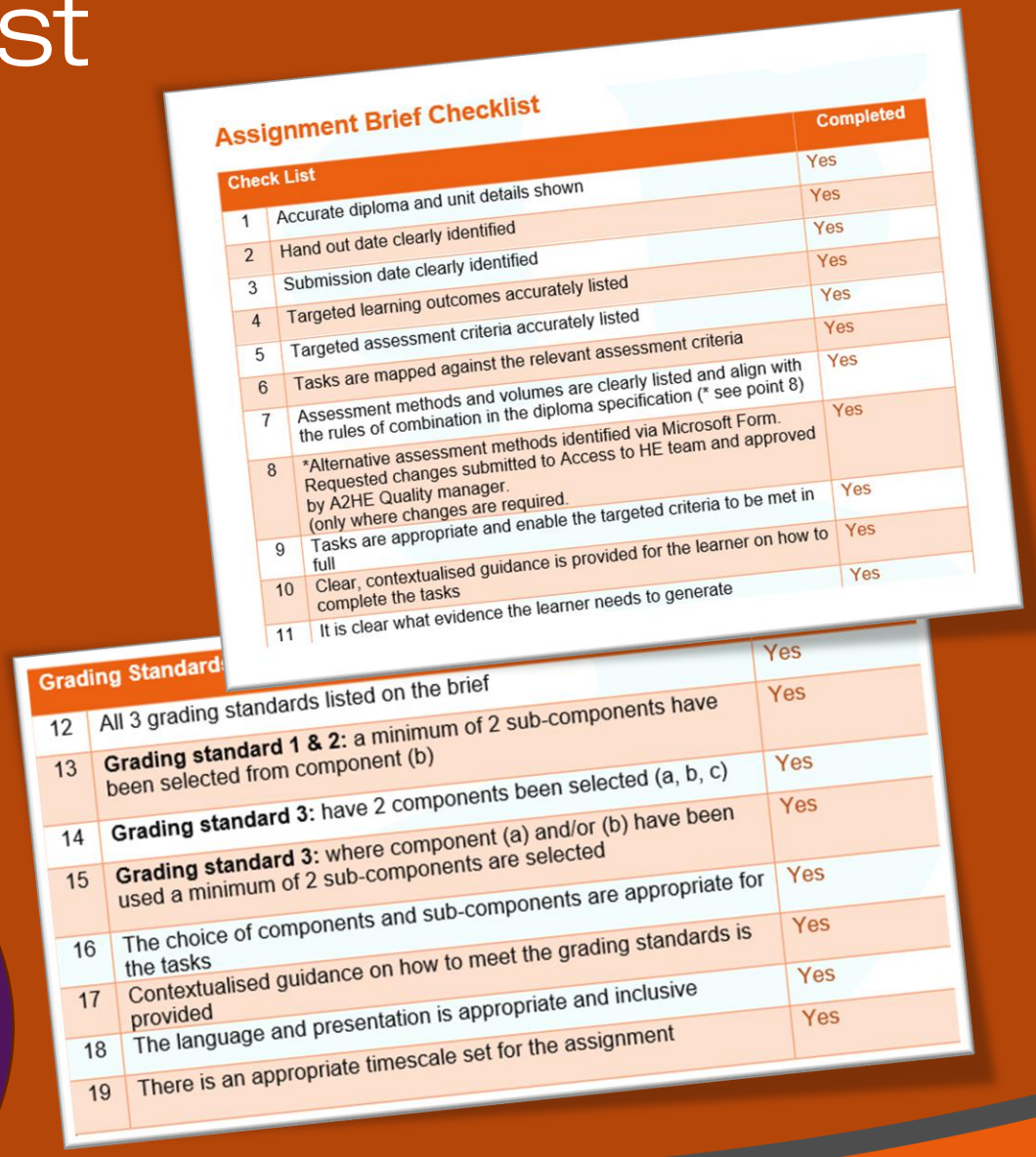
Source: QAA document - Converting Assignment Briefs to Meet the Requirements of the Revised Grading Scheme

Assignment Brief Checklist

Complete each part of the checklist

Ensure your brief meets all requirements.

It is now ready for IV



Assignment Brief Checklist

	Check List	Completed
1	Accurate diploma and unit details shown	Yes
2	Hand out date clearly identified	Yes
3	Submission date clearly identified	Yes
4	Targeted learning outcomes accurately listed	Yes
5	Targeted assessment criteria accurately listed	Yes
6	Tasks are mapped against the relevant assessment criteria	Yes
7	Assessment methods and volumes are clearly listed and align with the rules of combination in the diploma specification (* see point 8)	Yes
8	*Alternative assessment methods identified via Microsoft Form. Requested changes submitted to Access to HE team and approved by A2HE Quality manager. (only where changes are required.	Yes
9	Tasks are appropriate and enable the targeted criteria to be met in full	Yes
10	Clear, contextualised guidance is provided for the learner on how to complete the tasks	Yes
11	It is clear what evidence the learner needs to generate	Yes
	Grading Standards	
12	All 3 grading standards listed on the brief	Yes
13	**Grading standard 1 & 2:** a minimum of 2 sub-components have been selected from component (b)	Yes
14	**Grading standard 3:** have 2 components been selected (a, b, c)	Yes
15	**Grading standard 3:** where component (a) and/or (b) have been used a minimum of 2 sub-components are selected	Yes
16	The choice of components and sub-components are appropriate for the tasks	Yes
17	Contextualised guidance on how to meet the grading standards is provided	Yes
18	The language and presentation is appropriate and inclusive	Yes
19	There is an appropriate timescale set for the assignment	Yes

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Internal Verification

- Not a tick box exercise
- IV ensures:
  - assignment briefs checked before issued to students.
  - errors and mistakes resolved within assignment brief before being issued
- Get the assignment brief right = marking, grading, feedback, standardisation are easier.

Internal Verification of Assignment Brief (IV1)

Access Centre	GWQ Centre
Access to HE Diploma	Access to HE Diploma (Teaching and Education)
Unit Title and Code	QU034558: Assessment for Learning
Assignment Title	Assessment Types and Methods
Whole Unit or Part Unit	**List targeted AC's if a part unit assignment:** Whole unit: LO 1, 2, 3

Assessor	Internal Verifier
Joe Bloggs	L Bentley

INTERNAL VERIFIER CHECKLIST		Comments
Are accurate diploma details shown?	N	In correct diploma title.
Are accurate unit details shown?	N	The unit code is missing.
Are submission dates indicated?	Y	One submission date for all tasks.
Are the targeted assessment criteria listed accurately?	Y	This is a whole unit assessment and the ACs are individually listed.
Are tasks clearly mapped against relevant assessment criteria?	N	The ACs do not clearly correlate to the tasks on the brief which will make it confusing for the learner.
Does the assessment method align with the assessment grid?	Y	
Are tasks appropriate, enabling the targeted assessment criteria to be met in full?	N	The task for LO2 only asks for 2 feedback styles however AC 2.1 requires 3 feedback styles for it to be met in full.
Is clear guidance given on how to complete the tasks?	N	The tasks mainly use the exact wording of the ACs, which will not provide the learner with the contextualised, indicative guidance they need to understand the specific requirements of the task.
Is it clear what evidence the learner needs to generate?	N	This is confusing and compounded by the problems identified around 'clear guidance' (above).
Are all 3 grading standards listed on the brief?	Y	Yes GS 1, 2, and 3 are listed (as is required for all assessments).
Grading standard 1 & 2: have a minimum of 2 sub-components been selected from component (b)?	N	GS 1 has 2 sub-components selected but GS 2 only has 1 sub-component listed on the brief. Add at least 1 more sub-component for GS 2 from component (b).
Grading standard 3: have 2 components been selected (a, b, c)?	Y	Component (a, b) selected for this assessment.
Grading standard 3: where component (a) and/or (b) have been used are a minimum of 2 sub-components selected?	Y	Yes, both component (a, b) have 2 sub-components selected.

gateway qualifications

Assignment brief checking service

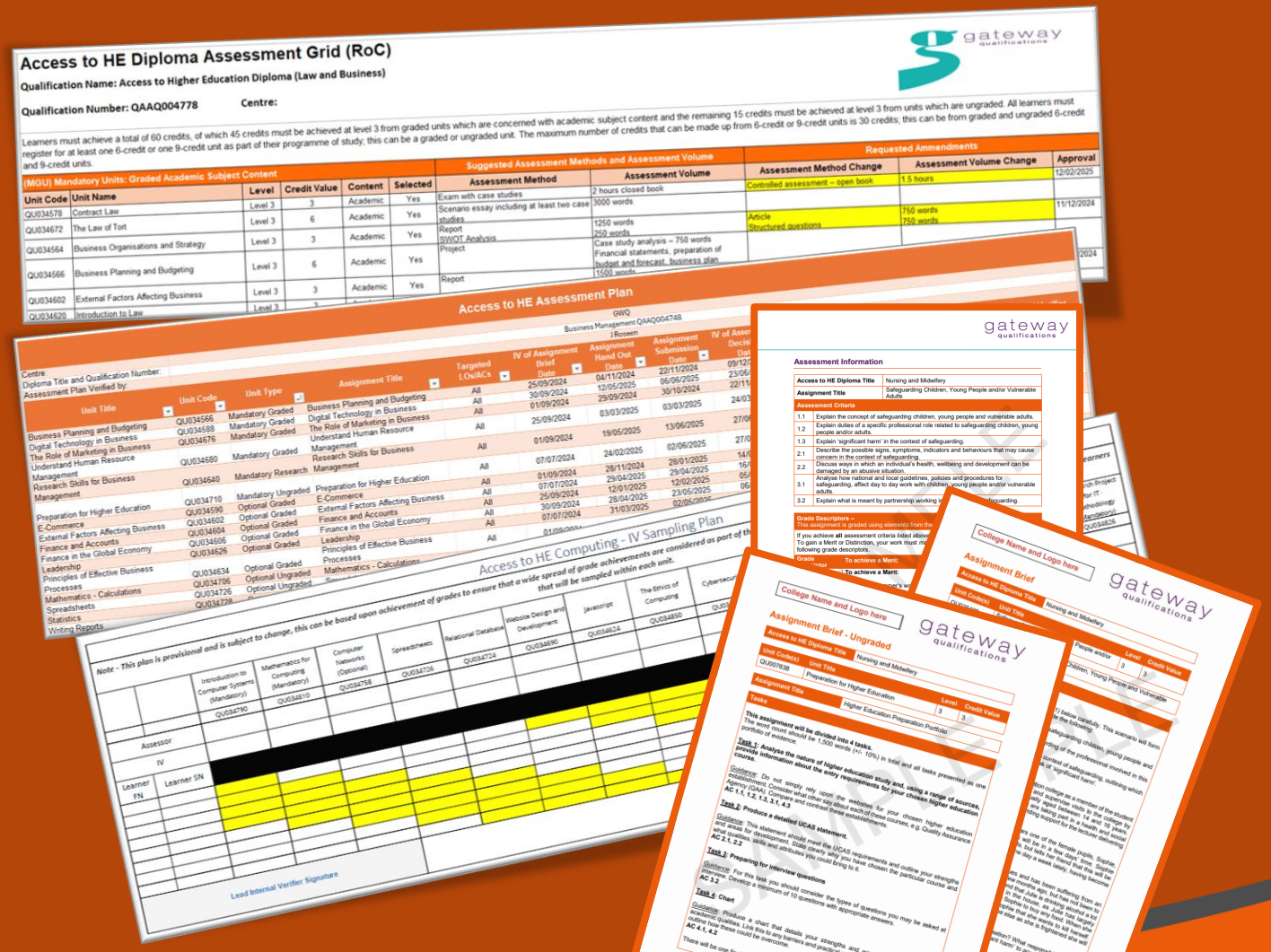
- Meeting needs of students
- Providing confidence
- Reducing errors

gateway qualifications

What are we looking to achieve?

They should all match:

- Assessment grid (RoC)
- Assessment plan
- Assignment brief
- IV Sampling Plan
- Student evidence



gateway qualifications

First four weeks

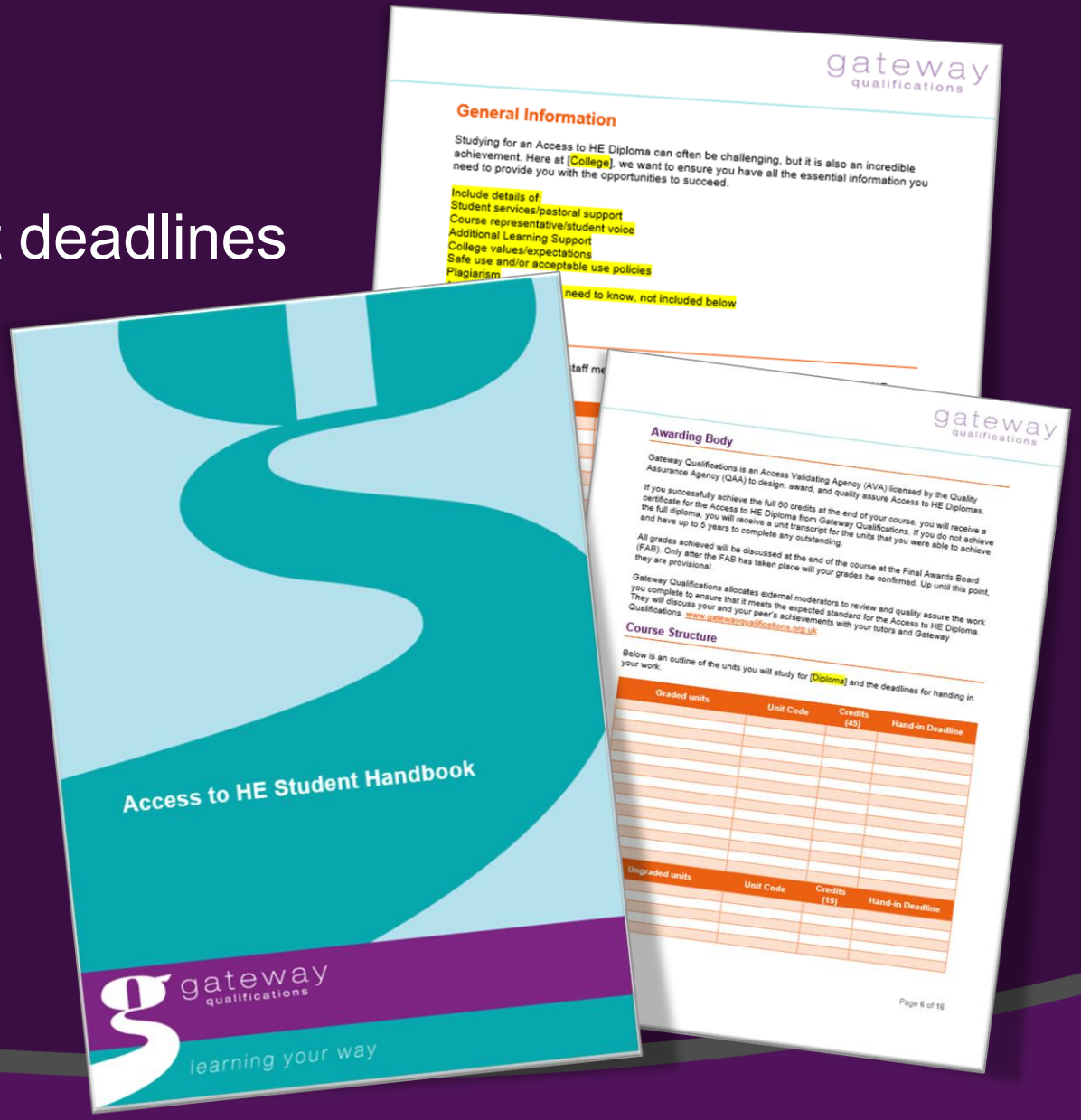
Access to HE Diploma

- Begin teaching and complete progress check to assess students prior to registration
- Complete self-assessment report and submit to Gateway Qualifications – if a returning Centre
- New or refresher training for staff

gateway qualifications

Student Handbook

- Key information and dates
- List of units covered and assessment deadlines
- Template available on request



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Track Learner achievement

Template available on request once student and unit registrations have been completed or use your own tracking sheet.

Must have:

- ✓ Unit titles in full
- ✓ Student names in full
- ✓ Unit grades
- ✓ Grading Standards (graded units)

Learner Forename	Learner Surname	Batch ID	Learner ID	Unit ID	Provider	Diploma title	Learning Aim	Unit title	Credit value	Unit grade	Assessment Grade Profile GS1	GS2	GS3
Josie	Fuller	1614351	55995	CBQ499	GWQ College	Access to HE (Health Professions)	40014861	Human Anatomy and Physiology	6	Merit	M	M	D
Josie	Fuller	1614351	55995	CBQ746	GWQ College	Access to HE (Health Professions)	40014861	Abnormal Psychology	3	Merit	M	D	M
Josie	Fuller	1614351	55995	CBQ610	GWQ College	Access to HE (Health Professions)	40014861	Cognitive Psychology	3	Distinction	D	D	D
Josie	Fuller	1614351	55995	CBQ720	GWQ College	Access to HE (Health Professions)	40014861	Professional Behaviours: Nursing and Health Professions	3	Achieved			
Josie	Fuller	1614351	55995	CBQ734	GWQ College	Access to HE (Health Professions)	40014861	Human Reproduction and Health Related Issues	3	Merit	M	M	D
Josie	Fuller	1614351	55995	CBQ664	GWQ College	Access to HE (Health Professions)	40014861	Introduction to Biology: Cells and Tissues	3	Distinction	M	D	D
Josie	Fuller	1614351	55995	CBQ750	GWQ College	Access to HE (Health Professions)	40014861	Social Psychology	3	Distinction	D	D	D
Josie	Fuller	1614351	55995	CBQ714	GWQ College	Access to HE (Health Professions)	40014861	Homeostasis	3	Merit	M	D	M
Josie	Fuller	1614351	55995	CBQ509	GWQ College	Access to HE (Health Professions)	40014861	Preparation for Higher Education	3	Achieved			
Josie	Fuller	1614351	55995	CBQ673	GWQ College	Access to HE (Health Professions)	40014861	The Endocrine System	6	Merit	D	M	M
Josie	Fuller	1614351	55995	CBQ608	GWQ College	Access to HE (Health Professions)	40014861	Biological Psychology: The Brain	3	Achieved			
Josie	Fuller	1614351	55995	CBQ601	GWQ College	Access to HE (Health Professions)	40014861	Introduction to Psychology	3	Achieved	M	M	M
Josie	Fuller	1614351	55995	CBQ512	GWQ College	Access to HE (Health Professions)	40014861	Communication - Speaking and Listening	3	Achieved			
Josie	Fuller	1614351	55995	CBQ511	GWQ College	Access to HE (Health Professions)	40014861	Academic Writing Skills	3	Pass			
Josie	Fuller	1614351	55995	CBQ721	GWQ College	Access to HE (Health Professions)	40014861	Numeracy in a Health Context	3	Merit	P	P	M
Josie	Fuller	1614351	55995	CBQ633	GWQ College	Access to HE (Health Professions)	40014861	An Introduction to Health and Disease	6		M	D	M
Josie	Fuller	1614351	55995	CBQ736	GWQ College	Access to HE (Health Professions)	40014861	Research Skills for Health or Care					

gateway qualifications

Registration deadlines – QAA Requirement

- All Access to HE **students** must be **registered** within **42 days** of starting the course
- All **units** must be **selected** within **12 weeks** of the start of the diploma
- Exams teams need to ensure that all students on roll are registered, and units selected within the timescales

gateway qualifications

Registration deadlines – Example

If students start on
15 October

42 Days

Must be registered
by 26 November

42 Days

Must select units
by 7 January

gateway
qualifications

8-12 weeks

Access to HE Diploma

- Tutors should be sampling and internally verifying (IV) completed units
- Preparing for moderation activities to start

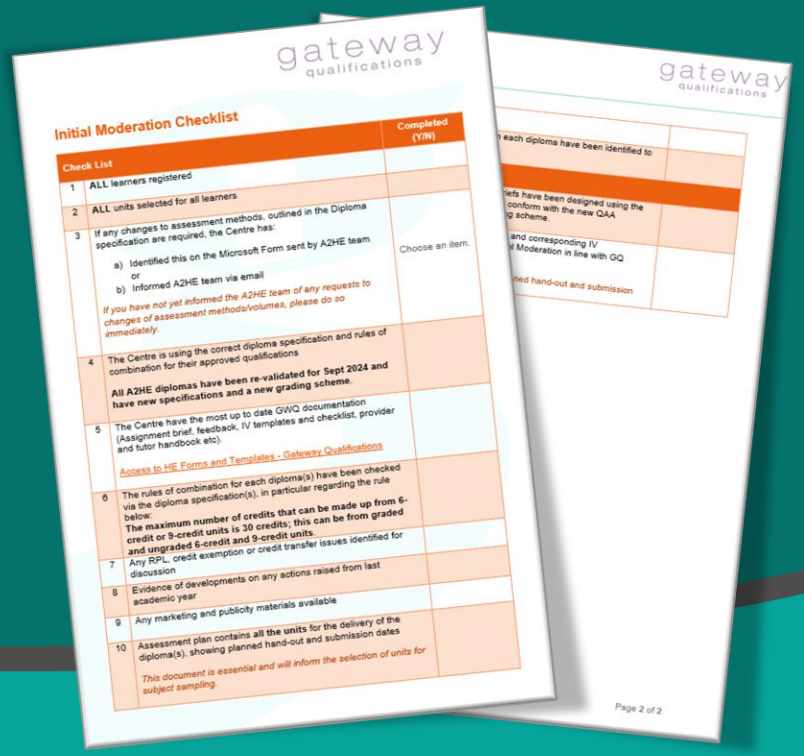
gateway qualifications

November

Initial Moderation Activities

Access to HE Coordinator should be preparing for the initial moderation activities using the check list to help gather all relevant documentation

- An assessment plan/schedule including dates for each Diploma delivered
- Assignment briefs and IV
- IV plan for student evidence
- Plan subject sampling
- Meet students



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Initial Moderation Checklist

	Check List	Completed (Y/N)
1	ALL learners registered	
2	ALL units selected for all learners	
3	If any changes to assessment methods, outlined in the Diploma specification are required, the Centre has: a) Identified this on the Microsoft Form sent by A2HE team or b) Informed A2HE team via email *If you have not yet informed the A2HE team of any requests to changes of assessment methods/volumes, please do so immediately.*	Choose an item.
4	The Centre is using the correct diploma specification and rules of combination for their approved qualifications **All A2HE diplomas have been re-validated for Sept 2024 and have new specifications and a new grading scheme.**	
5	The Centre have the most up to date GWQ documentation (Assignment brief, feedback, IV templates and checklist, provider and tutor handbook etc). Access to HE Forms and Templates - Gateway Qualifications	
6	The rules of combination for each diploma(s) have been checked via the diploma specification(s), in particular regarding the rule below: **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.**	
7	Any RPL, credit exemption or credit transfer issues identified for discussion	
8	Evidence of developments on any actions raised from last academic year	
9	Any marketing and publicity materials available	
10	Assessment plan contains **all the units** for the delivery of the diploma(s), showing planned hand-out and submission dates *This document is essential and will inform the selection of units for subject sampling.*	

gateway qualifications

each diploma have been identified to

efs have been designed using the conform with the new QAA g scheme.

and corresponding IV l Moderation in line with GQ

ned hand-out and submission

Page 2 of 2

gateway qualifications

UCAS

15 Oct 2025	Deadline for applications to Oxford and Cambridge university, and for most courses in medicine, dentistry, and veterinary medicine/science
14 Jan 2026	Equal consideration date for applications for most undergraduate courses
30 Jun 2026	Applications received by this deadline will be sent to universities and colleges

gateway qualifications

New personal statement requirements

1. Why do you want to study this course or subject?
2. How have your qualifications and studies helped you to prepare for this course or subject?
3. What else have you done to prepare outside of education, and why are these experiences useful?

Ungraded unit - Preparation for Higher Education – available in all Access to HE Diplomas to support course and HEI research and personal statements

gateway qualifications

The new personal statement for 2026 entry | UCAS

February

Subject Sampling Activities

Samples agreed for each course during Initial Moderation

Samples will include:

- Every assessor for the diploma (where possible)
- A range of achievement grades
- Where available resubmissions, late submissions and referrals
- Onsite, remotely or via the centre's online system

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Assessment grading and feedback

gateway qualifications

Feedback sheet

College Name and Logo here

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Assignment Feedback

Student Name			
Access to HE Diploma		Level	Credit Value
Unit Code(s)	Unit Title		

Submission					
Assessor:		Internally Moderated?	Yes ☐ No ☐	Moderation Date	Click or tap to enter a date.
Date Submitted:	Click or tap to enter a date.				

Indicate if the submission covers the whole unit or part of a unit. (e.g. is it 1 of 3 or 1 of 1)

Attainment

Only use this section when the whole unit is complete and therefore grading can take place.

Graded Unit – only use for graded units					
GS1	Choose a grade	GS2	Choose a grade	GS3	Choose a grade
Overall Unit Grade	Choose a grade				

Ungraded Unit – only use for ungraded units	
Overall Unit Achievement	Choose an item.

The learner work has been authenticated?	Y/N
Appropriate measures have been taken to check for plagiarism (including AI)?	Y/N

gateway qualifications

Feedback

LOs	ACs Covered	Achieve
LO1	AC 1.1	
LO1	AC 1.2	
LO2	AC 2.1	

gateway qualifications

Grading Feedback

Ensure that 'very good' and 'excellent' correspond to the actual work quality and match the appropriate grading standard.

Grading Standard 1:	Grade Awarded	Comment
Knowledge and Understanding		
Grading Standard 2: Subject Specific Skills		
Grading Standard 3: Transferable Skills		

Click to see templates available on our website!

gateway qualifications

Does the evidence meet the criteria?

- Pay particular attention to the command verbs of the criteria
- Achieved or not achieved?
- Annotate ACs within the script, where they have been achieved.
- Record on the feedback sheet

LOs	ACs Covered	Achieved	Resubmitted	Referral
LO1	AC 1.1			
LO1	AC 1.2			
LO2	AC 2.1			

gateway qualifications

An investigation was carried out with a group of four participants to measure both heart and breathing rates at rest and after exercise. This study measured heart rates on a heart rate monitor, and counted how many breaths taken in 30 seconds before and after exercise. Below is my report and findings from my investigation.

how were these counted?

Participant safety

- All participants must wear appropriate clothing and footwear.
- All participants must ensure they have no loose clothing items that could get caught in the exercise equipment.
- All participants must have an induction on the exercise equipment.
- All Participants must all agree to the specified speed and time for the experiment.
- All Participants must declare any medical issues prior to participating.
- All Participants are responsible for bringing their own medication if required.
- All participants must compete a parQ form prior to the experiment.

AC3.1 sensible safety considerations identified and carried out during your investigation

Ethical considerations

- Results will be shared anonymously and will be undertaken in a confidential private setting.
- No weight, private medical information, or identifiable featutres will be shared and GDPR will be adhered to by not publishing participants health information. All forms and results will be stored correctly and disposed of ethically, and not kept longer than required for the purpose of this investigation.
- A ParQ form must be completed prior to undertaking the experiment to pre-screen if there are any deliberating reasons why a participant cannot participate in the experiment.

spelling

in fill the first time and then abbreviate for clarity in your work

Methodology

Four participants were used, aged between 29 years of age and 45 years of age. During this process their weight was measured in kilograms and monitored for the duration for each participant using a heart rate monitor. A treadmill was chosen chose to use a treadmill and discussed with the four participants a safe speed everyone was comfortable with which was agreed a jog at 8mph gradient 0 for 2 minutes. It was agreed everyone would measure their resting heart rates for 60 seconds, and their resting breathing rate for 30 seconds. I then measured the heart rates of each participant directly after exercising for another 60 seconds and how many breaths taken within 30 seconds. We undertook a pilot study with one participant to ensure the monitor and experiment would run effectively.

AC3.1 valid ethical considerations identified

this does not make sense

AC3.1 effective part of the research process

1.1 Safeguarding is protecting vulnerable adult, children and young adult health, wellbeing, and human rights to help them to live free from harm, Abuse, and neglect www.england.nhs.uk. In this case study I will discuss the risk of Sophy and Julie. I will discuss the action Cherie the youth worker will take.

error in citing
wrong use of capital letter
good

Significant Harm is the continuous failure to meet a child's basic physical and emotional needs which result in serious health or developmental problems http//childprotectionresources.online-generallegal practice. Safeguarding is protecting vulnerable adult, children and young adult health, wellbeing, and human right to live free from harm, Abuse, and neglect www.england.nhs.uk. A child is a person who is under the age of 16years. A young person is anyone who has not yet reach the age of18years.Vulnerable adult is a person 18years or over who may need community care service because of disability or mental health www.carecheck.co.uk

1.3- met
error in citing
missing space
missing space between words
missing space
missing punctuation at the end of a sentence
1.1- met
error in citing

Cherie as a youth worker has the legal responsibility to safeguard any child, young person and vulnerable adult who is at risk. A youth worker delivers targets and work to engage with high-risk young people. Youth workers allow the young people to engage themselves voluntarily, by doing so they can build relationships and trust which will make it easier to support and empower the youth. Some of the responsibilities of youth workers are they work with parents and community groups to help get support for a better life, and act as advocates for the young people. Work together with families and other important people in the young person's life, they also work with professionals from other organisations involved with young people such as police, youth offending teams,health,education,social care and local authorities, to build a dedicated support network www.prospects.ac.uk-youth-worker/role/responsibilities.

very good
They
1.2
error in citing

In safeguarding there are 5r's for all professionals to follow. These are: Recognise, Record, Report, Respond, and Refer. Cherie must follow the above procedure by first talking to sophy telling her that she heard what she told her friend, this falls on the first R which is (Recognise), She must let Sophy know that she should feel free to talk to herself (Cherie), Cherie must tell Sophy that she cannot keep the conversation between secret as it is a safeguarding issue, she must share the information, Cherie must make sure she records the time, Day, date, and every detail of the conversation between her and Sophy, this falls on the second R above which is (Record) After the conversation with Sophy, Cherie needs to report this to her line manager, this falls on the third R above which is (Report). Cherie and her manager must discuss the concerns and risk involved together, and contact Sophy and Julie, which is the fourth R (Respond). Both Cherie and her manager needs to contact other Agencies example social services, the rehabilitation team, Julie's Doctor this falls on the last R which is (Refer).

Sophie
Sophie
Sophie
Sophie
Sophie
Sophie
wrong use of capital letter
and
wrong use of capital letter
1.2
very good knowledge of the 5 RS- add a citation

Julie has not been taking her medication which could make her life worse since it is to help her manage her depression, Julie has been drinking a lot of alcohol, and there is no food in the house and lastly Julie has been telling Sophy that she wants to kill herself. Cherie must refer sophy and Julie to food bank, give them food vouchers who will be supplying the family with food. Cherie needs to contact Department of Health and social care who will provide Julie with home care visit on daily Bases, these could be three times a day, it will depend on her first initial assessment the level of support she needs, the community care team will check on her wellbeing and assist to manage her home. This is a first step to assure Sophy that her mum is safe, this will help Sophy to go to school every day without worrying about Julie's

Sophie
Sophie
Sophie
the
spelling
Sophie
Sophie
very good identification of areas of concern

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Assessment criteria met

LOs	ACs Covered	Achieved	Resubmitted	Referral
LO1	AC 1.1	Achieved		
LO1	AC 1.2	Achieved		
LO2	AC 2.1	Achieved		
LO2	AC 2.2	Achieved		
LO2	AC 2.3	Achieved		
LO3	AC 3.1	Achieved		
LO3	AC 3.2	Achieved		
LO3	AC 3.3	Achieved		

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Resubmissions

- Submitted work does not meet ACs specified for the assignment
- Only used for ACs not already met
- Must be consistent with original assessment
- Clear deadline
- Applied consistently
- Clearly identifiable
- Be subject to moderation

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Late submissions and referrals

- Students should apply for extensions in advance
- Capping at a Pass – unit level not assignment level
- No resubmission opportunity for late work – only referral
- No capping referrals where all deadlines have been met

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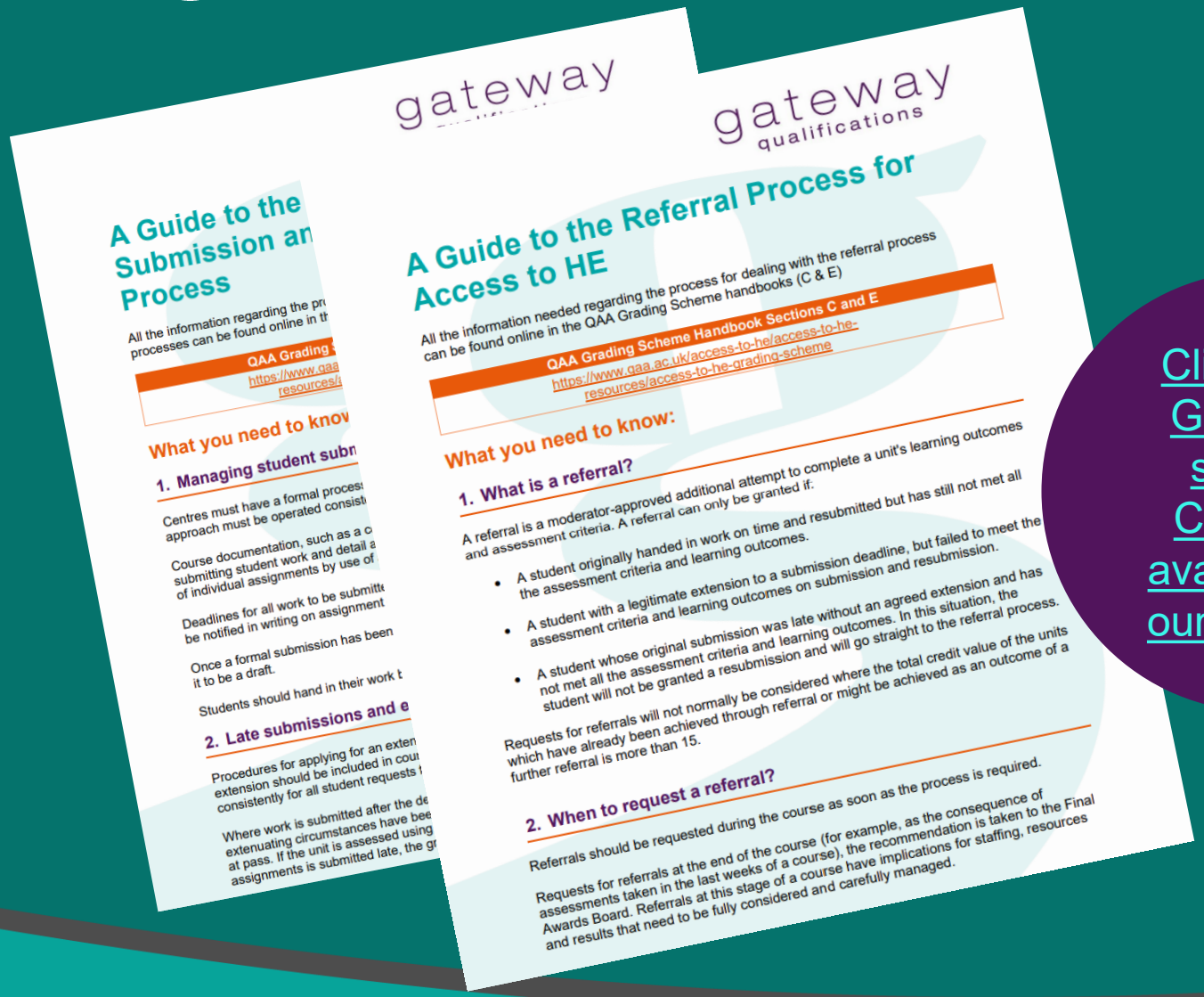
Free quick guides!



gateway qualifications

A Guide to the Referral Process for Access to HE

All the information needed regarding the process for dealing with the referral process can be found online in the QAA Grading Scheme handbooks (C & E)

QAA Grading Scheme Handbook Sections C and E
https://www.qaa.ac.uk/access-to-he/access-to-he-resources/access-to-he-grading-scheme

What you need to know:

1. What is a referral?

A referral is a moderator-approved additional attempt to complete a unit's learning outcomes and assessment criteria. A referral can only be granted if:

- A student originally handed in work on time and resubmitted but has still not met all the assessment criteria and learning outcomes.
- A student with a legitimate extension to a submission deadline, but failed to meet the assessment criteria and learning outcomes on submission and resubmission.
- A student whose original submission was late without an agreed extension and has not met all the assessment criteria and learning outcomes. In this situation, the student will not be granted a resubmission and will go straight to the referral process.

Requests for referrals will not normally be considered where the total credit value of the units which have already been achieved through referral or might be achieved as an outcome of a further referral is more than 15.

2. When to request a referral?

Referrals should be requested during the course as soon as the process is required.

Requests for referrals at the end of the course (for example, as the consequence of assessments taken in the last weeks of a course), the recommendation is taken to the Final Awards Board. Referrals at this stage of a course have implications for staffing, resources and results that need to be fully considered and carefully managed.

[Click here! Guides to support Centres - available on our website!]

gateway qualifications

Assessing student work

- Confirm achievement of all assessment criteria
- Professional judgment to make decisions about grade indicators
- Take a holistic approach
- Give a Pass grade indicator where work does not achieve the standard required for Merit or Distinction

Grading Standard 1:
Knowledge and Understanding

Utilise both components. For component (b) for 3 credit units, select a **minimum of 2** and **maximum of 4** of the most **relevant** sub-components; for 6 and 9-credit units, select a **minimum of 2** and **maximum of 6**. Choices must be consistent across merit and distinction.	
Merit The student, student's work or performance:	**Distinction** The student, student's work or performance:
a. **generally** demonstrates the ability to apply knowledge appropriately in a given context showing breadth **OR** depth of knowledge in responding to the demands of the unit, with b. a **very good** understanding and use of (choose from): • facts • concepts • theories • models • methods • perspectives • ideas • principles • practices • procedures	a. **consistently** demonstrates the ability to apply knowledge appropriately in a given context showing breadth **OR** depth of knowledge in responding to the demands of the unit, with b. an **excellent** understanding and use of (choose from): • facts • concepts • theories • models • methods • perspectives • ideas • principles • practices • procedures
There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit	

	To achieve a Merit:	To achieve a Distinction:
Grading Standard 1: **Knowledge and Understanding**	The student, student's work or performance: a. **generally** demonstrates the ability to apply knowledge appropriately in a given context showing breadth **OR** depth of knowledge in responding to the demands of the unit with b. a **very good** understanding and use of: • facts • concepts • principles	The student, student's work or performance: a. **consistently** demonstrates the ability to apply knowledge appropriately in a given context showing breadth **OR** depth of knowledge in responding to the demands of the unit with b. an **excellent** understanding and use of: • facts • concepts • principles

Additional Guidance To achieve a Merit:	To achieve a Distinction:
GS1 - The student has generally applied their knowledge of homeostasis in understanding its importance in daily life e.g. thermoregulation, blood glucose regulation, blood pressure etc. The student's knowledge of the principles of homeostasis and the role of the nervous and endocrine systems in maintaining homeostasis is very good. GS2 - Given the complexity of how	GS1 - The student has consistently applied their knowledge of homeostasis in understanding its importance in daily life e.g. thermoregulation, blood glucose regulation, blood pressure etc. The student's knowledge of the principles of homeostasis and the role of the nervous and endocrine systems in maintaining homeostasis is excellent.

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Grading Standard 2:

Subject Specific Skills

For all units irrespective of size, select a **minimum of 2** and **maximum of 4** of the most **relevant** sub-components in (b). Choices must be consistent across merit and distinction.	
Merit The student, student's work or performance:	**Distinction** The student, student's work or performance:
a. **generally** demonstrates an ability in selecting and using skills as required by the unit, with b. **very good** levels of (choose from): • accuracy • precision • efficiency • creativity • innovation • reasoning • insight • focus • interpretation	a. **consistently** demonstrates an ability in selecting and using skills as required by the unit, with b. **excellent** levels of (choose from): • accuracy • precision • efficiency • creativity • innovation • reasoning • insight • focus • interpretation
There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.	

Grading

If you achieve **all** assessment criteria listed above, you will be awarded a **Pass**. To gain a Merit or Distinction, your work must match the performance described below.

	To achieve a Merit:	To achieve a Distinction:
Grading Standard 2: **Subject Specific Skills**	The student, student's work or performance: a. **generally** demonstrates an ability in selecting and using skills as required by the unit, with b. **very good** levels of • accuracy • reasoning • interpretation	The student, student's work or performance: a. **consistently** demonstrates an ability in selecting and using skills as required by the unit, with b. **excellent** levels of • accuracy • reasoning • interpretation

Additional Guidance

To achieve a Merit:	To achieve a Distinction:
GS2 - Given the complexity of how homeostasis is maintained, the student's interpretation of and response to both tasks reflect very good levels of accuracy, interpretation and reasoning in terms of homeostatic mechanisms and disorders.	homeostasis is excellent. GS2 - Given the complexity of how homeostasis is maintained, the student's interpretation of and response to both tasks reflect excellent levels of accuracy, interpretation and reasoning in terms of homeostatic mechanisms and disorders.

gateway qualifications

Grading Standard 3:

Transferable Skills

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

Merit The student, student's work or performance:	**Distinction** The student, student's work or performance:
a. demonstrates **very good** communication and/or presentation skills evidenced by the use and/or selection of (choose from): • format • structure • grammar • syntax • spelling and punctuation • imagery • artefacts • digital software • number • metrics • paralanguage	a. demonstrates **excellent** communication and/or presentation skills evidenced by the use and/or selection of (choose from): • format • structure • grammar • syntax • spelling and punctuation • imagery • artefacts • digital software • number • metrics • paralanguage
b. demonstrates autonomy and/or independence evidenced by a **very good** ability to (choose from): • plan, organise and complete work • respond appropriately to supervision • conduct independent research • manage time • collaborate with others • take responsibility for own contributions • reflect on own performance	b. demonstrates autonomy and/or independence evidenced by an **excellent** ability to (choose from): • plan, organise and complete work • respond appropriately to supervision • conduct independent research • manage time • collaborate with others • take responsibility for own contributions • reflect on own performance
c. **generally** adheres to academic and/or professional conventions in use of technical/specialist language and/or format in responding to the instructions set out in the assignment brief (see below for examples).	c. **consistently** adheres to academic and/or professional conventions in use of technical/specialist language and/or format in responding to the instructions set out in the assignment brief (see below for examples).
There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.	

Grading

If you achieve **all** assessment criteria listed above, you will be awarded a **Pass**. To gain a Merit or Distinction, your work must match the performance described below.

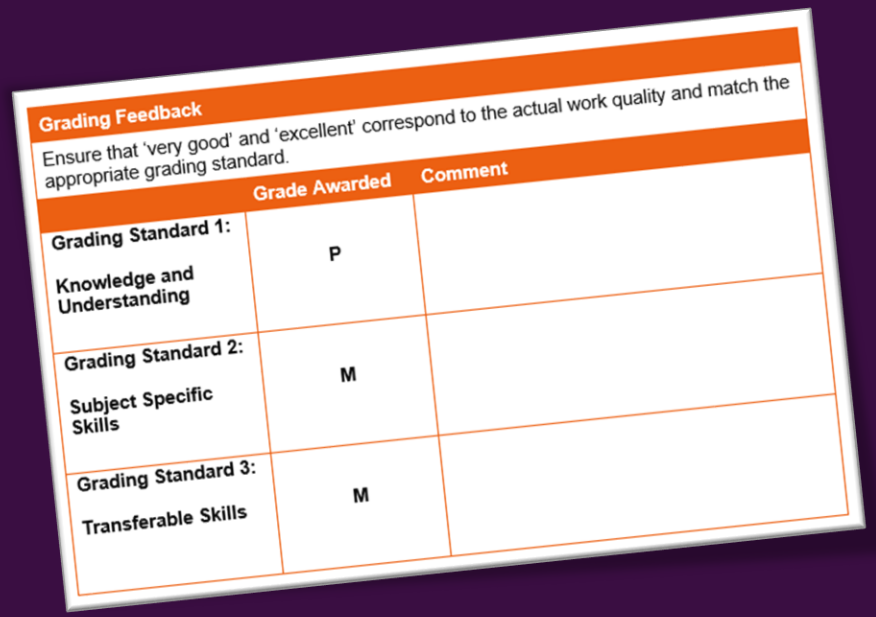
	To achieve a Merit:	**To achieve a Distinction:**
Grading Standard 3: **Transferable Skills**	The student, student's work or performance: a. demonstrates **very good** communication and/or presentation skills evidenced by the use and/or selection of: • format • structure • imagery c. **generally** adheres to academic and/or professional conventions in use of technical / specialist language and/or format in responding to the instructions set out in the assignment brief.	The student, student's work or performance: a. demonstrates **excellent** communication and/or presentation skills evidenced by the use and/or selection of: • format • structure • imagery c. **consistently** adheres to academic and/or professional conventions in use of technical / specialist language and/or format in responding to the instructions set out in the assignment brief.

Additional Guidance

To achieve a Merit:	**To achieve a Distinction:**
GS3 - The student's worksheet answers and the presentation of their selected homeostatic mechanism both have a very good structure and format along with a very good use of graphics to illustrate homeostatic concepts and principles. The student has generally adhered to academic conventions e.g. where reference is made to external sources, the referencing is generally accurate using the Harvard system as advised in the brief.	GS3 - The student's worksheet answers and presentation of their selected homeostatic mechanism both have an excellent structure and format with an excellent use of graphics to illustrate homeostatic concepts and principles. The student has consistently adhered to academic conventions e.g. where reference is made to external sources, the referencing is consistently accurate using the Harvard system as advised in the brief.

Feedback sheet

Add the grade indicator against each grading standard

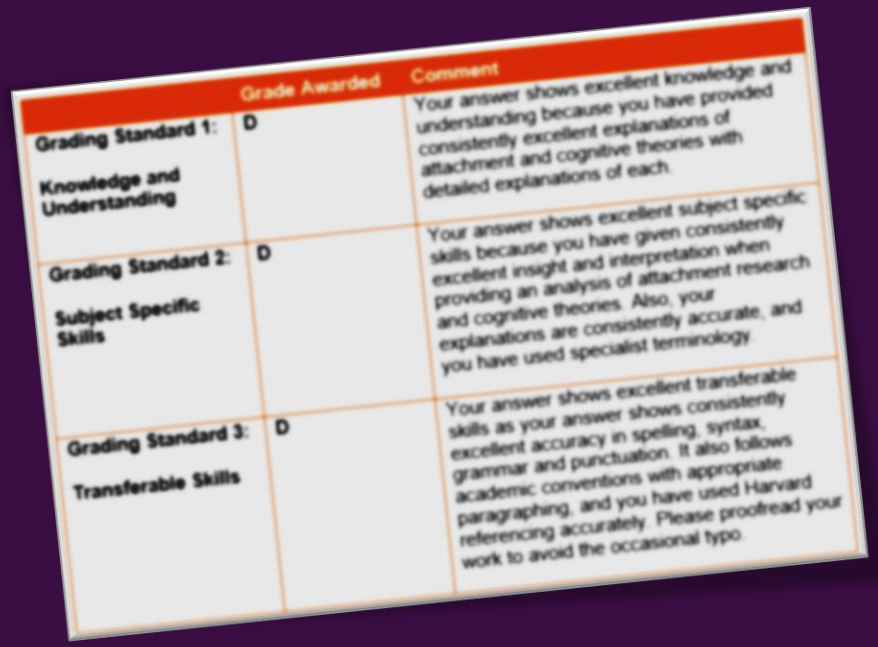


Grading Feedback

Ensure that 'very good' and 'excellent' correspond to the actual work quality and match the appropriate grading standard.

	Grade Awarded	Comment
Grading Standard 1: Knowledge and Understanding	P	
Grading Standard 2: Subject Specific Skills	M	
Grading Standard 3: Transferable Skills	M	

Next provide a rationale why you have awarded the grades



	Grade Awarded	Comment
Grading Standard 1: Knowledge and Understanding	D	Your answer shows excellent knowledge and understanding because you have provided consistently excellent explanations of attachment and cognitive theories with detailed explanations of each.
Grading Standard 2: Subject Specific Skills	D	Your answer shows excellent subject specific skills because you have given consistently excellent insight and interpretation when providing an analysis of attachment research and cognitive theories. Also, your explanations are consistently accurate, and you have used specialist terminology
Grading Standard 3: Transferable Skills	D	Your answer shows excellent transferable skills as your answer shows consistently excellent accuracy in spelling, syntax, grammar and punctuation. It also follows academic conventions with appropriate paragraphing, and you have used Harvard referencing accurately. Please proofread your work to avoid the occasional typo.

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Getting feedback right

- Feedback against each grading standard
- Taking a holistic approach
- ACs are either met or not met
- Provide developmental feedback to students

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How to give feedback

Awarding a Merit…

- Use ‘**very good**’ in feedback
- Grading standards will say ‘**generally**’

Awarding a Distinction…

- Use ‘**excellent**’ in feedback
- Grading standards will say ‘**consistently**’

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Top tips for feedback

- Factual, clear and concise
- Consistency
- Holistic approach
- Developmental
- Individual
- Correct terminology

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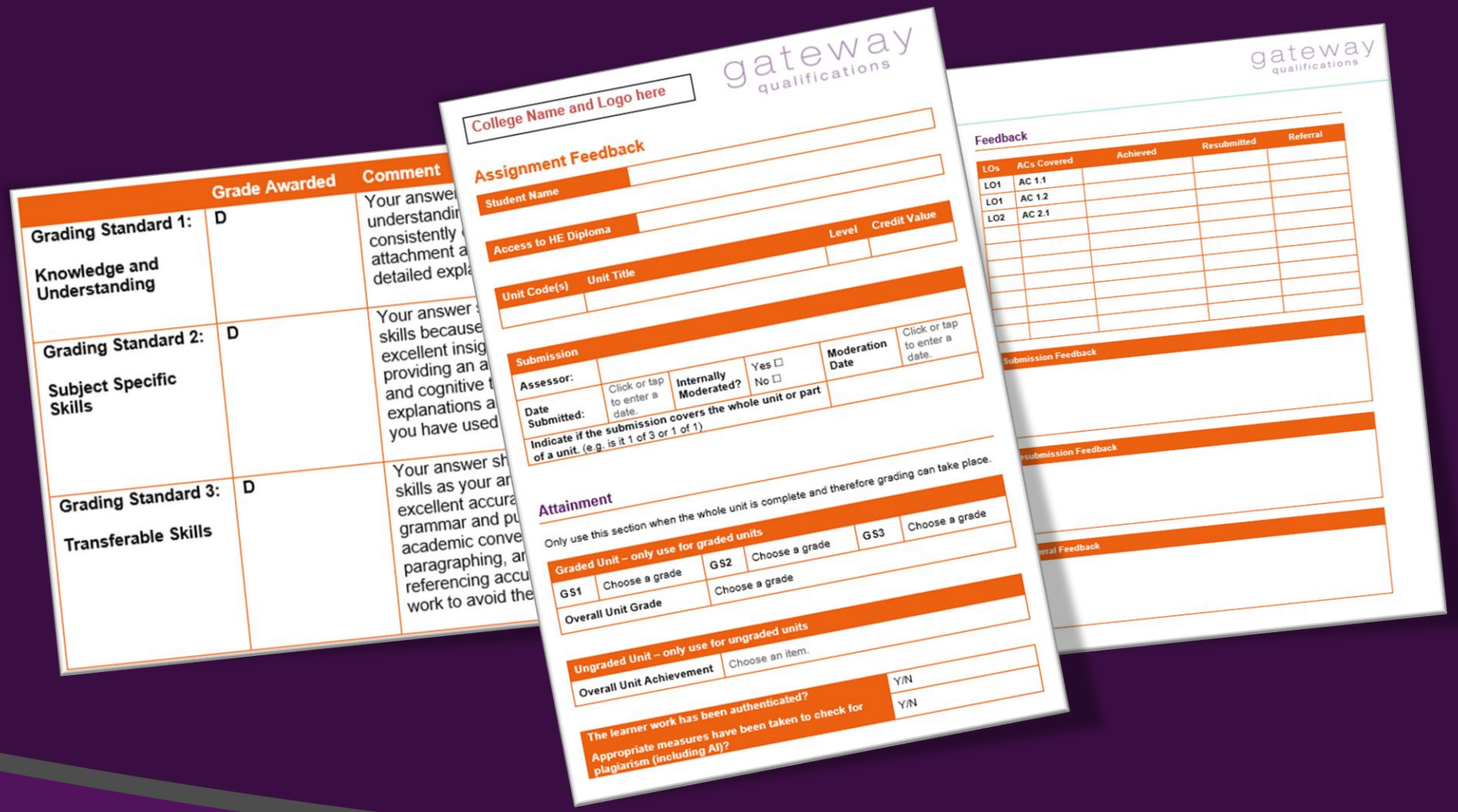
Feedback sheet



	Grade Awarded	Comment
Grading Standard 1: Knowledge and Understanding	D	Your answe understandi consistently attachment a detailed expla
Grading Standard 2: Subject Specific Skills	D	Your answer skills because excellent insig providing an a and cognitive explanations a you have used
Grading Standard 3: Transferable Skills	D	Your answer sh skills as your ar excellent accura grammar and pu academic conve paragraphing, ar referencing accu work to avoid the

College Name and Logo here

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Assignment Feedback

Student Name

Access to HE Diploma

Unit Code(s)	Unit Title	Level	Credit Value

Submission

Assessor:		Internally Moderated?	Yes ☐ No ☐	Moderation Date	Click or tap to enter a date.
Date Submitted:	Click or tap to enter a date.				

Indicate if the submission covers the whole unit or part of a unit. (e.g. is it 1 of 3 or 1 of 1)

Attainment

Only use this section when the whole unit is complete and therefore grading can take place.

Graded Unit – only use for graded units

GS1	Choose a grade	GS2	Choose a grade	GS3	Choose a grade
Overall Unit Grade	Choose a grade				

Ungraded Unit – only use for ungraded units

Overall Unit Achievement	Choose an item.

The learner work has been authenticated?	Y/N
Appropriate measures have been taken to check for plagiarism (including AI)?	Y/N

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Feedback

LOs	ACs Covered	Achieved	Resubmitted	Referral
LO1	AC 1.1			
LO1	AC 1.2			
LO2	AC 2.1			

Submission Feedback

esubmission Feedback

erral Feedback

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When grading student work, make sure you:

- Record grading decisions as grade indicators,
- Creates a profile of grades for a complete unit.
- Overall grade for the unit is based on this profile
- Do not provide overall grades for an assignment - only a unit

Attainment

Only use this section when the whole unit is complete and therefore grading can take place.

Graded Unit – only use for graded units					
GS1	P	**GS2**	M	**GS3**	M

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Determine and record final grade for the unit

Identify the midpoint of grades in the unit grade profile.

Unit Grade Profiles			Unit Grade
P	P	P	P
P	P	M	P
P	P	D	P
P	M	M	M
P	M	D	M
M	M	M	M
M	M	D	M
P	D	D	D
M	D	D	D
D	D	D	D

Midpoint

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The final grade for the unit

Graded Unit – only use for graded units					
GS1	P	**GS2**	M	**GS3**	M
Overall Unit Grade		Merit			

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Feedback for Ungraded units

Attainment

Only use this section when the whole unit is complete and therefore grading can take place.

Graded Unit – only use for graded units					
GS1	Choose a grade	**GS2**	Choose a grade	**GS3**	Choose a grade
Overall Unit Grade	Choose a grade				

Ungraded Unit – only use for ungraded units	
Overall Unit Achievement	Achieved

Leave this section blank

Achieved or Not Achieved

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Feedback for Ungraded units

Feedback

LOs	ACs Covered	Achieved	Resubmitted	Referral
LO1	AC 1.1	Achieved		
LO1	AC 1.2	Achieved		
LO2	AC 2.1	Achieved		
LO3	AC 3.1	Achieved		

Submission Feedback

Your plan is good and demonstrates how you will approach the report, well done.

Your report is well written and referenced and is a very nice piece of writing - its normally good practice to identify where you could improve but it really is a nice bit of work and am struggling to do so!!

You have passed this unit and this is an excellent start to the year, well done.

Add commentary about the student's response to the requirements of the brief and any areas for development to support graded units.

Leave empty

Grading Feedback

Ensure that 'very good' and 'excellent' correspond to the actual work quality and match the appropriate grading standard.

	Grade Awarded	Comment
Grading Standard 1: **Knowledge and Understanding**		
Grading Standard 2: **Subject Specific Skills**		
Grading Standard 3: **Transferable Skills**		

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IV student work as you go

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Internal Verification of Assessment Decisions (IV2)

Access Centre	
Access to HE Diploma	
Unit Title and Code	
Assignment Title	
Student Name	
Whole Unit or Part Unit	List targeted AC's if a part unit assignment:

Internal Verifier	Assessor

Assessment Criteria Checklist (Graded and Ungraded Units)		Comments
Do the AC's that have been met, align with those targeted on the assignment brief?	Y/N*	
Are there annotations on the learner work to show where AC's have been met?	Y/N	
It is clear to the learner, which AC's have been met?	Y/N*	
If provided, is formative feedback clear and constructive?	Y/N	
	N/A	
If a multi-part assignment and all LO's not yet met: Feedback complies with QAA regulations and does not provide an indication of grades for grading standards.	Y/N*	
	N/A	
Where applicable, it is clear to the learner which AC's have not been met.	Y/N*	
	N/A	
Where applicable, resubmission requirements are clear, and a resubmission date has been identified.	Y/N*	
	N/A	
Grading Standards Checklist (grades should be awarded at unit level only once all LO's and AC's have been met)		
It is clear to the learner what grade has been awarded for each of the 3 grading standards?	Y/N*	
Feedback provides justification for the grades awarded.	Y/N*	
Feedback uses the correct terminology aligned with Merit or Distinction.	Y/N*	
Feedback is constructive and developmental at all levels (pass, merit, distinction).	Y/N*	
It is clear to the learner what unit grade has been awarded?	Y/N*	

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Internal Verification of Assessment Decisions (IV2)

Access Centre	GWQ Centre
Access to HE Diploma	Access to HE Diploma (Health Professions)
Unit Title and Code	QU034782: Human Anatomy and Physiology
Assignment Title	
Student Name	Mel Smith
Whole Unit or Part Unit	List targeted AC's if a part unit assignment: Part Unit (2 of 2) LO 4 & 5 (4.1, 4.2, 4.3, 5.1, 5.2, 5.3)

Internal Verifier	Assessor
Joe Bloggs	L. Bentley

Assessment Criteria Checklist (Graded and Ungraded Units)		Comments
Do the AC's that have been met, align with those targeted on the assignment brief?	Y	
Are there annotations on the learner work to show where AC's have been met?	Y	The learner's work was clearly annotated throughout.
It is clear to the learner, which AC's have been met?	Y	Where achieved the targeted ACs are ticked as met on the feedback sheet.
If provided, is formative feedback clear and constructive?	N/A	
If a multi-part assignment and all LO's not yet met: Feedback complies with QAA regulations and does not provide an indication of grades for the grading standards.	N/A	Assignment 2 of 2. All LO's now covered and grading at unit level undertaken.
Where applicable, it is clear to the learner which AC's have not been met.	N/A	The learner has met all the targeted ACs.
Where applicable, resubmission requirements are clear, and a resubmission date has been identified.	N/A	No re-submission required.
Grading Standards Checklist (grades should be awarded at unit level only once all LO's and AC's have been met)		
It is clear to the learner what grade has been awarded for each of the 3 grading standards?	Y	Listed separately on the feedback sheet. GS1 M, GS2 M, GS3 D
Feedback provides justification for the grades awarded.	Y	Feedback is provided for each of the grades awarded with clear justifications for these.

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IV Assessment Checks

- ACs are annotated
- No ‘coaching’ commentary or grading
- Make a judgement
- Feedback is developmental and individualised
- Correct terminology

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Changes to grades and grade indicators

Once an assignment has been assessed and graded, the student is not permitted to resubmit all or part of the assessed work in order to improve the final unit grade.

The tutor is not permitted to provide opportunities for 'grade polishing'.

The only circumstances in which grade indicators may be amended are:

- if an administrative error has been made
- as a result of the representation process

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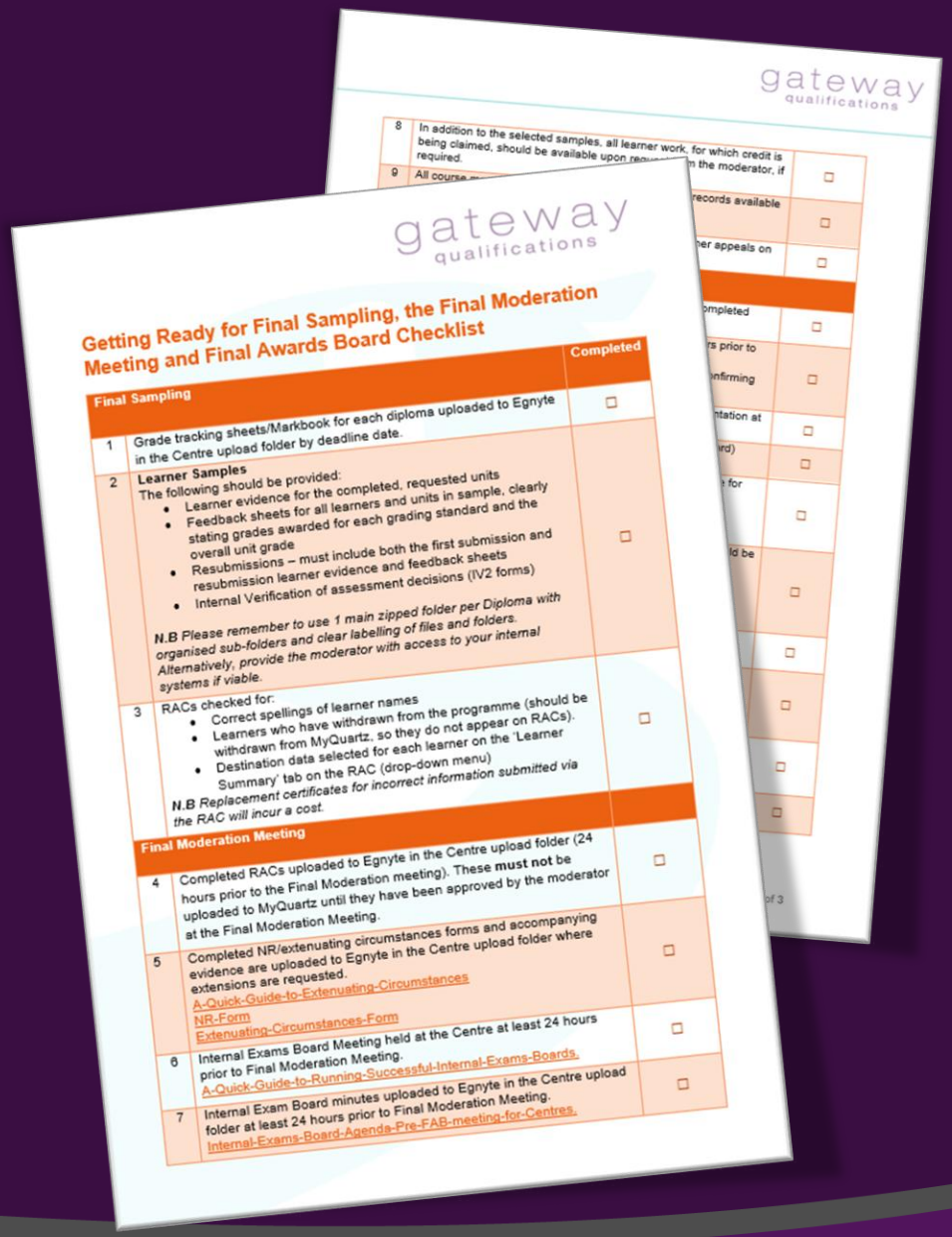
June

Final Moderation Activities

Use the checklist to help you prepare for all end-of-year processes and gather all relevant documentation

Click to see templates available on our website!



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Getting Ready for Final Sampling, the Final Moderation Meeting and Final Awards Board Checklist

		Completed
Final Sampling		
1	Grade tracking sheets/Markbook for each diploma uploaded to Egnyte in the Centre upload folder by deadline date.	☐
2	**Learner Samples** The following should be provided: • Learner evidence for the completed, requested units • Feedback sheets for all learners and units in sample, clearly stating grades awarded for each grading standard and the overall unit grade • Resubmissions – must include both the first submission and resubmission learner evidence and feedback sheets • Internal Verification of assessment decisions (IV2 forms) *N.B Please remember to use 1 main zipped folder per Diploma with organised sub-folders and clear labelling of files and folders. Alternatively, provide the moderator with access to your internal systems if viable.*	☐
3	RACs checked for: • Correct spellings of learner names • Learners who have withdrawn from the programme (should be withdrawn from MyQuartz, so they do not appear on RACs). • Destination data selected for each learner on the 'Learner Summary' tab on the RAC (drop-down menu) *N.B Replacement certificates for incorrect information submitted via the RAC will incur a cost.*	☐
Final Moderation Meeting		
4	Completed RACs uploaded to Egnyte in the Centre upload folder (24 hours prior to the Final Moderation meeting). These **must not** be uploaded to MyQuartz until they have been approved by the moderator at the Final Moderation Meeting.	☐
5	Completed NR/extenuating circumstances forms and accompanying evidence are uploaded to Egnyte in the Centre upload folder where extensions are requested. A-Quick-Guide-to-Extenuating-Circumstances NR-Form Extenuating-Circumstances-Form	☐
6	Internal Exams Board Meeting held at the Centre at least 24 hours prior to Final Moderation Meeting. A-Quick-Guide-to-Running-Successful-Internal-Exams-Boards.	☐
7	Internal Exam Board minutes uploaded to Egnyte in the Centre upload folder at least 24 hours prior to Final Moderation Meeting. Internal-Exams-Board-Agenda-Pre-FAB-meeting-for-Centres.	☐

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By 10th July 2026

Final Awards Board

- All the students' achievements are ratified
- Includes both full and partial achievements
- Consideration of extensions and award by extenuation
- Reports from course representative and moderator

Use our FAB agenda template to ensure you have all the correct documentation!

Click to see templates available on our website!

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July / August

Learner certification

- Certificates are printed once results are verified
- Students who achieved some units will receive a certificate of credits achieved.

UCAS

- Learner results are uploaded to UCAS at the end of July and any additional achievements of students are uploaded to them periodically.

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Resources and support

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Where to find all the documents

Coronavirus: Latest information for centres including Adaptations for 2021-22

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Home > Centre Support > Quality Assura

Access to HE I

1.

Administration Hub
Resources to Support Delivery
Webinars and Events
Prism Login
Surpass Login

Quality Assurance
Funding
FAQs
Quartz Login

Quality Assurance

Recognised Centres delivering Gateway Qualifications provision must have quality management systems in place to underpin that delivery.

This section provides information and exemplar paperwork to assist you with maintaining a robust quality management system.

Looking for help with admin processes or using our systems?
Visit our Help with Administration section for how to guides for the most common tasks and support with using our online systems.

Quality Assurance Support

Centre Handbook

Our Centre Handbook sets out what is required of the centre in order to deliver our qualifications.

- Centre Handbook
- Access to HE Centre Handbook

2.

Quality Assurance – Processes and Procedures

Information and exemplar forms to support your internal quality assurance.

- Access to HE – Processes and Procedures

Home > Centre Support > Quality Assurance > Information for Access to HE Centres

Information for Access to HE Centres

Extensive, free support resources

Most are in the public domain but others are password protected. If you are prompted for a password you should use your current Access username and password. Please contact your Centre's Access to HE Coordinator if you do not know your Centre's password.

We have recently reworked our Access Quality Manual to try and provide more information in the topic groupings below. If you are struggling to find any documents or guidance, please don't hesitate to contact us and ask.

3.

> *Gateway Qualifications is amazing in providing the support needed to their Centres.*
>
> Blessing Oloruntoba, Vocational Lead, Mi ComputSolutions

Access to HE Forms and Templates
A hub for forms, templates and guidance needed by Access to HE centres
More

Access to HE Modification Process
The modification process for making changes to Access to HE Diplomas
More

Grading
Information about how the Access to HE Diploma is graded.
More

Quick Guides
A series of handy guides covering all the main areas of delivering the Access to HE Diploma.
More

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Where to find all the documents

Coronavirus: Latest information for centres including Adaptations for 2021-22

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Home > Centre Support > Quality Assurance > Information for Access to HE Centres > Access to HE Forms and Templates

Access to HE Forms and Templates

A hub for the handbooks, forms, templates and checklists you will need to successfully run your Access to HE Diplomas.

Handbook

- Access to HE Centre Handbook – Full of the processes needed to run a Gateway
- Access to HE – Tutor Handbook – A guide designed to provide tutors with they and deliver units on the Access to HE

Modifications

- Modifications Request Form – A form to request modifications to Access to HE
- Modification Request Form Exemplar – An exemplar of the Modification Reque

Unit Assessment

- Graded Assignment Brief Template – This template is for writing a graded assi
- Ungraded Assignment Brief Template – This template is for writing an ungrade
- Observation Record Sheet – Use this template to provide evidence as an obser
- Observation Record Sheet – exemplar – An exemplar of an Observation Record
- Unit Summary Sheet – Used to determine the final grade for a unit when multi

Home > Centre Support > Quality Assurance > Information for Access to HE Centres > Grading

Grading

Grading Access to HE units, and how to apply the grading standards to student work can often be difficult to get right, but this is a crucial topic to ensure that work is marked and assessed accurately. Student achievement for graded units is recorded as pass, merit or distinction, as set out in the QAA handbook in the links below.

There are three grading standards for Access to HE units:

Grading Standard 1: Knowledge and Understanding

Grading Standard 2: Subject Specific Skills

Grading Standard 3: Transferable Skills

All three grading standards must be used with every graded unit and across every assignment within a graded unit. For Grading Standard 3, a minimum of two of the three components must be chosen for each unit, and all three components must be used across the assessment of a Diploma. Only when all assignments for an individual unit are complete, and all Learning Outcomes and Assessment Criteria for the unit have been met can grading take place.

Guidance

We have created this useful guide that outlines the three grading standards and how each might be used when assessing. The document also offers guidance on what you should consider when selecting and applying the components and subcomponents when assessing student assessments.

- A Guide to The Grading Standards

The documents below provide guidance regarding changing assessment methods for units within the Rules of Combination of an Access to HE Diploma.

- A Guide to Assessment Methods and Volume
- Assessment Methods Explained

The document below provides some practical advice and guidance on how to assess and grade work using the three grading standards, to assess student performance for a graded unit which involves answers to numerical calculations that

Home > Centre Support > Quality Assurance > Information for Access to HE Centres

Information for Access to HE Centres

Extensive, free support resources

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A series of handy guides covering all the main areas of delivering the Access to HE Diploma.
More

Home > Centre Support > Quality Assurance > Information for Access to HE Centres > Quick Guides

Quick Guides

Below are a series of guides to help support Centres understand further, some of the more detailed requirements of running a successful Access to HE Diploma and provide answers to the most commonly asked questions.

Assessment and Equivalence

Use this guidance to create an assessment strategy that will enable students to demonstrate the skills, knowledge and understanding necessary for the rigours of higher education, as well as adapting assessment methods from those stated in the Diploma guide.

- A Guide to Assessment Methods and Volume

This guidance explains the various methods of assessment that could be used for the assessment of an Access to HE unit and what assessors need to consider.

- Assessment Methods Explained

Certificates

A Quick Guide to dealing with certificates, including guidance on how to ensure correct certificates are issued to students and what to do if errors occur.

- A Quick Guide to Dealing With Certificates

Deadlines

A Quick Guide to Exam and Practical Work Deadlines, including guidance and supporting QAA links to help centres deal with deadlines applied to assessments completed under exam conditions or in a practical setting.

- A Quick Guide to Exam and Practical Work Deadlines

Drafts

A Quick Guide to Drafts provides clarification of when a student may submit drafted work and advice on permitted tutor

Centre Support

- Admin hub
- Quality Assurance
- Information for Access to HE Centres
- Access to HE Forms and Templates
- Recognition of Prior Learning and Transfer of Credit
- Access to HE Modification Process
- Grading
- Quick Guides
- Registration, Awards and Certification
- Centre Handbook
- Quality Assurance - Processes and Procedures
- Our Policies
- Resources to Support Delivery
- FAQs

Our Customers Say…

"We're really pleased that we can now get started and have been really impressed with the service and support from all of the team at Gateway Qualifications."

Emma Sinnett, Performance Manager, Mode Training Ltd

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Any questions?

Pop them in the chat!

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www.gatewayqualifications.org.uk

enquiries@gatewayqualifications.org.uk

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New webinar!

Starting the year well: Preparing for admin excellence

7th October 2025

11:30pm – 12:30pm

Click to register
and to receive a recording

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New webinar!

Smarter assessment for Access to HE: Combining units into one cohesive assignment

21st October 2025

12:30pm – 1:30pm

Click to register
and to receive a recording

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Any questions?

Pop them in the chat!

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