A man and a woman are sitting on a wooden bench in a classroom or office setting. The man, on the left, is wearing a blue and white checkered shirt and a blue lanyard. He is looking at a paper in his hands. The woman, on the right, is wearing a red cardigan over a black top and a blue lanyard. She is also looking at a paper in her hands. They appear to be engaged in a collaborative activity, possibly reviewing documents or assignments. The background shows a desk with a laptop, a red chair, and a window with a view of the outdoors.

Smarter Assessments for  
Access to HE

Combining units into one  
cohesive assignments

# Why use integrated units?

- Common themes
- Synthesise learning
- Assessments are combined into a larger project
- Can be interdisciplinary or multidisciplinary
- Helps to reduce the overall assessment

# How to get started

## Integrated Assessments

- Which units could be combined?
- Review the guidance
- Clarity for students, assessors, verifiers and moderators
- Consider the complexity
- Graded or ungraded units

# Where to start?

What are your goals?

What evidence do you need?

What will the theme be?

What are the similarities and differences?

Plan and IV

# Designing the brief

What to consider:

- General principles of assessment and planning should be applied
- Learning outcome alignment
- Clarity: Is it clear what is being assessed for each unit
- Accurate mapping and tracking of LOs and ACs for each unit against tasks
- How the grading standards components and sub-components will be used across the whole unit

# Assignment Brief

## Use of colour to distinguish between units

| Assessment Information                            |  |
|---|--|
| <b>Learning Outcomes Psychology of Health</b>     |  |
| 1   | Understand psychological theory in relation to health and illness                        |
| 2   | Understand different explanations for states of mental health and well being             |
| 3   | Understand the psychological effects of ageing   |
| <b>Assessment Criteria Psychology of Health</b>   |  |
| 1.1   | Evaluate the impact of ill health on behaviour.  |
| 1.2   | Evaluate two theories of coping with illness.  |
| 2.1   | Evaluate different perspectives for explaining at least two aspects of mental health.    |
| 2.2   | Analyse the link between physiology and mental health                                    |
| 3.1   | Analyse definitions of age   |
| 3.2   | Evaluate two psychological theories of the impact of ageing on cognitive function        |
| <b>Learning Outcomes Psychology and Therapy</b>   |  |
| 1   | Understand key models used to explain mental illness                                     |
| 2   | Understand key therapeutic approaches used for mental health issues                      |
| <b>Assessment Criteria Psychology and Therapy</b> |  |
| 1.1   | Explain theoretical approaches to the cause of at least two mental health disorders.     |
| 1.2   | Evaluate theoretical approaches to the cause of the above two mental health disorders.   |
| 2.1   | Explain at least three therapeutic approaches used in the treatment of mental illness.   |
| 2.2   | Evaluate the above three therapeutic approaches used in the treatment of mental illness. |
| 2.3   | Discuss the ethical implications raised by the above three therapeutic approaches        |

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# Tasks: What students need to do?

When writing the assessment:

- Provide clear guidance on how to complete the task(s)
- Be clear what evidence the student needs to generate
- Ensure tasks enable targeted assessment criteria
- Learning outcomes to be met in full

# Details of assignment requirements

## Tasks separated for each unit

### Details of assignment requirements mapped to assessment criteria

In completing this synoptic assignment, students are required to produce a set of seminar notes suitable for running a session on 'The contribution of psychology to our understanding of health, mental illness and its treatment'.

Indicative content for the notes is given below for guidance. Students are not required to run the seminar but are required to show how their notes relate to all the assessment criteria of the two units. Students should allocate circa 400 words (+ or – 10%) to questions.

#### **Psychology of Health**

##### **1. Evaluate how ill health can affect behaviour (AC 1.1)**

Students could refer to the reasons for a general decrease in a dysfunction, reduced food and fluid intake etc. They could also behind changes in affect and cognitive functioning and the impact.

**2. Evaluate two theories of coping with illness? (AC 1.2)** Students could refer to theories e.g. Health Belief Model, Parson's Sick Role Theory.

**3. Provide a brief evaluation of two different explanations for wellbeing (AC 2.1)** Students could utilise two of the five steps to this assessment criterion e.g. connecting with others, giving back.

**4. Analyse the link between physiology and mental health (research from biological studies e.g. how when we exercise)**

- our body pumps more oxygen to our brain which affects our
- a well-oxygenated brain helps manage and alleviate anxiety
- after 20 or 30 minutes of aerobic exercise, our body releases chemicals that interact with receptors in our brain and make us feel more positive
- other mood-enhancing chemicals like serotonin and dopamine are released into our brain for a couple of hours after we exercise.

**5. What is meant by the ageing process and then give a brief evaluation of the impact of ageing on cognitive function (AC 2.2)**

Students could provide two definitions of ageing and refer to evidence showing that natural body changes may increase the risk of depression and the incidence of higher levels of anxiety, cognitive impairment and mood disorders in those aged 55 and older. They may include evidence that dementia is not part of the normal ageing process.

### Details of assignment requirements mapped to assessment criteria

#### **Psychology and Therapy**

**6. Compare two different approaches to the cause of PTSD and also eating disorders (AC 1.1, 1.2)** Students could expand on how the cognitive model is based on the premise that PTSD becomes persistent when individuals process the trauma they experienced in a way that leads to a sense of serious and current threat. They could then compare this approach with the psychodynamic approach which includes factors such as early childhood experiences that may have an influence on PTSD symptoms. They could then provide brief evaluations of behavioural and psychodynamic explanations of eating disorders (or another mental health disorder of their choice).

**7. Provide a brief evaluation of the efficacy of three different therapeutic approaches to treating mental illness and include any ethical considerations that may need to be considered (AC 2.1, 2.2, 2.3)**

Students could choose from CBT, pharmacological interventions (prescription medicine), ECT, EMDR therapy. They should provide a critique of the efficacy of the selected approaches and any ethical considerations pertaining to these approaches.

#### **Note**

The psychological models and mental health disorders referred to in the indicative content are illustrative only and students can refer to models and mental health disorders that align more closely with what they have been taught and what is of interest to them.

# Details of assignment requirements

## An exam assessing multiple units

### Details of assignment requirements mapped to assessment criteria

There is **ONE** task to complete.

Task 1

Complete the 2-hour open book exam. You can take into the exam some relevant notes and quotations that you might be able to use to support your responses. You may use a single, double-sided sheet of A4 notes, Size 11 font, Arial or Calibri.

You are not permitted to share resources with your peers; therefore, you must have your own A4 notes.

**QU034752 Circulation, Immunity and Homeostasis** (AC1.1, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2)  
**QU034782 Human Anatomy and Physiology** (AC 1.1, 1.2, 1.3, 1.4, 4.1, 4.2, 4.3)

The exam questions will sign post the specific assessment criteria targeted for each unit.

**N.B** It is important to note that grading will only be applied to unit QU034782 Human Anatomy and Physiology once all ACs have been met in assignment 2 for this unit.

All Learning Outcomes and Assessment Criteria will be assessed for Unit: QU034752 Circulation, Immunity and Homeostasis, in this assignment brief. Therefore, grading will take place for this unit.

### Question 1

Write a paragraph explaining the similarities and differences in structure and function of red blood cells, white blood cells, platelets and plasma.

**(QU034782 1.1) (QU034752 1.1)**

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### Question 10

**Describe the processes of inhalation and exhalation referring to changes in volume and pressure (QU034782 4.2)**

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# Combination of integrated units

- Multiple graded units
- Graded and ungraded units
- Multiple ungraded units

| Unit Code(s) | Unit Title                            | Level | Credit Value |
|--------------|---------------------------------------|-------|--------------|
| QU034752     | Circulation, Immunity and Homeostasis | 3     | 3            |
| QU034782     | Human Anatomy and Physiology          | 3     | 6            |

| Unit Code(s) | Unit Title                           | Level | Credit Value |
|--------------|--------------------------------------|-------|--------------|
| QU034642     | Research Skills for Business Studies | 3     | 6            |
| QU034692     | Academic Writing Skills              | 3     | 3            |

| Unit Code(s) | Unit Title                             | Level | Credit Value |
|--------------|--|-------|--------------|
| QU034712     | Presentation Skills                    | 3     | 3            |
| QU034696     | Communication - Speaking and Listening | 3     | 3            |

# How to lay out the assignment brief

## Best Practice

- Assignment brief template

All unit titles and codes should be stated on the brief

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| College Name and Logo here                   |  | gateway<br>qualifications   |  |
|--|--|---|--|
| <b>Assignment Brief – Graded Unit</b>        |  |   |  |
| Access to HE Diploma                         |  | Access to Higher Education Diploma (Science)  |  |
| Unit Code(s)                                 | Unit Title   | Level   | Credit Value   |
| QU034752                                     | Circulation, Immunity and Homeostasis                    | 3   | 3  |
| QU034782                                     | Human Anatomy and Physiology                             | 3   | 6  |
| Assignment Title                             |  | Immunity, Homeostasis, Circulatory and Respiratory System Examination (Assignment 1 of 2) |  |
| <b>Submission</b>                            |  |   |  |
| Date Handed Out:                             | Click or tap to enter a date.                            | Submission Deadline:  | Click or tap to enter a date.                            |
| Actual Date Submitted:                       | Click or tap to enter a date.                            | Resubmission Required?  | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Tutor/Assessor:                              |  |   |  |
| <b>Extension Request</b>                     |  |   |  |
| Formal Extension Request:                    | Yes <input type="checkbox"/> No <input type="checkbox"/> | Extension Deadline:   | Click or tap to enter a date.                            |
| Tutor/Assessor Signature to Agree Extension: |  |   |  |

# Assignment brief layout

Add the unit title and unit code to each heading for clarity

## Learning Outcomes QU034752 Circulation, Immunity and Homeostasis

|   |   |
|---|---|
| 1 | Understand the role of blood cells in human body. |
|---|---|

## Assessment Criteria QU034752 Circulation, Immunity and Homeostasis

|     |   |
|-----|---|
| 1.1 | Differentiate between the different types of blood cells and their functions. |
|-----|---|

## Assessment Information

### Learning Outcomes QU034752 Circulation, Immunity and Homeostasis

|   |  |
|---|--|
| 1 | Understand the role of blood cells in human body.  |
| 2 | Understand how the human circulatory system functions and how it may be affected by degenerative conditions. |
| 3 | Understand how the human immune system functions.  |
| 4 | Understand the concept of homeostasis within the human body.   |

### Assessment Criteria QU034752 Circulation, Immunity and Homeostasis

|     |   |
|-----|---|
| 1.1 | Differentiate between the different types of blood cells and their functions.   |
| 2.1 | Explain how the structure of blood, the heart and blood vessels relate to their function in transport and metabolic exchange. |
| 2.2 | Explain risk factors associated with coronary heart disease.  |
| 3.1 | Explain how the cells of the immune system allow an immune response to be evoked and maintained.                              |
| 3.2 | Explain differences between passive, active and acquired immunity.  |
| 4.1 | Explain the mechanisms of the homeostatic system in the human body.   |
| 4.2 | Explain how malfunction of homeostatic mechanisms can lead to disorders.  |

### Learning Outcomes QU034782 Human Anatomy and Physiology

|   |   |
|---|---|
| 1 | Understand the structure and function of the heart and circulatory system |
| 4 | Understand the structure and function of the respiratory system.          |

### Assessment Criteria QU034782 Human Anatomy and Physiology

|     |  |
|-----|--|
| 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. |
| 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                                     |

# Grading: How will students be assessed?

Consider...

- Use of the three grading standards
- Choice of components and sub-components

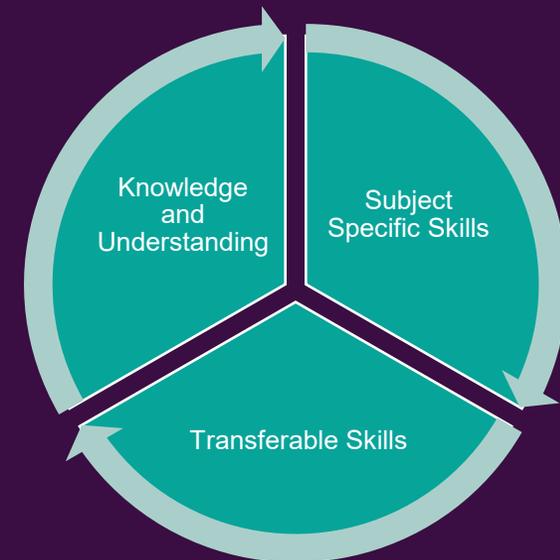
# Grading standards

## Considerations for assessments

- Understand the rules
- Know how to apply each standard
- Consistent across merit and distinction
- The grading standard text must not be altered
- Provide contextualisation of the grading standards

# The Grading Standards

|   |   |
|---|---|
| Utilise both components. For component (b) for 3 credit units, select a <b>minimum of 2</b> and <b>maximum of 4</b> of the most <b>relevant</b> sub-components; for 6 and 9-credit units, select a <b>minimum of 2</b> and <b>maximum of 6</b> . Choices must be consistent across merit and distinction. |   |
| <b>Merit</b><br>The student, student's work or performance:   | <b>Distinction</b><br>The student, student's work or performance:   |
| a. <b>generally</b> demonstrate an ability in selecting and using skills as required by the unit, with a <b>very good</b> understanding of the demands of the unit (choose from):   | There are 3 components for this grading standard; (a), (b) and (c). A <b>minimum of 2</b> components must be selected for all graded units (irrespective of size of unit). All 3 components <b>must be used at least once</b> across the assessment of the Diploma Components (a) and (b) each have a set of sub-components. Select a <b>minimum of 2</b> and <b>maximum of 4</b> of the most <b>relevant</b> sub-components for both (a) and (b).  |
| <ul style="list-style-type: none"> <li>• facts</li> <li>• concepts</li> <li>• theories</li> <li>• models</li> <li>• methods</li> <li>• perspectives</li> <li>• ideas</li> <li>• principles</li> <li>• practices</li> <li>• procedures</li> </ul>  | <p><b>Merit</b><br/>The student, student's work or performance:</p> <p>a. demonstrates <b>very good</b> communication and/or presentation skills evidenced by the use and/or selection of (choose from):</p> <ul style="list-style-type: none"> <li>• format</li> <li>• structure</li> <li>• grammar</li> <li>• syntax</li> <li>• spelling and punctuation</li> <li>• imagery</li> <li>• artefacts</li> <li>• digital software</li> <li>• number</li> <li>• metrics</li> <li>• paralanguage</li> </ul> <p>b. demonstrates autonomy and/or independence evidenced by a <b>very good</b> ability to (choose from):</p> <ul style="list-style-type: none"> <li>• plan, organise and complete work</li> <li>• respond appropriately to supervision</li> <li>• conduct independent research</li> <li>• manage time</li> <li>• collaborate with others</li> <li>• take responsibility for own contributions</li> <li>• reflect on own performance</li> </ul> <p>c. <b>generally</b> adheres to academic and/or professional conventions in use of technical/specialist language and/or format in responding to the instructions set out in the assignment brief (see below for examples).</p> |
| There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of the unit.  | <b>Distinction</b><br>The student, student's work or performance:   |
|   | a. demonstrates <b>excellent</b> communication and/or presentation skills evidenced by the use and/or selection of (choose from):   |
|   | <ul style="list-style-type: none"> <li>• format</li> <li>• structure</li> <li>• grammar</li> <li>• syntax</li> <li>• spelling and punctuation</li> <li>• imagery</li> <li>• artefacts</li> <li>• digital software</li> <li>• number</li> <li>• metrics</li> <li>• paralanguage</li> </ul>   |
|   | b. demonstrates autonomy and/or independence evidenced by an <b>excellent</b> ability to (choose from):   |
|   | <ul style="list-style-type: none"> <li>• plan, organise and complete work</li> <li>• respond appropriately to supervision</li> <li>• conduct independent research</li> <li>• manage time</li> <li>• collaborate with others</li> <li>• take responsibility for own contributions</li> <li>• reflect on own performance</li> </ul>   |
|   | c. <b>consistently</b> 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.  |



# Assignment brief:

## Integrated Assessments

### Grading Information – Psychology of Health

If you have achieved all Level 3 criteria you will receive a grade (Pass, Merit or Distinction) against the following Grading Standards. The grade awarded will be determined by your aggregated performance against the Grading Standard Components noted below. The boxes below each Grading Standard provide contextualised statements which relate the language of the Grading Standard to the set assignment task. These statements will help you to know what is required at the identified Grading Standard and to understand the Grade Profile that you have been allocated.

| Grading Standard                         | To achieve a Merit:   | To achieve a Distinction:  | Grade Awarded |
|--|---|--|---------------|
| <b>GS 1: Knowledge and Understanding</b> | <p>The student, student's work or performance:</p> <p>a. <b>generally</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit</p> <p><b>with</b></p> <p>b. a very good understanding and use of:</p> <ul style="list-style-type: none"> <li>• facts</li> <li>• theories</li> <li>• models</li> </ul> | <p>The student, student's work or performance:</p> <p>a. <b>consistently</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit</p> <p><b>with</b></p> <p>b. an <b>excellent</b> understanding and use of:</p> <ul style="list-style-type: none"> <li>• facts</li> <li>• theories</li> <li>• models</li> </ul> |               |

### Grading Information – Psychology and Therapy

If you have achieved all the assessment criteria you will receive a grade (Pass, Merit or Distinction) against the following Grading Standards. The grade awarded will be determined by your aggregated performance against the Grading Standard Components noted below. The boxes below each Grading Standard provide contextualised statements which relate the language of the Grading Standard to the set assignment task. These statements will help you to know what is required at the identified Grading Standard and to understand the Grade Profile that you have been allocated.

| Grading Standard                         | To achieve a Merit:   | To achieve a Distinction:   | Grade Awarded |
|--|---|---|---------------|
| <b>GS 1: Knowledge and Understanding</b> | <p>The student, student's work or performance:</p> <p>a. <b>generally</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit</p> <p><b>with</b></p> <p>b. a <b>very good</b> understanding and use of:</p> <ul style="list-style-type: none"> <li>• facts</li> <li>• concepts</li> <li>• methods</li> </ul> | <p>The student, student's work or performance:</p> <p>a. <b>consistently</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit</p> <p><b>with</b></p> <p>b. an <b>excellent</b> understanding and use of:</p> <ul style="list-style-type: none"> <li>• facts</li> <li>• concepts</li> <li>• methods</li> </ul> |               |

# Additional guidance layout

Grading standard components, sub-components and additional contextualised guidance should be stated for EACH graded unit.

| Grading: QU034752 Circulation, Immunity and Homeostasis  |   |  |
|--|---|--|
| If you achieve all assessment criteria listed above, you will be awarded a <b>Pass</b> . To gain a Merit or Distinction, your work must match the performance described below. |   |  |
|  | To achieve a Merit:   | To achieve a Distinction:  |
|  | The student, student's work or performance:   | The student, student's work or performance:  |
| <b>Grading Standard 1:</b><br><b>Knowledge and understanding</b>   | a. <b>generally</b> , demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit,<br><br>with<br>b. a <b>very good</b> understanding and use of: <ul style="list-style-type: none"> <li>• <b>Facts</b></li> <li>• <b>Concepts</b></li> <li>• <b>Principles</b></li> </ul>   | a. <b>consistently</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit,<br><br>with<br>b. an <b>excellent</b> understanding and use of: <ul style="list-style-type: none"> <li>• <b>Facts</b></li> <li>• <b>Concepts</b></li> <li>• <b>Principles</b></li> </ul>  |
| <b>Grading Standard 2:</b><br><b>Subject Specific Skills</b>   | a. <b>generally</b> , demonstrates an ability in selecting and using skills as required by the unit,<br><br>with<br>b. <b>very good</b> levels of: <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Insight</li> </ul>   | a. <b>consistently</b> demonstrates an ability in selecting and using skills as required by the unit,<br><br>with<br>b. <b>excellent</b> levels of: <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Insight</li> </ul>   |
| <b>Grading Standard 3:</b><br><b>Transferable Skills</b>   | a. demonstrates <b>very good</b> communication and/or presentation skills evidenced by the use and/or selection of: <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Spelling and Punctuation</li> </ul><br>c. <b>generally</b> , 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. | a. demonstrates <b>excellent</b> communication and/or presentation skills evidenced by the use and/or selection of: <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Spelling and Punctuation</li> </ul><br>c. <b>consistently</b> 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. |

State the unit code and total

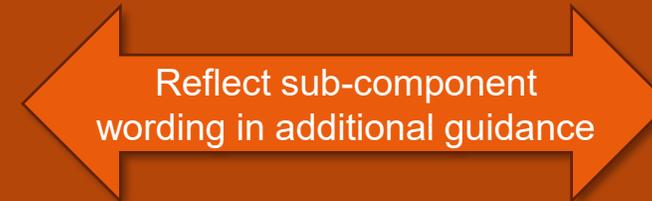
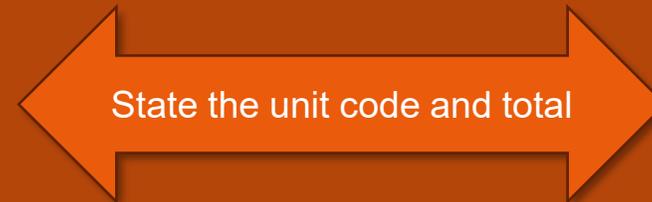
Reflect sub-component wording in additional guidance

| Additional Guidance: QU034752 Circulation, Immunity and Homeostasis   |   |
|---|---|
| To achieve a Merit:   | To achieve a Distinction:   |
| GS1 –<br>The student has demonstrated very good knowledge and understanding of how the human circulatory system functions and how it is affected by degenerative conditions. They have generally shown a very good grasp of the subject, explaining the <b>facts, concepts, and principles</b> related to the human immune system functions, the concept of homeostasis and how malfunction in these mechanisms can lead to disorders. Generally, there is a very good level of response to the requirements of the exam, however, there remain some areas for development/errors in terms of the knowledge and understanding evidenced across the tasks. | GS1 –<br>The student has demonstrated excellent knowledge and understanding of how the human circulatory system functions and how it is affected by degenerative conditions. They have consistently shown an excellent grasp of the subject, explaining the <b>facts, concepts, and principles</b> related to the human immune system functions, the concept of homeostasis and how malfunction in these mechanisms can lead to disorders. Consistently, there is an excellent level of response to the requirements of the tasks, and there remain few (if any) areas for development/errors in terms of the knowledge and understanding evidenced across the tasks. |
| GS2 –<br>The student has generally demonstrated a very good ability to use their knowledge and understanding to efficiently respond to the exam questions, showing a very good <b>awareness and insight</b> of how the human immune and circulatory systems function and homeostasis within the body. The answers to the exam questions are generally <b>accurate</b> and relevant. There may be some errors or areas for development, but the work generally evidences a very good response to the assessment.   | GS2 –<br>The student has consistently demonstrated an excellent ability to use their knowledge and understanding to efficiently respond to the exam questions, showing excellent <b>awareness and insight</b> of how the human immune and circulatory systems function and homeostasis within the body. The answers to the exam questions are consistently <b>accurate</b> and relevant. There were few (if any) errors or areas for development, and the work consistently evidences an excellent response to the assessment.  |
| GS3 –<br>The answers to the exam questions demonstrate very good use of <b>grammar</b> and is generally written with reference to appropriate technical/academic conventions. <b>Spelling and punctuation</b> are generally used to a very good level. Evidence effectively communicates very good understanding and knowledge of the subject area and the research undertaken in preparation for the exam.   | GS3 –<br>The answers to the exam questions demonstrate excellent use of <b>grammar</b> and is consistently written with reference to appropriate technical/academic conventions. <b>Spelling and punctuation</b> are consistently used to an excellent level. Evidence effectively communicates an excellent understanding and knowledge of the subject area and the research undertaken in preparation for the exam.   |

# Additional guidance layout

## Second unit to be assessed

| Grading: QU034782 Human Anatomy and Physiology  |  |   |
|---|--|---|
| If you achieve <b>all</b> assessment criteria listed above, you will be awarded a <b>Pass</b> . To gain a Merit or Distinction, your work must match the performance described below. |  |   |
|   | To achieve a Merit:  | To achieve a Distinction:   |
| <b>Grading Standard 1:</b><br><b>Knowledge and understanding</b>  | The student, student's work or performance:<br>a. <b>generally</b> , demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit,<br><br>with<br>b. a <b>very good</b> understanding and use of:<br><ul style="list-style-type: none"> <li><b>Select sub-components and add here</b></li> </ul>                   | The student, student's work or performance:<br>a. <b>consistently</b> demonstrates the ability to apply knowledge appropriately in a given context showing breadth <b>OR</b> depth of knowledge in responding to the demands of the unit,<br><br>with<br>b. an <b>excellent</b> understanding and use of:<br><ul style="list-style-type: none"> <li><b>Select sub-components and add here</b></li> </ul>                  |
| <b>Grading Standard 2:</b><br><b>Subject Specific Skills</b>  | a. <b>generally</b> , demonstrates an ability in selecting and using skills as required by the unit,<br><br>with<br>b. <b>very good</b> levels of:<br><ul style="list-style-type: none"> <li><b>Select sub-components and add here</b></li> </ul>  | a. <b>consistently</b> demonstrates an ability in selecting and using skills as required by the unit,<br><br>with<br>b. <b>excellent</b> levels of:<br><ul style="list-style-type: none"> <li><b>Select sub-components and add here</b></li> </ul>  |
| <b>Grading Standard 3:</b><br><b>Transferable Skills</b>  | a. demonstrates <b>very good</b> communication and/or presentation skills evidenced by the use and/or selection of:<br><ul style="list-style-type: none"> <li><b>Select sub-components and add here</b></li> </ul><br>c. <b>generally</b> , 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. | a. demonstrates <b>excellent</b> communication and/or presentation skills evidenced by the use and/or selection of:<br><ul style="list-style-type: none"> <li><b>Select sub-components and add here</b></li> </ul><br>c. <b>consistently</b> 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 QU034782 Human Anatomy and Physiology  |  |
|--|--|
| To achieve a Merit:  | To achieve a Distinction:  |
| <p>GS1 –<br/>The student has demonstrated very good knowledge and understanding of the structure and function of various systems within the human body. They have generally shown a very good grasp of the subject, explaining the facts, concepts, and principles related to different human anatomy and physiology. Generally, there is a very good level of response to the requirements of the tasks, however, there remain some areas for development/errors in terms of the knowledge and understanding evidenced across the tasks.</p> <p>GS2 –<br/>The student has generally demonstrated a very good ability to select various sources to support their response to the requirements of each task. The student responded very well to the requirements of the exam, and the information provided in their responses is generally accurate and relevant to the requirements of the assessment criteria. There may be some errors or areas for development, but the work generally evidences a very good response to the assessment.</p> <p>GS3 –<br/>The evidence demonstrates very good understanding and knowledge of the subject area and the research undertaken to complete the tasks. The use of grammar, spelling and punctuation are generally at a very good level ensuring evidence is generally written with reference to appropriate technical/academic conventions.</p> | <p>GS1 –<br/>The student has demonstrated excellent knowledge and understanding of the structure and function of various systems within the human body. They have consistently shown an excellent grasp of the subject, explaining the facts, concepts, and principles related to different human anatomy and physiology. Consistently, there is an excellent level of response to the requirements of the tasks, and there remain few (if any) areas for development/errors in terms of the knowledge and understanding evidenced across the tasks.</p> <p>GS2 –<br/>The student has consistently demonstrated an excellent ability to select various sources to support their response to the requirements of each task. The student responded excellently to the requirements of the exam, and the information provided in their responses is consistently accurate and relevant to the requirements of the assessment criteria. There were few (if any) errors or areas for <u>development</u> and the work consistently evidences an excellent response to the assessment.</p> <p>GS3 –<br/>The evidence demonstrates a consistent excellent understanding and knowledge of the subject area and the research undertaken to complete the tasks. The use of grammar, spelling and punctuation are consistently at an excellent level ensuring evidence is consistently written with reference to appropriate technical/academic conventions.</p> |

# 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:<br>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.  |

# Assignment brief checking service

Meeting needs of students

Providing confidence

Reducing errors

# Feedback sheet

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College Name and Logo here

### Assignment Feedback

Student Name

Access to HE Diploma Level Credit Value

Unit Code(s) Unit Title

Submission

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

Date Submitted:

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

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 |
|-----|-------------|----------|
| LO1 | AC 1.1      |          |
| LO1 | AC 1.2      |          |
| LO2 | AC 2.1      |          |

Submission Feedback

### 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:<br>Subject Specific Skills |               |         |
| Grading Standard 3:<br>Transferable Skills     |               |         |

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[Click to see templates available on our website!](#)

# 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 |
|-------------------------------|-------------|----------|-------------|----------|
| <b>Psychology of Health</b>   |             |          |             |          |
| LO1                           | 1.1         | Achieved |             |          |
| LO2                           | 2.1         | Achieved |             |          |
| LO2                           | 2.2         | Achieved |             |          |
| LO3                           | 3.1         | Achieved |             |          |
| LO3                           | 3.2         | Achieved |             |          |
| LO3                           | 3.3         | Achieved |             |          |
| LO4                           | 4.1         | Achieved |             |          |
| <b>Psychology and Therapy</b> |             |          |             |          |
| LO1                           | 1.1         | Achieved |             |          |
| LO2                           | 2.1         | Achieved |             |          |
| LO2                           | 2.2         | Achieved |             |          |
| LO3                           | 3.1         | Achieved |             |          |
| LO3                           | 3.2         | Achieved |             |          |
| LO3                           | 3.3         | Achieved |             |          |

# 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

# Feedback sheet

Add the grade indicator against each grading standard for each unit

| Psychology of Health                               |               |         |
|--|---------------|---------|
|  | Grade Awarded | Comment |
| Grading Standard 1:<br>Knowledge and Understanding | M             |         |
| Grading Standard 2:<br>Subject Specific Skills     | M             |         |
| Grading Standard 3:<br>Transferable Skills         | D             |         |
| Psychology and Therapy                             |               |         |
|  | Grade Awarded | Comment |
| Grading Standard 1:<br>Knowledge and Understanding | P             |         |
| Grading Standard 2:<br>Subject Specific Skills     | M             |         |
| Grading Standard 3:<br>Transferable Skills         | D             |         |

Next provide a rationale why you have awarded the grades

| Psychology of Health                               |               |  |
|--|---------------|--|
|  | Grade Awarded | Comment  |
| Grading Standard 1:<br>Knowledge and Understanding | M             | You've shown a very good understanding of psychological influences on health, with clear explanations of models like the Health Belief Model. Your examples are relevant and mostly well-developed. To reach Distinction, aim for deeper critical analysis and more consistent referencing.  |
| Grading Standard 2:<br>Subject Specific Skills     | M             | You've shown a very good understanding of Piaget's theory and used relevant terminology appropriately. Your explanation is mostly clear, with some evidence of wider reading. To reach Distinction, aim for deeper analysis and more consistent referencing.   |
| Grading Standard 3:<br>Transferable Skills         | D             | Your work demonstrates excellent understanding of psychological influences on health, with insightful analysis of models like the Health Belief Model and Theory of Planned Behaviour. Examples are well-chosen and critically evaluated. Structure is clear, referencing is consistent, and your argument shows depth and independence. A strong Distinction. |
| Psychology and Therapy                             |               |  |
|  | Grade Awarded | Comment  |
| Grading Standard 1:<br>Knowledge and Understanding | P             | Your work shows a good understanding of psychological therapies, with brief descriptions of approaches like CBT and psychodynamic therapy. There is limited analysis and minimal use of examples. To improve, focus on developing clearer explanations and engaging more critically with the material.   |
| Grading Standard 2:<br>Subject Specific Skills     | M             | You've demonstrated a very good understanding of psychological therapies, with clear explanations of approaches like CBT and humanistic therapy. Your comparisons are relevant and supported with examples. To reach Distinction, aim for deeper critical analysis and more consistent referencing.  |
| Grading Standard 3:<br>Transferable Skills         | D             | Your work demonstrates excellent understanding of psychological approaches to therapy, with insightful comparisons between CBT, psychodynamic, and humanistic models. Case examples are well-integrated and critically evaluated. Structure is clear, referencing is consistent, and your analysis shows depth and independence. A strong Distinction.         |

# How to grade:

## Integrated Assessments

- Must be one final grade or achievement for each unit
- Still opportunity for resubmission
- All LOs and ACs must be achieved before grading
  - careful tracking of ACs and LOs

| Psychology of Health      |       |            |       |            |             |
|---------------------------|-------|------------|-------|------------|-------------|
| <b>GS1</b>                | Merit | <b>GS2</b> | Merit | <b>GS3</b> | Distinction |
| <b>Overall Unit Grade</b> |       | Merit      |       |            |             |

| Psychology and Therapy    |             |             |             |            |             |
|---------------------------|-------------|-------------|-------------|------------|-------------|
| <b>GS1</b>                | Distinction | <b>GS2</b>  | Distinction | <b>GS3</b> | Distinction |
| <b>Overall Unit Grade</b> |             | Distinction |             |            |             |

# 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

|                           |                |                |                |            |                |
|---------------------------|----------------|----------------|----------------|------------|----------------|
| <b>GS1</b>                | Choose a grade | <b>GS2</b>     | Choose a grade | <b>GS3</b> | Choose a grade |
| <b>Overall Unit Grade</b> |                | Choose a grade |                |            |                |

### Ungraded Unit – only use for ungraded units

|                                 |          |
|---------------------------------|----------|
| <b>Overall Unit Achievement</b> | Achieved |
|---------------------------------|----------|

This section for graded units

This section for ungraded units, stating Achieved or Not Achieved

# 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 student's response to requirements of the brief and any areas for development.

Use this section for any graded units

| Grading Feedback  |               |         |
|---|---------------|---------|
| Ensure that 'very good' and 'excellent' correspond to the actual work quality and match the appropriate grading standard. |               |         |
|   | Grade Awarded | Comment |
| <b>Grading Standard 1:</b><br>Knowledge and Understanding   |               |         |
| <b>Grading Standard 2:</b><br>Subject Specific Skills   |               |         |
| <b>Grading Standard 3:</b><br>Transferable Skills   |               |         |

# 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:  Whole Unit  Part Unit (List targeted AC's if a part unit assignment: \_\_\_\_\_)

Internal Verifier: \_\_\_\_\_ Assessor: \_\_\_\_\_

| Assessment Criteria Checklist (Graded and Ungraded Units)   | Y/N* | 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  |          |
| 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* |          |
| Where applicable, it is clear to the learner which AC's have not been met.  | N/A  |          |
| Where applicable, resubmission requirements are clear, and a resubmission date has been identified.   | Y/N* |          |
| <b>Grading Standards Checklist (grades should be awarded at unit level only once all LO's and AC's have been met)</b>   |      |          |
| 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:  Whole Unit  Part Unit (List targeted AC's if a part unit assignment: LO 4 & 5 (4.1, 4.2, 4.3, 5.1, 5.2, 5.3))

Internal Verifier: Joe Bloggs Assessor: L. Bentley

| Assessment Criteria Checklist (Graded and Ungraded Units)   | Y   | Comments   |
|---|-----|--|
| Do the AC's that have been met, align with those targeted on the assignment brief?  | Y   | The learner's work was clearly annotated throughout.                                     |
| Are there annotations on the learner work to show where AC's have been met?   | Y   | Where achieved the targeted ACs are ticked as met on the feedback sheet.                 |
| It is clear to the learner, which AC's have been met?   | Y   |  |
| 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.   |
| <b>Grading Standards Checklist (grades should be awarded at unit level only once all LO's and AC's have been met)</b>   |     |  |
| 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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Internal Verifier: \_\_\_\_\_ Assessor: \_\_\_\_\_

Date: 01/05/2024

Any questions?  
Pop them in the chat!

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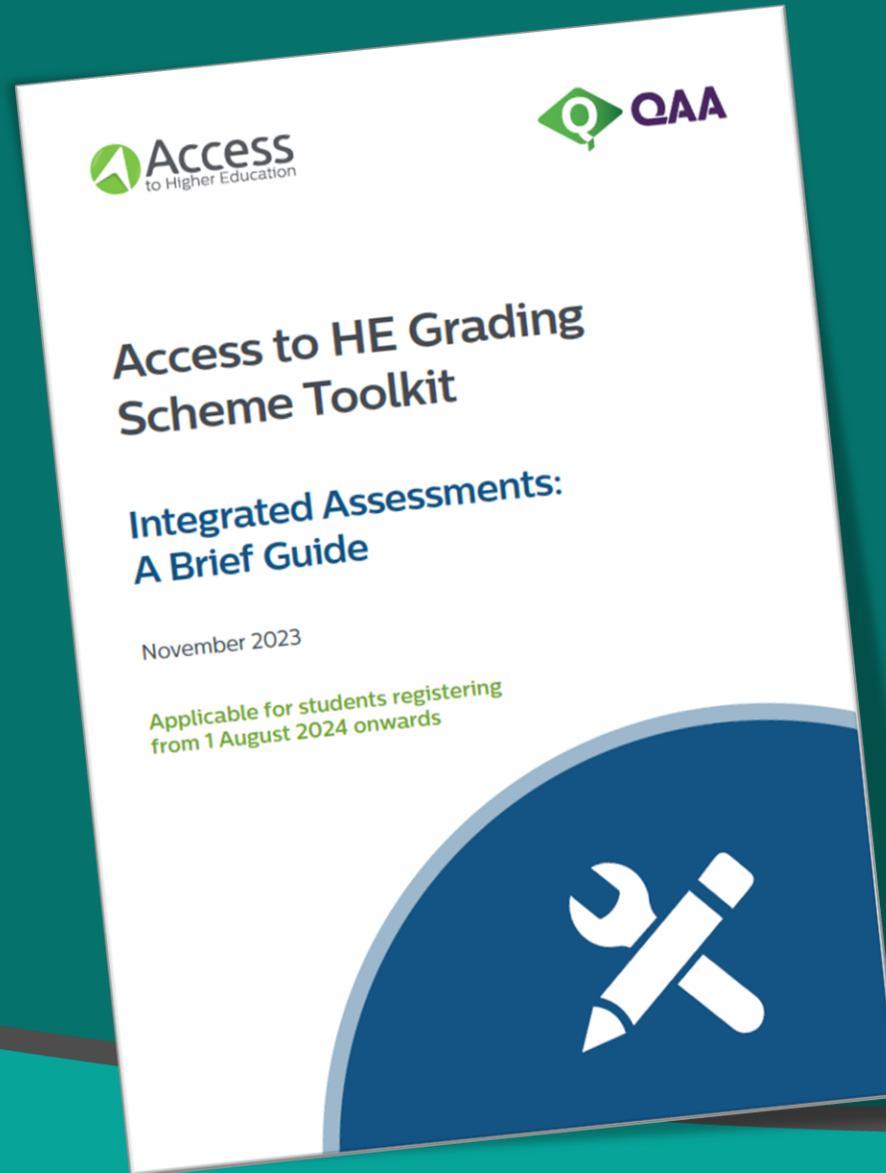
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# QAA Guidance



## Access to HE Grading Scheme Toolkit 2023: Integrated Assessments: A Brief Guide

# Where to find all the documents

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



Our Qualifications Deliver Our Qualifications Centre Support Learners About Us

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 the information they need to support and deliver units on the Access to HE Diploma

### 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 assessed

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](#)
- [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. It covers how to assess student performance for a graded unit which involves answers to numerical calculations that

### 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 Sinnott, Performance Manager, Mode Training Ltd

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 Olorunfoba, Vocational Lead, MI Community Solutions

- 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

Any questions?  
Pop them in the chat!

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# Contact us



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