



Access to HE:
Assignment brief writing

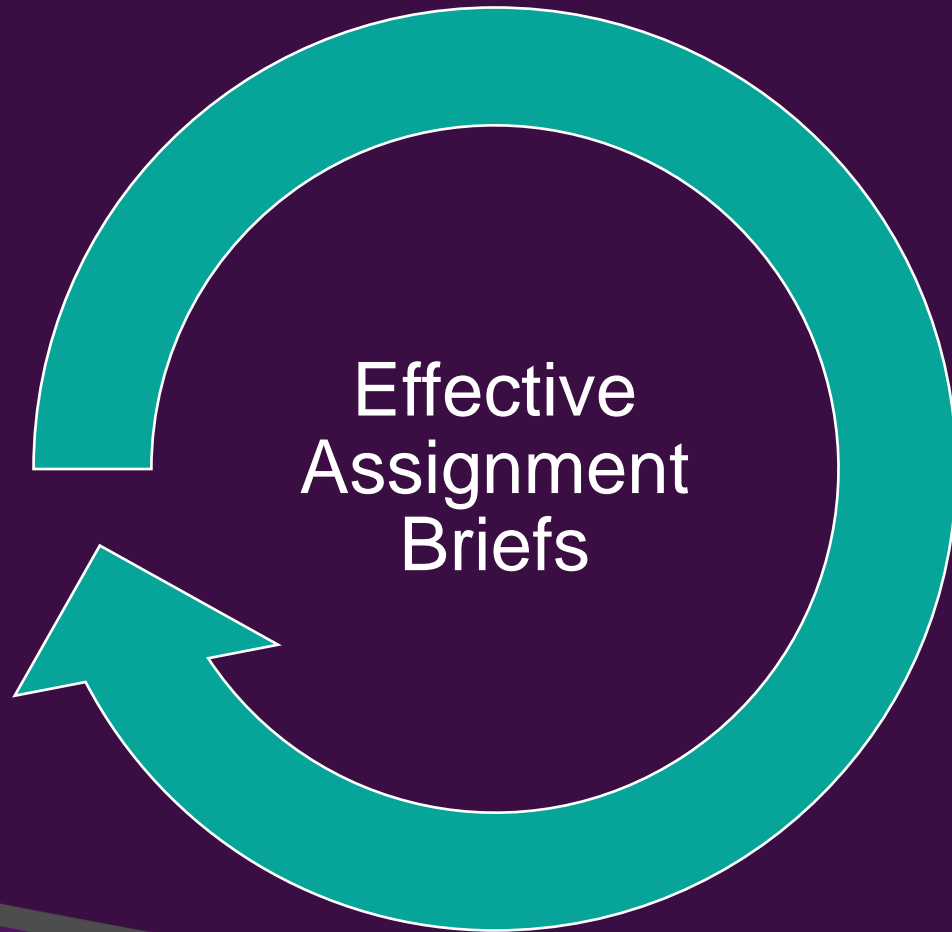
Access to HE Diploma Specification

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

What makes an effective assignment brief?



- Stretch and challenge
- Achieve all the identified assessment criteria
- Achieve at all levels
- Does not over or under assess
- Clear what evidence is needed
- Clear how evidence will be assessed

Assignment briefs

- 120+ units have assignment briefs
- Free! Download for approved providers
- Adapt to meet their learners' needs
- Meet requirements of new grading scheme

gateway qualifications

Assessment Information

Access to HE Diploma Title	Nursing and Midwifery
Assignment Title	Safeguarding Children, Young People and/or Vulnerable Adults
Assessment Criteria	
1.1	Explain the concept of safeguarding children, young people and/or adults.
1.2	Explain duties of a specific professional role related to safeguarding children, young people and/or adults.
1.3	Explain 'significant harm' in the context of safeguarding children, young people and/or adults.
2.1	Describe the possible signs, symptoms, indicators and concerns in the context of safeguarding children, young people and/or adults.
2.2	Discuss ways in which an individual's health, well-being and safety may be affected by an abusive situation.
3.1	Analyse how national and local guidelines, policies and procedures for safeguarding children, young people and/or adults, affect day to day work with children, young people and/or adults.
3.2	Explain what is meant by partnership working in the context of safeguarding children, young people and/or adults.

Grade Descriptors – This assignment is graded using elements from the following grade descriptors. If you achieve all assessment criteria listed in this assignment brief, you will be awarded a Merit or Distinction, your work may be graded as follows:

Merit:	
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College Name and Logo here

Assignment Brief

Access to HE Diploma Title: Nursing and Midwifery

Unit Code(s): QU025409 Unit Title: Safeguarding Children, Young People and/or Vulnerable Adults

Assignment Title: Safeguarding Children, Young People and/or Vulnerable Adults

Tasks	Level	Credit Value
Task 1: Case Study	3	3

GUIDANCE: Please read the scenario carefully. This scenario will form the basis of your assignment. You should refer to the following: Safeguarding children, young people and adults: the professional involved in this scenario and the context of safeguarding, outlining which professionals are involved in this context of safeguarding.

on college as a member of the student body aged between 14 and 16 years, are taking part in a health and social care project. The lecturer delivering the project is one of the female pupils, Sophie, who will be in a few days' time. Sophie tells her friend that this will be a busy day at work, having become a mother and has been suffering from a cold for a few months ago, but has not been to work for a few days. Sophie is drinking alcohol a lot and has been taking a lot of painkillers. Sophie that she wants to kill herself and is worried about what will happen to her. What responsibilities does she have to any of the individuals mentioned in the scenario?

College Name and Logo here

Assignment Brief - Ungraded

Access to HE Diploma Title: Nursing and Midwifery

Unit Code(s): QU007638 Unit Title: Preparation for Higher Education

Assignment Title: Higher Education Preparation Portfolio

Tasks	Level	Credit Value
Task 1: Case Study	3	3

This assignment will be divided into 4 tasks. The word count should be 1,500 words (+/- 10%) in total and all tasks presented as one portfolio of evidence.

Task 1: Analyse the nature of higher education study and, using a range of sources, provide information about the entry requirements for your chosen higher education course.

Guidance: Do not simply rely upon the websites for your chosen higher education establishment. Consider what other say about each of these courses, e.g. Quality Assurance Agency (QAA). Compare and contrast these establishments.

Task 2: Produce a detailed UCAS statement.

Guidance: This statement should meet the UCAS requirements and outline your strengths and areas for development. State clearly why you have chosen the particular course and what qualities, skills and attributes you could bring to it.

Task 3: Preparing for interview questions

Guidance: For this task you should consider the types of questions you may be asked at an interview. Develop a minimum of 10 questions with appropriate answers.

Task 4: Chart

Guidance: Produce a chart that details your strengths and weaknesses in relation to academic qualities. Link this to any barriers and practical problems that you can foresee and outline how these could be overcome.

There will be one final submission deadline that will encompass all tasks.

Date Handed Out:	Submission Deadline:	Actual Date Submitted:
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How to start designing an assignment brief

 01206 911 211

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 www.gatewayqualifications.org.uk

 enquiries@gatewayqualifications.org.uk



Creating assignment briefs

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

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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

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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 ComputoSolutions

- 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

Diploma Guides

DIPLOMA GUIDE

gateway qualifications

Access to Higher Education Diploma
(Nursing and Midwifery)

Professional Development
Vocational

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods
QU034888	Actions of Medicines on the Human Body	3	3	Academic	Structured questions
QU034866	An Introduction to Health and Disease	3	3	Academic	Case study Short answer questions Individual presentation
QU035110	Biological Psychology: The Brain	3	6	Academic	Academic posters x 2 Report Individual presentation inc Q&A
QU034938	Dementia				
QU034964	Equality and Diversity within Care				
QU034972	Government and Health Issues				
QU034980	Health Inequalities	3	3	Academic	
QU035002	Introduction to Sociology	3	3	Academic	
QU035028	Poverty and Social Exclusion	3	3	Academic	
QU035076	Social Drugs and Medicines	3	3	Academic	
QU035084	Sociology of Health	3	3	Academic	
QU035118	The Sociology of Health and Illness: Theoretical Perspectives	3	3	Academic	Essay 1500 words

DIPLOMA GUIDE

Access to Higher Education
Subject Descriptor Compliant

gateway qualifications

Access to Higher Education Diploma
(Health Professions)

Access to HE
Apprenticeship
Digital
Entrepreneurship & Enterprise
English & Maths
ESOL
&A
Personal & Social Development
Professional Development
Vocational

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
Report	1500 words	Report	750 words	Report	500 words
Essay	1500 words	Essay	750 words	Essay	500 words
Closed book exam	2 hours	Closed book exam	1 hour	Closed book exam	40 minutes
Literature review / critique / reflective diary	1500 words	Literature review / critique / reflective diary	750 words	Literature review / critique / reflective diary	500 words
Case study	1500 words	Case study	750 words	Case study	500 words
Structured questions	1500 words	Structured questions	750 words	Structured questions	500 words
Portfolio of evidence /scrapbook e.g. IT, art and creative related subjects	Artefact(s) and supporting annotation 750 words	Portfolio of evidence /scrapbook e.g. IT, art and creative related subjects	Artefact(s) and supporting annotation 300 words	N/A	
Scientific practical(s) and accompanying report	750 words	Scientific practical(s) and accompanying report	500 words		
Presentation and supporting evidence	20 minutes <i>inc.</i> Q&A and witness statement	Presentation and supporting evidence	10 minutes <i>inc.</i> witness statement		
Controlled assessment – closed book	2 hours	Controlled assessment – closed book	1 hour		
Controlled assessment – open book	1.5 hours	Controlled assessment – open book	45 minutes		
VIVA	20 minutes <i>inc.</i> Q&A and witness statement	VIVA	10 minutes <i>inc.</i> witness statement		
Article	1500 words	Article	750 word		
Production of a detailed artefact e.g. Video, sculpture, drawing, garment		Production of an artefact e.g. Video, sculpture, drawing, garment			
Performance / exhibition	15 minutes <i>inc.</i> Q&A and witness statement	Performance / exhibition	10 minutes <i>inc.</i> witness statement		

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
Literature review / critique / reflective diary	3000 words	Literature review / critique / reflective diary	1500 words	Literature review / critique / reflective diary	750 words
Case study	3000 words	Case study	1500 words	Case study	750 words
Structured questions	3000 words	Structured questions	1500 words	Structured questions	750 words
Portfolio of evidence /scrapbook e.g. IT, art and creative related subjects	Artefact/s and supporting annotation 1250 words	Portfolio of evidence /scrapbook e.g. IT, art and creative related subjects	Artefact/s and supporting annotation 750 words	Portfolio of evidence /scrapbook e.g. IT, art and creative related subjects	Artefact/s and supporting annotation 500 words
Scientific practical(s) and accompanying report	1500 words	Scientific practical(s) and accompanying report	750 words	Scientific practical(s) and accompanying report	500 words
Presentation and supporting evidence	30 minutes <i>inc.</i> Q&A and witness statement	Presentation and supporting evidence	20 minutes <i>inc.</i> Q&A and witness statement	Presentation and supporting evidence	10 minutes <i>inc.</i> Q&A and witness statement
N/A		Controlled assessment – closed book	2 hours	Controlled assessment – closed book	1 hour
N/A		Controlled assessment – open book	1.5 hours	Controlled assessment – open book	45 minutes
N/A		VIVA	20 minutes <i>inc.</i> Q&A and witness statement	VIVA	10 minutes <i>inc.</i> Q&A and witness statement
Article	3000 words	Article	1500 words	Article	750 word
Production of a detailed artefact e.g. Video, sculpture, drawing, garment		Production of a detailed artefact e.g. Video, sculpture, drawing, garment		Production of an artefact e.g. Video, sculpture, drawing, garment	
Performance / exhibition	30 minutes <i>inc.</i> Q&A and witness statement	Performance / exhibition	15 minutes <i>inc.</i> Q&A and witness statement	Performance / exhibition	10 minutes <i>inc.</i> Q&A and witness statement

Assessment methods

Guide to explain expectations and requirements for different methods of assessment

gateway qualifications

Assessment Methods Explained

Method	Description
Article	Learners are asked to write on a subject or topic to meet the requirements of the assessment criteria. The article will be written within a specific word count for a particular audience e.g. journal, newspaper or magazine. Imagery may be used to enhance the article. All sources should be referenced.
Case study	Learners are given context material on a given topic that provides real world examples to draw on, when answering questions related to the assessment criteria. Learners should be encouraged to use the material in the case study to provide impact and show their understanding of a topic, and the links between theory and practice.
Controlled assessment – closed book	Learners may be given a pre-seen case study in advance to consider the issues raised within the context of the unit. Learners are then given a time-constrained assessment based on the case study and unit assessment criteria. Learners are not allowed to take any notes or source material into the assessment. The assessment questions are unseen before the learner sits the assessment, which should be invigilated and conducted under exam conditions.
Controlled assessment – open book	Learners may be given a pre-seen case study in advance to consider the issues raised within the context of the unit. Learners are then given a time-constrained assessment based on the case study and unit assessment criteria. Learners can take into the exam some relevant notes and quotations that they might be able to use to support their exam. The assessment questions are conducted under exam conditions.
Essay	Learners are required to write an essay on a given topic or in answer to a question based on the assessment criteria. This should not simply be a repeat of the assessment criteria but questions that allow a learner to demonstrate their knowledge and understanding. This will be within a certain word count and should include the use of different literature sources that are referenced.
Exam – closed book	The exam is unseen before the learner sits the assessment, but they will be aware of the subject area/topics that is being assessed. Learners are not allowed to take any notes or source material into the exam. The assessment should be timed, and learners should be aware of the amount of time they have been given. The exam should be invigilated and conducted under exam conditions.
Exam – open book	The exam is unseen before the learner sits the assessment, but they will be aware of the subject area/topics being assessed. Learners can take into the exam some relevant notes and quotations that they might be able to use to support their exam. The assessment should be timed and learners should be aware of the amount of time they have been given. The exam should be invigilated and conducted under exam conditions.
Exhibition	Learners are required to create an exhibition display, including a combination of text and imagery to meet the assessment criteria. All sources should be referenced. A tutor may ask the learner questions to scrutinise their knowledge and understanding of the subject or topic. Photographs of the exhibition as well as the exhibition materials used could be submitted as evidence for the unit. An observation record could be completed by the tutor.

Unit specification

Access to HE Diploma Unit	
Title:	Government Policy in Relation to Current Health Issues
Unit Code:	QU034972
Unit Level:	Level 3
Credit Value:	5
Grading Type:	Graded
Academic Subject Content/Other:	Academic Subject Content
Suggested Assessment Details:	Refer to Assessment Grid

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to analyse the effect of current health issues.	1.1. Analyse the effects of a health issue.
2. Be able to interpret data related to health conditions.	2.1. Use graphical information to identify variations in data national variations of the following: <ul style="list-style-type: none"> • age • gender • ethnicity. 2.2. Specify any evidence of 'variation'.
3. Know about Government policy relating to the health issue selected.	3.1. Evaluate Government policy relating to the current health issue selected. 3.2. Explain the aims of the policy in relation to 2 of the following: <ul style="list-style-type: none"> • age • gender • ethnicity.
4. Understand the views of charities and or pressure groups related to current health policy.	4.1. Explain views on the policy in relation to at least 2 relevant charities and or pressure groups.

DIPLOMA GUIDE

Access
to Higher Education

Subject
Descriptor
Compliant

g gateway
qualifications

Access to HE
 Apprenticeship
 Digital
 Employability & Enterprise
 English & Maths
 ESOL
 Personal & Social Development
 Professional Development
 Vocational

Access to Higher Education Diploma
(Nursing)

Grading at unit level

Taking a holistic assessment approach

Consider all assignments for a unit before grading

Consider the feedback for learners and when this will be provided

One or more assignment briefs

Decide if one or more assignment brief will be used to assess the unit

Using **one** assignment brief:

- All learning outcomes for the unit must be assessed through the brief
- All tasks within the brief
- Different tasks could have 'interim' hand-in dates leading to a single summative one

One or more assignment briefs

Decide if one or more assignment brief will be used to assess the unit

Using **more than one** assignment brief:

- The learning outcomes for a unit can only be assessed once, therefore the different assignment briefs will address different learning outcomes or groups of learning outcomes.
- No grading can take place until all tasks across all briefs have been submitted

Creating assignment briefs

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

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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 <input type="checkbox"/> No <input checked="" type="checkbox"/>
Tutor/Assessor:	J. Hunt		
Extension Request			
Formal Extension Request:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	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 <input type="checkbox"/> No <input type="checkbox"/>
Declaration			
Learner Declaration: I declare that all the work submitted for this unit is my own, and 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

Section to record any confirmed extensions or resubmission requirements

Section for learners to declare authenticity of work

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 Ca^{2+} (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 diagrams, explain 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 learner to complete, mapped against the ACs.

Assignments assess learner performance

- Do set a task that enables learners to perform at all levels
- Don't provide step-by-step instructions
- Don't set drafts unless
 - you have a need to see one, and
 - every learner will need to submit one
- Don't give the learner ready-made sources

Designing assignment briefs to mark efficiently

ACs next to each task/question

Define the evidence expected

State the ACs and grading standards

Only use a draft if this is shown as part of the assessment

Ensure the task does what is intended

No numerical marking

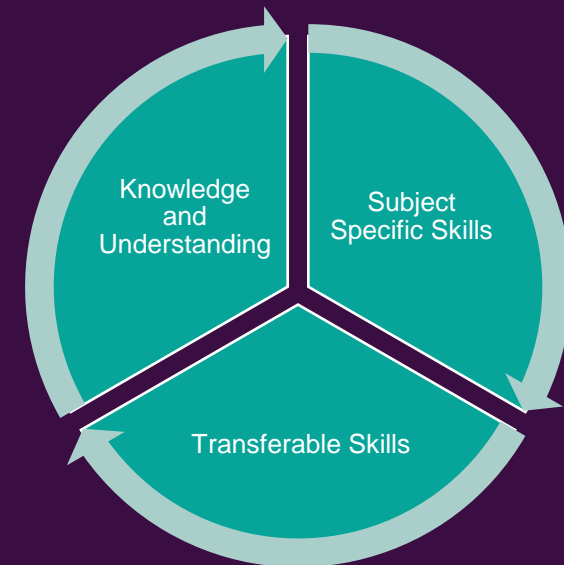
Grading standards

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 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 demonstrate an ability in selecting and using skills as required by the unit, with a very good understanding of the demands of the unit (choose from):	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 for both (a) and (b). Merit The student, student's work or performance:
<ul style="list-style-type: none"> • facts • concepts • theories • models • methods • perspectives • ideas • principles • practices • procedures 	<ul style="list-style-type: none"> • format • structure • grammar • syntax • spelling and punctuation • imagery • artefacts • digital software • number • metrics • paralanguage
There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of the unit.	Distinction The student, student's work or performance:
a. generally demonstrates an ability in selecting and using skills as required by the unit, with very good levels of (choose from):	a. demonstrates excellent communication and/or presentation skills evidenced by the use and/or selection of (choose from):
<ul style="list-style-type: none"> • accuracy • precision • efficiency • creativity • innovation • reasoning • insight • focus • interpretation 	<ul style="list-style-type: none"> • format • structure • grammar • syntax • spelling and punctuation • imagery • artefacts • digital software • number • metrics • paralanguage
There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.	b. demonstrates autonomy and/or independence evidenced by a very good ability to (choose from):
	<ul style="list-style-type: none"> • 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).
	a. demonstrates excellent communication and/or presentation skills evidenced by the use and/or selection of (choose from):
	<ul style="list-style-type: none"> • format • structure • grammar • syntax • spelling and punctuation • imagery • artefacts • digital software • number • metrics • paralanguage
	b. demonstrates autonomy and/or independence evidenced by an excellent ability to (choose from):
	<ul style="list-style-type: none"> • 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. 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).



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:

- 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

Distinction

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 (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

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	Distinction
The student, student's work or performance:	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): <ul style="list-style-type: none"> • 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): <ul style="list-style-type: none"> • 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:

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

To achieve a Distinction:

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

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:

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

Distinction

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 (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 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	Distinction
The student, student's work or performance:	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): <ul style="list-style-type: none"> • 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): <ul style="list-style-type: none"> • 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:	The student, student's work or performance:	The student, student's work or performance:
Subject Specific Skills	a. generally demonstrates an ability in selecting and using skills as required by the unit, with b. very good levels of <ul style="list-style-type: none"> • accuracy • reasoning • interpretation 	a. consistently demonstrates an ability in selecting and using skills as required by the unit, with b. excellent levels of <ul style="list-style-type: none"> • accuracy • reasoning • interpretation

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:
<p>a. demonstrates very good communication and/or presentation skills evidenced by the use and/or selection of (choose from):</p> <ul style="list-style-type: none"> • format • structure • grammar • syntax • spelling and punctuation • imagery • artefacts • digital software • number • metrics • paralanguage 	<p>a. demonstrates excellent communication and/or presentation skills evidenced by the use and/or selection of (choose from):</p> <ul style="list-style-type: none"> • format • structure • grammar • syntax • spelling and punctuation • imagery • artefacts • digital software • number • metrics • paralanguage

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:
<p>a. demonstrates very good communication and/or presentation skills evidenced by the use and/or selection of (choose from):</p> <ul style="list-style-type: none"> • format • structure • grammar • syntax • spelling and punctuation • imagery • artefacts • digital software • number • metrics • paralanguage <p>b. demonstrates autonomy and/or independence evidenced by a very good ability to (choose from):</p> <ul style="list-style-type: none"> • 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 <p>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).</p>	<p>a. demonstrates excellent communication and/or presentation skills evidenced by the use and/or selection of (choose from):</p> <ul style="list-style-type: none"> • format • structure • grammar • syntax • spelling and punctuation • imagery • artefacts • digital software • number • metrics • paralanguage <p>b. demonstrates autonomy and/or independence evidenced by an excellent ability to (choose from):</p> <ul style="list-style-type: none"> • 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 <p>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).</p>

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

Grading Standard 3:

Transferable Skills

<p>b. demonstrates autonomy and/or independence evidenced by a very good ability to (choose from):</p> <ul style="list-style-type: none"> • 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 <p>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).</p>	<p>b. demonstrates autonomy and/or independence evidenced by an excellent ability to (choose from):</p> <ul style="list-style-type: none"> • 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 <p>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).</p>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

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	Distinction
The student, student's work or performance:	The student, student's work or performance:
<p>a. demonstrates very good communication and/or presentation skills evidenced by the use and/or selection of (choose from):</p> <ul style="list-style-type: none"> • format • structure • grammar • syntax • spelling and punctuation • imagery • artefacts • digital software • number • metrics • paralanguage <p>b. demonstrates autonomy and/or independence evidenced by a very good ability to (choose from):</p> <ul style="list-style-type: none"> • 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 <p>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).</p>	<p>a. demonstrates excellent communication and/or presentation skills evidenced by the use and/or selection of (choose from):</p> <ul style="list-style-type: none"> • format • structure • grammar • syntax • spelling and punctuation • imagery • artefacts • digital software • number • metrics • paralanguage <p>b. demonstrates autonomy and/or independence evidenced by an excellent ability to (choose from):</p> <ul style="list-style-type: none"> • 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 <p>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).</p>
<p>There is no grading standard for pass. Students achieve a pass by meeting the requirements of the learning outcomes of a unit.</p>	

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	Distinction
The student, student's work or performance:	The student, student's work or performance:
<p>a. demonstrates very good communication and/or presentation skills evidenced by the use and/or selection of (choose from):</p> <ul style="list-style-type: none"> • format • structure • grammar • syntax • spelling and punctuation • imagery • artefacts • digital software • number • metrics • paralanguage <p>b. demonstrates autonomy and/or independence evidenced by a very good ability to (choose from):</p> <ul style="list-style-type: none"> • 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 <p>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).</p>	<p>a. demonstrates excellent communication and/or presentation skills evidenced by the use and/or selection of (choose from):</p> <ul style="list-style-type: none"> • format • structure • grammar • syntax • spelling and punctuation • imagery • artefacts • digital software • number • metrics • paralanguage <p>b. demonstrates autonomy and/or independence evidenced by an excellent ability to (choose from):</p> <ul style="list-style-type: none"> • 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 <p>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).</p>

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:

The student, student's work or performance:

The student, student's work or performance:

Transferable Skills

a. demonstrates **very good** communication and/or presentation skills evidenced by the use and/or selection of:

a. demonstrates **excellent** communication and/or presentation skills evidenced by the use and/or selection of:

- format
- structure
- imagery

- 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.

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.

Contextualising the grading standards

Additional Guidance To achieve a Merit:	To achieve a Distinction:
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>

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:	The student, student's work or performance:	The student, student's work or performance:
Knowledge and Understanding	<p>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</p> <p>with</p> <p>b. a very good understanding and use of:</p> <ul style="list-style-type: none"> • facts • concepts • principles 	<p>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</p> <p>with</p> <p>b. an excellent understanding and use of:</p> <ul style="list-style-type: none"> • facts • concepts • principles
Grading Standard 2:	The student, student's work or performance:	The student, student's work or performance:
Subject Specific Skills	<p>a. generally demonstrates an ability in selecting and using skills as required by the unit,</p> <p>with</p> <p>b. very good levels of</p> <ul style="list-style-type: none"> • accuracy • reasoning • interpretation 	<p>a. consistently demonstrates an ability in selecting and using skills as required by the unit,</p> <p>with</p> <p>b. excellent levels of</p> <ul style="list-style-type: none"> • accuracy • reasoning • interpretation
Grading Standard 3:	The student, student's work or performance:	The student, student's work or performance:
Transferable Skills	<p>a. demonstrates very good communication and/or presentation skills evidenced by the use and/or selection of:</p> <ul style="list-style-type: none"> • format • structure • imagery <p>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.</p>	<p>a. demonstrates excellent communication and/or presentation skills evidenced by the use and/or selection of:</p> <ul style="list-style-type: none"> • format • structure • imagery <p>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.</p>

Additional Guidance

To achieve a Merit:

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.

To achieve a Distinction:

GS1 - The student has 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.

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 learners in how to achieve the higher grades

Grade standard components being used to grade learner work for the unit

Integrated assessments

Encourages
synthesis of learning



Develop a holistic
view of the subject



Exploration of a
larger project



Reducing the overall
assessment burden



How to get started

Integrated Assessments

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

Assignment brief:

Integrated Assessments

Unit	Learning Outcomes	Assessment criteria	Assessment criteria met ³
Psychology of Health	1. Understand psychological theory in relation to health and illness	1.1. Evaluate the impact of ill health on behaviour. 1.2. Evaluate two theories of coping with illness.	Y/N
	2. Understand different explanations for states of mental health and well being	2.1 Evaluate different perspectives for explaining at least two aspects of mental health. 2.2 Analyse the link between physiology and mental health.	Y/N
	3. Understand the psychological effects of ageing	3.1 Analyse definitions of age 3.2 Evaluate two psychological theories of the impact of ageing on cognitive function	Y/N
Psychology and Therapy	1. Understand key models used to explain mental illness	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.	Y/N
	2. Understand key therapeutic approaches used for mental health issues	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.	Y/N

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 activity e.g. decreased mobility, sleep dysfunction, reduced food and fluid intake etc. They could also include an analysis of the reasons behind changes in affect and cognitive functioning and the impact of these on self and others.

2. Evaluate two theories of coping with illness? (AC 1.2)

Students could evaluate any two theories e.g. Health Belief Model, Parson's Sick Role Theory.

3. Provide a brief evaluation of two different explanations for states of mental health and wellbeing (AC 2.1)

Students could utilise two of the five steps to mental wellbeing model to address this assessment criterion e.g. connecting with others, giving back to society etc.

4. Analyse the link between physiology and mental health (AC 2.2)

Students could refer to research from biological studies e.g. how when we exercise.

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

5. What is meant by the ageing process and then give a brief analysis of two psychological theories of the impact of ageing on cognitive function (AC 3.1, 3.2)

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.

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.

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
GS 1: Knowledge and Understanding	<p>The student, student's work or performance:</p> <p>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</p> <p>with</p> <p>b. a very good understanding and use of:</p> <ul style="list-style-type: none"> • facts • theories • models 	<p>The student, student's work or performance:</p> <p>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</p> <p>with</p> <p>b. an excellent understanding and use of:</p> <ul style="list-style-type: none"> • facts • theories • models 	

What this means: The student's work has shown a very good understanding and use of facts, theories and models. The student's work has shown an excellent understanding and use of facts, theories and models.

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
GS 1: Knowledge and Understanding	<p>The student, student's work or performance:</p> <p>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</p> <p>with</p> <p>b. a very good understanding and use of:</p> <ul style="list-style-type: none"> • facts • concepts • methods 	<p>The student, student's work or performance:</p> <p>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</p> <p>with</p> <p>b. an excellent understanding and use of:</p> <ul style="list-style-type: none"> • facts • concepts • methods 	

How to grade:

Integrated Assessments

- Must be one final grade or achievement for each unit

Grade Profile Achieved for Assignment	GS 1	GS 2	GS 3	Final unit grade – Psychology of Health	
Grade Profile Achieved for Assignment	GS 1	GS 2	GS 3	Final unit grade – Psychology and Therapy	

- Still opportunity for resubmission
- All LOs and ACs must be achieved before grading

Internal Verification

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: Joe Bloggs

Internal Verifier: 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 ACs are individually listed.
Are tasks clearly mapped against relevant assessment criteria?	N The ACs do not clearly correlate tasks on the brief which will make 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 styles however AC 2.1 requires 3 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 v with the ACs, which will not provide ti with the contextualised, indicativ they need to understand the spe requirements of the task.
Is it clear what evidence the learner needs to generate?	N This is confusing and compound problems identified around 'clear (above).
Are all 3 grading standards listed on the brief?	Y Yes GS 1, 2, and 3 are listed (as 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 sel GS 2 only has 1 sub-component the brief. Add at least 1 more su component for GS 2 from compo
Grading standard 3: have 2 components been selected (a, b, c)?	Y Component (a, b) selected for the 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 components selected.

Are the choice of components and sub-components appropriate for the tasks?	Y	
Is contextualised guidance provided on how to meet the grading standards?	N	Only the generic wording for each GS is listed on the brief. This would make it difficult for the learner to interpret how the Merit and Distinction grades can be achieved in relation to the tasks set.
Is the language and presentation appropriate and inclusive?	Y	However, please see notes about guidance on tasks and grading standards.
Is the timescale for the assignment appropriate?	Y	

If 'No' is recorded the Internal Verifier should recommend remedial action(s) to be taken and confirm this has been completed before the brief is issued to learners.

Action Required	Date Action Completed
	21/03/2024
Add correct diploma title and unit code.	21/03/2024
AC 2.1: Change to say 3 feedback styles.	21/03/2024
Revise the wording for each task with more contextualised/indicative guidance and clarify specific evidence requirements.	21/03/2024
Clearly signpost ACs against each relevant task	21/03/2024
Add at least 1 more sub-component for GS 2 from component (b)	21/03/2024
Contextualise the guidance for meeting the Merit and Distinction grades for GS 1, 2 & 3 in relation to the tasks set.	21/03/2024

General Comments

12/03/2024 - The assignment brief is not yet fit for purpose and the actions identified above should be completed and signed off prior to the brief being given to learners. LB

22/03/2024 - All actions now completed. LB
Well done, you have provided clear guidance to the learner on each of the tasks set and the guidance for achieving Merit and Distinction for each of the grading standards is much more contextualised in relation to the assignment. This brief, will now enable learners to fully understand what is required of them and how to meet the ACs and grading standards.

Assignment Brief Fit for Purpose:

Internal Verifier Signature: L Bentley

Authorised:

Date: 22/03/2024

Assignment brief checking service

Meeting needs of learners

Providing confidence

Reducing errors

Any questions?



Where to find all the documents

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

gateway qualifications

Centre Login Contact Us

Our Qualifications Deliver Our Qualifications Centre Support Learners About Us

Home > Centre Support > Quality Assurance

1. Quality Assurance Funding

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

Quality Assurance – Processes and Procedures
Information and exemplar forms to support your centre.

2. Quality Assurance – 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 Olorunmba, Vocational Lead, MI Computer Solutions

- Access to HE Forms and Templates**
A hub for forms, templates and guidance needed by Access to HE centres
- Access to HE Modification Process**
The modification process for making changes to Access to HE Diplomas
- Grading**
Information about how the Access to HE Diploma is graded.
- Quick Guides**
A series of handy guides covering all the main areas of delivering the Access to HE Diploma.

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 Diploma.

Handbook

→ Access to HE Centre Handbook

→ Access to HE – Tutor and deliver units on the Access to HE Diploma

Modifications

→ Modifications Request Form

→ Modification Request Form

Unit Assessment

→ Graded Assignment

→ Ungraded Assignment

→ Observation Record

→ Observation Record

→ Unit Summary Sheet

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 QMA 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 all components of a Diploma. Only when all assignment Learning Outcomes and Assessment Criteria for the unit have been met can a unit be graded.

Guidance

We have created this useful guide that outlines the three grading standards and what you should consider when selecting sub-components when assessing student assessments.

- A Guide to The Grading Standards

The documents below provide guidance regarding changing assessment methods 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 ensure that you are assessing student performance for a graded unit correctly.

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 tutors.

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.

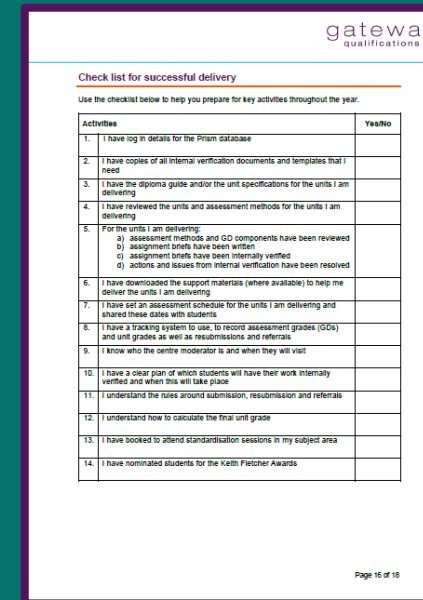
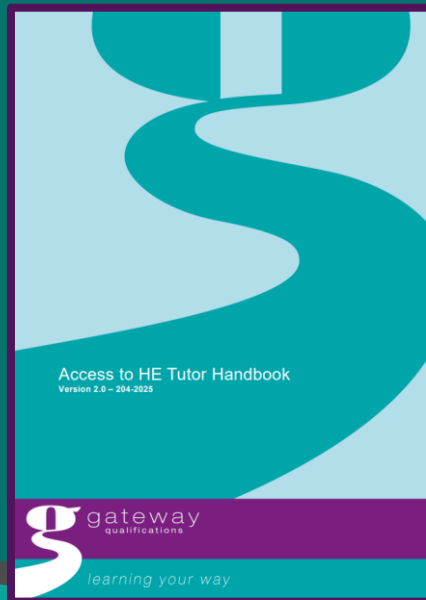
“ Gateway Qualifications is amazing in providing the support needed to their Centres. ”

Blessing Olorunboba, 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

Tutor Handbook

- Designed for all tutors (new and experienced)
- Support in the planning, delivery and assessment of Diplomas
- Guidance on the key topics and processes tutors need to know



Online resources - Website

Lots of advice and guidance available

- Admin tasks and how to guides
- Forms and templates
- Quick guides
- Webinars

access@gatewayqualifications.org.uk



Becoming an Access to HE Centre with us



Understanding assessment and grading

Date: 24th September 2024

Time: 12:00 pm - 1:00 pm

**Understanding assessment and
grading for Access to HE**



[Click to register](#)

Contact us



<https://www.gatewayqualifications.org.uk/>



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