

Access to HE Grading Scheme Toolkit

Integrated Assessments: A Brief Guide

November 2023

**Applicable for students registering
from 1 August 2024 onwards**



Introduction

QAA introduced the opportunity to include integrated assessments in the assessment and grading plan for the Access to HE Diploma in September 2020. There has been some use of this type of assessment since then but the complex mapping of (subsets of) the seven Grade Descriptors for each unit in an integrated assessment has resulted in a limited use of this type of assessment.

With the changes in the Diploma Specification limiting the use of 6 and 9-credit units to a total of 30 credits (including both graded and ungraded units) and the introduction of three Grading Standards applied equally to every unit (to replace the seven Grade Descriptors), there has been increased interest in the potential of integrated assessments. Therefore, further guidance on this approach to assessment is being provided.

There is no expectation or intention that every diploma will include an integrated assessment; this is a matter of choice for course teams in conjunction with their provider/centre and Access Validating Agency (AVA).

The following provides some general advice about the use of integrated assessments, which may also be referred to as synoptic assessments.

What is an integrated assessment?

An integrated assessment encourages students to synthesise their learning from two or more units within their Diploma. Such an assessment may help a student to explore the connectivity between different topics within the broad subject area and/or require a student to apply knowledge, understanding and skills developed in one part of the programme to another part.

Why use an integrated assessment?

Integrated assessments encourage students to develop a holistic view of their subject discipline and to make connections between the different units of their programme. They can be used to encourage the development of professional practice through, for example, integration of theory, evidence and regulation.

Integrated assessments can be used to build the assessment of discrete units of learning into a larger project. This has the advantage of reducing the overall assessment burden on students without increasing the assessment burden for the assessor.

What should our starting point be for integrated assessments?

A good starting point is 'what is it we expect an engineer/psychology/law/health student or professional to do?' and then consider how different units might be brought together into one assessment to make this a meaningful integrated learning and assessment experience for students.

An example from engineering

In thinking about what an engineer is required to know and do, we can imagine an assessment that is based around building a bridge. This is likely to include elements of Engineering Design, Mechanics and Materials Science.

All these topics can be taught and assessed as individual units in their own right, but an integrated assessment in this context could give students a better understanding of their

subject. An integrated assessment can demonstrate how learning can be used in practice to solve real-life challenges and introduces the sorts of complex issues to which a professional engineer can expect to have to apply themselves.

An example from health

Healthcare workers need to draw on knowledge and understanding from many different health-related areas in order to provide person-centred healthcare. Units on non-infectious diseases, mental health and patient support in the health sector can be taught and assessed separately. However, given that many non-infectious diseases are related to mental health (for example, anorexia, dementia) and these require support from the healthcare services available, if we want a student to be able to establish the co-dependencies of all three units then an integrated assessment - for example, a case study or a project - could bring all of these together.

Worked examples

The above examples simply outline the sort of discussion course teams might have as their own 'starter for 10' on integrated assessments. Two examples of fully worked integrated assessments are given in Appendix 1 - one each for Psychology and Healthcare Professions. You may wish to look at these now before reading the remainder of this document which is in the form of question and answer for those considering integrated assessments.

Guidance

Section C of the Grading Scheme Handbook¹ offers the advice below on the planning of integrated assessment and this is copied here for ease of reference.

Planning for the integrated assessment of learning outcomes from more than one unit through one assignment

'Whatever the extent or form of the integration of assessment being used, the general principles of assessment planning and grading must be applied. Careful mapping and tracking of the relationship between assessment tasks and the learning outcomes that they relate to, and how the components and sub-components of the grading standards are then used across the whole assignment, will be needed to ensure clarity about what is being assessed and where it is graded.'

It is imperative when using integrated assessments that there is absolute clarity in the unit assessment plans (for use by moderators/verifiers) and in the assignment briefs (for use by students and moderators/verifiers) about what is being assessed, by whom, for each of the units within the integrated assessment.

¹ www.qaa.ac.uk/docs/qaa/access-to-he/access-grading-scheme-handbook-section-c-2023.pdf

Is there a minimum or maximum number of units or credits that can be assessed through an integrated assessment?

Currently, there are no limits set² but the assessment does need to cover at least two units. The more units or credits that are included in one assessment, the greater the complexity in managing the assessment and the greater the risks for a student who fails to meet one or more of the learning outcomes.

Is integrated assessment suitable for both graded and ungraded units?

Both types of unit can be assessed through an integrated assessment provided there is a clear rationale for the integrated assessment. It is possible to have an integrated assessment for ungraded units, graded units, or a mix of ungraded and graded units. The key point is that all the learning outcomes of all the units included in the assessment are properly assessed through the assessment criteria for each unit and recorded so that an Awards Board can be confident in awarding credit and, where appropriate, grades to a student.

Is integrated assessment limited to whole units only or can it be used to assess specific learning outcomes from one unit through the assessment of another unit?

There are instances where this already takes place - for example, a study skills unit might have a learning outcome about structuring an essay. Another (academic content) unit might have an essay as part of, or all of, the assignment. The essay would, in effect, need to be assessed twice: once based on the academic content task that was set and once on the basis of the essay structure. The student outcomes for each of these would need to be properly recorded. It would not be appropriate to assume that because the student has written an essay for another unit that this is sufficient evidence that the student has written an appropriately structured essay.

How many grades or grade indicators are recorded for integrated assessments?

Access to HE Diploma students are awarded credit for each successfully completed unit. They are also awarded credit **and** grades for each successfully completed graded unit. It is this combination of credits and grades that form part of their offer for a place in higher education and evidence of achieving that offer. Therefore, within an integrated assessment, **for each unit included there must be one final grade**, determined based on the three grade indicators attached by the assessor for each of the three Grading Standards, in the same way that there would be if the units were assessed as independent units.

The three grade indicators will determine the overall unit grade awarded by the Awards Board. The unit grade for each unit within the integrated assessment will be listed separately on the student transcript.

² Readers should note that the issue of a limit on the number of units/credits that can be assessed through an integrated assessment will be discussed through the relevant QAA Working Groups and Committees during 2023/24 and may be part of a future consultation.

What happens if a student fails to meet one of the learning outcomes from any of the units?

As with all other unit assessments, if a student fails to meet one or more of the learning outcomes, there will be an opportunity for resubmission which will be proportionate to the degree of non-achievement and consistent with the way in which the learning outcomes were originally assessed. Defining appropriate resubmission evidence can present a greater challenge within integrated assessments compared to single unit assessments, but with careful consideration it is possible. Tutors are advised to discuss any resubmissions of this nature with their course team and/or internal moderator (or equivalent person) before setting a further assessment opportunity for the student.

An extract from Annex C1 of [Section C of the Grading Scheme Handbook](#) which deals with resubmissions can be found in Appendix 2 of this document for ease of reference.

How should we manage and grade integrated assessments?

As all learning outcomes (LOs) for each unit in an integrated assessment must be assessed and achieved **before grading**, it is important to ensure that the mapping of LOs to the assessment task or tasks is clearly laid out for both student and assessor. This is needed not only to ensure that each LO is assessed, but also to ensure that each LO is only assessed once. The overlay of the Grading Standards sub-components and their mapping will also need to be considered and made clear for both students and assessors.

The more learning outcomes, assessment criteria and grading standard sub-components that each unit has associated with it will make the management and understanding of integrated assessment more complex for both student and assessor. Great care needs to be given to the selection of appropriate LOs and grading sub-components when designing and selecting units for inclusion in an integrated assessment.

You will see from the two examples given in Appendix 1, that there will be more than one LO1, LO2 and AC1.1, AC1.2 and so on, as there are learning outcomes (LO) and assessment criteria (AC) for each unit in the integrated assessment. In these particular examples, the tutor has chosen to colour code the units to aid the distinction for student and assessor. There will, of course, be other ways to achieve this distinction and keep track of the individual unit LOs and ACs. QAA is not advocating that everyone colour codes; the most important thing is that you find a way of managing this that is easy for everyone to follow in the context of the individual integrated assessment you are assessing.

AVAs/Providers/Centres may wish to consider adaptations to unit assessment plans to cover units included in an integrated assessment and/or produce an additional integrated assessment plan to cover all the units and to track all the LOs and ACs. This overall plan may also be used to identify where the evidence comes from to support the award of Merit and Distinction grades within the integrated assessment.

Appendix 1

Example 1: Integrated assessment in Psychology

Course Title:	Access to Higher Education Diploma – Psychology		
Unit Titles:	Psychology of Health Psychology and Therapy	Unit Codes	PSY100 PSY101
Unit: Levels:	Three Three	Credit Value:	3 3
Tutor Name:			
Student Name:			

Task Number: <i>(if applicable)</i>	1 of 1		
Task Title:	Psychology Seminar notes		
Date Set:		Date Due:	
Extension Agreed:		Date of Return to learner:	
Date of Resubmission:		Resubmission Return to learner:	

Student declaration of authenticity

I confirm that the submitted assignment is my own work (if submitted as a group project, those sections relating to my contribution are clearly identified and represent my own work). Where appropriate, I have acknowledged / referenced all public sources of information, including AI-generated information, in accordance with the requirements of accepted academic conventions (as identified within the Centre policy on academic referencing).

Signature of student:	
Date submitted:	

WORK SUBMITTED AFTER THE DEADLINE WITHOUT AN AGREED EXTENSION OR APPROPRIATE MITIGATION WILL BE CONSIDERED FOR PASS ONLY

IV declaration

I agree this assignment brief is fit for purpose and assesses the identified criteria.

IV Signature		Date:	
---------------------	--	--------------	--

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	
--	-------------	-------------	-------------	--	--

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

³ Where an Assessment Criteria is judged to have not been met this will result in a 'resubmission' in accordance with the QAA Grade Scheme Regulations (See Section C for guidance on Resubmission of student work).

Description of Assessment Task (mapped to the assessment criteria of the two units)

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 each of the seven seminar 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 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 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.

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.

Grading Information – Psychology of Health			
<p>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.</p>			
Grading Standard	To achieve a Merit:	To achieve a Distinction:	Grade Awarded
<p>GS 1: Knowledge and Understanding</p>	<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 	
<p><i>What this means for the assignment</i></p>	<p><i>The student's work has shown a very good level and breadth of knowledge and understanding of the following:</i></p> <ul style="list-style-type: none"> • <i>the effects of ill health on behaviour</i> • <i>theories of coping with illness</i> • <i>models of health and wellbeing</i> • <i>physiology and mental health</i> • <i>the ageing process and theoretical explanations of the impact on cognitive function</i> <p><i>The student's work has also provided a very good application of their knowledge of psychology and physiology to our understanding of what can enhance or impact adversely on our feelings of mental health and wellbeing.</i></p> <p><i>There may be a few gaps or misunderstandings in the student's notes in terms of knowledge and understanding and its application but overall the notes provide a very good basis for a seminar on psychology and mental health.</i></p>	<p><i>The student's work has shown an excellent level and breadth of knowledge and understanding of the following:</i></p> <ul style="list-style-type: none"> • <i>the effects of ill health on behaviour</i> • <i>theories of coping with illness</i> • <i>models of health and wellbeing</i> • <i>physiology and mental health</i> • <i>the ageing process and theoretical explanations of the impact on cognitive function</i> <p><i>The student's work has also provided an excellent application of their knowledge of psychology and physiology to our understanding of what can enhance or impact adversely on our feelings of mental health and wellbeing.</i></p> <p><i>There may be a few minor gaps or misunderstandings in the student's notes in terms of knowledge and understanding and its application but overall the notes provide an excellent basis for a seminar on psychology and mental health.</i></p>	

GS 2: Subject Specific Skills	<p>The student, student's work or performance:</p> <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"> • insight • interpretation 	<p>The student, student's work or performance:</p> <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"> • insight • interpretation 	
<i>What this means for the assignment</i>	<p><i>The student's notes generally show very good levels of insight into the relationship between psychology, physiology and mental health. Their interpretation of questions 1 - 5 and what they require in terms of analysis and evaluation is very good. There may be some flaws in their interpretation of the questions but nothing to negate an award of merit for this grading standard.</i></p>	<p><i>The student's notes consistently show excellent levels of insight into the relationship between psychology and mental health. Their interpretation of questions 1 – 5 and what they require in terms of analysis and evaluation is excellent. There may be some very minor flaws in their interpretation of the questions but nothing to negate an award of distinction for this grading standard.</i></p>	
GS 3 Transferable Skills	<p>The student, student's work or performance:</p> <p>a. demonstrates very good communication skills evidenced by the use of:</p> <ul style="list-style-type: none"> • format • structure • grammar <p>c. generally adheres to academic conventions in the use of technical/specialist language and format in responding to the instructions set out in the assignment brief</p>	<p>The student, student's work or performance:</p> <p>a. demonstrates excellent communication skills evidenced by the use of:</p> <ul style="list-style-type: none"> • format • structure • grammar <p>c. consistently adheres to academic conventions in the use of technical/specialist language and format in responding to the instructions set out in the assignment brief</p>	
<i>What this means for the assignment</i>	<p><i>The format and structure of the student's seminar notes are very good and the writing generally adheres to academic conventions, showing a very good command of the specialist and technical language used in response to each of the five seminar questions</i></p>	<p><i>The format and structure of the student's seminar notes is excellent and the writing consistently adheres to academic conventions, showing an excellent command of the specialist and technical language used in response to each of the five seminar questions</i></p>	

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 contextual 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 	
<i>What this means for the assignment</i>	<p><i>The student's work has shown a very good level and breadth of knowledge and understanding of the following:</i></p> <ul style="list-style-type: none"> • <i>different approaches to understanding mental illness</i> • <i>different mental disorders</i> • <i>different therapeutic approaches to treating mental illness</i> • <i>ethical considerations in terms of treating mental illness</i> <p><i>The student's work has also provided a very good application of their knowledge of mental illness and its treatment</i></p> <p><i>There may be a few gaps or misunderstandings in the student's notes in terms of knowledge and understanding and its application but overall the notes provide a very good basis for a seminar on psychology and mental health.</i></p>	<p><i>The student's work has shown an excellent level and breadth of knowledge and understanding of the following:</i></p> <ul style="list-style-type: none"> • <i>different approaches to understanding mental illness</i> • <i>different mental disorders</i> • <i>different therapeutic approaches to treating mental illness</i> • <i>ethical considerations in terms of treating mental illness</i> <p><i>The student's work has also provided an excellent application of their knowledge of mental illness and its treatment</i></p> <p><i>There may be a few minor gaps or misunderstandings in the student's notes in terms of knowledge and understanding and its application but overall the notes provide an excellent basis for a seminar on psychology and mental health.</i></p>	

GS 2: Subject Specific Skills	<p>The student, student's work or performance:</p> <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"> • insight • interpretation 	<p>The student, student's work or performance:</p> <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"> • insight • interpretation 	
<i>What this means for the assignment</i>	<p><i>The student's notes generally show very good levels of insight into the relationship between psychology and mental health. Their interpretation of questions 6 - 7 and what they require is very good. There may be some flaws in their interpretation of the questions but nothing to negate an award of merit for this grading standard.</i></p>	<p><i>The student's notes consistently show excellent levels of insight into the relationship between psychology and mental health. Their interpretation of questions 6 - 7 and what they require is excellent. There may be some very minor flaws in their interpretation of the questions but nothing to negate an award of distinction for this grading standard.</i></p>	
GS 3 Transferable Skills	<p>The student, student's work or performance:</p> <p>a. demonstrates very good communication skills evidenced by the use of:</p> <ul style="list-style-type: none"> • format • structure • grammar <p>c. generally adheres to academic conventions in the use of technical/specialist language and format in responding to the instructions set out in the assignment brief</p>	<p>The student, student's work or performance:</p> <p>a. demonstrates excellent communication skills evidenced by the use of:</p> <ul style="list-style-type: none"> • format • structure • grammar <p>c. consistently adheres to academic conventions in the use of technical/specialist language and format in responding to the instructions set out in the assignment brief</p>	
<i>What this means for the assignment</i>	<p><i>The format and structure of the student's seminar notes are very good and the writing generally adheres to academic conventions, showing a very good command of the specialist and technical language used in the response to each of the two seminar questions</i></p>	<p><i>The format and structure of the student's seminar notes is excellent and the writing consistently adheres to academic conventions, showing an excellent command of the specialist and technical language in the response to each of the two seminar questions</i></p>	

Tutor Feedback – Psychology of Health		
Individual feedback and targets for improvement and any comment in relation to resubmission (if appropriate): <i>Please also refer to the 'What this means for the assignment' boxes on the previous pages in terms of understanding the rationale for the grade judgments allocated to the different Grading Standard Components.</i>	Areas for Improvement:	Tick ✓
	Spelling	
	Punctuation	
	Grammar	
	Structure	
	Referencing	
	Signposting	
	Content	

Tutor Feedback – Psychology and Therapy		
Individual feedback and targets for improvement and any comment in relation to resubmission (if appropriate): <i>Please also refer to the 'What this means for the assignment' boxes on the previous pages in terms of understanding the rationale for the grade judgments allocated to the different Grading Standard Components.</i>	Areas for Improvement:	Tick ✓
	Spelling	
	Punctuation	
	Grammar	
	Structure	
	Referencing	
	Signposting	
	Content	

Tutor Signature:		Date:	
-------------------------	--	--------------	--

Internally Moderated by: <i>(if applicable)</i>	
Date/s:	

Student Reflections / Planning in relation to Tutor Feedback (where appropriate):

Student Target Setting for Future Assessment (where appropriate):

Example 2: Integrated assessment in Healthcare Professions

Course Title:	Access to Higher Education Diploma – Healthcare Professions		
Unit Titles:	Understanding Human Health and Disease Understanding Sexual Health	Unit Codes	HCP100 HCP101
Unit: Levels:	Three Three	Credit Value:	3 3
Tutor Name:			
Student Name:			

Task Number: <i>(if applicable)</i>	1 of 1		
Task Title:	Preparation for a job interview in a health clinic		
Date Set:		Date Due:	
Extension Agreed:		Date of Return to learner:	
Date of Resubmission:		Resubmission Return to learner:	

Student declaration of authenticity

I confirm that the submitted assignment is my own work (if submitted as a group project, those sections relating to my contribution are clearly identified and represent my own work). Where appropriate, I have acknowledged / referenced all public sources of information, including AI-generated information, in accordance with the requirements of accepted academic conventions (as identified within the Centre policy on academic referencing).

Signature of student:	
Date submitted:	

WORK SUBMITTED AFTER THE DEADLINE WITHOUT AN AGREED EXTENSION OR APPROPRIATE MITIGATION WILL BE CONSIDERED FOR PASS ONLY

IV declaration

I agree this assignment brief is fit for purpose and assesses the identified criteria.

IV Signature		Date:	
---------------------	--	--------------	--

Grade Profile Achieved for Assignment	GS 1	GS 2	GS 3	Final unit grade – Understanding Human Health and Disease	
--	-------------	-------------	-------------	--	--

Grade Profile Achieved for Assignment	GS 1	GS 2	GS 3	Final unit grade – Understanding Sexual Health	
--	-------------	-------------	-------------	---	--

Unit	Learning Outcomes	Assessment criteria	Assessment criteria met ⁴
Understanding Human Health and Disease	1. Understand the primary causes of disease and dysfunction.	1.1 Distinguish between the concepts of disease and illness and their interrelationship. 1.2 Explain different categories of disease and dysfunction causation.	Y/N
	2. Know about the major diseases affecting populations, nationally and globally.	2.1 Compare and contrast the major diseases that affect populations both in the UK and globally. 2.2 Explain the causes and contributing factors for THREE different diseases.	Y/N
	3. Know about the most current evidence-based options for the treatment or prevention of one major disease.	3.1 Explain the meaning of evidence-based medicine, the key steps in the process and the PICO model for clinical questions. 3.2 Evaluate the most effective treatment for treating or preventing ONE major disease.	Y/N
Understanding Sexual Health	1. Understand the meaning of sexual health and related concepts.	1.1 Explain how definitions of sexual health have evolved. 1.2 Discuss the meaning of sexuality from different perspectives.	Y/N
	2. Know about different methods of contraception	2.1 Compare and contrast FIVE different methods of contraception and their mode of action. 2.2 Assess the factors that need to be considered when deciding on the suitability of different methods of contraception for different individuals.	Y/N
	3. Know about the prevalence and treatment of different sexually transmitted diseases (STDs) in the UK	3.1 Identify the most prevalent sexually- transmitted diseases in the UK. 3.2 Describe the screening tests commonly used for persons who may have contracted an STD. 3.3 Summarise the interventions followed for ONE specific STD.	Y/N

⁴ Where an Assessment Criteria is judged to have not been met this will result in a 'resubmission' in accordance with the QAA Grade Scheme Regulations (See Section C for guidance on Resubmission of student work).

Description of Assessment Task (mapped to the assessment criteria of the two units)

You have been shortlisted for a post as an education adviser with responsibility for health education in a large health clinic which includes sexual health services. As part of the selection process, the panel wishes to explore your understanding of current evidence about health and disease, especially common diseases in the UK and also your knowledge of contemporary sexual health services. You have been asked to:

- (a) provide a set of notes in response to a number of set questions on current evidence about health and disease and
- (b) give a short presentation on contemporary thinking and practice about sexual health services.

Guidance on content for both tasks mapped to the assessment criteria for both units is provided below. A notional word allowance of 1500 words for the interview notes (+ or – 10%) and 1000 words (+ or – 10%) for the notes pages is suggested.

Understanding Human Health and Disease

1. Tell us what you understand by the concepts of disease and illness & their interrelationship (AC 1.1)

Students could answer this question first distinguishing between disease and illness – disease being a physical or mental disorder or malfunction diagnosed by a medical expert with a characteristic set of signs and symptoms and illness being the feelings that may be experienced by the person suffering which may vary from person to person.

2. What do you understand by different disease categories & the dysfunction they can cause? (AC 1.2)

Students could answer this by explaining the two broad disease categories and their sub-categories : infectious diseases such as gonorrhoea, syphilis, COVID-19 and non-infectious e.g. diabetes, carcinoma, schizophrenia etc. They could then summarise the dysfunction that can result for one disease from each category.

3. What should be included in health checks and why? (AC 2.1)

Students could say they would include checks for heart and respiratory disease, risk of stroke, diabetes, obesity, kidney disease. Students will be expected to demonstrate their awareness of the latest data on disease prevalence and mortality in the UK and globally from key sources e.g. ONS, WHO.

4. Please give a brief explanation of the causes and contributing factors for chlamydia, type 2 diabetes and dementia (AC 2.2)

Students will be expected to give brief summaries of the causes of each of these common diseases which are prevalent in the UK e.g. chlamydia - unprotected sex; type 2 diabetes – obesity, age, sedentary lifestyle, diet; dementia – Alzheimer's disease, damage or loss of nerve cells, vascular disease affecting the brain.

5. What do you understand by evidence-based medicine and how it has been used in preventing cardiovascular disease? (AC 3.1)

Students could answer this question by explaining that evidence-based medicine (EBM) is an approach to medical practice intended to optimise decision-making by emphasizing the use of evidence from well-designed and conducted research. They can then explain the PICO model i.e.: Patient, population or problem, Intervention prognostic factor or exposure, Comparison or intervention, Outcome to be measured or achieved.

6. Tell us about your understanding of the latest evidence on ways of preventing a stroke (AC 3.2)

Students can respond by providing evidence on the importance of blood pressure control, healthy diet, regular exercise, smoking cessation and moderating alcohol consumption in reducing the risk of stroke.

Understanding Sexual Health

Students should prepare a set of slides and notes pages that:

1. Explain how definitions of sexual health have evolved (AC 1.1)
2. Discuss the meaning of sexuality from a psychological and medical perspective and reference the distinction between STIs and STDs (AC 1.2)
3. Compare and contrast five different methods of contraception and modes of action e.g. barrier, hormonal, sterilisation etc (AC 2.1)
4. Assess the suitability of different methods for different individuals (AC 2.2)
5. Identify the current most prevalent STIs in the UK and the screening tests commonly used (AC 3.1, 3.2)
6. Summarise the interventions used in treating one diagnosed infection of the student's choice.

Students should prepare no more than seven slides and brief notes pages and deliver a 20-minute presentation.

Grading Information – Understanding Human Health and Disease

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 • 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 • concepts • models 	
<i>What this means for the assignment</i>	<p><i>The student's responses have shown a very good level and breadth of knowledge and understanding of the following:</i></p> <ul style="list-style-type: none"> • <i>the distinction and relationship between disease and illness</i> • <i>different categories of disease and dysfunction causation</i> • <i>major disease prevalence in the UK and globally</i> • <i>causes and contributing factors to three different diseases</i> • <i>the meaning of EBM and the PICO model</i> • <i>the latest evidence on treating a major disease</i> <p><i>The student's responses have also provided a very good application of their knowledge of how EBM has been instrumental in disease prevention and management</i></p> <p><i>There may be a few gaps or misunderstandings in the student's interview notes in terms of knowledge and understanding and its application but overall the notes provide a very good response to the interview questions.</i></p>	<p><i>The student's responses have shown an excellent level and breadth of knowledge and understanding of the following:</i></p> <ul style="list-style-type: none"> • <i>the distinction and relationship between disease and illness</i> • <i>different categories of disease and dysfunction causation</i> • <i>major disease prevalence in the UK and globally</i> • <i>causes and contributing factors to three different diseases</i> • <i>the meaning of EBM and the PICO model</i> • <i>the latest evidence on treating a major disease</i> <p><i>The student's responses have also provided an excellent application of their knowledge of how EBM has been instrumental in disease prevention and management</i></p> <p><i>There may be a few minor gaps or misunderstandings in the student's interview notes in terms of knowledge and understanding and its application but overall the notes provide an excellent response to the interview questions.</i></p>	

GS 2: Subject Specific Skills	<p>The student, student's work or performance:</p> <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 • focus • interpretation 	<p>The student, student's work or performance:</p> <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 • focus • interpretation 	
<i>What this means for the assignment</i>	<p><i>The student's notes in response to the interview questions generally show very good levels of accuracy, reasoning and focus. The interpretation of what is required to address the questions is also very good showing very good levels of analysis.</i></p> <p><i>There may be some flaws in their interpretation of the questions but nothing to negate an award of merit for this grading standard.</i></p>	<p><i>The student's notes in response to the interview questions consistently show excellent levels of accuracy, reasoning and focus. The interpretation of what is required to address the questions is also excellent showing excellent levels of analysis.</i></p> <p><i>There may be some very minor flaws in their interpretation of the questions but nothing to negate an award of distinction for this grading standard.</i></p>	
GS 3 Transferable Skills	<p>The student, student's work or performance:</p> <p>a. demonstrates very good communication skills evidenced by the use of:</p> <ul style="list-style-type: none"> • format • structure • grammar <p>c. generally adheres to academic conventions in the use of technical/specialist language and format in responding to the instructions set out in the assignment brief</p>	<p>The student, student's work or performance:</p> <p>a. demonstrates excellent communication skills evidenced by the use of:</p> <ul style="list-style-type: none"> • format • structure • grammar <p>c. consistently adheres to academic conventions in the use of technical/specialist language and format in responding to the instructions set out in the assignment brief</p>	
<i>What this means for the assignment</i>	<p><i>The format and structure of the student's interview notes are very good and the writing generally adheres to academic conventions and grammatical rules. They also show a very good command of the specialist and technical language used in response to each of the six interview questions</i></p>	<p><i>The format and structure of the student's seminar notes is excellent and the writing consistently adheres to academic conventions and grammatical rules. They also show an excellent command of the specialist and technical language used in response to each of the six interview questions</i></p>	

Grading Information – Understanding Sexual Health			
<p>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 contextual 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.</p>			
Grading Standard	To achieve a Merit:	To achieve a Distinction:	Grade Awarded
<p>GS 1: Knowledge and Understanding</p>	<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 • perspectives 	<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 • perspectives 	
<p><i>What this means for the assignment</i></p>	<p><i>The student's presentation has shown a very good level and breadth of knowledge and understanding of the following:</i></p> <ul style="list-style-type: none"> • <i>the evolution of definitions of sexual health and related concepts such as sexuality</i> • <i>difference between STIs & STDs</i> • <i>different methods of contraception and their effectiveness</i> • <i>most prevalent STDs in the UK</i> • <i>common screening tests for STIs</i> • <i>current treatment options for a selected STD</i> <p><i>The student's presentation has also demonstrated a very good application of their knowledge of sexual health, in particular in teaching about contraception and the treatment for STDs</i></p> <p><i>There may be a few gaps or misunderstandings in the student's presentation in terms of knowledge and understanding and its application but overall the presentation and responses to Q&A indicate a very good knowledge and understanding of sexual health.</i></p>	<p><i>The student's presentation has shown an excellent level and breadth of knowledge and understanding of the following:</i></p> <ul style="list-style-type: none"> • <i>the evolution of definitions of sexual health and related concepts such as sexuality</i> • <i>difference between STIs & STDs</i> • <i>different methods of contraception and their effectiveness</i> • <i>most prevalent STDs in the UK</i> • <i>common screening tests for STIs</i> • <i>current treatment options for a selected STD</i> <p><i>The student's presentation has also demonstrated an excellent application of their knowledge of sexual health, in particular in teaching about contraception and the treatment for STDs</i></p> <p><i>There may be a few minor gaps or misunderstandings in the student's presentation in terms of knowledge and understanding and its application but overall the presentation and responses to Q&A indicate an excellent knowledge and understanding of sexual health.</i></p>	

GS 2: Subject Specific Skills	<p>The student, student's work or performance:</p> <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 • insight 	<p>The student, student's work or performance:</p> <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 • insight 	
<i>What this means for the assignment</i>	<p><i>The student's presentation generally shows very good levels of accuracy in terms of facts about sexual health, reasoning in terms of the use of contraceptive methods and the treatment for specific STDs. Their insight into the complex area of sexual health is also very good. There may be some flaws in their levels of analysis and evaluation but nothing to negate an award of merit for this grading standard.</i></p>	<p><i>The student's presentation consistently shows excellent levels of accuracy in terms of facts about sexual health, reasoning in terms of the use of contraceptive methods and the treatment for specific STDs. Their insight into the complex area of sexual health is also excellent. There may be some minor flaws in their levels of analysis and evaluation but nothing to negate an award of distinction for this grading standard.</i></p>	
GS 3 Transferable Skills	<p>The student, student's work or performance:</p> <p>a. demonstrates very good communication skills evidenced by the use of:</p> <ul style="list-style-type: none"> • format • structure • grammar • imagery <p>c. generally adheres to academic conventions in the use of technical/specialist language and format in responding to the instructions set out in the assignment brief</p>	<p>The student, student's work or performance:</p> <p>a. demonstrates excellent communication skills evidenced by the use of:</p> <ul style="list-style-type: none"> • format • structure • grammar • imagery <p>c. consistently adheres to academic conventions in the use of technical/specialist language and format in responding to the instructions set out in the assignment brief</p>	
<i>What this means for the assignment</i>	<p><i>The format and structure of the student's presentation is very good with very good slides and use of imagery where appropriate e.g. in explaining about contraceptive methods. The presentation generally adheres to professional conventions, showing a very good command of the specialist and technical language used in teaching about and in responding to questions about sexual health.</i></p>	<p><i>The format and structure of the student's presentation is excellent with excellent slides and use of imagery where appropriate e.g. in explaining about contraceptive methods. The presentation consistently adheres to professional conventions, showing an excellent command of the specialist and technical language used in teaching about and in responding to questions about sexual health.</i></p>	

Grading Information – Understanding Human Health and Disease		
Individual feedback and targets for improvement and any comment in relation to resubmission (if appropriate):	Areas for Improvement:	Tick ✓
	Spelling	
	Punctuation	
	Grammar	
	Structure	
	Referencing	
	Signposting	
	<i>Please also refer to the 'What this means for the assignment' boxes on the previous pages in terms of understanding the rationale for the grade judgments allocated to the different Grading Standard Components.</i>	Content

Grading Information – Understanding Sexual Health		
Individual feedback and targets for improvement and any comment in relation to resubmission (if appropriate):	Areas for Improvement:	Tick ✓
	Spelling	
	Punctuation	
	Grammar	
	Structure	
	Referencing	
	Signposting	
	<i>Please also refer to the 'What this means for the assignment' boxes on the previous pages in terms of understanding the rationale for the grade judgments allocated to the different Grading Standard Components.</i>	Content

Tutor Signature:		Date:	
-------------------------	--	--------------	--

Internally Moderated by: <i>(if applicable)</i>	
Date/s:	

Student Reflections / Planning in relation to Tutor Feedback (where appropriate):

Student Target Setting for Future Assessment (where appropriate):

Appendix 2

Extract from Section C, Annex C1 of the Grading Scheme Handbook: Resubmissions

The process for resubmission applies when an assignment has been submitted which does not meet the learning outcomes specified for that assignment; in which case it cannot contribute towards the award of credit or be eligible for unit grading (see section 4e - Resubmissions).

Resubmission requirements must:

a be proportionate to the degree of non-achievement

Normally, this will mean:

- **a matter of minor detail has been omitted**, so a single learning outcome has not been achieved; the resubmission requirements may ask for the submission of additional material
- **a particular skill has not been fully demonstrated**, so a single learning outcome has not been achieved; the resubmission requirements may address that one learning outcome and assess it in isolation; (individual assessment criteria cannot be considered in isolation of the learning outcome to which they relate)
- **a number of learning outcomes have not been achieved**, or the non-achievement is deemed substantial in some other way (for example, where the evidence for a single learning outcome is derived from the whole piece of work); the resubmission requirements are likely to involve a full reconsideration and reworking of the assignment as a whole.

b be consistent with the way in which the learning outcome(s) were originally assessed

Normally, this will mean the assessment method used for the resubmission is the same as that used for the original submission, but there are some exceptions which are detailed in the full version of Annex C1.

Published - November 2023

© The Quality Assurance Agency for Higher Education 2023
Registered charity numbers 1062746 and SC037786

www.qaa.ac.uk/access-to-he