

Access to HE Diploma Specification & Assessment Framework

Diploma Title: Medicine

Learning Aim:	40015750
Approved:	16 May 2024
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Date of next review:	September 2028



Purpose and aim of the Access to HE Diploma

The Access to HE Diploma is intended to prepare people without traditional entry qualifications for degree level study at university. It may also be used by people wishing to make a career change or who have been out of formal education for a significant time to gain the knowledge, skills and confidence required for direct progression to employment or further study. The Access to HE Diploma is regulated by QAA and widely recognised as a progression route by universities across the UK.

Target Group

The Access Diploma is open to all learners but is designed to be accessible for individuals who, because of their socio-economic or personal circumstances, may not have been able to consider progression to degree level study. The Access Diploma therefore provides a second chance for individuals who, for whatever reason, were not able to take full advantage of their formal secondary education.

About the qualification

The Diploma Specification for Access to HE Diploma (Medicine)¹ is a protected title and must comply to the QAA approved subject descriptor². The aim and purpose of the subject descriptor is detailed in Section 1 of the QAA guidance document which is appended at the end of this document ([HERE](#)). The LASER Access to HE Diploma (Medicine) has been mapped to and conforms with the subject descriptor.

¹ If centres wish to offer a more flexibly designed progression into Medicine, please see the LASER Access to HE Diploma (Medicine and Medical Sciences) as this title is not subject to adherence to the QAA Subject Descriptor.

² <https://www.qaa.ac.uk/access-to-he/access-to-he-resources/access-to-he-subject-descriptors>

The progression routes³ from this Diploma could include, but are not limited to, degrees in medicine, chemistry, chemical engineering, physics, biomedical science, pharmacy, marine biology, dental therapy, dental hygiene, etc.

Specification Rules

All LASER Diplomas are made up of 45 graded credits (sections A, B) and 15 ungraded credits (sections C, D).

The policy for the LASER Access to HE Diploma Specification & Assessment Framework is available at

[Validated Diploma Specifications](#) or by contacting the Access Office.

Section	Minimum Credits	Graded/Ungraded	Modules	Notes
A	MANDATORY 39	Graded	Biology Chemistry Other Science/Mathematics	QAA required content units are noted in section A below
B	6	Graded	Selected units from: Science, Maths, Psychology	
C	MANDATORY 12	Ungraded	Numerical data Study Skills Professional Behaviours	QAA required content units are noted in section C below
D	3	Ungraded	Other Study Skills units or selected ungraded options from section B	Study Skills units can be at level 2 or 3

³ Suggested progression routes have been taken from provider feedback and HE consultation, they may be subject to change and further review and do not indicate any guarantee of progression in these fields. LASER would always recommend students ensure the diploma they wish to enrol on is appropriate for their future progression.

Mandatory Graded Unit Choices:

SUBJECT GROUP A

Summary of minimum requirements for this subject descriptor from QAA:

Mandatory subjects	GRADED UNITS Minimum required credits	UNGRADED UNITS Minimum required credits
1. Chemistry	15	
2. Biology/human biology	15	
3. Other science/mathematics	9	
4. Use/comprehension of numerical data		3
5. Study skills		3
6. Professional behaviours		3

The units listed in each module below cover the required content for this subject descriptor. 39 graded credits will be achieved from these units.

Chemistry (15)	
Credits	Title
3	Equilibria Acids and Buffers
3	Fundamentals of Chemistry
3	Medical Chemistry
3	Reaction Kinetics and Energetics
3	Separation and Analysis
Biology (15)	
Credits	Title
3	Blood, Circulation and Gaseous Exchange for Healthcare
3	Cells, Tissues and Organs for Healthcare
3	Digestion and the Liver for Healthcare
3	Homeostasis for Healthcare
3	Medical Biochemistry
Other Science/Mathematics (9)	
Credits	Title
3	Medical Physics 1
3	Medical Physics 2
3	Statistics

Optional Graded Unit Choices:

SUBJECT GROUP B

6 graded credits to be selected from the modules offered below, these units are related to the subject of the named Diploma or will complement learning. These units are all at level 3.

Biology				
Credits	Title			
3	The musculoskeletal system for healthcare	or	3	Musculoskeletal system
3	Disease and body defence		3	Microbiology and immunity
3	Reproductive biology for healthcare		3	Reproduction and inheritance
3	Energy for healthcare			
3	Biodiversity			
3	Evolution and Ecology			
3	Genetics (non-healthcare related)			
3	Microbiology (<i>not for use with Microbiology and immunity unit above</i>)			
Chemistry				
Credits	Title			
3	Body Chemistry			
3	Drugs and Food Additives			
3	Organic Reaction Mechanisms			
3	Periodic Table, Ionisation Energies and Redox			
3	Pharmacology for Healthcare			
Physics				
Credits	Title			
3	Fields			
3	Mechanics and Kinematics			
3	Nuclear and Particle Physics			
3	Physics for Radiography: Diagnostic Nuclear Medicine			
3	Physics for Radiography: Therapeutic Nuclear Medicine			
3	Thermal Properties of Matter			
Psychology				
Credits	Title			
3	Bio-Psychology			
3	Child Development			
3	Cognitive Psychology			
3	Introduction to Psychology			
3	Neuro-Psychology			
3	Psychology and Mental Health			
3	Psychology and Therapy			

Maths

Credits	Title
3	Algebra
3	Arithmetic
3	Calculus
3	General Mathematics
3	Trigonometry
3	Introduction to Mathematics for Scientists

Mandatory Ungraded Units: GROUP C

The units listed in each module below cover the required content for this subject descriptor. 12 ungraded credits will be achieved from these units.

Level	Credits	Title
3	3	Use and Comprehension of Numerical Data for Medicine
3	6	Study Skills for Medicine
3	3	Professional Behaviours for Medical Practitioners

Optional Ungraded Units: GROUP D

3 ungraded credits (one unit) to be selected from the modules offered below:

Study Skills		
Level	Credits	Title
3	3	Critical Thinking
3	3	Essential Digital Skills for Students
Personal Reflection & Development		
Level	Credits	Title
3	3	Citizenship: Rights and Responsibilities for UK Professions
3	3	Cultural Diversity and Professional Practice
3	3	Mental Health and Self-Care Whilst Studying
3	3	Personal Organisation and Time Management
3	3	Reviewing and Planning for the Future
General English		
Level	Credits	Title
3	3	Communication – Reading and Writing
3	3	Communication – Speaking and Listening

General Maths		
Level	Credits	Title
3	3	Application of Number - Calculation
3	3	Application of Number – Data Interpretation
Other Med/Professional Behaviours		
Level	Credits	Title
3	3	Doctor-Patient Relationship
3	3	Health Studies for Medicine
Ungraded Academic Subject Content (all at level 3)		
<p><i>Units cannot be included within a centre's Rules of Combination as both graded and ungraded, but centres can choose to offer some academic subject units as ungraded versions. These must be identified as part of the course approval and will apply to all cohorts on this diploma title within a centre. If a centre wishes to include other units in Groups A or B as ungraded content, this will need to be requested for consideration by the AVA, giving valid reasons for inclusion, as part of course approval.</i></p>		
Credits	Title	
Ungraded Biology		
3	Genetics	
3	Microbiology and immunity <i>Barred combination: Microbiology</i>	
3	Musculoskeletal system	
3	Reproductive biology for healthcare	
Ungraded Chemistry		
3	Body Chemistry	
3	Organic Reaction Mechanisms	
Ungraded Psychology		
3	Cognitive Psychology	
3	Introduction to Psychology	
Ungraded Maths		
3	Algebra	
3	Arithmetic	
3	General Mathematics	
3	Introduction to Mathematics for Scientists	
3	Trigonometry	

Diploma Assessment Framework

All LASER validated Access to HE programmes must include a **Diploma Assessment Plan** as a part of their validation/revalidation process and the plans will be required to be updated and available for review as part of the yearly External Quality Assurance cycle. In identifying assessment models, practitioners should also give due consideration to the requirements of the LASER [Guidance on the Use of AI](#) to ensure the veracity of assessments as measures of student achievement.

The policy for the LASER Access to HE Diploma Specification & Assessment Framework is available via [Validated Diploma Specifications](#) or by contacting the Access Office.

Required Assessment Models:

Assessment Model ⁴	Suggested Weighted Frequency of Use	Comments
Examination.	High / Moderate / Low	<p>Required by LASER Examination Policy and identified as a commonly used assessment model within HE.</p> <p>The LASER Examination Policy requires all LASER validated Diploma Titles to contain at least three opportunities for students to experience appropriate forms of ‘summative’ examination which contribute to the final assessment and grade of the unit. Unless there is a compelling reason, no diploma should contain more than six examinations. The full policy can be viewed here: Access Policies</p>
Project / Report	High / Moderate / Low	<p>An assessment model often employed in terms of HE provision. This will involve the student independently researching and reporting on a given area and will likely be included as an assessment model in each subject area within combined Sciences.</p>
Laboratory / Practical	High / Moderate / Low	<p>A frequently used model of assessment appropriate for many progression routes.</p>
Experiment	High / Moderate / Low	<p>Very high frequency of use in HE. Students should have frequent experience of this form of assessment. Maybe appropriately used to test the application of skills and knowledge in a practical setting. This model overlaps and may be combined with Laboratory / Practical work.</p>
Essay	High / Moderate / Low	<p>A very common assessment model which allows for testing knowledge and understanding of relevant theory. Commonly used in HE.</p>

⁴ Definitions of the meanings of given **Assessment Models** are contained within Annex One of the LASER Access to HE Diploma Specification & Assessment Framework.

Recommended Assessment Models:

Recommended Assessment Model	Possible Weighting	Comments
Presentation	Strongly Recommended / Recommended / Suggested	<i>May be used to assess student knowledge and understanding of a given topic or to assess independent practical/ investigative work via the presentation of results.</i>
Case Study	Strongly Recommended / Recommended / Suggested	<i>May be appropriate to areas where there is a requirement for application of knowledge. In Science it may be used to assess student understanding of scientific developments within given areas.</i>
Workbook	Strongly Recommended / Recommended / Suggested	<i>May be used in relation to any unit</i>

Access to Higher Education Diploma

Subject Descriptor for Medicine

September 2021

Section 1: Introduction

1 The Access to HE Diploma

The Access to HE Diploma is a qualification regulated by the Quality Assurance Agency for Higher Education (QAA). It is an academic, credit-based qualification, comprising units of assessment expressed as learning outcomes and assessment criteria. The credit requirement for the achievement of any Access to HE Diploma is 60 credits, with 45 of these credits coming from units which are concerned with academic subject content at Level 3 and graded; the remaining 15 credits come from ungraded Level 2 or Level 3 units.¹

The awarding bodies for the Access to HE Diploma are known as Access Validating Agencies (AVAs).² While all Diplomas must comply with the structural requirements of the Diploma specification, there is flexibility within these requirements for AVAs to approve Diplomas which are structured in different ways and with a different range of content.

The purpose of the Diploma is to provide academic preparation for higher education study for adults who, because of social, educational or individual circumstances may have achieved few, if any, prior qualifications. Access to HE courses are particularly targeted at socially disadvantaged groups that are underrepresented in higher education. This academic preparation takes the form of academic knowledge and understanding in one or more subjects and the academic skills needed to undertake and succeed in study at higher education level.

2 Aim

The aim of the subject descriptor is to bring greater standardisation to Diplomas titled Access to HE Diploma (Medicine). This will allow the medical schools currently accepting Access to HE students for direct entry to have greater confidence that an unfamiliar Diploma will be very similar in selection, content and assessment to those that they currently accept. It may also encourage those medical schools not currently accepting Access to HE students to review their admissions policies based on a clear definition of an Access to HE Diploma (Medicine) student.

3 Purpose of the subject descriptor for Medicine

The purpose of this subject descriptor is to define the minimum requirement of content for a Diploma that is designed and publicly claims to provide the preparation needed for progression to undergraduate study in Medicine. AVA compliance with the use of the subject descriptor in Medicine will be **mandatory**. The title of this Diploma will be Access to Higher Education Diploma (Medicine).

The subject descriptor will also include recommendations for:

- the delivery and assessment of such Diplomas
- the potential selection requirements (beyond qualifications) and the desired attributes of applicants.

¹ For full details of Diploma structures and how Diplomas are graded, see the Access to HE Diploma Specification 2013 and Grading Scheme Handbook: www.qaa.ac.uk/access-to-he/access-to-he-resources

² The way in which AVAs operate is regulated by QAA through the Access to HE Recognition Scheme:

www.qaa.ac.uk/access-to-he/regulation-and-licensing

For a full list of current AVAs: www.qaa.ac.uk/en/access-to-he/regulation-and-licensing/avas/ava-profiles

The intention is that this subject descriptor will provide information regarding the expected/recommended areas of study for progression into Medicine but also allow AVAs and providers a degree of flexibility.

The subject descriptor for Medicine should also provide higher education admissions staff with confidence that a student achieving such a Diploma has covered the specified content, although it does not guarantee that a student who achieves such a Diploma will gain entry to a higher education course; other requirements for entry to undergraduate courses may be required by higher education providers.

All AVAs offering this Diploma will be subject to additional monitoring activities, which will include a spot check on the content of the Diploma and the marketing by the provider.

4 How to use this descriptor

The subject descriptor for Medicine must also meet all the requirements of the Access to HE [Diploma Specification](#) and the Access to HE [Grading Scheme Handbook](#).

Section 2: Framework for the subject descriptor in Medicine

5 Content of subject descriptor

The content of the descriptor was determined with reference to the following principles:

- It should specify the minimum content requirements for the adequate preparation of Access to HE students for progression to and success in an undergraduate course in Medicine.
- These requirements should establish consistency, while allowing sufficient flexibility for AVAs and providers to determine how the content should be structured and delivered, and what additional content is included.
- The preparation needed for this progression route resides in a sound understanding and knowledge in key subjects, the development of skills in academic study, and an introduction to higher education learning and assessment context. It should not, at this stage, seek to directly address the skills and competences of the practitioner.

6 Summary of requirements for this subject descriptor

Mandatory subjects	Minimum credit requirement at graded Level 3	Minimum credit requirement at ungraded Level 3	
Chemistry	15		
Biology/human biology	15		
Other science/mathematics	9		
Use and comprehension of numerical data		3	
Study skills		3	
Professional behaviours		3	
Total credit values	39	9	
Credits remaining	6³	6⁴	
Diploma credit total	45	15	60 credits

³ The remaining credits may be used within any of the **graded** mandatory subjects identified in the framework.

⁴ The remaining credits may be used within any of the mandatory subjects identified in the framework as graded

or ungraded.

QAA Subject Descriptor

7 Content and credit requirements by subject - GRADED UNITS

Mandatory 1	Chemistry	Level	3, graded	Minimum credit value	15
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About this subject

Much of the scientific content of Medicine is built upon a foundation of principles of chemistry. Medicine degree programmes will not usually include any chemistry teaching, so this understanding needs to be acquired before commencing a medical course. Chemistry is also considered by medical schools to demonstrate the ability to understand and apply scientific concepts that are sometimes quite abstract. Students without this ability are likely to struggle at medical school. Most medical schools include A-level chemistry among their entry requirements, so Access to HE students will be in a stronger position as they can demonstrate that they have studied chemistry to a standard equivalent to A-level.

Required content to be covered in the 15 credits

Fundamental **chemical** concepts and applications to organic molecules, to include:

- atoms, ions and molecules
- chemical bonds
- chemical formulae
- the periodic table
- quantitative chemistry, including molar calculations
- acids and bases
- rates of reaction and equilibria, influence of changing conditions
- reaction energies/enthalpy
- interpretation and production of graphs
- characteristics and reactions of organic compounds.

Chemistry content within the 15 credits may also include appropriate examples of chemical analysis (for example spectroscopy) and synthesis.

Evidence of design, performance and interpretation of laboratory experiments must be included in the criteria for award of chemistry credits.

Additional chemistry

Further chemistry content may be included from the remaining credits. These credits should ideally focus on medical and other real-world applications of chemistry (for example, drugs, diagnostic tests) and sustainable chemistry (for example, petroleum alternatives, recyclable/degradable polymers).

Mandatory 2	Biology/ human biology	Level	3, graded	Minimum credit value	15
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About this subject

Medicine demands a thorough understanding of how the human body works, how it goes wrong in disease and how it can be put right again through medical or surgical interventions. A large proportion of the early stages of the medicine degree curriculum will involve study of human structure (anatomy) and function (physiology), as well as mechanisms of disease (pathology). Medicine degree programmes require a sound grasp of basic principles of biology.

Required content to be covered in the 15 credits

Fundamental **biological** concepts and applications to human health and disease, to include:

- levels of organisation: organism, organ system, organ, tissue, cell, organelle, molecule, atom
- cell structure, including subcellular organisation and the maintenance of the intracellular environment
- biological molecules and macromolecules, including utilisation of fuel molecules
- processes of cell division, gene expression and protein synthesis
- principles of heredity
- structures and functions of major body systems, including cardiovascular, respiratory, gastrointestinal, and at least two of the following: musculoskeletal, nervous, urinary, reproductive, integumentary, endocrine, immune.

Evidence of design, performance and interpretation of laboratory experiments must be included in the criteria for award of biology credits.

Additional biology/human biology

Further biology/human biology content may be included from the remaining credits. These credits should ideally focus on applications to human health and disease, particularly emphasising current/future developments, for example, biotechnology.

Mandatory 3	Other science/ mathematics	Level	3, graded	Minimum credit value	9
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About this subject

Learning about the structure and function of the human body requires understanding of some basic principles of physics, particularly the nature of forces and energy. An understanding of pressures is vital to comprehension of the functions of the respiratory, cardiovascular and urinary systems; conversion of electrical to chemical energy (and *vice versa*) is the basis of the working of the nervous system, while conversion of chemical/electrical to mechanical energy is key to the workings of the musculoskeletal system.

Doctors also need to be confident in handling and manipulating numbers, both in the context of everyday calculations and in the application of numeracy to medical problems at the individual, community and population level.

Indicative content within the 9 credits

Fundamental **physical** concepts, may include:

- the nature of forces and energy
- understanding of pressures
- radiation, waves and particles (including environmental radiation)
- physics of the eye, lenses and refraction, focussing
- physics of the ear, principles relating to sound propagation and conduction
- fundamentals of electricity: charge, potential and current
- conversion between mechanical/chemical and electrical energy.

Fundamental **mathematical** concepts, may include:

- applications to scientific, statistical and epidemiological/public health problems
- use of powers and logarithms, standard form
- data types, distributions, measures of central tendency and dispersion, definition and testing of hypotheses.
- presentation of data using graphs and tables (the ability to show data in an appropriate form of a table or graph).

8 Content and credit requirements by subject - UNGRADED UNITS

Mandatory 4	Use and comprehension of numerical data	Level	3, ungraded	Credit value	3
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About this subject

Doctors must be comfortable using numbers in routine and high pressure situations, for example in the form of test results, drug dosages and fluid resuscitation volumes. They also need to be able to rapidly and accurately interpret graphical and tabular representations of data.

Required content to be covered in the 3 credits

Fundamental numerical data concepts and applications, to include:

- perform routine calculations using basic arithmetic and algebra, and apply these to a variety of scenarios, ideally including some which are medically related. This should include:
 - proportions and percentages
 - rearrangement/simplification of equations
- interpretation of graphs and tables (the ability to explain what a graph or table shows).

Mandatory 5	Study skills	Level	3, ungraded	Credit value	3
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About this subject

Medical students need to be able to study effectively and efficiently in order to meet the demands of the programme. Many of these skills are also transferable to their future medical careers.

Indicative content, which may be covered in the 3 credits

Fundamental study skills may include:

- note taking and distilling information to produce a concise and accurate record from, for example, lectures
- identifying learning styles
- research - identifying relevant and reliable sources; critical analysis
- exam/revision strategies
- academic writing (proofing and editing)
- effective communication - reading/writing/presentation (academic speaking)
- referencing
- record keeping and information management.

Mandatory 6	Professional behaviours	Level	3, ungraded	Credit value	3
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A national unit on professional behaviours will be developed and validated by February 2020.

9 Assessment

QAA has sought guidance from Medical Schools Council (MSC) with regard to assessment of this Diploma. Feedback from medical schools suggested a preference for:

- formal examinations that are comparable in format to first/second year undergraduate and A-level in style, to include multiple-choice [single best answer and possibly extended matching] questions
- Access to HE students to be subject to end of unit exams as well as end of year exams, the latter to demonstrate retention of information.

This subject descriptor does not require for Access to HE Diploma (Medicine) students to sit end of year examinations. However, Access to HE students should have the opportunity to experience and demonstrate achievement in assessments to fully support their transition into higher education which is varied and inclusive. This should include the following forms of assessment:

- a substantial number of time constrained, unseen assessments or examinations, ideally to include at least one instance of single, best answer, multiple choice questions
- at least one each of the following
 - essay prepared using relevant academic conventions
 - report using practical, research, mathematical, statistical and writing skills as appropriate
 - oral presentation to include visual aids and appropriate resources
 - reflective accounts.

Access to HE providers should identify the units or clusters of units within the course that present the most appropriate opportunities to use these forms as a vehicle for assessment, and decide how best to sequence them to create an effective assessment strategy for the Diploma.

10 Entry requirements

A Entry requirements onto an Access to HE Diploma

QAA published guidance⁵ recommends to providers that entry onto Access to HE Diplomas should be made according to transparent and justifiable criteria, and should include reference to:

- 1 The match between the **applicant's aims and goals** and the primary aim of the programme as a preparation for study in higher education the applicant's ability to benefit from the programme.
- 2 The **applicant's potential** to meet the demands of the programme and complete the programme requirements successfully.
- 3 The **applicant's life experience** - successful applicants will normally have substantial experience of life outside of formal education, gained since completing compulsory schooling or higher education. This experience may support their application into higher education.
- 4 The **applicant's educational experience** - where an applicant has recently undertaken the whole, or part of, another Level 3 course, the application should be considered with particularly careful reference to points 1-3, above.

Please note that the above list applies to entry on all Access to HE Diplomas, including Access to HE (Medicine). Providers must be mindful of the academic and other requirements of medical schools when making admissions decisions for Access to HE (Medicine) students.

It is the responsibility of the provider to ensure that accepted applicants to Access to HE Diplomas meet the eligibility requirements of medical schools.

B Entry requirements for Medicine degree programmes

The following information is for guidance purposes only and should be confirmed with medical schools directly.

- Medical schools set their own entry requirements for medicine degree programmes, this will include specific grade requirements for students studying an Access to HE Diploma (Medicine). These requirements may be converted in to [UCAS Tariff Points](#).⁶ These entry requirements are set to ensure students have the right skills and knowledge to successfully complete the course. The Medical Schools Council publishes the [entry requirements](#) for all UK medical schools.⁷

⁵ www.qaa.ac.uk/access-to-he/access-to-he-resources

⁶ www.ucas.com/undergraduate/what-and-where-study/entry-requirements/ucas-tariff-points

⁷ www.medschools.ac.uk/media/2357/msc-entry-requirements-for-uk-medical-schools.pdf

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- Medical schools are likely to require all applicants to take an additional aptitude test - either the University Clinical Aptitude Test (UCAT) or the Biomedical Admissions Test (BMAT) - and the latest dates for taking these will be early in the academic year; scores for these tests might be a significant factor in selection for interview.
- Grades at GCSE or equivalent are usually considered as part of the application for medicine, but medical schools place varying emphasis on them.
- Applicants to medical school will be required to show an understanding of what a career in medicine involves. To assess this, many medical schools include work experience among their criteria for application.
- Medical schools will look for certain skills and attributes which they believe make an ideal candidate.⁸
- Admissions criteria for medical schools can change every year. Providers should check the websites of the medical schools on a regular basis.
- All medical schools will interview as part of their selection process. Access to HE students should receive advice on interview preparation early in the programme.
- There may be health, financial, or Disclosure and Barring Service (DBS) or Protecting Vulnerable Groups (PVG) checks, which check if you have a criminal record. This information will be set out in the course details.
- **It is the responsibility of the applicant to check for any other requirements, beyond qualifications that may be required by a medical school.**

Section 3: Professional body information

The General Medical Council (GMC), works to protect patient safety and improve medical education and practice across the UK. It sets the standards and outcomes for medical education and training in the UK. The GMC also regulates all stages of doctors' training and professional development and assures the quality of medical education and training.

QAA Subject Descriptor

Section 4: Useful links

General Medical Council (GMC)	www.gmc-uk.org/education Professional behaviour and fitness to practice Welcomed and valued	Information about the standards for education and training set by the GMC
Medical Schools Council (MSC)	www.medschools.ac.uk/studying-medicine	Information from MSC for students wishing to study medicine
	www.medschools.ac.uk/studying-medicine/applications/entry-requirements	Entry requirements for medicine for individual medical schools
UCAS	www.ucas.com	List of all medical degrees available in the UK
British Medical Association (BMA)	www.bma.org.uk/advice/career/studying-medicine/becoming-a-doctor	BMA guide on how to become a doctor
Medical school entry tests	www.ucat.ac.uk/ucat	UCAT - admissions test used in the selection process by a consortium of universities in the United Kingdom, Australia and New Zealand for their medical and dental degree programmes
	www.admissionstesting.org/for-test-takers/bmat	BMAT - aptitude test used as part of the admissions process for Medicine, Biomedical Sciences and Dentistry in some universities in the United Kingdom
	https://gamsat.acer.org/	GAMSAT - an exam to assist in the selection criteria primarily for students who are applying to study medicine
	www.ucat.ac.uk	SJFace - admissions test used for entry to the Scottish Graduate Entry Medical Programme (ScotGEM)
QAA admissions guidance	www.qaa.ac.uk/access-to-he/access-to-he-resources	Guidance for the admission of students to QAA-recognised Access to HE programmes

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QAA manages the national framework for the recognition and regulation of Access to HE Diplomas. www.qaa.ac.uk