



## Qualification Specification

**GA Level 3 Certificate in Anatomy, Physiology and  
Pathology**

**603/5679/0**

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## Section 1: Qualification Overview

### 1.1 Introduction: About this Qualification

Gatehouse Awards (GA) qualifications are designed to give candidates the skills to be active in the modern labour market and progress in their career and/or into higher level study.

This specification covers the GA Level 3 Certificate in Anatomy, Physiology and Pathology (603/5679/0) qualification.

This qualification has been developed in order to underpin the knowledge and understanding requirements in the National Occupational Standards for Clinical Health Skills, Complementary Therapies, Healthcare, Beauty Therapy and Aesthetics. The qualification is aimed at meeting the needs of learners, employers and wider industry.

This document provides centre staff, candidates and employers with an overview of the qualification content as well as the assessment and quality assurance requirements for this qualification.

The qualification is regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and is part of the Regulated Qualifications Framework (RQF).

All versions of this qualification are listed on the Register of Regulated Qualifications which is operated by Ofqual at <http://register.ofqual.gov.uk>.

This qualification is not designed to replace any existing qualifications.

### 1.2 Qualification Titles, Qualification Numbers and Important Dates

| Qualification Title and Level                                      | Qualification Number | Operational Start Date | Last Operational Review Date | Next Operational Review Date |
|--------------------------------------------------------------------|----------------------|------------------------|------------------------------|------------------------------|
| <b>GA Level 3 Certificate in Anatomy, Physiology and Pathology</b> | <b>603/5679/0</b>    | <b>23/03/2020</b>      | <b>Oct 2026</b>              | <b>Oct 2031</b>              |

### 1.3 Qualification Aims and Objectives

The aim of this qualification is to provide learners with a sound foundation to pursue further learning and work in healthcare, complementary or beauty therapy, non-surgical aesthetics, or sports-related fields.

This qualification will provide learners with knowledge and understanding of anatomy, physiology and pathology, including the cells and tissues of the body, and the structure, function and pathologies of the skin, hair and nails. It also covers the support and movement systems of the body (skeletal and muscular systems), the integration and co-ordination systems of the body (nervous system, endocrine system and the eye and ear), and the processing and transporting functions of the body (the respiratory, circulatory, digestive, lymphatic and urinary systems). The qualification also includes the reproductive system and the pathological disease process.

This qualification provides a foundation for progression to further higher-level study in a range of related disciplines.

### 1.4 Qualification Structure and Overview: Units, GLH, TQT and Credit Value

The structure of this qualification is as follows:

| GA Level 3 Certificate in Anatomy, Physiology and Pathology (603/5679/0) |       |            |         |      |                            |
|--------------------------------------------------------------------------|-------|------------|---------|------|----------------------------|
| Mandatory Unit                                                           | Level | Unit Ref   | Credits | GLH* | Study Time                 |
| Anatomy, Physiology and Pathology                                        | 3     | F/618/0450 | 19      | 150  | 40                         |
| Total:                                                                   |       |            | 19      | 150  | TQT**<br>(GLH + ST)<br>190 |

#### \*Guided Learning Hours (GLH): Definition

The activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

#### \*\*Total Qualification Time (TQT): Definition

The number of Guided Learning Hours assigned, plus an estimate of the number of study hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in

education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

The number of study hours a learner is expected to undertake in order to complete each unit is expressed in the '**Study Time**' above. This, including the GLH, provides the Total Qualification Time, or TQT, and represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of this qualification.

The estimates for Guided Learning Hours and Total Qualification Time above have been produced with due regard to information gathered from those with experience in education and training and is in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

## Level

The qualification within this specification are designated at Level 3 on the Regulated Qualification Framework (RQF) according to the Level Descriptors for knowledge and understanding, which build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). This means that this qualification is considered by GA to lead to the outcome as follows:

Achievement at Level 3 reflects the ability to identify and use factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine, interpret and evaluate relevant information and ideas, and reflects an awareness of the nature of the area of study or work and different perspectives or approaches within the area of study or work.

## 1.5 Rules of Combination

The Rules of Combination for this qualification are:

- In order to achieve the GA Level 3 Certificate in Anatomy, Physiology and Pathology qualification, candidates must complete 1 Mandatory Unit and achieve 19 credits.

There are no further rules of combination.

## 1.6 Intended Audience

The GA Level 3 Certificate in Anatomy, Physiology and Pathology qualification is intended for learners whose current or desired job role requires them to develop knowledge and understanding of Anatomy, Physiology and Pathology.

It is suitable for learners wishing to progress from relevant Level 2 study, individuals already working who wish to develop their knowledge and support career progression, and learners seeking a foundation for further higher-level study in a related discipline, such as healthcare, complementary or beauty therapy, non-surgical aesthetics, sports-related sectors such as physiotherapy, or to enter other careers where knowledge of anatomy, physiology and pathology is a requirement.

This qualification does not require learners to be working in a specific occupational role or setting.

## 1.7 Age and Entry Requirements

This qualification is intended for learners aged 16 and above.

Given the nature of the qualification content, learners are required to have a proficient level of spoken and written English (e.g., GCSE Grade C / Grade 4 or above, or equivalent).

In addition to the above, if English is not the learner's first language, an English language level of minimum International English B2 (CEFR) is required.

Centre recruitment and enrolment processes must be carried out by suitably qualified and experienced centre staff.

It is recommended that prior to commencing a programme of study leading to this qualification, learners receive detailed advice and guidance from the training provider in order to ensure the programme and qualification will meet their needs.

## 1.8 Recognition of Prior Learning and Transfer of Credits

Recognition of Prior Learning (RPL) is a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a GA unit or units prior to the candidate taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and GA will subsequently amend the requirements which a learner must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the learner's knowledge and skills are current, valid and sufficient the use of RPL may be acceptable for recognising achievement of assessment criteria, learning outcome or unit(s), as applicable. The requirement for RPL in such instances will include a consideration of the currency of the knowledge gained by the learner at the time they undertook the prior learning.

RPL cannot be guaranteed in instances where industry practice or legislation has significantly changed in the time since the prior learning was undertaken / a previous award was issued.

All RPL decisions and processes are subject to External Quality Assurance (EQA) scrutiny and must be documented in line with GA's quality assurance requirements.

No transfer of credits is permitted.

## 1.9 Reasonable Adjustments and Special Considerations

Assessment for this qualification is designed to be accessible and inclusive. The assessment methodology is appropriate and rigorous for individuals or groups of learners.

Please refer to the GA Candidate Access Policy, available on the GA website, which contains information about Reasonable Adjustments and Special Considerations. This policy document provides centre staff with clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the qualification.

## 1.10 Relationship to Other Qualifications and Progression Opportunities

The GA Anatomy, Physiology and Pathology qualification is an ideal qualification to provide the knowledge and understanding of anatomy, physiology and pathology required to work in various sectors, including healthcare, beauty therapy, aesthetics, sports and others.

Learners may progress onto further qualifications at a higher level, for example qualifications at Level 3 or above in:

- Aromatherapy
- Reflexology
- Massage Therapy
- Health & Social care
- Nursing
- Dermaplaning
- Skin peeling
- Mesotherapy
- Electrocautery
- Micro-needling

### 1.11 Language of Assessment

This qualification is offered in English.

Further information concerning the provision of qualification and assessment materials in other languages may be obtained from GA.

### 1.12 Qualification Availability

This qualification is available via GA Approved Centres in the UK and internationally. If you would like further information on offering this qualification, please contact us.

Our contact details appear on our website, [www.gatehouseawards.org](http://www.gatehouseawards.org)

## Section 2: Qualification Delivery: Assessment, Quality Assurance Model and Administration

### 2.1 Teaching and Learning Requirements

Courses leading to the GA Anatomy, Physiology and Pathology qualification can consist of e-learning, distance learning or classroom-based courses offered through approved GA Centres.

Learners can therefore undertake learning and assessment on a flexible basis.

Learners must have suitable access to teaching staff as well as technical support. Centres must provide specialist staff and high-quality learning materials.

### 2.2 Assessment and Quality Assurance Model

Centres may deliver this qualification under one of two models. The centre must confirm which model it intends to use at the point of making their approval application for this qualification.

#### Model 1: Centre-devised and internally assessed

Under this model, the centre is responsible for all teaching, learning and assessment. The centre devises its own assessment materials, and learners' work is internally assessed and internally moderated by centre staff.

Assessment decisions must be recorded in a portfolio of evidence that clearly shows where each learner has met the learning outcomes, assessment criteria and qualification requirements.

Before they are used with learners, all centre-devised assessment materials must be submitted to GA for sign-off and authorisation. Before submitting, the centre must review its materials carefully against the sign-off criteria in the GA External Quality Assurance of Centre-Devised Materials form. Materials must not be used until GA has confirmed sign-off. Any subsequent changes must be resubmitted for sign-off before use.

For instructions on how to submit materials and the timescale for sign-off, centres should contact their dedicated Centre Administrator.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance by GA. Centres operating this model are subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

## Model 2: GA-provided external delivery and assessment package

Under this model, GA provides a complete package of teaching, learning and assessment materials. Assessment is set, conducted online, marked and moderated by GA.

Because GA carries out all assessment, centres operating this model are not required to appoint assessors or internal quality assurers for this qualification.

The centre remains responsible for:

- delivering the programme using the GA-provided materials
- registering learners with GA and confirming their identity
- supporting learners through the programme and preparing them for assessment
- complying with GA requirements on the conduct of assessment, authenticity of learner work, and the reporting of suspected malpractice

Centres must not amend GA-provided assessment materials.

Centres operating this model remain subject to GA's centre monitoring arrangements.

Where this qualification is delivered outside the UK, arrangements may vary from country to country.

## 2.3 Learning Outcomes

The Learning Outcomes for this qualification are:

| Learning Outcome | The Candidate will:                      |
|------------------|------------------------------------------|
| 1                | understand cells and tissues of the body |
| 2                | understand the skin, hair and nails      |
| 3                | understand the skeletal system           |
| 4                | understand the muscular system           |
| 5                | understand the nervous system            |
| 6                | understand the eyes and the ears         |
| 7                | understand the endocrine system          |

|    |                                      |
|----|--------------------------------------|
| 8  | understand the respiratory system    |
| 9  | understand the cardiovascular system |
| 10 | understand the lymphatic system      |
| 11 | understand the digestive system      |
| 12 | understand the urinary system        |
| 13 | understand the reproductive system   |

Detailed guidance, assessment requirements and specific content to support teaching, learning and assessment relating to each Learning Outcome is provided to Approved Centres.

## 2.4 Assessment of Learners and Portfolio Requirements

Where Model 1 is used, learners must:

- follow a suitable programme of learning.
- maintain and submit a portfolio of all assessment evidence.

All evidence must be mapped against the learning outcomes, reflecting the type of evidence supplied and indicating its location. Using portfolio reference numbers will enable the learner, assessor, IQA and EQA to quickly locate the evidence submitted.

Suitable sources of evidence may include the following:

- essays/assignments
- short questions and answers
- professional discussions
- workbooks
- reflective accounts
- records of questioning
- case studies

The centre must ensure that the learner's work is authentic.

Assurances that learner work is authentic can be gained via:

1. oral questioning to confirm knowledge and understanding.
2. written questions answered under controlled supervised conditions to compare the learner's writing style against their other work.

All knowledge and understanding evidence must be marked and assessed by centre assessors in line with the GA CRAVES requirement, clearly indicating where the learner has achieved the requisite knowledge and understanding. Assessors are responsible for providing feedback and instructions for re-submission, where applicable.

## 2.5 CRAVES Requirements

Where Model 1 is used, assessors must ensure that all evidence within the learner's portfolio judged to meet GA's 'CRAVES' requirements is:

- **current:** the work is relevant at the time of the assessment
- **reliable:** the work is consistent with that produced by other learners
- **authentic:** the work is the learner's own work
- **valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner
- **sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy

## 2.6 Resubmissions

Where Model 1 is used, GA recommends that the centre operates a policy of allowing learners to resubmit assessed work a maximum of two times. However, the acceptance and management of resubmissions of assessed work is at the discretion of the centre.

The decision regarding whether to permit a learner to resubmit work and/or attempt an assessment again will be based on an evaluation of how closely their previous attempts met the passing criteria. This evaluation will consider the extent to which the learner's work demonstrated progress towards meeting the required standards.

Resubmitted work will be assessed with the same rigour and adherence to standards as the initial submission.

If a learner does not pass after three attempts at submitting assessed work, the centre must consider the following course of action:

- Additional support – consider whether the learner could benefit from additional support, remedial guidance, or additional resources to help them understand the material better. This could involve providing extra teaching sessions, study materials, or one-on-one tutoring to address specific areas of difficulty. Sometimes, extending

deadlines or providing additional time can alleviate pressure and allow for better comprehension and performance.

- Review and feedback - consider whether sufficient detailed feedback, which highlights areas that need improvement and provides specific guidance on how the learner can enhance their work, has been provided after each attempt.
- Alternative assessment methods - consider whether an alternative assessment method, such as the use of professional discussion, may provide opportunities for the learner to demonstrate their understanding. The centre should refer to the GA Candidate Access Policy for further information.
- Reconsideration of participation - assess whether the learner might need to take a break from the programme or whether, despite supportive measures and multiple attempts, the learner's progress is not indicative that they will meet the qualification requirements. They may be issued with a final 'Fail' grade or withdraw from the programme.

The centre must ensure that their policies and procedures regarding learner dismissal or failure are communicated clearly to learners to maintain fairness and transparency.

## 2.7 Internal Moderation and Quality Assurance Arrangements

Where Model 1 is used, Internal Moderators (also known as Internal Quality Assurers or IQAs) ensure that assessors are assessing to the same standards, i.e., consistently and reliably, and that assessment decisions are correct. IQA activities will include:

- ensuring assessors are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that assessment decisions meet the GA 'CRAVES' requirements (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation and moderation of assessment decisions
- providing assessors with clear and constructive feedback
- supporting assessors and providing training and development where appropriate
- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose.

Sampling of assessment will be planned and carried out in line with a clear IQA and moderation strategy, which takes into account the number of learners, number of assessors, and the experience and competency of assessors.

Centre IQAs may wish to refer to the guidance documents provided by GA to approved centres (available on the Ark) in order to formulate an appropriate Sampling Strategy.

## 2.8 Grading and Recording Achievement

All learning outcomes and assessment requirements must be met before a learner can be considered as having achieved the qualification.

This qualification is not graded on a scale. Learners are assessed as Pass or Fail.

Where Model 1 is used, the centre must ensure that regulations relating to the resubmission of work are adhered to.

## 2.9 Unit and Portfolio Sign Off

Where Model 1 is used, the portfolio must be signed off by the assessor and IQA to confirm the learner's achievement.

The content of the portfolio that contains all work the learners has completed and is subject to final portfolio sign off by the assessor and IQA to confirm that the qualification requirements and rules of combination have been met.

The learner is also required to sign an authenticity declaration, stating that the work contained in their portfolio is their own.

## 2.10 External Moderation and Quality Assurance Arrangements

Where Model 1 is used, assessment, internal moderation and quality assurance activities are subject to external moderation.

All centres delivering this qualification under Model 1 or Model 2 are subject to wider scrutiny and centre controls as per GA's quality assurance arrangements.

All GA Approved Centres are entitled to two EQA visits per year. Additional visits can be requested, for which there may be an additional charge.

EQA activities will focus on the centre's continuing adherence to and maintenance of the GA *Centre Approval Criteria* and the criteria and requirements for the specific qualifications for which it holds approval. This will include:

- checking that the management of the centre and the management arrangements relating to the qualification are sufficient
- checking that resources to support the delivery of the qualification, including physical resources and staffing, are in place and sufficient
- ensuring that the centre has appropriate policies and procedures in place relevant to the organisation and to the delivery and quality assurance of the qualification
- the use of assessment materials and the arrangements in place to ensure that evidence for assessment is 'CRAVES' (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- sampling assessment decisions against the qualification requirements across the range of levels, number of assessors and assessment sites, according to the number of learners
- the internal moderation and quality assurance arrangements
- sampling internal moderation records against the qualification requirements across the range of levels, number of assessors and assessment sites, according to the number of learners
- administrative arrangements
- ensuring that any actions from moderation and wider quality assurance activities have been carried out by the centre
- confirming any claims for RPL, reasonable adjustments or special considerations

Through discussions with centre staff, examining learner work, moderation of assessment, talking to learners and reviewing documentation and systems, the GA EQA will provide the centre with full support, advice and guidance as necessary.

### 2.11 Registering Learners and Unique Learner Numbers (ULNs)

Learners must be registered through the Ark, the GA online Learner Management System.

Owing to the Total Qualification Time of this qualification, the validity period of registrations made will be 1 year. Should a learner not have achieved in the timescale, a new registration is required.

Each approved GA centre is provided with a user account to allow approved staff access to the online system.

Where the Unique Learner Number (ULN) of a learner is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

### 2.12 ID Requirements

It is the responsibility of the centre to have systems in place to confirm each learner's identity.

Learners are required to declare that all work submitted for assessment is their own work.

### 2.13 Record Keeping

Records of learner's details, their work and any records of Reasonable Adjustments, Special Considerations and records containing learners' personal details must be kept by the centre in line with the Data Protection Act 2018 (including GDPR and all relevant privacy regulations) for a minimum of 2 years.

Where Model 1 is used, portfolios must be retained until the following External Quality Assurance visit to allow them to be sampled. Following external moderation and the award of a qualification by GA, centres may return portfolios to learners.

Records of all internal quality assurance and moderation activity undertaken must be kept and made available to GA upon request.

### 2.14 Results and Certification

Under Model 1, centres may make claims for certification via the Ark when learners complete and the assessor and IQA have confirmed achievement. Claims for certification are subject to successful external quality assurance (EQA).

Following the EQA's confirmation of a learner's achievement, GA will authorise claims for the certification of learners, details of which will be visible to the centre in the centre's Ark account. Certificates are usually issued within 10 working days of the award of the qualification.

Under Model 2, centres do not submit claims for certification. GA makes all assessment decisions and carries out moderation and quality assurance checks before confirming results. Confirmed results will be released to the centre via its Ark account.

The qualification certificate will indicate both the title and the level at which the qualification is achieved.

Certificates will only be issued to learners who have achieved sufficient credits and met the rules of combination for the qualification they are registered for. If a learner has not achieved sufficient credits or failed to meet the rules of combination, the qualification certificate will not be issued.

Replacement certificates are available upon request.

Amendments to certificates are available upon request but may require the centre to provide evidence of the need for any amendment (e.g., learner proof of identification) and will involve the return of the original certificate. Replacements and amendments may incur an additional charge.

### 2.15 Direct Claims Status (DCS)

Direct Claim Status is not available for this qualification.

### 2.16 Appeals and Enquiries

GA has an appeals procedure in accordance with the arrangements for regulated qualifications.

General enquiries can be made at any time and should be directed to a GA Centre Administrator.

## Section 3: Staff and Resource Requirements for Centres

In order to deliver this qualification, the centre must ensure that they meet the following requirements for staff and physical resources.

### 3.1 General Staff Requirements

It is the centre's responsibility to ensure that all staff involved in the delivery, assessment and internal quality assurance of this qualification are suitably qualified in line with the stipulations for teachers, assessors and Internal Quality Assurers (IQAs) detailed below.

The centre must ensure that they hold up-to-date and detailed information about the staff involved with the delivery and quality assurance of this qualification and must make records available to GA upon request. The information GA expects the course provider to hold for each member of staff includes, as a minimum:

- a current up to date CV
- copies of relevant qualification certificates
- relevant and up to date CPD (Continuous Professional Development) records

Centre staff must be familiar with the qualification requirements prior to offering the qualification or unit and planning the centre's assessment and moderation strategy.

The centre must provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

The centre must also ensure that they have the management and administrative staffing arrangements in place which are suitable to support the registration of learners and the receipt of results and certificates.

The knowledge and experience of all staff involved in the teaching, assessment and internal quality assurance of this qualification will be considered during the approval and re-approval process and at External Quality Assurance Visits.

### 3.2 Requirements for Tutors and Assessors (Model 1 only)

Teaching staff include those who deliver teaching and learning content for knowledge and understanding elements and those who are involved in practical teaching and learning.

The primary responsibility of an assessor is to assess a learner's performance and ensure that the evidence submitted by the learner meets the requirements of the qualification.

It is the centre's responsibility to select and appoint suitably qualified and experienced teachers and assessors.

Centres must have a sufficient number of appropriately qualified/experienced tutors and assessors to assess the volume of learners they intend to register.

All Tutors must:

- hold an appropriate qualification containing anatomy and physiology at Level 3 or above
- hold, or be working towards, a recognised teaching or training qualification, e.g. Level 3 Award in Education and Training or equivalent\*

All Assessors must:

- hold an appropriate qualification containing anatomy and physiology at Level 3 or above
- hold, or be working towards, a recognised assessor qualification or their recognised equivalent\*\* e.g.,
  - Level 3 Award in Assessing Competence in the Work Environment
  - Level 3 Certificate in Assessing Vocational Achievement
  - A1 Assess Candidate Performance Using a Range of Methods
  - D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence.

\*In the absence of a regulated teaching qualification, the Tutor must ensure that they are able to demonstrate that they have delivered a minimum of 30 hours of teaching or assessing. They are then required to agree to update their training to an Ofqual-regulated teaching qualification within 18 months of commencing their role in order to continue to deliver the qualification.

\*\*Assessors may be working towards a relevant equivalent qualification in assessing under the guidance of a suitably qualified and experienced Assessor and their IQA. Trainee Assessors' decisions MUST be counter-signed by a suitably qualified, experienced Assessor.

All staff involved with the delivery and assessment of this qualification must also be able to demonstrate ongoing professional development relevant to the sector subject area.

All teachers and assessors must also:

- be able to evidence relevant and up to date teaching/assessing experience.

- understand the qualification structure, unit learning outcomes and criteria related to the teaching and learning being delivered.
- have access to appropriate guidance and support.
- participate in continuing professional development in the specific subject they are teaching and/or assessing.

### 3.3 Requirements for IQA (Internal Quality Assurers, also referred to as Internal Moderators) (Model 1 only)

IQAs are responsible for internal moderation and quality assurance of the qualification to ensure standardisation, reliability, validity and sufficiency of the assessor's assessment decisions.

It is the centre's responsibility to select and appoint IQAs.

To be able to perform the internal moderation and quality assurance role, an Internal Moderator must:

- hold an appropriate qualification containing anatomy and physiology at Level 3 or above

AND

- hold, or be working towards\*\*, one of the following internal quality assurance qualifications or their recognised equivalent:
  - Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
  - V1 Conduct internal quality assurance of the assessment process
  - D34 Internally verify the assessment process

\*\*Internal Moderators may be working towards a relevant equivalent quality assurance qualification under the guidance of a suitably qualified and experienced Internal Moderator. Trainee Internal Moderator's decisions MUST be counter-signed by a suitably qualified, experienced Internal Moderator.

Each assessor may have one or several appointed IQAs.

Staff may undertake more than one role within the centre, e.g., teacher, assessor and IQA. However, members of staff must NOT IQA their own assessment decisions.

The knowledge and experience of Teachers, Assessors and Internal Moderators will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

### 3.4 CPD Requirements

All staff must ensure their role and subject-specific knowledge, understanding and competence is current and therefore must keep up to date with sector changes and developments.

Participation in continuing professional development in order to evidence contemporaneous proficiency must take place regularly.

Centre staff in teaching, assessment or IQA roles must ensure that they complete and document their CPD hours. There are no set minimum number of hours of CPD required; however, the CPD activities must reflect contemporary standards and developments in the health and social care sector.

Records of CPD activities (both planned and those that have taken place) must be made available to GA at EQA visits or upon request.

### 3.5 Teaching, Learning and Assessment Resources

Where Model 1 is used, when devising teaching, learning and assessment materials for this qualification, the centre must:

- ensure teaching and learning materials directly address the learning outcomes and sufficiently prepare learners for assessment.
- structure materials to be accessible and engaging.
- use clear, unambiguous language appropriate for the level.
- align materials to the specific topics and content.
- pitch the level and depth of materials accurately based on the content to be delivered.
- ensure materials can be clearly attributed back to the centre.
- offer opportunities and resources for additional research and study, where appropriate.
- offer opportunity for learners to relate teaching and learning content to their own experience.
- ensure materials provide any relevant guidance to staff on consistent delivery.

Course programmes must be designed using the assessment requirements and unit specifications provided.

Teaching and learning resources must be relevant, up-to-date and of industry standard, in order to allow learners to adequately prepare for assessment. This will be considered at approval and during the on-going monitoring of the centre.

All delivery and assessment resources should be inclusive of the principles of equality and diversity and the safeguarding of learners.

### 3.6 Useful Resources

Any references to books, journals, websites or other third-party materials and publications made in this Qualification Specification are made in good faith only and GA does not accept responsibility for the content of such materials or any opinions expressed within them.

- Anatomy and Physiology – Therapy Basics, by Helen McGuiness – 4th edition. Publisher Hodder Arnold ISBN: 9780340908082
- Atlas of Skeletal Muscles. 4th Edition – Stone, R J & stone JA (2003) McGraw Hill Higher Education. ISBN: 0071199012
- Gray's Anatomy: The Anatomical Basis of Medicine & Surgery. 38th Edition. Gray, H et al (1995) – Churchill Livingstone. ISBN: 0805350861
- Illustrated Medical Dictionary. The British Medical Association (2002) – Dorling Kindersley. ISBN: 0751333832
- ITEC textbook: An Introductory Guide to Anatomy & Physiology by Louise Tucker
- The Concise Book of Muscles by Chris Jarmey – ISBN: 1556434669
- Trail Guide to the Body: How to Locate Muscles, Bones and More! – Andrew Biel – 3rd Revised Edition. Books of Discover. ISBN: 0-9658535-5-4.

### 3.7 Venue and Equipment Requirements

When training premises are used in the delivery of teaching and assessment of this qualification, centres should, wherever possible, provide suitable access in line with Disability Discrimination, Diversity & Equality law and regulations and any other regulations which apply.

The centre must ensure that all products and equipment used in the delivery and assessment of this qualification are confirmed as fit for purpose and compliant with current Health and Safety legislation and any other relevant regulations. This will be considered at approval and during the on-going monitoring of the centre.

Where specific products and equipment are required for the delivery and assessment of a GA qualification, the suitability of the products and equipment at the centre will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

For this qualification, suitable equipment includes:

- access to library resources relevant educational literature
- IT facilities and systems to support research, presentations, and access to online learning materials
- case study materials, simulations, or scenario-based resources relevant to the subject area and context
- a suitable environment for all assessment activities
- a virtual learning environment (VLE) or online platforms to support blended or distance learning delivery models

### 3.8 Ongoing Support

There are a number of documents on the GA website that centres and learners may find useful: [www.gatehouseawards.org](http://www.gatehouseawards.org). The website is updated regularly with news, information about GA qualifications, sample materials, updates on regulations and other important notices.

Within the centre, a named Examinations Officer is responsible for ensuring that all information and documents provided to centre staff and learners are correct and up to date.

GA must be kept up to date with contact details of all changes of personnel so the centre can be provided with the best level of support and guidance.

At the time of approval, the centre is assigned a designated Centre Administrator who is their primary point of contact for all aspects of service or support.

Learners should always speak to a member of staff at the centre for information relating to GA and our qualifications prior to approaching GA directly.

Contact details for GA can be found on the GA website [www.gatehouseawards.org](http://www.gatehouseawards.org).

## Section 4: Unit Specifications

### 4.1 Mandatory Unit 1: Anatomy, Physiology and Pathology

| Mandatory Unit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                   | GLH | Credits | Level | Unit Reference |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-----|---------|-------|----------------|
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Anatomy, Physiology and Pathology | 150 | 19      | 3     | F/618/0450     |
| <p>This unit gives learners a thorough knowledge of the structure and function of the human body, together with the diseases and disorders that affect it.</p> <p>The unit begins with the organisation of the body at cellular and tissue level, including cell structure, cell division and the main tissue types. Learners then study each of the major body systems in turn: the skin, hair and nails; the skeletal, muscular and nervous systems; the eye and ear; and the endocrine, respiratory, cardiovascular, lymphatic, digestive, urinary and reproductive systems.</p> <p>For each system, learners will develop their understanding of:</p> <ul style="list-style-type: none"> <li>the structure and position of its main organs and components</li> <li>how the system functions and how it is regulated</li> <li>how it interrelates with other systems of the body</li> <li>common diseases and disorders affecting it</li> </ul> |                                   |     |         |       |                |
| <b>Assessment Instructions and Guidance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                   |     |         |       |                |
| Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                   |     |         |       |                |

| Learning Outcomes                                                           | Assessment Criteria                                                                                                                                                                                                         |
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| The learner will                                                            | The learner will know:                                                                                                                                                                                                      |
| 1. Understand the structures and functions of cells and tissues in the body | 1.1 The levels of organisation in the body; Cells; Transport of substances through the cell membrane; Membranes; Cytoplasm; Organelles; Nucleus; Chromosomes; DNA; Cell Cycle; Mitosis and Cytokinesis; Histology; Tissues. |

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|                                                                                 | <p>Atom, Molecule; Macromolecule; Organelles; Body systems; Organs; Tissues; Cell composition; nucleic acids; proteins; carbohydrates; lipids; Cell functions; Support and structure; Energy production; Transportation; Growth and repair; Reproduction; Cells types; Eukaryotic cells; Cell structure; Lysosome; Golgi apparatus; Mitochondria; Ribosome; Vacuole; Centrosome; Endoplasmic reticulum; Nucleus; Centromere; Chromatid; Telomere; Karyotype; Nucleolus; Nuclear membrane; Chromatin; Cell membrane; Diffusion, Osmosis; Active transport; Extracellular fluid; Lipid bilayer; Phospholipid bilayer; Interphase; Mitotic phase; Neural tissue; Neurons; Neuroglia; Muscle tissue; Voluntary and involuntary muscle; Cardiac; Skeletal; Smooth; Epithelial tissue; Simple squamous; Simple cuboidal; Simple columnar; Stratified squamous; Stratified cuboidal; Stratified columnar; Pseudostratified columnar; Connective tissue; Blood; Adipose; Cartilage; Loose connective; Dense connective; Bone; Serous membranes; Pleura; Peritoneum; Pericardium; Mucous membranes; Synovial membranes; Cutaneous membrane.</p> |
| 2. Understand the structure, function and pathology of the skin, hair and nails | <p>2.1 The functions of the Skin; Structure of the skin; Skin types; Skin diseases and disorders; Nails; Structure of the nail; Diseases and disorders of the nail; Hair; Function of hair; Structure of hair; The hair growth cycle; Diseases and disorders of the hair.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                 | <p>Protection; Sensation; Regulation; The epidermis; Layers of the epidermis; Cells of the epidermis; Dermis; Layers of the dermis; Hair follicles; Sweat glands; Sebaceous glands; Structures of the dermis; Cells of the dermis; Hypodermis ; Well-balanced skin; Dry, oily and combination skin; Sensitive skin; Acne vulgaris; Acne rosacea; Dermatitis; Allergic reaction; Skin Infections; Pigmentation disorders; Skin cancer; Paronychia; Chromonychia; Nail ridges, thickening and splitting; Nails and cancer; Hair types; Hair shaft; Hair root and hair bulb; Colour and texture of hair; The hair growth cycle; Recap of the hair structure; Diseases and disorders of the hair; Excessive hair growth; Alopecia; Common types of hair loss; Hair shaft abnormalities.</p>                                                                                                                                                                                                                                                                                                                                                |

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| <p>3. Understand the structure, function and pathology of the skeletal system</p> | <p>3.1 The skeletal system functions; Skeletal system composition; Cartilage; Ligament; Bone; Joints; Variety of bones; Bones classification by shape; Structure of bone; Bone growth; Bone remodelling; Range of motion; Types of joints; Position of the bones of the skeleton; Posture; Skeletal system diseases and disorders.</p> <p><i>Support, movement and protection; Mineral and energy storage; Calcium; Phosphorus; Haematopoiesis; Red bone marrow; Yellow bone marrow; Synovial fluid; Synovium; Collagen; Calcium phosphate; Compact bone; Cancellous bone; Periosteum; Long bones; Short bones; Flat bones; Irregular bones; Sesamoid bones; Blood and nerve supply to bones; Ossification; Growth plates; Epiphysis; Resorption; Formation; Osteoclasts; Osteoblasts; Osteocytes; Fibrous joints; Cartilaginous joints; Synovial joints; Hyaline cartilage; Ball and socket; Hinge; Condylod; Pivot; Saddle; Plane/gliding; Axial skeleton; Skull; Cranial bones; Parietal (2); Temporal (2); Frontal (1); Occipital (1); Ethmoid (1); Sphenoid (1); Cranial sutures; Facial bones; Nasal (2); Lacrimal (2); Zygomatic (2); Inferior nasal concha (2); Vomer (1); Maxilla (2); Mandible (1); Platine (2) Bones of the inner ear; Malleus; Incus; Stapes; The Hyoid Bone; Vertebral Column; Vertebrae: Cervical; Thoracic; Spinal cord; Cerebrospinal fluid; Neck (cervical); Laryngeal skeleton; Chest (thoracic cage); Sternum; Ribs; Thoracic vertebrae; Lower back (lumbar); Sacrum; Coccyx; Appendicular skeleton; Upper limb bones; Shoulder girdle; Clavicle; Scapula; Acromion; Arm bones; Humerus; Ulna; Radius; Hand bones; Carpals; Metacarpals; Phalanges: Lower limb bones; Pelvic girdle; Ilium; Ischium; Pubis; Leg bones; Femur; Patella; Fibula; Tibia; Foot bones; Tarsals; Metatarsals; Phalanges; Interrelationship with other body system; Postural abnormalities; Lordosis; Kyphosis; Scoliosis; Broken bones and fracture; Types of fractures; Ankylosing spondylitis; Gout; Osteoarthritis; Rheumatoid arthritis; Bunion; Bursitis; Osteoporosis; Sprains.</i></p> |
| <p>4. Understand the structure, function and pathology of the muscular system</p> | <p>4.1 The types of muscle tissue; Skeletal muscles; Types of muscle attachments; Function of skeletal muscles; Structure of skeletal muscles; Structure of muscle fibres; The nervous system's role in muscle movement; Muscles and movement; Antagonist pairs; Position and action of the muscles; Interrelationship with other body systems; Diseases and disorders of the muscular system; Muscular problems.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|                                                                           | <p>Cardiac muscle; Smooth muscle; Skeletal muscle; Endomysium; Fascicle; Perimysium; Epimysium; Sarcolemma; Mitochondria; Sarcoplasmic reticulum; Myofibrils; Thin filaments; Thick filaments; Sarcomeres; Actin; Myosin; Posture; Movement; Gross movement; Fine movement; Protection; Vision; Breathing; temperature regulation; Tendon; Fasciae; Cerebral motor cortex; Motor neurons; Spinal cord; Muscle contraction; Trigger; Contraction; relaxation; Sliding filament theory of muscle contraction; Neuromuscular junction; The energy needed for contraction; Adenosine triphosphate (ATP); Creatine phosphate; Aerobic and anaerobic respiration; Lactic acid; Flexion and extension; Abduction and adduction; Lateral and medial rotation; Pronation and supination; Dorsiflexion and plantarflexion; Inversion and Eversion; Circumduction; Insertion and origin; Isotonic and isometric contractions; Head and face; Frontalis; Corrugator; Orbicularis oculi; Procerus; Nasalis; Levator labii superioris; Zygomaticus minor; zygomaticus major; Buccinator; Orbiculus oris; Risorius; Platysma; Depressor anguli oris; Depressor labii inferioris; Mentalis; Temporalis; Masseter; Neck - platysma muscle; Body; Chest and back; Trapezius; Deltoid; Pectoralis major; Latissimus dorsi; Rectus abdominus; External obliques; Spine and rib cage; Erector spinae; Intercostals; Arm; Biceps; Triceps; Brachioradialis; Extensor carpi radialis longus; Hand; Abductor pollicis brevis; Adductor pollicis; Flexor pollicis brevis; Opponens pollicis; Buttock; Gluteus maximus; Gluteus medius; Upper leg; Hamstrings; Pectineus; Quadriceps; Sartorius; Lower leg; Gastrocnemius; Soleus; Foot; Extensor digitorum brevis; Extensor hallucis brevis; Flexor Digiti Minimi Brevis; Muscle atrophy; Muscular dystrophy; Fibromyalgia; Myositis; Cramp; Tendonitis; Shin splints; Sprain; Lateral epicondylitis.</p> |
| 5. Understand the structure, function and pathology of the nervous system | <p>5.1 The functions of the nervous system; Neurons; Divisions of the nervous system; The central nervous system; The brain; The spinal cord; The peripheral nervous system; The somatic nervous system; The autonomic nervous system; Divisions of the autonomic nervous system; The sympathetic nervous system; The parasympathetic nervous system; Stress and the nervous system; Interrelationship with the nervous system and other systems of the body; Diseases and disorders of the nervous system.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|                                                                             | <p>Types of neurons; Structure of a neuron; Recap of structure of a neuron; Synaptic transmission; Recap of synaptic transmission; Neurons and nerves; Functions of different parts of the brain; Structures of the brain; Ventricles; Cerebrum; The hemispheres and lobes of the cerebrum; Cerebral cortex; White matter; Grey matter; Meninges; Cerebellum; Hippocampus; Amygdala; Thalamus; Hypothalamus; Pituitary gland; Brainstem; Structure of the spinal cord; Nerves in the peripheral nervous system; Position of nerves in the peripheral nervous system; Cranial nerves; Spinal nerves; The somatic nervous system; The autonomic nervous system; Functions of the sympathetic and parasympathetic nervous systems; Recap of the divisions of the nervous system; Stress and the nervous system; Interrelationship with other body systems; Neuralgia; Neuritis/Neuropathy; Sciatica; Bell's palsy; Parkinson's disease; Myalgic encephalomyelitis (ME); Cerebral palsy; Multiple sclerosis (MS); Motor neurone disease.</p> |
| 6. Understand the structure, function and pathology of the eye and the ear  | <p>6.1 The structure of the eye, Function of the eye; Protection and lubrication of the eye; How light enters the eye; Vision; Diseases and disorders of the eye; The Ear; Structure of the ear; Outer ear. Middle ear; Inner ear; Function of the ear; The path of sound; Diseases and disorders of the ear.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                             | <p>Eyelid; tear duct; Lacrimal caruncle; Iris; Pupil; Lens; Cornea; anterior chamber; Macula; Fovea centralis; Ciliary body; Choroid; Retina; Macula; Fovea; Optic disc; Optic nerve; Sclera; Rod cells; Cone cells; Aqueous humor; Vitreous humor; Electrical impulses; Optic nerve; The visual cortex; Photoreceptors; Scotomas; Hyperopia; Myopia; Astigmatism; Macular degeneration; Cataracts; Diabetic retinopathy; Glaucoma; Auricle; Helix; Concha; Lobule; Fossa; External auditory canal; Tragus; Tympanic membrane; Auditory ossicles; Malleus; Incus; Stapes; Tympanic cavity; Cochlea; Semi-circular canals; Vestibule; Organ of Corti; Auditory nerve; Eustachian tube; Hearing; balance; Ear wax (cerumen) build up and blockage; Tinnitus; Hearing loss; Presbycusis; Noise induced hearing loss.</p>                                                                                                                                                                                                                    |
| 7. Understand the structure, function and pathology of the endocrine system | <p>7.1 The function of hormones; Key hormones; Hormones and target cells; Position and function of endocrine glands; Interrelationship between the endocrine system and other systems of the body; endocrine diseases and disorders; Diseases and disorders associated with hormonal imbalance.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|                                                                                  | <p>Testosterone; Progesterone; Estrogen; Dopamine; Serotonin; Melatonin; Epinephrine; Insulin; Glucagon; Aldosterone; Norepinephrine; Cortisol; Thyroxine; Leptin; Corticotropin-releasing hormone (CRH); Gonadotrophin-releasing hormone (GnRH); Growth hormone-releasing hormone (GHRH); Human chorionic gonadotropin (hCG); Human placental lactogen (hPL); Anti-diuretic hormone (ADH); Somatostatin; Thyrotropin-releasing hormone (TRH); Adrenocorticotrophic hormone; Gonadotrophins; Prolactin; Vasopressin; Oxytocin; Triiodothyronine (T3); Thyroxine (T4); Calcitonin; Thymosin; Hormone receptors; Endocrine glands in the brain; Hypothalamus; Pituitary gland; Pineal gland; Thyroid gland; Parathyroid; Thymus; Adrenal glands; Pancreas; Ovaries; Testes; Placenta; Link with the Reproductive System, Cardiovascular System, Digestive System, Nervous System, The Skin; Hyposecretion; Hypersecretion; Hormonal imbalance; Hyperthyroidism; Cushing's syndrome; Acromegaly; PCOS (Polycystic Ovary Syndrome); Addison's syndrome; Type 1 diabetes; Type 2 diabetes; Amenorrhea; Endometriosis.</p> |
| 8. Understand the structure, function and pathology of the respiratory system    | <p>8.1 Functions of the respiratory system; Oxygen in the body; Upper and lower respiratory tract; The conductive pathway of air; The biochemical process of respiration; Diseases and disorders of the respiratory system</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                  | <p><i>Cleaning and warming the air; Production of sound; Bronchi, bronchioles and alveoli; Nasal cavity, sinuses and turbinates; Oral cavity, pharynx and larynx; Trachea; Lungs and bronchi; Pleural cavity and pleura; Diaphragm and intercostal muscles; External and internal respiration; Pulmonary circulation and systemic circulation; Pulmonary loop; Systemic loop; Control of respiration; Neural control of respiration; Respiratory chemoreceptors; Chronic Obstructive Pulmonary Diseases (COPD); Rhinitis and sinusitis; Asthma; Pneumonia; Pleurisy; Tuberculosis; Lung Cancer.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 9. Understand the structure, function and pathology of the cardiovascular system | <p>9.1 The functions of the cardiovascular system; Blood; Circulatory loops; Heart; Blood Vessels; Position of blood vessels in the body; Heartbeat; Blood pressure; Diseases and disorders of the cardiovascular system; Blood disorders.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|                                                                              | <p>Transportation; Protection; Regulation; Blood plasma; White blood cells (leukocytes); Platelets (thrombocytes); Red blood cells (erythrocytes); Chambers of the heart; Right and left atrium; Right and left ventricle; The heart wall; Endocardium; Myocardium; Pericardium; Pericardial fluid; Visceral pericardium; Heart valves; atrioventricular (AV) valves; Tricuspid valve; Mitral valve (bicuspid valve); Semilunar (SL) valves; Pulmonary valve; Aortic valve; Structure of the heart; Inferior vena cava; Superior vena cava; Left pulmonary artery; Right pulmonary artery; Left pulmonary vein; Right pulmonary vein; Aorta; Circulation of blood through the heart; Pulmonary circulation; Systemic circulation; Structure of arteries and veins; connective tissue; smooth muscle cells; valves; endothelium; endocardium; Arteries and Arterioles; Veins and Venules; Capillaries; Main arteries and veins of the head and neck; Main arteries and veins of the body; Coronary circulation; Coronary sinus; Anterior cardiac vein; Hepatic circulation: Hepatic artery; Hepatic portal vein; Sinus rhythm; Neural control of the heart; Sinoatrial node; Atrioventricular node; Bundle of His; Cardiac cycle; Atrial systole; Ventricular systole; Diastole; Regulation of Blood Pressure; Measuring blood pressure; Hypertension and hypotension; Cardiovascular disease (CVD); Coronary heart disease; Stroke; Peripheral arterial disease; Aortic disease; Blood disorders; White blood cell disorders; Red blood cell disorders; Platelet cell disorders.</p> |
| 10. Understand the structure, function and pathology of the lymphatic system | <p>10.1 The structure of the lymphatic system; Functions of the lymphatic system; Lymphatic and cardiovascular systems; Lymphatic circulation; Lymph (lymphatic fluid); Organs of the lymphatic system; Lymphatic system and the immune system; Diseases and disorders of the lymphatic system.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                                              | <p>Lymphatic capillaries and vessels; Endothelial cells; Endothelial flaps; Lymph nodes; Capsule; Cortex; Medulla; Lymphatic trunks; Jugular lymph trunks; Subclavian lymph trunks; Broncho mediastinal lymph trunks; Lumbar lymph trunks; Intestinal lymph trunk; Lymphatic ducts; Left thoracic duct; right lymphatic duct; Cisterna chyli; Adenoids; Tonsils; Thymus; Spleen; Peyer's patches; Appendix; Phagocytes; Lymphocytes; Maintaining fluid levels; transportation and removal of waste; protection against infection and disease; Leukocytes; Phagocytes; Phagocytosis; Lymphocytes; T cells; B cells; Absorption of fat from the digestive tract; Lymph; Plasma; Interstitial fluid; Oedema (water retention); Lymphedema; Hodgkin lymphoma (Hodgkin's disease);</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|                                                                              | Autoimmune diseases; Type 1 diabetes; Rheumatoid arthritis; Psoriasis/psoriatic arthritis; Multiple sclerosis; Inflammatory bowel disease (IBD); Addison's disease; Graves' disease.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 11. Understand the structure, function and pathology of the digestive system | 11.1 The functions of the digestive system; Structure of the digestive system; Gastrointestinal (GI) Tract; Supplementary organs of the digestive system; Mechanical digestion; Chemical digestion; Absorption; Diseases and Disorders of the Digestive System.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                                              | Mouth; Teeth; Incisors; Canines; Premolars; Salivary glands; Parotid glands; Submandibular glands; Sublingual glands; Tongue and Palate; Uvula; Epiglottis; Pharynx (throat); Nasopharynx; Oropharynx; Hypopharynx; Esophagus; Lower esophagus; Stomach; Cardia; Fundus body; Pylorus; Pyloric antrum; Pyloric canal; Rugae; Duodenum; Small intestine; Sections of the small intestine; Jejunum; Ileum; Mucosa; Villi; Microvilli; Large intestine; Cecum; Colon; Rectum; Anus; Liver; Gallbladder; Bile; Pancreas; Appendix; Gastric juice; Chyme; Hydrochloric acid; Enzymes involved in chemical digestion; Protease; Lipase; Amylase; Lactase; Sucrase; Maltase; Ingestion; Peristalsis; Bolus; Swallowing and peristalsis; Digestion in the stomach; Defecation; Constipation; Diarrhoea; Irritable bowel syndrome (IBS); Gastroesophageal reflux disease (GERD); Gall stones; Stomach ulcers; Coeliac disease; Cirrhosis; Gastrointestinal cancers. |
| 12. Understand the structure, function and pathology of the urinary system   | 12.1 The functions of the urinary system; Structure of the urinary system; Structure of kidneys; Function of kidneys; Composition of urine; Urine and hydration; Diseases and disorders of the urinary system; Diseases and disorders of the kidneys.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                              | Filtering waste products; Creatinine; Urea; Uric acid; Maintaining levels of water and electrolytes; Production of hormones; Renin; Erythropoietin; Activation of vitamin D; Regulation of blood pressure; Kidneys; Renal capsule; Renal cortex; Renal Medulla; Renal pyramids; Renal pelvis; Ureter; Bladder; Urethra; Nephron; Structure of the nephron; Bowman's capsule; Renal artery; Distal convoluted tubule; Reabsorption; Secretion; Renal corpuscle; Glomerulus; Renal tubules; Proximal convoluted tubule; Loop of Henle; Colour of urine and hydration; Colour of urine and its indications; Electrolytes; Uric acid; Creatinine; Urinary tract infections; Chronic kidney disease; Kidney failure; Urinary tract                                                                                                                                                                                                                              |

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|                                                                                 | <i>infections; Nephritis; Kidney stones; Cancers of the urinary system.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 13. Understand the structure, function and pathology of the reproductive system | 13.1 The structure and function of the female reproductive system; Structure and function of the male reproductive system; Structure and function of the breast; Menstruation; Conception; Pregnancy; Labour; Birth; Diseases and disorders of the reproductive system.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                 | <i>Uterus; Fallopian tubes; Cervix; Ovary; Vagina; Vulva; Labia majora; Labia minora; Clitoris; Penis; Urethra; Prostate gland; Scrotum; Testes; Epididymis; Vas deferens; Seminal vesicle; Breast glands; Lactiferous ducts; Suspensory ligaments; Fatty tissue; Lactiferous ducts; Nipple; Areola; Menstrual cycle; Follicular phase; Luteal phase; Ovulatory phase; luteinizing hormone (LH), follicle-stimulating hormone (FSH), Estrogen; Progesterone; Corpus luteum; Corpus albicans; Gamete; Ova, Sperm; Sperm transport; Egg transport; Fertilisation; Zygote; Mitosis; Embryo; Blastocyst; Implantation; Signs of pregnancy; The uterus, placenta and umbilical cord; The three trimesters; Infertility; Erectile dysfunction; Problems with ovulation; Dysmenorrhoea; Amenorrhoea; Pre-menstrual syndrome (PMS); Premenstrual dysphoric disorder (PMDD); Endometriosis; Polycystic ovary syndrome (PCOS); Ectopic pregnancy; Mastitis; Common cancers of the reproductive system.</i> |

| Document Specification: |                                                                                                                            |                           |                                                                                                                                        |                         |          |
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| Purpose:                | To detail the specifications of the GA Level 3 Certificate in Anatomy, Physiology and Pathology (603/5679/0) qualification |                           |                                                                                                                                        |                         |          |
| Accountability:         | GA Governance Committee                                                                                                    |                           | Responsibility:                                                                                                                        | GA Compliance Manager   |          |
| Version:                | 4                                                                                                                          | Effective From:           | Oct 2026                                                                                                                               | Indicative Review Date: | Oct 2031 |
| Links to Ofqual GCR     | E3; G6; G7; H2                                                                                                             | Other relevant documents: | GA Centre Handbook<br>GA Candidate Access Policy<br>GA Malpractice & Maladministration Policy<br>GA CASS and General Moderation Policy |                         |          |