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This qualification guide covers the following qualification:

Qualification Number	Learning Aim Code	Diploma Title	Validation Period
QAAQ004784	40014915	Access to Higher Education Diploma (Nursing)	1 August 2024 – 31 July 2029

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1.0 March 2024	n/a	n/a
1.1 April 2024	Changes to the Equity, Diversity and Inclusion Policy	Pg11
1.2 November 2024	Amendment to Learning Outcome 2 of unit QU034782 Human Anatomy and Physiology	Pg33

## About this Access to HE Diploma Guide

This Access to HE Diploma Guide is intended for Tutors, Assessors, Internal Quality Assurers, Quality Managers and other staff working at or affiliated with Gateway Qualifications' Access to HE approved providers or prospective providers.

It sets out what is required of the learner in order to achieve the Access to HE Diploma. It also contains information specific to managing and delivering the Access to HE Diploma including specific quality assurance requirements.

The guide should be read in conjunction with the Gateway Qualifications Access to HE Provider Handbook and other publications available on the Gateway Qualifications website, which contain more detailed guidance on assessment and verification practice.

In order to deliver this Access to HE Diploma, your organisation must be a Gateway Qualifications recognised provider and approved to offer this Access to HE Diploma.

If your organisation is not yet recognised, or approved for this, please contact our Development Team to discuss.

Telephone: 01206 911211

Email: [enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)

Website: <https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/>

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## 1. Diploma Information

### 1.1 Overview of the Access to HE Diploma

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The Access to Higher Education (Access to HE) Diploma (the Diploma) is a nationally recognised qualification with common requirements relating to the description of a learner's achievement. The Diploma is:

- a level 3 qualification, regulated by the Quality Assurance Agency for Higher Education (QAA)
- a unitised qualification, based on units of assessment which are structured in accordance with the Access to Higher Education unit specification
- a credit-based qualification, operated in accordance with the terms of the Access to Higher Education Diploma Specification
- a graded qualification, as determined by the Access to Higher Education Grading Scheme.

Details of the credit framework and requirements relating to the award of credit are provided within the Quality Assurance Agency Recognition Scheme for Access to Higher Education: The Access to Higher Education Diploma Specification 2024. The specification for the achievement of the Access to HE Diploma states that:

- the total credit achievement is 60 credits
- of these 60 credits, 45 must be achieved at level 3 from graded units containing academic subject content
- the remaining 15 credits may be achieved at level 2 or 3 from ungraded units.

Individual named Diplomas are identified by separate titles and are validated by Gateway Qualifications as an Access Validating Agency (AVA) recognised by the Quality Assurance Agency for Higher Education (QAA). Each Diploma has its own approved set of units of assessment, governed by rules of combination, which are appropriate to the subject of the particular Diploma. The common grading requirements apply to all individual Diplomas.

### 1.2 About this Diploma

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The Diploma provides learners with a wide choice of units to support progression into Nursing degree programmes. The mandatory group of units ensures that learners have a good understanding of themes relevant to Nursing including key topics in Homeostasis, Human Anatomy and Physiology, Human Reproduction and Health Related Issues and Introduction to Biology: Cells and Tissue. It is recommended that learners also complete a specific number of credits from psychology and sociology units as well as a research module, as the Diploma has been developed to meet the requirements of the QAA subject descriptor for Nursing and Health Professions. Learners must also complete ungraded units focusing on numeracy in health contexts and focusing on professional behaviours linked to nursing.

Learners can choose from a variety of optional units linked to Nursing. However, as this Diploma is designed to meet the requirements of the QAA Nursing and Health Professions subject descriptor, it is recommended that learners meet the rules of combination to cover psychology, sociology and other health contexts. Learners may also want to study the

practical skills that are required within the sector as part of the health contexts optional graded group.

In addition to the graded units, learners must choose from a selection of mandatory and optional ungraded units to support underpinning skills for work within the sector and for further academic study. Again, the choice of mandatory units reflects the requirements of the QAA subject descriptor, and learners must undertake mandatory numeracy and professional behaviour units.

### 1.3 Purpose

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The primary purpose of Access to HE Diploma is to provide Higher Education progression opportunities for adults who, because of social, educational or individual circumstances, may have achieved few, if any, prior qualifications.

### 1.4 Aims

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The qualification aims to:

- reintroduce learners to education, recognising prior skills and experience and the particular needs of those returning to learning
- offer learners a responsive, supportive return to learning at a level appropriate for entry to Higher Education
- develop the appropriate skills, such as study skills, necessary to enable learners to succeed in their Higher Education career
- address issues of widening participation and social inclusion
- raise learner awareness of the opportunities that a return to study and lifelong learning can bring.

### 1.5 Objectives

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The objective of the Diploma is to enable learners to:

- satisfy the general academic requirements for entry to Higher Education
- prepare for Higher Education level study generally and in subject areas appropriate to an intended Higher Education course destination
- demonstrate appropriate levels of competence in subject-specific skills and knowledge
- demonstrate practical, transferable and academic skills
- develop their confidence and ability to cope with a return to education at an advanced level
- enhance personal and career opportunities
- develop as independent and lifelong learners.

### 1.6 Sector Subject Area

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1.2 Nursing and Subjects and Vocations Allied with Medicine.



## 1.7 Target Groups

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The target groups of this Diploma are as follows:

- Adults who, because of social, educational or individual circumstances, may have achieved few, if any, prior qualifications and wish to progress to Higher Education.
- Adults who have gone straight into industry (perhaps following apprenticeship routes) who wish to progress to Higher Education.

These specified target groups are appropriate to the proposed Diploma because it offers the following:

- Strong academic study skills that are built into the design of the Diploma and provide a thorough grounding to support progression.
- A lean delivery model in terms of units so learners are not overwhelmed.
- Ability to study a range of subjects as A-level learners do prior to choosing a focus for Higher Education.
- The inclusion of a well-being unit in all Diplomas to support learners through their journey.

The Diploma will address the learning needs of these target groups with underpinning skills to support academic study and provide a level 3 qualification linked to their proposed Higher Education study. A broad range of knowledge will be acquired to support an understanding of Nursing, including Biology, Mathematical Skills needed for Health Contexts, and Professional Behaviours, ensuring that the learner is fully prepared for progression onto the relevant degrees.

## 1.8 Delivery Methods

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Delivery methods for the Access to Higher Education Diploma (Nursing) can include:

- Face to face
- Blended learning
- Online learning.

It is recommended that if the psychology units are selected, the learners should undertake the Introduction to Psychology unit first.

Depending on the choice of units, assessment methods could include: academic poster, report, written questions and answers, open and closed book exams, worksheets, investigation, essay, project, presentation, case study, professional discussion, practical demonstration, reflective journal, professional development plan, literature review and SWOT analysis.

## 1.9 Achievement Methodology

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The Diploma will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' quality assurance process.

The qualification is therefore determined by successful achievement of all required unit assessments with no further requirement for additional/terminal assessment.

Learners will complete a planned, balanced and coherent programme of study, through which they will be able to acquire subject knowledge and develop academic skills that are relevant to the intended progression route(s). The units include a balance of units that allow the learners to study a broad range of topics until they have fully decided on their preferred route at degree level. The ungraded units have been chosen to support both progression into Higher Education and also allow learners to develop skills relevant to the subject area.

## 1.10 Geographical Coverage

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This qualification has been approved for delivery in England. If a provider based in Wales would like to offer this qualification, please contact Gateway Qualifications.

## 1.11 Progression Opportunities

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The rules of combination include both mandatory and optional units. Stakeholders including Access to HE providers, subject experts and Higher Education Institute (HEI) representatives have reviewed and provided feedback on the appropriateness and coherency of the rules of combination, including the balance and mix of mandatory and optional units, for the intended progression route(s). All units are subject to the unit review process as part of the Diploma development process, this includes as a minimum a review by a subject expert in terms of the academic challenge of the level and content and a review to ensure the unit meets QAA format specifications. Monitoring of standards will be managed through the quality assurance and moderation process.

Following successful completion of the Access to Higher Education Diploma (Nursing), learners may progress to the following:

- BSc (Hons) Biological Sciences
- BSc (Hons) Childcare and Early Years
- BSc (Hons) Healthcare Science (Life Sciences)
- BSc (Hons) Mental Health Nursing
- BSc (Hons) Midwifery
- BSc (Hons) Nursing (Adult)
- BSc (Hons) Nursing (Child)
- BSc (Hons) Nursing (Learning Disabilities)
- BSc (Hons) Nursing (Mental Health)
- BSc (Hons) Occupational Therapy
- BSc (Hons) Operating Department Practice
- Degree Apprenticeships for Nursing and/or Trainee Nursing Associate
- MSc (combined pathway) Adult and Children's Nursing
- MSc (combined pathway) Adult and Mental Health Nursing

The qualification does not provide guaranteed entry to UK Higher Education.

## 1.12 Equity, Diversity and Inclusion

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At Gateway Qualifications we aim to create an environment which celebrates differences and strives for equitable opportunities and outcomes for all. More than a mere commitment, this Equity, Diversity, and Inclusion Policy stands as a framework, informing every aspect of the work we do. It is our aim to support our staff and learners, including apprentices, of all abilities, ensuring the development, delivery, and awarding of qualifications in a fair and inclusive manner.

For full details please see the [Equity, Diversity and Inclusion Policy](#).

## 2. Learner Entry Requirements

### 2.1 Age

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The course is designed to meet the needs of adults who have been out of full-time education for a significant period of time and who have not achieved some or any formal qualifications. Generally, this would apply to learners over the age of 19.

### 2.2 Prior Qualifications

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There is no requirement for learners to have achieved prior qualifications or units before undertaking this qualification.

Providers may ask learners for a pass in GCSEs, normally Maths and English, as a mark of ability at level 2 as an appropriate entry requirement to a level 3 course. This also establishes HEI destination qualifications for Nursing, teaching, etc. where these are required as part of the HEI application.

### 2.3 Prior Skills/Knowledge/Understanding

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There is no requirement for learners to have prior skills, knowledge or understanding. However, learners would be expected to be able to demonstrate the skills and ability to study at level 3.

### 2.4 Access to Qualifications for Learners with Disabilities or Specific Needs

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Gateway Qualifications and recognised providers have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the rigour of the assessment used to evidence the criteria.

Gateway Qualifications has a duty to permit a reasonable adjustment where an assessment arrangement would disadvantage a learner with a disability, medical condition or learning need.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested or provide an unfair advantage:

- adapting assessment materials
- adapting the physical environment for access purposes
- adaptation to equipment
- assessment material in an enlarged format or Braille
- permitting readers, signers, scribe, prompter, practical assistant
- changing or adapting the assessment method
- extra time, e.g. assignment extensions
- transcript

- use of assistive software where the software does not influence the learner's ability to demonstrate the skills, knowledge or understanding, e.g. use of spellchecker in an English assessment
- using assistive technology
- use of closed-circuit television (CCTV), coloured overlays, low vision aids
- use of a different assessment location
- use of information and communications technology (ICT)/responses using electronic devices.

It is important to note that not all the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular learner may be unique to that individual and may not be included in the list of available adjustments specified above.

Details on how to make adjustments for learners is set out in the Reasonable Adjustments and Special Considerations Policy and Procedures.

## **2.5 Additional Requirements/Guidance**

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Learners must have a UK, including the Channel Islands and Isle of Man, address (including BFO) to be registered on an Access to HE Diploma.

## **2.6 Integrity in Learner Recruitment**

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It is vital that providers recruit with integrity. Providers must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs.

The recruitment process must include the provider undertaking an assessment of each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the course and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification.

## 3. Achieving the Access to HE Diploma

### 3.1 Qualification Specification

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The generic requirements for the Access to HE Diploma are that:

- learners must achieve a total of 60 credits, of which 45 credits must be achieved at level 3 from graded units that are concerned with academic subject content and the remaining 15 credits can be achieved at level 2 or level 3 from units which are ungraded.
- all learners must register for at least one 6-credit or one 9-credit unit as part of their programme of study; this can be a graded or ungraded unit.
- the maximum number of credits that can be made up from 6-credit or 9-credit units is 30 credits; this can be from graded and ungraded 6-credit and 9-credit units.

The approved rules of combination for this Diploma are detailed below.

Where there is a selection of optional units within the permitted rules of combination, the selection of units to be used to form the Diploma course must be made before the learners are registered. Learners must be registered with Gateway Qualifications within 6 weeks (42 days) of starting their course, and units must be selected within 12 weeks from starting their course.

### 3.2 QAA Subject Descriptor for Nursing and Health Professions

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Access to HE Diplomas with the specific titles of Access to Higher Education Diploma (Nursing) or Access to Higher Education Diploma (Health Professions) must meet the essential requirements of the QAA Access to Higher Education Diploma Subject Descriptor for Nursing and Health Professions, in order to use these titles. Compliance will be determined through the validation of the Diploma by the AVA. Course providers are encouraged to include a visual signal in their course and marketing materials to indicate that the Diploma is compliant with the QAA subject descriptor for the named Diploma.

Access to HE Diplomas that meet the requirements of an Access to HE subject descriptor provide opportunities for learners that support specific progression routes into undergraduate study. While minimum requirements have been included, completion of a subject descriptor compliant Diploma does not guarantee entry to Higher Education. Other requirements for entry to undergraduate courses may be imposed

by Higher Education providers; this may include factors such as additional subject content above the minimum levels required within the subject descriptor, work experience, or Disclosure and Barring Service checks.

In order to adhere to the QAA essential requirements for the intended progression to Nursing and Health Professions, the following criteria need to be met:

Essential Subject Content	Minimum Credit Requirement at Level 3		Minimum Credit Requirement at Level 2
	Graded	Ungraded	Ungraded
Biology	15		
Numeracy in a Health Context			3
Professional Behaviours: Nursing and Health Professions		3	

	Level 3	Level 2 or 3	Total
Total minimum credits for essential subject content	18	3	21
Credits remaining for recommended or other subject content	27	12	39

The remaining level 3 credits could be for additional units in the essential subjects, or units within other subjects. The additional subjects recommended for use are psychology, context of health and sociology. Although the subject descriptor information below provides a recommended maximum number of credits from the additional subjects, this is only a recommendation, and it is not necessary to follow the subject descriptor. However, units selected must be clearly relevant to the intended progression route.

Recommended additional subjects	Recommended maximum credit
Psychology	15
Context of health	6
Sociology	6
<b>TOTAL</b>	<b>27</b>





Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU034988	Human Reproduction and Health Related Issues	3	3	Academic	Presentation Visual aids Report	10 minutes inc Q&A 250 words 500 words
QU034746	Introduction to Biology: Cells and Tissues	3	3	Academic	Academic poster Short written questions Worksheets	500 words 500 words 500 words

**Optional Units: Research Graded Academic Subject Content**

Learners must achieve 6 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU035064	Research: Extended Writing Project for Health or Care	3	6	Academic	Risk assessment Project diary Project proposal Report including research review and evaluation	250 words 500 words 250 words 2000 words
QU035050	Research Skills for Health or Care	3	6	Academic	Research diary Research proposal Report Evaluation	500 words 250 words 2000 words 250 words

### Optional Units: Graded Academic Subject Content

Learners must achieve 24 credits across the optional graded unit groups.

### Optional Units: Graded Health Contexts

The QAA Access to Higher Education Subject Descriptor for Nursing and Health Professions recommends learners achieve a minimum of 3 credits and a maximum of 6 credits from this group. However, this is only a recommendation, and it is not necessary to follow the subject descriptor.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU034888	Actions of Medicines on the Human Body	3	3	Academic	Structured questions	1500 words
QU034866	An Introduction to Health and Disease	3	3	Academic	Case study Short answer questions Individual presentation	750 words 250 words 10 minutes
QU035110	Biological Psychology: The Brain	3	6	Academic	Academic posters x 2 Report Individual presentation inc Q&A and supporting notes	500 words x 2 1000 words 10 minutes inc 5 minutes Q&A and supporting notes
QU035371	Care Principles	3	6	Academic	Essay Case study Individual presentation	1500 words 750 words 10 minutes
QU034938	Dementia Awareness	3	3	Academic	Short answer questions Case study Academic poster	500 words 500 words 500 words
QU034964	Equality and Diversity within Care Services	3	3	Academic	Case study Short answer questions	1000 words 500 words

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU035893	Female Genital Mutilation Awareness	3	3	Academic	Individual presentation Case study analysis Academic poster	10 minutes 750 words 500 words
QU034972	Government Policy in Relation to Current Health Issues	3	3	Academic	Report	1500 words
QU034978	Health or Social Care Professions: Ethics and Values	3	3	Academic	Report	1500 words
QU034778	Health Physics	3	6	Academic	Experiment and report Exam	1000 words 2 hours open book
QU035010	Mental Health and Illness	3	3	Academic	Report	1500 words
QU035032	Practical Skills for Health Professionals	3	3	Academic	Practical demonstrations and accompanying report x 2 Professional discussion	500 words 5 minutes inc. Q&A and witness statement
QU035036	Promoting Health	3	3	Academic	Report	1500 words
QU034650	Safeguarding Children, Young People and/or Vulnerable Adults	3	3	Academic	Case studies x 2	750 words x 2
QU034836	Scientific Methods in Biology	3	3	Academic	Practical investigations, scientific report including at least one graph, chart and table  Worksheets	750 word scientific report based on investigations, including at least one graph, chart and table 500 words

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU034846	The Endocrine System	3	3	Academic	Worksheets Individual presentation Self evaluation	750 words 10 minutes 250 words
QU035114	The Role of the Health or Social Care Professional	3	3	Academic	Essay	1500 words
QU034986	The Role of the Nervous and Endocrine System in Co-ordination and Control	3	3	Academic	Exam	1.5 hours open book

### Optional Units: Graded Sociology

The QAA Access to Higher Education Subject Descriptor for Nursing and Health Professions recommends learners achieve a minimum of 3 credits and maximum of 6 credits from this group. However, this is only a recommendation, and it is not necessary to follow the subject descriptor.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU034980	Health Inequalities	3	3	Academic	Report	1500 words
QU035002	Introduction to Sociology	3	3	Academic	Viva Controlled assessment	10 minutes including Q&A and witness statement 30 minutes open book
QU035028	Poverty and Social Exclusion	3	3	Academic	Exam	2 hours closed book
QU035076	Social Drugs and Medicines	3	3	Academic	Report Case study	750 words 750 words
QU035084	Sociology of Health	3	3	Academic	Report	1500 words

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU035118	The Sociology of Health and Illness: Theoretical Perspectives	3	3	Academic	Essay	1500 words

### Optional Units: Graded Psychology

The QAA Access to Higher Education Subject Descriptor for Nursing and Health Professions recommends learners achieve a minimum of 9 credits and a maximum of 15 credits from the group. However, this is only a recommendation, and it is not necessary to follow the subject descriptor.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU034886	Abnormal Psychology	3	3	Academic	Report Case study	750 words 750 words
QU034912	Cognitive Psychology	3	3	Academic	Exam	2 hours closed book
QU034940	Developmental Psychology	3	3	Academic	Report	1500 words
QU034982	Health Psychology	3	6	Academic	Exam Case studies x 2	1.5 hours open book 750 words x 2
QU035000	Introduction to Psychology	3	3	Academic	Essay	1500 words
QU035306	Social Psychology	3	3	Academic	Controlled assessment	1.5 hours open book

### Mandatory Unit: Ungraded

Learners must achieve 3 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU035178	Professional Behaviours: Nursing and Health Professions	3	3	Other	Report Reflective journal Personal and professional development plan	750 words 500words 250 words

### Mandatory Units: Numeracy in a Health Context Ungraded

Learners must achieve 3 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU035168	Numeracy in a Health Context	2	3	Other	Exam	1.5 hours open book
QU035170	Numeracy in a Health Context	3	3	Other	Exam	1.5 hours open book

### Optional Units: Ungraded

Learners must achieve 9 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU034692	Academic Writing Skills	3	3	Other	Notes from a range of sources Essay plan Essay	300 words 200 words 1000 words
QU035156	Communications - Reading and Writing	2	3	Other	Summary Literature review Personal statement	300 words 700 words 500 words
QU034696	Communication - Speaking and Listening	3	3	Other	Oral presentation Group discussion  Self evaluation	15 minutes 15-20 minutes and supporting materials 500 words 200 words
QU034700	Computer Data Protection	3	3	Other	Structured questions Case study analysis	750 words 750 words
QU034704	Inclusivity and Disability	3	3	Other	Exam Presentation with supporting notes	1 hour closed book 10 minutes
QU035911	Introduction to Biology	3	3	Academic	Controlled assessment	2 hours closed book
QU034708	Optimising Examination Performance	3	3	Other	Examination preparation plan Examination paper from another unit Reflective journal	500 words 1-2 hours 800 words

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU034710	Preparation for Higher Education	3	3	Other	Research  Application form and personal statement  Prepared Q&A	Review of research, course and decision 500 words Application form and personal statement 750 words* Prepared Q&A 250 words (*4000 characters or roughly 450 word UCAS limit for personal statement)
QU034712	Presentation Skills	3	3	Other	Notes from a range of sources Presentation Presentation lecture notes and handouts	300 words 200 words 1000 words
QU034714	Presenting Information Using ICT	3	3	Other	Notes from a range of sources Presentation Presentation lecture notes and handouts	300 words Presentation 200 words
QU034720	Promoting Wellbeing and Building Resilience	3	3	Other	Report	1500 words
QU034722	References and Reliability of Sources	3	3	Other	Literature review	1500 words including recognised form of referencing and bibliography
QU034726	Spreadsheets	3	3	Other	Portfolio of evidence	Spreadsheet and 500 words supporting notes



Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU034728	Statistics	3	3	Other	Exam	2 hour closed book
QU034730	Study Skills for Higher Education	3	3	Other	Report Summary Samples of notes Study timetable Revision timetable Essay in controlled conditions Presentation	500 words Approx. 150 words Samples of notes x 2 To cover 2 weeks To cover 2 weeks 1.5.hrs 10 minutes including visual aids and appropriate resources
QU034734	The Fundamentals of Environmental Sustainability	3	3	Other	Report	1500 words
QU034736	Writing Reports	3	3	Other	Report plan Presentation of report plan Report	Plan 2-3 minutes 1000 words

### 3.4 Additional Completion Requirements

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Learners will probably require a pass in Maths and English at GCSE level or Functional Skills at level 2 to progress onto a degree course. Providers should guide learners to ensure they are aware of Higher Education course entry requirements.

### 3.5 Recognition of Prior Learning

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Recognition of prior learning is a process that considers if a learner can meet the specified assessment requirements through knowledge, understanding or skills that they already possess and that can contribute towards the attainment of the qualification they wish to undertake.

For further information, please refer to Annex C, Access to Higher Education Diploma Specification:

[The Access to Higher Education Diploma Specification, July 2023 \(gaa.ac.uk\) - Applicable to new students registering from 1 August 2024](https://www.gaa.ac.uk/ahed-specification)

### 3.6 Credit Accumulation and Transfer

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A maximum of 30 credits will be permitted to be exempted from this Diploma on the basis of relevant prior certificated achievement; a maximum of 30 credits at level 2 (where applicable) or level 3 may be awarded through the accreditation of prior experiential learning.

### 3.7 Credit Values and Notional Learning Hours

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The credit value of a unit indicates the number of credits that may be awarded to a learner for the successful achievement of all the learning outcomes of that unit. The determination of the credit value of a unit is a matter of professional judgement for AVAs, exercised within their validation processes. These judgements are made on the basis of 'notional learning hours', where one credit represents those learning achievements that can be completed and demonstrated in 10 notional learning hours. The concept of 'notional learning hours' therefore takes into account all learning that may be relevant to the achievement of the learning outcomes, including directed and private study, practical and project work, assignments and assessment time.

## 4. Access to HE Units of Assessment

### 4.1 Unit Specification

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A common unit specification applies to all units within Access to HE Diplomas. The unit specification follows a standard template covering the following elements:

- title
- level
- credit value
- unit code
- learning outcomes
- assessment criteria
- type of unit (academic subject content or not).

The units of assessment for this Access to HE Diploma are contained within this Access to HE Diploma Guide.

### 4.2 Academic Subject Content

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A unit is classified as having academic subject content if the knowledge and skills covered within the unit are directly related to the subject of the name of the Access to HE Diploma. Units will not meet the academic subject content requirement if they are principally concerned with personal development, generic English or maths, or study skills.

### 4.3 Graded and Ungraded Units

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#### **Graded Academic Subject Content units**

Grading operates at unit level and only applies to units that have been approved by Gateway Qualifications within a named Access to HE Diploma. Learner achievement for graded units is recorded as pass, merit or distinction for each unit, as set out in the QAA Access to Higher Education Grading Scheme, 2024 (available via the link below) - Applicable to new learners registering from 1 August 2024. Graded units will also satisfy the criteria of academic subject content.

There is a common set of broad, generic grading standards which are used as the basis for all grading judgements on all courses. The three grading standards relate to different aspects of performance that are relevant to the assessment of a learner's readiness for higher education:

1. Knowledge and Understanding
2. Subject Specific Skills
3. Transferable Skills

All three grading standards are used with every graded unit and across every assignment within a graded unit.

Each of the three grading standards includes a set of more detailed component items which describe types of performance associated with the standard. For each component item there are parallel statements at merit and distinction, which describe increasingly demanding standards of achievement. (The distinction grade does not introduce new or 'higher level' capabilities or skills compared with merit.) When tutors use the standards for the grading of a particular unit, they select the most appropriate sub-components of the standards. In the case of Grading Standard 3 (Transferable Skills), tutors also choose at least two out of the three components, before selecting the relevant sub-components. All three sub-components must be used across the Diploma, and component b (see The Access to HE Grading Scheme Section B: The Grading Standards) must be used for all research project units. This allows the generic framework to be tailored to the specific nature of different subjects.

### Grading standards and units

- In units with more than one assignment it is not permissible to award a grade to each assignment; grading takes place at the level of the unit only.
- In units with more than one assignment, it is not permissible to use individual assignments to grade individual grading standards (for example, assignment one cannot be used to grade only Knowledge and Understanding with assignment two used to grade both Subject skills and Transferable skills).
- The choice of sub-components at unit level is normally made during the construction of the unit assessment plan and should be appropriate to cover the range of individual assignments. Therefore, the sub-components are not assigned when a unit is validated.
- Only when all assignments for an individual unit are assessed and the tutor has determined that the learner has met all the Learning Outcomes and Assessment Criteria for all unit assignments (and therefore has passed the unit) will grading of the unit take place. Grades for individual assignments must not be awarded.
- A grade indicator for each grading standard is awarded at pass, merit or distinction. The tutor will review all assignments associated with the individual unit and determine if the learner has demonstrated the standard for the grades of merit or distinction or whether the outcome remains as a pass.
- The tutor must record in writing their justification for the grade indicator awarded for each grading standard.
- The tutor reviews the three grade indicators that have been awarded for the unit and determines the overall grade for the unit. The overall grade is a recommendation to the awards board, where it will be considered and confirmed by the Board.

The full grading standards specification can be accessed via the following link, which also provides detailed information on grading:

[Access to Higher Education Diploma Specification and Grading Scheme 2024 \(gaa.ac.uk\)](https://www.gaa.ac.uk)

### Ungraded units

Ungraded units are either achieved or not achieved. Ungraded units will satisfy the criteria of study skills or academic subject content and will be level 2 or level 3 units.

## 4.4 Revisions to Access to HE Units of Assessment

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Gateway Qualifications reserves the right to review and amend units of assessment and will issue providers notification of the changes to the units of assessment. Gateway Qualifications undertakes regular unit reviews to ensure currency of units; providers are required to use updated versions where units are replaced.

## 5. Assessment and Quality Assurance

### 5.1 Provider Requirements

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Providers must be approved by Gateway Qualifications and are required to ensure that:

- the main base is in the UK, including the Channel Islands and Isle of Man,
- systems are in place to ensure that only learners with a UK address (including BFO) are registered for an Access to HE Diploma
- there are clear arrangements for the day-to-day operational management and coordination of Access to HE Diploma delivery
- there are appropriate facilities and resources at each site, and for each mode of delivery
- staff have the professional competence and skills necessary to teach and assess the units available on the Diploma
- arrangements for providing pre-course guidance to applicants and criteria for selection and admission to Access to HE courses, are consistent with QAA's requirements with respect to admissions
- the expertise and resources to provide information, advice and guidance on higher education applications and progression opportunities are available
- systems are in place for maintaining secure records of individual learners' registration and achievement
- internal moderation arrangements meet Gateway Qualifications' requirements
- arrangements are in place for internal course monitoring and self-evaluation and feedback
- procedures and criteria for the recognition of prior learning meet Gateway Qualifications' requirements
- quality assurance procedures are in place relating to the delivery of provision, including transparent processes for handling appeals and complaints.

Providers should refer to the Gateway Qualifications Access to Higher Education Provider Handbook for further information on providers requirements.

### 5.2 Staffing Requirements

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Providers are required to ensure that:

- staff have the professional competence and skills necessary to teach and assess the units available on the Diploma
- staff have the expertise required to provide information, advice and guidance on higher education applications and progression opportunities.

### 5.3 Facilities and Resources

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No specific resources are required to deliver this Diploma although consideration should be given to how the practical elements of some units can be assessed, e.g. Practical Skills for Health Professionals.

## 5.4 Assessment

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Recommended assessment methods for each unit within a Diploma are identified in section 3.3 Rules of Combination. To provide greater flexibility for providers to develop an assessment strategy that meets the needs of their individual learners, providers can select an alternative assessment method for the unit(s) within the Diploma using the equivalence guidance published on the Gateway Qualifications website.

The guidance includes the expected assessment volume for different assessment methods and should enable providers to choose alternatives whilst ensuring that the same rigour of assessment is maintained in comparison to any other three-credit or six-credit unit.

Through the Diploma guides, standardisation activities and moderation, Gateway Qualifications will provide information about unit content, delivery and assessment methods to ensure the required standards of achievement are fulfilled, whenever and wherever the Diploma is delivered.

## 5.5 Quality Assurance Requirements

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Gateway Qualifications applies a Quality Assurance model to the Access to HE Diploma of:

- internal assessment and internal verification by the provider
- moderation by Gateway Qualifications consisting of provider moderation and sampling.

These processes are set out within the Quality Assurance section of the Gateway Qualifications Access to Higher Education Provider Handbook.

## 5.6 Additional Requirements/Guidance

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As this Diploma is developed to align with the QAA Nursing and Health Professions subject descriptor, it is important that providers ensure that the required rules of combination are met in full. For the Numeracy in a Health Context unit, the minimum requirement is that a level 2 is achieved, but Gateway Qualifications has included a level 3 option should providers wish to support their learners to achieve all 60 credits at level 3.

## 6. Unit Details

### Mandatory Units: Graded Academic Subject Content

#### Access to HE Diploma Unit

<b>Title:</b>	Homeostasis		
<b>Unit Code:</b>	QU034984		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the concept of homeostasis within the human body.	1.1. Explain the mechanisms of the homeostatic system in the human body.
	1.2. Explain how environmental and physiological factors might cause the temperature of the body to increase or decrease.
2. Know about factors affecting body temperature and temperature regulation mechanisms.	2.1. Explain how environmental and physiological factors might cause the temperature of the body to increase or decrease.
	2.2. Explain mechanisms that monitor and regulate body temperature in humans, including the roles of the hypothalamus and the skin.
3. Know how illness and disease impact on human homeostatic systems.	3.1. Explain the importance of fluid balance and fluid monitoring in maintaining homeostasis.
	3.2. Analyse consequences of illness and disease on the mechanisms of the homeostatic system in the human body.
	3.3. Analyse consequences of systemic autoimmune diseases on the body's homeostatic system.



### Access to HE Diploma Unit

<b>Title:</b>	Human Anatomy and Physiology		
<b>Unit Code:</b>	QU034782		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	6
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the structure and function of the heart and circulatory system.	1.1. Explain the main components of the blood.
	1.2. Explain the basic anatomy of the heart.
	1.3. Explain the anatomy of arteries, veins and capillaries.
	1.4. Explain the function of the circulatory system with reference to the main blood vessels.
2. Be able to relate the structure of the digestive system to its functions.	2.1. Explain the gross anatomy of the digestive system.
	2.2. Define the overall function of each part of the digestive system.
	2.3. Explain the different types of enzymes found in the digestive system.
	2.4. Investigate experimentally one example of enzyme action and analyse the findings.
3. Understand the structure and function of the skeleton.	3.1. Identify and describe the main parts of the skeleton.
	3.2. Explain the nature of position of the various joints.
	3.3. Discuss the movement brought about at joints.
4. Understand the structure and function of the respiratory system.	4.1. Explain the gross and microscopic structure of the respiratory system.
	4.2. Explain breathing in terms of changes in volume and pressure.
	4.3. Identify the adaptations of the gas exchange surface.

5. Understand the structure and function of the kidney in excretion.	5.1. Explain the gross and microscopic structure involved in the formation of urine in the kidney.
	5.2. Explain the process involved in the formation of urine in the kidney.
	5.3. Explain the role of ADH in the process of osmoregulation.

**Indicative Content:**

AC 3.1: Include axial appendicular ribcage, girdles and limbs. Only a few common bone names should be introduced.

AC 3.2: E.g. forearm.

### Access to HE Diploma Unit

<b>Title:</b>	Human Reproduction and Health Related Issues		
<b>Unit Code:</b>	QU034988		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the structures and functions of the male and female reproductive systems.	1.1. Analyse the major structures of the male and female reproductive systems. 1.2. Relate the structures to their functions.
2. Understand the processes of fertilisation, implantation, pregnancy and childbirth.	2.1. Analyse the processes of fertilisation, implantation, pregnancy and childbirth.
3. Understand issues relating to sexual health.	3.1. Evaluate and discuss current issues relating to: <ul style="list-style-type: none"> <li>• contraceptive practices</li> <li>• sexually transmitted diseases</li> <li>• reproductive technology.</li> </ul>

### Access to HE Diploma Unit

<b>Title:</b>	Introduction to Biology: Cells and Tissues		
<b>Unit Code:</b>	QU034746		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Know the component nature of a generalised cell.	1.1. Identify the structure of a generalised human cell, explaining the function of the different elements.
2. Understand the processes that result in the movement of substances in and out of cells.	2.1. Explain the process of diffusion, giving an example of where this occurs in the human body.
	2.2. Explain the process of osmosis and its significance in relation to living cells.
	2.3. Explain the process of active transport.
3. Know the basic structure and functions of DNA.	3.1. Identify the basic structure of DNA, explaining its function.
4. Know the human body cells are specialised for a variety of different functions.	4.1. Identify at least two different specialised human body cells, explaining their function.
5. Understand the structure and function of the major body tissue types.	5.1. Explain the structure and function of the major body tissue types.

## Optional Units: Research Graded Academic Subject Content

### Access to HE Diploma Unit

<b>Title:</b>	Research: Extended Writing Project for Health or Care		
<b>Unit Code:</b>	QU035064		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	6
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to plan an extended writing project.	1.1. Identify and agree an extended writing project located within a knowledge domain relevant to the named Diploma.
	1.2. Develop a project brief.
	1.3. Identify any ethical, practical or safety issues, explaining how these will be managed/overcome.
	1.4. Maintain a record of project progress through all stages of research, development and completion.
2. Be able to conduct research.	2.1. Identify and conduct in-depth research from a wide range of sources.
3. Be able to develop ideas.	3.1. Select appropriate information and/or evidence.
	3.2. Analyse findings and develop ideas.
	3.3. Produce a body of work which meets the brief and includes complex ideas.
4. Be able to present the project.	4.1. Write coherently in a conventional style, appropriate to the knowledge domain.
	4.2. Reference all sources using a recommended style of referencing.
5. Be able to evaluate own writing project.	5.1. Evaluate own writing in relation to project brief.
	5.2. Identify recommendations for the future.

### Access to HE Diploma Unit

<b>Title:</b>	Research Skills for Health or Care		
<b>Unit Code:</b>	QU035050		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	6
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand research methods and their uses.	1.1. Explain the use of different research methods for a specific research purpose.
2. Be able to plan a research project.	2.1. Establish research aims related to the research topic.
	2.2. Produce a detailed research proposal with specific timescales and milestones for completion of the research.
	2.3. Justify its relevance for the subject area.
3. Be able to carry out a research project.	3.1. Carry out research that adheres to: <ul style="list-style-type: none"> <li>a) the research proposal</li> <li>b) ethical guidelines</li> <li>c) agreed timescales.</li> </ul>
4. Be able to produce a report on research using a standard format.	4.1. Report on research using a standard format.
	4.2. Evaluate findings in relation to the research aims.
	4.3. Use an accepted method of referencing source material.
5. Be able to evaluate a research project.	5.1. Evaluate a research proposal and its procedures.
	5.2. Evaluate methods used to research the subject area.

## Optional Units: Graded Health Contexts

### Access to HE Diploma Unit

<b>Title:</b>	Actions of Medicines on the Human Body		
<b>Unit Code:</b>	QU034888		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the basic principles of how medicines work in the human body.	1.1. Explain, with examples, how medicines act in the body: <ul style="list-style-type: none"> <li>• agonists</li> <li>• antagonists</li> <li>• drugs acting on enzyme systems</li> <li>• ion channels modulators/blockers.</li> </ul>
2. Know about the uses and limitations of medicines, including their management in practice.	2.1. Justify reasons for using different routes to administer medicines.
	2.2. Explain common drug-drug and drug-food interactions.
	2.3. Analyse ways of maximising the benefits of treatment and minimising any adverse effects.
3. Be able to use standard pharmacy resources to research answers to pharmaceutical queries.	3.1. Select and use appropriate sources of information to respond to a pharmaceutical query.

### Access to HE Diploma Unit

<b>Title:</b>	An Introduction to Health and Disease		
<b>Unit Code:</b>	QU034866		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand different concepts of health.	1.1. Explain different definitions of health.
2. Understand the causes of disease.	2.1. Summarise the difference between communicable and non-communicable diseases.
	2.2. Explain some biological causes of non-communicable diseases.
3. Understand the causes of health care associated infections.	3.1. Explain under what conditions healthcare associated infections are most likely to occur, and why.
	3.2. Explain what actions/inactions might cause such infections to occur.
4. Be able to suggest ways in which healthcare associated infections are prevented and controlled.	4.1. Evaluate the potential effectiveness of approved measures to prevent and control healthcare related infections.



### Access to HE Diploma Unit

<b>Title:</b>	Biological Psychology: The Brain		
<b>Unit Code:</b>	QU035110		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	6
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Know the structure and function of the brain.	1.1. Explain the structure and function of the brain, including: <ul style="list-style-type: none"> <li>a) temporal lobe</li> <li>b) occipital lobe</li> <li>c) frontal lobe</li> <li>d) parietal lobe</li> <li>e) cerebellum.</li> </ul>
	1.2. Understand the lateralisation of function in the hemispheres, including: <ul style="list-style-type: none"> <li>a) asymmetrical function</li> <li>b) role of the left hemispheres</li> <li>c) role of the right hemispheres</li> <li>d) role of the corpus callosum.</li> </ul>
	1.3. Evaluate strengths and weaknesses of lateralisation as an explanation of sex differences between males and females.
2. Understand the role of action potentials and synapses in transmitting information through the nervous system.	2.1. Summarise the structure of a neurone.
	2.2. Explain ways in which the membrane specialisation enables the establishment of the resting potential and action potentials.
3. Understand the processes involved in synaptic transmission.	3.1. Explain the mechanisms of synaptic transmission and the use of agonistic and antagonistic chemicals in modifying this process.
4. Understand how patterns of behaviour are integrated and controlled by the nervous system.	4.1. Discuss the functions of the parasympathetic and sympathetic division of the autonomic nervous system.

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|--|---|
|  | <p>4.2. Explain the impact of neurological damage on cognitions and behaviour, including:</p> <ul style="list-style-type: none"><li>a) the symptoms of visual agnosia</li><li>b) the symptoms of prosopagnosia</li><li>c) the impact of damage to the pre-frontal cortex.</li></ul> |
|--|---|

**Indicative Content:**

AC 2.2: To include: all or nothing, refractory period and saltatory conduction.

### Access to HE Diploma Unit

<b>Title:</b>	Care Principles		
<b>Unit Code:</b>	QU035371		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	6
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the values and principles set out within a professional code of conduct.	1.1. Explain the principles of good practice based on the values identified within your professional code upon which interactions within the care setting are based.
	1.2. Analyse the impact of these principles of good practice based on the values identified within your professional code on the client, in particular client empowerment.
2. Understand the importance of maintaining confidentiality of information.	2.1. Summarise the legislation/charters relating to confidentiality.
	2.2. Evaluate the effectiveness of methods of giving, receiving and storing information.
	2.3. Analyse issues relating to confidentiality in the care setting.
3. Understand how to promote anti-discriminatory practice.	3.1. Explain the personal contribution of the care worker to promoting anti-discriminatory practice.
	3.2. Summarise a care worker's role, responsibilities and accountability for Equality and Diversity within the care setting, to support meeting the equality objectives of the organisation.
4. Understand how to support individual rights and choices in a care setting.	4.1. Differentiate between personal rights and choices and legal rights.
	4.2. Explain factors which potentially affect client's rights.

5. Be able to analyse the importance of being aware of the individual's personal beliefs and identity.	5.1. Examine factors which influence the development of identity.
	5.2. Analyse how care practice can support basic human needs.
	5.3. Analyse ways in which own beliefs and preferences may affect care delivery.

**Indicative Content:**

AC 1.1: This includes the promotion of equality, diversity and inclusive practices, confidentiality, safeguarding and effective communication.

AC 2.1: This should include reference to the General Data Protection Regulations, May 2018.

AC 2.3: This includes client choice and the right/need to know.

AC 4.2: This can include abuse, risks, nature of client group and socio-economic and cultural factors.

### Access to HE Diploma Unit

<b>Title:</b>	Dementia Awareness		
<b>Unit Code:</b>	QU034938		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand what dementia is.	1.1. Explain what is meant by the term 'dementia'.
	1.2. Define the key functions of the brain that are affected by dementia.
	1.3. Explain why other impairments may be mistaken for dementia.
2. Understand key features of theoretical models of dementia.	2.1. Explain the social model of dementia.
	2.2. Explain the medical model of dementia.
	2.3. Summarise reasons for classifying dementia as a disability.
3. Be able to examine common forms of dementia and their causes.	3.1. Outline common forms of dementia, reviewing the likely causes of each.
4. Understand the impact of dementia on the individual and others.	4.1. Assess the impact of dementia people living with dementia, those they interact with, and local and national care services policy.

### Access to HE Diploma Unit

<b>Title:</b>	Equality and Diversity within Care Services		
<b>Unit Code:</b>	QU034964		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the terminology used in relation to equality and diversity in care services.	1.1. Explain terminology related to equality and diversity used in care services. 1.2. Discuss the impact of vocabulary related to equality and diversity on the self-esteem of service users.
2. Be able to analyse the impact of legislation on the implementation of equality and diversity practices within care services.	2.1. Analyse the impact of implementing practices related to equality and diversity in light of a given situation.
3. Be able to evaluate ways in which individuals with protected characteristics are supported by equality and diversity legislation.	3.1. Evaluate the extent and limitations of equality and diversity legislation in relation to supporting those with protected characteristics in a given care services situation.

### Access to HE Diploma Unit

<b>Title:</b>	Female Genital Mutilation Awareness		
<b>Unit Code:</b>	QU035893		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand what Female Genital Mutilation (FGM) is.	1.1. Explain the four types of FGM.
	1.2. Explain cultural beliefs which underlay the practice.
	1.3. Discuss the prevalence of FGM in the UK.
2. Understand legislation related to FGM.	2.1. Summarise the legislation related to FGM in the UK.
	2.2. Explain the mandatory reporting duty for professionals, focussing on a given professional role.
	2.3. Explain the reasons for the mandatory requirement for professionals to report FGM cases.
3. Be able to evaluate approaches taken to prevent FGM practices.	3.1. Compare two community engagement approaches taken, related to FGM.
	3.2. Summarise how agencies can work together to prevent FGM.

### Access to HE Diploma Unit

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

This unit has 4 learning outcomes.

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

#### Indicative Content:

AC 3.1: E.g. National, NICE guidelines, Public Health England.

LO 3: Refer to the current health issue identified in AC 1.1.



### Access to HE Diploma Unit

<b>Title:</b>	Health or Social Care Professions: Ethics and Values		
<b>Unit Code:</b>	QU034978		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to examine the culture and values which underpin health or social care codes of practice/conduct.	1.1. Explain the culture and values which underpin the health or social care codes of practice/conduct.
	1.2. Analyse how the culture and values which underpin health or social care professions are implemented in practice.
	1.3. Assess the implications of not following these codes of practice/conduct.
2. Understand how the implementation of ethical frameworks have the potential to impact on health or social care professionals.	2.1. Outline two ethical principles which affect health or social care professionals.
	2.2. Analyse how these two ethical aspects are implemented in practice.
3. Be able to recognise ethical dilemmas in the health or social care sector and how they can be avoided.	3.1. Explain three situations which pose ethical dilemmas within the health or social care sector.
	3.2. Analyse ways in which each situation could have been avoided.

### Access to HE Diploma Unit

<b>Title:</b>	Health Physics		
<b>Unit Code:</b>	QU034778		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	6
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand methods used to image the human body for medical diagnosis.	1.1. Explain the principles of imaging using a range of imaging techniques.
	1.2. Summarise the advantages and disadvantages of the imaging methods.
2. Be able to model the behaviour of x-rays using light.	2.1. Carry out a simple experiment modelling the behaviour of X-rays using light.
	2.2. Write a scientific report of the experiment.
3. Understand methods of medical treatment using ionising radiation, ultrasound, and lasers.	3.1. Explain the use of ionising radiation, ultrasound and lasers in medical treatments.
4. Understand the hazards to staff and patients associated with medical imaging technologies.	4.1. Describe the effects of ionising radiation on tissues and organs.
	4.2. Explain the effect of laser light on living tissues.
	4.3. Explain the hazards of the strong magnetic fields in the vicinity of an MRI scanner.
5. Understand safety procedures and equipment used to monitor and reduce the hazards from ionising radiation and laser light.	5.1. Explain methods of measuring the radiation dose received by medical staff and patients.
	5.2. Describe equipment and procedures used to minimise the hazards from radiation and lasers in hospitals.
	5.3. Explain the importance of minimising risks from the use of radiation and lasers in hospital.

6. Be able to assess the benefits of modern imaging techniques in treating injuries and diseases.

6.1. Assess the use of a given modern imaging technique in a given treatment.

### Access to HE Diploma Unit

<b>Title:</b>	Mental Health and Illness		
<b>Unit Code:</b>	QU035010		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the problems in defining abnormal and normal behaviour.	1.1. Explain the difficulties in defining abnormality and normality.
2. Understand the different psychological explanations given for the cause of a particular mental illness.	2.1. Explain the causes of a particular mental illness from different perspectives within psychology.
3. Be able to analyse the concept of mental ill health and mental wellbeing from key stakeholder's perspectives.	3.1. Analyse the concept of mental ill health and mental wellbeing from both the professional and service user/carer perspective.
4. Be able to examine the perception of mental ill health in society.	4.1. Appraise how mental ill health is viewed and understood by society today and how this has changed over time.

#### Indicative Content:

AC 2.1: Different perspectives include medical, psychodynamic, behaviourist, cognitive and humanistic theories.

AC 3.1: To include family/friends.

AC 4.1: Stigma and discrimination should be discussed. Could also include how mental health is viewed in different cultures.

### Access to HE Diploma Unit

<b>Title:</b>	Practical Skills for Health Professionals		
<b>Unit Code:</b>	QU035032		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand precautions a health professional should take before undertaking any physical contact with a patient.	1.1. Explain the need for specific personal protective equipment (PPE) for three different scenarios that require physical contact with a patient.
	1.2. Explain how to safely put on and remove required personal protective equipment (PPE).
	1.3. Explain best practice in washing hands and its importance to patient care.
2. Be able to measure and record patient vital signs.	2.1. Measure and interpret the vital signs for one patient. Include: <ul style="list-style-type: none"> <li>a) respiration rate</li> <li>b) oxygen saturation</li> <li>c) systolic blood pressure</li> <li>d) pulse rate</li> <li>e) level of consciousness</li> <li>f) temperature.</li> </ul>
	2.2. Enter a range of clinical data on to the National Early Warning Score Chart (NEWS2) for one patient.
	2.3. Using the data for one patient recommend a course of action.
3. Be able to perform Basic Life Support.	3.1. Demonstrate the required skills for delivering CPR.
	3.2. Demonstrate the safe use of a defibrillator machine.
	3.3. Demonstrate how to safely manoeuvre a patient into the recovery position.

**Indicative Content:**

LO 3: To be delivered in accordance with the Resuscitation Council UK Standards. Staff delivering this unit must meet the requirements set out in the standards.

### Access to HE Diploma Unit

<b>Title:</b>	Promoting Health		
<b>Unit Code:</b>	QU035036		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the terms health education and health promotion.	1.1. Explain the terms health education and health promotion.
2. Be able to evaluate the approaches to health education/promotion.	2.1. Evaluate approaches used in health education.
	2.2. Evaluate a significant governmental national health promotion activity.
3. Understand the role of health professionals in promoting health.	3.1. Compare and contrast the health education/promotion role of 4 different health professionals. Choose a different setting for each of the 4.
4. Be able to evaluate how the mass media is used in health promotion.	4.1. Evaluate how the mass media is used in health promotion.

### Access to HE Diploma Unit

<b>Title:</b>	Safeguarding Children, Young People and/or Vulnerable Adults		
<b>Unit Code:</b>	QU034650		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand what 'safeguarding' is.	1.1. Explain the concept of safeguarding children, young people, and vulnerable adults.
	1.2. Explain the duties of a specific professional role related to safeguarding children, young people and/or adults.
	1.3. Explain 'significant harm' in the context of safeguarding.
2. Know how to recognise abuse.	2.1. Describe the possible symptoms, indicators and behaviours that may cause concern in the context of safeguarding.
3. Be able to analyse how the legal framework protects children, young people and vulnerable adults.	3.1. Analyse how legislation, national and local guidelines, policies and procedures for safeguarding, dictate day to day work with either children and young people and/or vulnerable adults.
	3.2. Examine the importance of partnership working in the context of safeguarding.

#### Indicative Content:

AC 2.1: Include coercive behaviours, interpersonal violence, and domestic abuse.



### Access to HE Diploma Unit

<b>Title:</b>	Scientific Methods in Biology		
<b>Unit Code:</b>	QU034836		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to apply the concept of units and scales in biology.	1.1. Differentiate the scale of measurement in various biological structures.
	1.2. Measure, reform and calculate magnifications and sizes from diagrams and micrographs.
	1.3. Diagnose various units of measurement and express them in different ways.
2. Be able to tabulate, plot and interpret data.	2.1. Apply data in fully labelled tables manually and using basic spreadsheet functions.
	2.2. Develop graphs from tabulated data both manually and using spreadsheets.
	2.3. Calculate rates of change.
	2.4. Explain the importance of rates of change.
3. Be able to report scientifically.	3.1. Demonstrate how to record methods and results clearly.
	3.2. Interpret results.
	3.3. Evaluate work (discuss limitations of method, suggest improvements and further experiments).

### Access to HE Diploma Unit

<b>Title:</b>	The Endocrine System		
<b>Unit Code:</b>	QU034846		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Know the structure of the endocrine system.	1.1. Describe the positions of the main endocrine organs of the body.
2. Know the main features of hormone action.	2.1. Explain the difference in action between two main classes of hormones.
	2.2. Compare and contrast the action of hormones with neurones.
3. Understand the action of the pituitary gland.	3.1. Explain how the pituitary gland regulates other glands.
	3.2. Describe the link between the pituitary and the nervous system.
4. Understand the action of the adrenal gland.	4.1. Explain the circumstances under which adrenaline is produced.
	4.2. Describe some of the hormones of the adrenal gland and their effects.
	4.3. Describe the role the adrenal gland plays in maintaining homeostasis.
5. Understand the role of hormones in the control of blood sugar levels.	5.1. Explain the role of insulin and glucagon in the control of blood glucose.

### Access to HE Diploma Unit

<b>Title:</b>	The Role of the Health or Social Care Professional		
<b>Unit Code:</b>	QU035114		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to analyse the role of the health or social care professional.	1.1. Analyse the role of a health or social care professional.
2. Understand the significant professional qualities and skills needed by a health or social care professional.	2.1. Describe some significant professional qualities and skills needed to practice in a specific area of health or social care.
	2.2. Identify the frameworks which set out the expected skills, qualities, and values requirements for a specific health or social care professional.
	2.3. Explain how a professional body regulates practice and conduct within a specific area of health or social care.
3. Know the importance of working as part of a team within health or social care.	3.1. Explain the importance of teamwork when working in health or social care professional roles.
	3.2. Analyse the potential impact of ineffective teamwork within health or social care contexts.

#### Indicative Content:

AC 1.1: Specific roles may include those within nursing, midwifery, paramedical, social care, youth or community.

### Access to HE Diploma Unit

<b>Title:</b>	The Role of the Nervous and Endocrine System in Co-ordination and Control		
<b>Unit Code:</b>	QU034986		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the central and peripheral nervous system and their functional units; neurones.	1.1. Explain the structure and functions of the central and peripheral nervous system.
	1.2. Explain the structures and functions of a neurone distinguishing between the three main types found in the human body.
	1.3. Explain a reflex arc and nerve impulse.
	1.4. Discuss two diseases/disorders of the central nervous system mentioning causes, symptoms and treatment.
2. Understand the main glands of the endocrine system.	2.1. Discuss the role of the hormones secreted by the main endocrine glands in the human body and their effects.
3. Understand sensory perception.	3.1. Explain the structure and function of the eyes.
	3.2. Explain the mechanism of visual perception in the eyes.
	3.3. Explain the structure and function of the ears.
	3.4. Explain how sound is perceived in the ears.

## Optional Units: Graded Sociology

### Access to HE Diploma Unit

<b>Title:</b>	Health Inequalities		
<b>Unit Code:</b>	QU034980		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand different sociological perspectives 'health' and 'illness'.	1.1. Compare and contrast differing sociological perspectives of health and illness.
2. Be able to analyse social variations in health in society.	2.1. Analyse the existing evidence of social variations in health and illness in society.
3. Be able to analyse the sociological explanation for inequalities in health and illness.	3.1. Analyse sociological explanations for inequalities in health and illness.

### Access to HE Diploma Unit

<b>Title:</b>	Introduction to Sociology		
<b>Unit Code:</b>	QU035002		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to evaluate the relationship between society and human behaviour.	1.1. Evaluate how social factors affect society and individuals.
2. Be able to compare and contrast approaches/perspectives to sociology.	2.1. Compare and contrast two sociological approaches/perspectives.
3. Be able to evaluate the types of research methods used in sociology.	3.1. Evaluate two different types of research methods used in sociological research.
4. Understand the importance of ethics in research.	4.1. Explain the importance of two ethical issues raised within sociological research.

### Access to HE Diploma Unit

<b>Title:</b>	Poverty and Social Exclusion		
<b>Unit Code:</b>	QU035028		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the nature of social stratification in today's British society.	1.1. Explain the nature of social stratification in today's British society.
2. Be able to analyse the effects of social inequalities on individual life chances in Britain today.	2.1. Analyse the effects of social inequalities on individual life chances in Britain today.
	2.2. Examine the concept of social exclusion.
3. Be able to evaluate the effects of poverty on life chances.	3.1. Evaluate the effects of poverty on life chances.
4. Understand the poverty threshold.	4.1. Summarise what is meant by the poverty threshold.
	4.2. Explain the poverty trap.

### Access to HE Diploma Unit

<b>Title:</b>	Social Drugs and Medicines		
<b>Unit Code:</b>	QU035076		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the differences between social drugs and medicines and why they are used.	1.1. Define the terms social drugs and medicines.
	1.2. Explain types of social drugs.
	1.3. Discuss why social drugs are used.
2. Understand the legal classifications in relation to the supply of medicines.	2.1. Explain the legal classifications in relation to the supply of medicines.
3. Understand the classification of controlled drugs and the major criminal offences relating to drugs.	3.1. Explain the classification of controlled drugs.
4. Be able to analyse the personal and social effects of drug misuse.	4.1. Analyse the potential effects of one legal and one illegal social drug on the individual.
	4.2. Examine the effects of drug misuse on society.



### Access to HE Diploma Unit

<b>Title:</b>	Sociology of Health		
<b>Unit Code:</b>	QU035084		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand differing sociological explanations of the distribution of life chances including health.	1.1. Explain how sociology can be applied to differing life chances including health.
2. Understand the social construction of health and illness.	2.1. Explain the constructs of health and illness, with reference to health patterns in different cultures.
3. Understand the relationship between health, social class, gender, ethnicity and age.	3.1. Explain the relationship between health and social class, with particular reference to gender, ethnicity and age.
4. Be able to evaluate differing explanations for the differences in health patterns.	4.1. Evaluate contrasting theories to explain the differences in health patterns utilising consensus, conflict and social action theories.

### Access to HE Diploma Unit

<b>Title:</b>	The Sociology of Health and Illness: Theoretical Perspectives		
<b>Unit Code:</b>	QU035118		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand significant sociological theoretical perspectives in relation to health and illness.	1.1. Summarise at least two sociological perspectives in relation to health and illness.
2. Be able to distinguish between the sociological and biomedical models of health, illness and disease.	2.1. Distinguish between the sociological and biomedical models of health, illness and disease.
3. Be able to analyse how the medical profession may be seen to exercise social control.	3.1. Analyse the extent to which the medical profession could be seen to exercise social control.

## Optional Units: Graded Psychology

### Access to HE Diploma Unit

<b>Title:</b>	Abnormal Psychology		
<b>Unit Code:</b>	QU034886		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the concept of psychological abnormality.	1.1. Define abnormality in terms of; statistical infrequency, deviation from social norms, failure to function adequately, deviation from mental health.
	1.2. Assess limitations associated with these definitions.
2. Understand biological and psychological models of abnormality.	2.1. Explain assumptions made by biological models of abnormality.
	2.2. Explain assumptions made by psychological models of abnormality: <ul style="list-style-type: none"> <li>• psychodynamic model</li> <li>• behavioural model</li> <li>• cognitive model.</li> </ul>
3. Be able to analyse a psychological disorder.	3.1. Analyse a disorder in terms of the biological and psychological models of abnormality.
	3.2. Evaluate potential treatment approaches for the chosen disorder.

#### Indicative Content:

AC 1.2: For example, cultural relativism.

### Access to HE Diploma Unit

<b>Title:</b>	Cognitive Psychology		
<b>Unit Code:</b>	QU034912		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand cognitive psychology.	1.1. Explain the key concepts, methods and applications in cognitive psychology.
2. Understand how memory works.	2.1. Explain how information travels through the three main components of memory - sensory, short-term and long-term memory.
3. Understand perception theory.	3.1. Explain at least one of the key theories of perception.
4. Be able to apply cognitive explanations to neurological disorders.	4.1. Apply cognitive explanations to neurological disorders.

#### Indicative Content:

AC 4.1: E.g, Autism, Alzheimer.

### Access to HE Diploma Unit

<b>Title:</b>	Developmental Psychology		
<b>Unit Code:</b>	QU034940		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the meaning of developmental psychology	1.1. Evaluate the main area of developmental psychology, cognitive skills, personal, social.
2. Know attachment theory.	2.1. Explain attachment theory in terms nativist theory, empiricist theory.
	2.2. Appraise research on attachment
3. Know cognitive stage development.	3.1. Explain one theory of development and describe the stages, sensorimotor, pre-operational, concrete operational, formal operational.
	3.2. Assess the influence of cognitive development theory in the development of play groups, nurseries, toys

#### Indicative Content:

LO 1: Encompass social development also to add breadth.

### Access to HE Diploma Unit

<b>Title:</b>	Health Psychology		
<b>Unit Code:</b>	QU034982		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	6
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Know the role of psychology in health.	1.1. Discuss a range of definitions of health.
	1.2. Discuss a range of current perspectives in health psychology.
	1.3. Compare and contrast research methods used in health psychology.
2. Be able to analyse the causes and consequences of stress including means of controlling/coping with stress.	2.1. Discuss the various physiological mechanisms underlying stress.
	2.2. Evaluate research in relation to sources of stress.
	2.3. Analyse how stress affects health.
	2.4. Evaluate treatments and methods of coping with stress.
3. Understand the role of social and emotional experiences in health psychology.	3.1. Explain how social and emotional experiences impact on health psychology.
4. Be able to analyse patient/practitioner interactions and patient's compliance with medical advice.	4.1. Discuss the behaviour and style adopted by both patient and practitioner and their effect upon interactions.
	4.2. Analyse reasons why people do not always adhere to medical advice.
	4.3. Discuss research into ways of improving: a) patients' understanding and b) patients' satisfaction in medical consultations.

#### Indicative Content:

AC 3.1: E.g., Could reference pain management.

### Access to HE Diploma Unit

<b>Title:</b>	Introduction to Psychology		
<b>Unit Code:</b>	QU035000		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the role of research in psychology.	1.1. Explain commonly used research methods.
	1.2. Explain the significance of research to psychology.
	1.3. Explain a range of ethical issues related to psychology.
2. Know main features of different perspectives in psychology.	2.1. Outline the range of approaches and perspectives in psychology.
	2.2. Analyse one approach in psychology, describing the main features of this perspective.
3. Be able to analyse a topic of interest to psychologists.	3.1. Analyse a topic of interest to psychologists from two different viewpoints.

### Access to HE Diploma Unit

<b>Title:</b>	Social Psychology		
<b>Unit Code:</b>	QU035306		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the discipline of social psychology.	1.1. Explain some key elements of the discipline of social psychology.
2. Understand social psychological explanations of human behaviour.	2.1. Summarise psychological explanations of human behaviour.
3. Be able to review the findings of key experimental studies.	3.1. Evaluate the broad findings of key experimental studies in social psychology.

Indicative Content:
AC 2.1: E.g. aggression, prejudice or social influence.
AC 3.1: E.g. Milgram, Zimbardo, Skinner.



## Mandatory Units: Professional Behaviours Ungraded

### Access to HE Diploma Unit

<b>Title:</b>	Professional Behaviours: Nursing and Health Professions		
<b>Unit Code:</b>	QU035178		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the characteristics required to be a health professional making reference to the relevant professional and regulatory body's and the Professional Standards Authority standards for registration in relation to, patient-centred care and concepts of professionalism as they apply to conduct, performance and ethics of those on the relevant professional and regulatory body's register.	1.1. Analyse the characteristics required to be a health professional with reference to: <ol style="list-style-type: none"> <li>professional values, behaviours and accountability</li> <li>patient-centred care</li> <li>concepts of professionalism as they apply to conduct, performance and ethics of those on the relevant professional and regulatory body's register.</li> </ol>
2. Understand effective communication and teamworking skills	2.1. Distinguish between effective and ineffective skills with reference to a relevant model for each of the following: <ol style="list-style-type: none"> <li>communication</li> <li>teamwork.</li> </ol>
	2.2. Evaluate the effectiveness of own communication skills, with reference to: <ol style="list-style-type: none"> <li>verbal</li> <li>non-verbal skills.</li> </ol>
	2.3. Evaluate own team working skills.
3. Know how to manage risk and deal effectively with problems.	3.1. Summarise the principles of risk management and problem-solving.

	<p>3.2. Explain how to solve a problem and manage any associated risk, using an actual or hypothetical problem relevant to a healthcare setting.</p>
<p>4. Be able to reflect on own personal and professional practice and develop a personal and professional development plan.</p>	<p>4.1. Evaluate their own personal and professional practice skills against those expected of a health professional, using a chosen model of reflective practice.</p>
	<p>4.2. Identify own continuing personal and professional development (CPD) needs based on evaluations in 4.1.</p>
	<p>4.3. Produce a plan to meet personal and professional development objectives based on an evaluation of different options.</p>
	<p>4.4. Reflect on own performance against the plan, identifying learning needs for the future throughout the duration of the Access to HE Diploma.</p>

## Mandatory Units: Numeracy in Health Context Ungraded

### Access to HE Diploma Unit

<b>Title:</b>	Numeracy in a Health Context		
<b>Unit Code:</b>	QU035168		
<b>Unit Level:</b>	Level 2	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand and use the four rules of number including in relation to units of measure.	1.1. Apply the four rules of number (add, subtract, multiply and divide) manually to positive and negative whole numbers, and to fractions and decimals.
	1.2. Apply the four rules of number (add, subtract, multiply and divide) in the correct order to solve problems manually to positive and negative whole numbers, and to fractions and decimals.
	1.3. Apply the four rules of number appropriately to solve basic problems in a health context.
	1.4. Make accurate mental estimations in order to assess the validity of calculations.
2. Understand and use decimals, fractions and percentages, including in relation to units of measure.	2.1. Identify equivalent fractions and simplify any fraction by cancelling common factors.
	2.2. Identify fractions corresponding to the decimal part of a number, or percentage, and vice versa (including recurring decimals).
	2.3. Convert between fractions, decimals and percentages.

	2.4. Solve problems using fractions, decimals and percentages, to include converting units between of measure and within a health context.
	2.5. Make accurate mental estimations in order to assess the validity of calculations.
3. Know how to use a calculator to solve problems and use appropriate tools to check their answers.	3.1. Use a calculator to apply the four rules of number (add, subtract, multiply and divide) to positive and negative whole numbers, and to fractions and decimals.
	3.2. Use a calculator to convert between fractions, decimals and percentages.
	3.3. Solve problems using fractions, decimals and percentages, to include converting units between of measure and within a health context, making appropriate use of a calculator.

### Access to HE Diploma Unit

<b>Title:</b>	Numeracy in a Health Context		
<b>Unit Code:</b>	QU035170		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to tackle problems using the four rules of number including units of measure within a health context.	1.1. Solve problems in a health context, using the four rules of number with both positive and negative numbers.
	1.2. Solve multi-stage problems to convert numbers within and across unit systems in a health context.
	1.3. Analyse the impact of miscalculating when converting between units of measure in a health setting.
	1.4. Use methods to check the validity of conversions of units of measure.
2. Be able to use decimals, fractions and percentages, including with units of measure in a health context.	2.1. Solve problems in a health context using fractions and simplify answers.
	2.2. Without a calculator, convert between percentages, decimals and fractions within a health context.
	2.3. Solve multi-stage problems in a health context, using fractions, decimals and percentages, including converting between units of measure.
	2.4. Check the validity of conversions and calculations, without a calculator.
3. Know how to use a calculator to solve problems and use appropriate tools to answers within a health context.	3.1. Using a calculator, solve problems in a health context, using the four rules of number with both positive and negative numbers.

	<p>3.2. Using a calculator, convert between percentages, decimals and fractions within a health context.</p>
	<p>3.3. Using a calculator, solve multi-stage problems in a health context, using fractions, decimals and percentages, including conversion between units of measure.</p>

**Indicative Content:**

AC 1.1: including whole numbers, decimals and fractions.

AC 3.1: including whole numbers, decimals and fractions.

## Optional Units: Ungraded

### Access to HE Diploma Unit

<b>Title:</b>	Academic Writing Skills		
<b>Unit Code:</b>	QU034692		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to analyse a specific question in the context of a particular subject area.	1.1. Interpret the meaning and implications of the specific question.
	1.2. Identify terms and concepts relevant to an understanding of the specific question.
2. Be able to produce a written response in an appropriate format.	2.1. Devise a detailed plan for a written response to the specific question.
	2.2. Use the plan to write a coherent and logical response to the specific question.
	2.3. Present the response in an appropriate format.
3. Be able to use language, style and conventions appropriate to academic writing.	3.1. Write accurately following accepted written language conventions.
	3.2. Use appropriate style and register showing an awareness of audience.
	3.3. Use accurately a standard form of referencing reflecting a range of sources.

### Access to HE Diploma Unit

<b>Title:</b>	Communications - Reading and Writing		
<b>Unit Code:</b>	QU035156		
<b>Unit Level:</b>	Level 2	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the importance of using reliable written sources relevant to a given subject.	1.1. Identify reliable written sources relevant to a given subject. 1.2. Explain why the sources are reliable.
2. Be able to read and summarise information from different types of documents on straight forward subjects.	2.1. Use skimming and scanning techniques to find the appropriate chapter and/or section for the relevant information or ideas required. 2.2. Produce an accurate and organised summary of the main points extracted from the source materials in own words, whilst maintaining the sense of the original document. 2.3. Check understanding of unfamiliar words and/or ideas with other reference sources which may include another person.
3. Be able to write different types of documents for specific purposes about straight forward subjects.	3.1. Select appropriate forms of written communication for two different chosen purposes, one to be an extended piece of writing. 3.2. Present work legibly with an appropriate structure so that the meaning is clear to the reader. 3.3. Use vocabulary, style and tone relevant to the subject and purpose. 3.4. Use standard punctuation and spelling correctly with no major grammatical errors.



	3.5. Plan and present ideas using paragraphs to create a clear sense of structure.
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	3.6. Show evidence of using source materials through a book/reference list.
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### Access to HE Diploma Unit

<b>Title:</b>	Communication - Speaking and Listening		
<b>Unit Code:</b>	QU034696		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to give a short presentation about a straightforward subject.	1.1. Speak clearly using language, tone and style appropriately to the purpose, subject, audience and situation.
	1.2. Present information in a structured sequence so that ideas and concepts are easily followed by the audience.
	1.3. Use relevant supporting material to illustrate presentation.
	1.4. Respond sensitively to questions from the audience.
2. Be able to take part in discussions.	2.1. Give and obtain information and exchange ideas in discussion on both familiar and unfamiliar subjects.
	2.2. Organise contributions to match the demands of the discussion, use vocabulary precisely, deal with sensitive issues and take account of the audience, subject, situation and purpose of the discussion and own role in it.
	2.3. Take forward the discussion and create opportunities for others to contribute by asking follow-up questions, listening to and interpreting other points of view sensitively or inviting others to contribute their views.
	2.4. Respond appropriately to questions.

3. Be able to reflect on own performance in presentations and discussions.	3.1. Reflect on own performance: a) in the presentation b) in the discussion.
	3.2. Identify areas for improvement in speaking and listening activities.

### Access to HE Diploma Unit

<b>Title:</b>	Computer Data Protection		
<b>Unit Code:</b>	QU034700		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to analyse the application of current UK legislation relating to the use and protection of data.	1.1. Explain the purpose of legislation related to data protection.
	1.2. Explain current legislation relating to the use and protection of data when using computers.
2. Understand the need for control of data to ensure that it is accurate and secure.	2.1. Explain the need for control of data to ensure that it is accurate and secure.
	2.2. Use examples to examine when data should or should not be controlled.
3. Be able to analyse how data protection legislation is applied in different contexts.	3.1. Analyse examples of the application of current data protection legislation in: <ul style="list-style-type: none"> <li>a) a work context</li> <li>b) a study context.</li> </ul>

### Access to HE Diploma Unit

<b>Title:</b>	Inclusivity and Disability		
<b>Unit Code:</b>	QU034704		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand definitions of disability and everyday use of terminology related to disability.	1.1. Summarise definitions of disability and everyday use of terminology related to disability.
	1.2. Compare medical and social models of disability.
2. Be able to evaluate theoretical approaches and assumptions that underpin definitions of disability.	2.1. Evaluate the theoretical approaches and assumptions that underpin definitions of disability.
3. Understand features of disability according to social class, gender, age and ethnicity.	3.1. Explain features of disability according to social class, gender, age and ethnicity.
4. Understand legislation designed to support those with disability.	4.1. Summarise legislation related to disability.

### Access to HE Diploma Unit

<b>Title:</b>	Introduction to Biology		
<b>Unit Code:</b>	QU035911		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the main characteristics of living and non-living things.	1.1. Explain characteristics of living and non-living things.
2. Understand cell types and cell organelles.	2.1. Explain the difference between prokaryotic and eukaryotic cells.
	2.2. Identify cell organelles from micrographs accurately.
3. Know the structure and roles of cell organelles and cytoplasmic inclusions.	3.1. Explain the structure and functions of cell organelles and cytoplasmic inclusions.
	3.2. Analyse the relationship between them.
4. Be able to use a light microscope to observe cells.	4.1. Use a light microscope to observe, identify and measure cells.
	4.2. Make detailed comparisons of plant and animal cells.
5. Understand the structure of the lipo-protein membrane in relation to transport.	5.1. Represent a lipo-protein membrane, related in particular to transport, referencing the fluid mosaic model.
6. Understand the processes of diffusion and osmosis.	6.1. Describe and explain the processes of diffusion and osmosis and their relevance to transport processes in living structures.

### Access to HE Diploma Unit

<b>Title:</b>	Optimising Examination Performance		
<b>Unit Code:</b>	QU034708		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to effectively prepare for an examination.	1.1. Produce an effective and realistic preparation plan.
	1.2. Identify priorities in the preparation plan.
	1.3. Reflect on the plan's effectiveness to identify future improvements.
2. Be able to complete competent answers, which demonstrate subject knowledge.	2.1. Follow all instructions accurately to complete the correct number and combination of questions.
	2.2. Include the salient aspects in answers, with the accuracy and detail required by the subject.
	2.3. Show in answers an in-depth understanding of the arguments/problems, as required by the subject.
	2.4. Apply knowledge or learning coherently in support of arguments and/or to resolve problems.
3. Know how to minimise common examination pitfalls.	3.1. Identify common pitfalls in examination performance.
	3.2. Evaluate potential strategies to avoid examination pitfalls.
4. Know how to minimise stress to enhance examination performance.	4.1. Recognise own stressors.
	4.2. Develop strategies to minimise own stressors.

### Access to HE Diploma Unit

<b>Title:</b>	Preparation for Higher Education		
<b>Unit Code:</b>	QU034710		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to identify opportunities for Higher Education.	1.1. Use information sources to research Higher Education courses.
	1.2. Analyse processes and procedures necessary to gain entry to Higher Education.
	1.3. Analyse information on Higher Education courses and make appropriate realistic choices.
2. Be able to complete a Higher Education application form.	2.1. Complete an application form with attention to detail, meeting a given deadline.
	2.2. Summarise and evaluate personal experiences, achievements and goals, communicating these clearly in a personal statement.
3. Be able to prepare for the interview process.	3.1. Conduct further personal research into courses at relevant institutions in preparation for an interview.
	3.2. Prepare provisional answers to anticipated questions, making use of previous experience and recent study.
4. Be able to plan and prepare for the transition to Higher Education.	4.1. Analyse the personal and academic qualities needed for successful study in Higher Education.
	4.2. Explain likely practical problems and barriers in moving to Higher Education and seek strategies for overcoming these.



	4.3. Analyse the nature of study in Higher Education.
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### Access to HE Diploma Unit

<b>Title:</b>	Presentation Skills		
<b>Unit Code:</b>	QU034712		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Know how to develop and plan a structured presentation.	1.1. Plan a timed presentation. 1.2. Develop the structure for a presentation.
2. Know how to conduct research for a presentation from a range of different sources.	2.1. Identify topic and aims of research. 2.2. Select relevant resources from different sources. 2.3. Select information pertinent to the topic.
3. Be able to deliver a presentation on a complex subject.	3.1. Convey information on a chosen topic in the form of a presentation to a group. 3.2. Use audio-visual aids effectively relevant to the topic. 3.3. Use eye contact and body language suitable for the audience. 3.4. Respond effectively to questions and challenges.
4. Be able to evaluate own skills and performance.	4.1. Evaluate own presentation analysing strengths and areas to develop. 4.2. Evaluate own delivery of the presentation. 4.3. Evaluate strategies for improvement.

### Access to HE Diploma Unit

<b>Title:</b>	Presenting Information Using ICT		
<b>Unit Code:</b>	QU034714		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to analyse ways of using ICT to present information.	1.1. Find and analyse examples of information presented through ICT.
	1.2. Explain which forms of presentation suit different types of information.
	1.3. Analyse examples of information presented with clear layout and style.
	1.4. Explain the importance of copyright when presenting information.
2. Be able to use a range of ICT software applications to present information.	2.1. Present text information for a given purpose using a variety of features in word processing software.
	2.2. Present information for a given purpose using a variety of features in spreadsheet software.
	2.3. Present information for a given purpose using a variety of features in presentation software.
3. Be able to integrate ICT software to present information.	3.1. Plan how to present integrated information using a range of ICT formats.
	3.2. Present information to meet a specific brief.
	3.3. Save information in a structured format so it can be found easily and justify choice.

### Access to HE Diploma Unit

<b>Title:</b>	Promoting Wellbeing and Building Resilience		
<b>Unit Code:</b>	QU034720		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the physical and psychological impact of pressure and stress on mental wellbeing.	1.1. Explain the physical and psychological impact of pressure and stress on mental wellbeing.
2. Be able to analyse the connection between mental wellbeing and resilience.	2.1. Analyse the connection between mental wellbeing and resilience.
3. Understand the factors that can improve wellbeing and build resilience.	3.1. Explain factors that can improve wellbeing.
	3.2. Explain factors that can negatively affect wellbeing and how to avoid them.
	3.3. Explain the behaviours associated with resilience.
	3.4. Explain ways to build resilience.
4. Be able to explore how to manage an individual's mental wellbeing and the support available to them.	4.1. Evaluate the methods for managing and maintaining mental wellbeing and building resilience.
	4.2. Analyse the types of support available from different sources.

### Access to HE Diploma Unit

<b>Title:</b>	References and Reliability of Sources		
<b>Unit Code:</b>	QU034722		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the difference between primary and secondary sources.	1.1. Explain the difference between primary and secondary sources.
2. Be able to use a variety of primary source materials as evidence.	2.1. Analyse primary sources for a specific context.
	2.2. Evaluate the primary sources, taking into account: authorship, purpose, audience, and underlying values and beliefs.
3. Be able to evaluate the uses and limitations of secondary sources.	3.1. Compare and evaluate secondary sources considering the following: use of sources, 'facts', background material, interpretation.

### Access to HE Diploma Unit

<b>Title:</b>	Spreadsheets		
<b>Unit Code:</b>	QU034726		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 7 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Know how to design and store a spreadsheet.	1.1. Design a spreadsheet appropriate to a user's requirements.
	1.2. Create and store the spreadsheet.
	1.3. Evaluate the spreadsheet in terms of meeting the user's needs.
2. Be able to retrieve and modify an existing spreadsheet.	2.1. Modify the spreadsheet design/content in response to user feedback.
3. Be able to print a spreadsheet.	3.1. Print or display whole or part spreadsheets/formulae with a variety of print layout options.
4. Be able to enhance user readability.	4.1. Use suitable formatting options for displaying text and numeric values.
	4.2. Define and use conditional formatting to limit input error and give suitable messages to users.
5. Be able to use spreadsheet functions.	5.1. Develop a spreadsheet solution using a range of mathematical functions.
6. Be able to use graphical facilities.	6.1. Use an appropriate graph type.
	6.2. Draw pie, bar, line graphs with appropriate labels attached.
7. Know how to use additional features within the spreadsheet environment.	7.1. Use advanced sorting, protecting and filtering facilities on a spreadsheet.
	7.2. Analyse data using pivot tables.

### Access to HE Diploma Unit

<b>Title:</b>	Statistics		
<b>Unit Code:</b>	QU034728		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to illustrate statistical data.	1.1. Construct a cumulative frequency curve.
	1.2. Construct a histogram.
2. Know how to perform statistical calculations.	2.1. Calculate the median from a cumulative frequency curve.
	2.2. Calculate the lower quartile from a cumulative frequency curve.
	2.3. Calculate the upper quartile from a cumulative frequency curve.
	2.4. Using a histogram calculate the median.
	2.5. Using a histogram calculate the mode.
3. Be able to perform calculations using grouped data.	3.1. Calculate the mean.
	3.2. Calculate the variance.
	3.3. Calculate the standard deviation.
4. Be able to perform correlation calculations.	4.1. Calculate the product-moment coefficient.
	4.2. Calculate the rank correlation coefficient.

### Access to HE Diploma Unit

<b>Title:</b>	Study Skills for Higher Education		
<b>Unit Code:</b>	QU034730		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to manage and organise own study time.	1.1. Produce a personal schedule of study to accommodate own time constraints.
	1.2. Devise a strategy for prioritising and organising coursework to meet deadlines.
2. Know how to prepare for exams effectively.	2.1. Prepare a revision timetable for exams.
	2.2. Evaluate strategies to support effective revision based on own learning preferences.
3. Be able to retrieve information from reliable sources.	3.1. Retrieve information from a range of reliable written sources using a range of reading skills.
	3.2. Scan source material, evaluating information to create accurate and detailed notes to suit purpose.
	3.3. Demonstrate the use of a recognised referencing system for retrieved information.
4. Be able to present information using a range of approaches.	4.1. Present information using different formats for academic purposes.



### Access to HE Diploma Unit

<b>Title:</b>	The Fundamentals of Environmental Sustainability		
<b>Unit Code:</b>	QU034734		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the importance of sustainability within a specific sector.	1.1. Explain what is meant by sustainability.
	1.2. Explain the importance of supporting environmental sustainability within a chosen sector.
2. Know how environmental sustainability can be supported within the chosen sector.	2.1. Describe environmental issues relevant to a chosen sector.
	2.2. Describe the impact of the chosen sector on the environment.
	2.3. Explain how these environmental issues could be minimised within a chosen sector.
	2.4. Analyse factors to consider when working towards environmental sustainability in a chosen sector.
3. Know how the 3 Rs of sustainability can be applied within the chosen sector.	3.1. Explain the 3 Rs of sustainability.
	3.2. Analyse ways that a chosen sector can implement the 3 Rs of sustainability.
4. Understand the importance of waste management within the chosen sector.	4.1. Explain the importance of having a waste management strategy within a chosen sector.
	4.2. Explain environmental hazards or risks that could be caused by poor waste management within a chosen sector.

### Access to HE Diploma Unit

<b>Title:</b>	Writing Reports		
<b>Unit Code:</b>	QU034736		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Suggested Assessment Details:</b>	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to use the report title to determine the content.	1.1. Analyse the requirements of the question or task.
	1.2. Analyse the main points which must be covered, omitting irrelevant detail.
2. Be able to plan and present the plan for a report.	2.1. Produce a plan for a report.
	2.2. Present the plan for the report.
3. Be able to structure a report.	3.1. Produce an introduction which sets out how the subject will be dealt with in the report.
	3.2. Use evidence and examples to strengthen information provided in the report.
	3.3. Use linking sentences in paragraphs to produce a cohesive report.
	3.4. Provide a conclusion which sums up the main findings of the report.
4. Be able to write in an appropriate style.	4.1. Write in a detached, balanced, and objective manner.
	4.2. Write formal English avoiding emotive language and colloquialisms.
5. Be able to use the conventions for acknowledging sources.	5.1. Acknowledge the work of other authors both during the report and in a list of references.
	5.2. Use recognised approaches for acknowledging sources.

## 7. What to Do Next

For existing Providers, please contact your named Development Manager.

For organisations not yet registered as a Gateway Qualifications Provider, please contact:

Tel: 01206 911211

Email: [enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)

## 8. Gateway Qualifications

Gateway Qualifications, a not-for-profit registered charity, is an Awarding Organisation and authorised Access Validating Agency based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether they are delivered in classroom, at work, in the community or through distance learning.

We hold a licence with the Quality Assurance Agency for Higher Education (QAA) as an Access Validating Agency for the development and approval of Access to HE Diplomas.

