

DIPLOMA GUIDE



Access to Higher Education Diploma (Social Sciences)

Access to HE

Apprenticeships

Digital

English & Maths

ESOL

Personal & Social Development

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This qualification guide covers the following qualification:

Qualification Number	Learning Aim Code	Diploma Title	Validation Period
QAAQ004796	40014964	Access to Higher Education Diploma (Social Sciences)	1 August 2024 – 31 July 2029

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1.1 April 2024	Changes to the Equity, Diversity and Inclusion Policy	Pg10
1.2 August 2024	Amendment to assessment method volume for unit QU034936 - Culture and Identity	Pg16
1.3 January 2025	Amendment of column heading of assessment tables (removal of “Suggested” from assessment method column)	Pg14-21

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

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

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

The Diploma provides learners with a wide choice of units to support progression into Social Sciences degree programmes. The mandatory group of units ensures that learners have a good understanding of themes relevant to Social Sciences including key topics in Criminology, Psychology and Sociology.

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.

1.3 Purpose

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

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

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

11.2 Sociology and social policy.

1.7 Target Groups

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 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 Social Science including, a range of topics such as, Applied Psychology, Biological Psychology: The Brain, Child Development: Personal, Social and Emotional, Culture and Identity, Social Drugs and Medicines and Valuing Diversity: Types, Bases and Impact of Discrimination, ensuring that the learner is fully prepared for progression onto the relevant degrees.

1.8 Delivery Methods

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

- Face to face
- Blended learning.

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, creation of a scheme of work and lesson plans, viva, presentation, practical classroom activity, case study, professional discussion, practical demonstration, reflective journal, professional development plan, literature review and SWOT analysis.

1.9 Achievement Methodology

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

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

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 (Social Sciences) learners may progress to the following:

- BA (Hons) Business Studies
- BA (Hons) Childcare and Early Years
- BA (Hons) Education Studies
- BA (Hons) History
- BA (Hons) Law
- BA (Hons) Psychosocial Studies
- BA (Hons) Social Psychology
- BA (Hons) Social Work
- BA (Hons) Sociology
- BA (Hons) Sociology with Psychosocial Studies
- BEd Primary Education (with QTS)
- BSc (Hons) Criminology
- BSc (Hons) Psychology
- BSc (Hons) Psychology and Sociology
- BSc (Hons) Public Services
- BSc (Hons) Sociology

There are also a number of apprenticeships which can be studied at higher levels. This access diploma could lead onto one of these apprenticeships, for example:

- Childcare
- Early Years
- Public Services (e.g., Police)

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

1.12 Equity, Diversity and Inclusion

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

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

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

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

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

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

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

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 Rules of Combination

The structure sets out the units required to achieve the Access to HE Diploma, consisting of:

- Graded Academic Subject Content mandatory units – level 3
- Graded Academic Subject Content optional units – level 3
- Research Graded Academic Subject Content units – level 3
- Ungraded units – level 2/3.

Learners must achieve a total of 60 credits, of which 45 credits must be achieved at level 3 from graded units which are concerned with academic subject content and the remaining 15 credits must be achieved at 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.

Mandatory Units: Graded Academic Subject Content

Learners must complete 12 credits from the mandatory graded units.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034792	Introduction to Criminology	3	6	Academic	Exam Report	1.5 hours open book 1500 words
QU035000	Introduction to Psychology	3	3	Academic	Essay	1500 words
QU035002	Introduction to Sociology	3	3	Academic	Viva Controlled assessment	10 minutes including Q&A and witness statement 30 minutes open book

Optional Units: Research Graded Academic Subject Content

Learners must achieve 6 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU035062	Research: Extended Research Project for Social Science	3	6	Academic	Full research project	3000 words
QU035058	Research Skills for Psychology Sciences	3	6	Academic	Research diary Research proposal Report Evaluation	500 words 500 words 1500 words 250 words

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU035060	Research Skills for Social Science	3	6	Academic	Research diary Research proposal Report Evaluation	500 words 500 words 1500 words 250 words

Optional Units: Graded Academic Subject Content

Learners must achieve 27 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034898	Applied Psychology	3	6	Academic	Essay Case studies x 2	1500 words 750 words x 2
QU034904	Aspects of Social Psychology	3	3	Academic	Case studies x 2	750 words x 2
QU034906	Atypical Development and Abnormal Behaviour	3	3	Academic	Report	1500 words
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
QU034572	Child Development: Personal, Social and Emotional	3	6	Academic	Essay Exam	1500 words 2 hours open book
QU034912	Cognitive Psychology	3	3	Academic	Exam	2 hours closed book
QU034582	Crime and Deviance	3	3	Academic	Essay	1500 words

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034930	Crimes of Violence	3	6	Academic	Individual presentation plus questions Support materials Case studies x 2	10 minutes plus 5 minutes 250 words 750 words x 2
QU034936	Culture and Identity	3	3	Academic	Controlled assessment	2 hours closed book
QU034974	Government Policy in Relation to Current Social Welfare Issues	3	3	Academic	Project	1500 words
QU034990	Human Rights for the Twenty First Century	3	3	Academic	Essay	1500 words
QU035010	Mental Health and Illness	3	3	Academic	Report	1500 words
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
QU035078	Social Inequality	3	3	Academic	Report	1500 words
QU035080	Social Policy	3	6	Academic	Academic poster including verbal explanation and witness statement Essay	1500 words 1500 words
QU034596	Socio-Economic Factors in Educational Achievement	3	3	Academic	Essay	1500 words
QU035084	Sociology of Health	3	3	Academic	Report	1500 words
QU035086	Sociology of the Family	3	3	Academic	Report	1500 words
QU035088	Sociology of the Media	3	3	Academic	Report	1500 words

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034852	The Psychology of Criminal Investigation	3	6	Academic	Report Case study	1500 words 1500 words
QU035122	Understand the Impact of Crime	3	3	Academic	Report Case study	1000 words 500 words
QU035140	Valuing Diversity: Types, Bases and Impact of Discrimination	3	3	Academic	Exam	2 hours closed book

Mandatory Units: Ungraded

Learners must achieve 3 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	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)

Optional Units: Ungraded

Learners must achieve 12 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	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
QU035150	Application of Number - Calculations	2	3	Other	Short tests - with calculator Short tests - without calculator	Short tests equating to 1 hour maximum (closed book) Short tests equating to 1 hour maximum (closed book)
QU035152	Application of Number - Interpreting and Presenting Information	2	3	Other	Exam	2 hours closed book
QU034694	Application of Number - Interpreting and Presenting Information	3	3	Other	Exam	2 hours closed book
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

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034700	Computer Data Protection	3	3	Other	Structured questions Case study analysis	750 words 750 words
QU034702	Developing Professional Attributes	3	3	Other	SWOT Analysis Professional development plan Essay	200 words 300 words 1000 words
QU034704	Inclusivity and Disability	3	3	Other	Exam Presentation with supporting notes	1 hour closed book 10 minutes
QU034706	Mathematics - Calculations	3	3	Other	Exam	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
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
QU034716	Problem Solving in the Workplace	3	3	Other	Project - analyse and propose solutions to at least two workplace problems including justification for selected solution	1500 words

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034718	Professional Interpersonal Behaviours	3	3	Other	SWOT Analysis Case study Reflective account	250 words 750 words 500 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
QU035182	Statistics for Social Sciences	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
QU034732	Sustainability Project	3	3	Other	Project plan Report Reflection	250 words 1000 words 250 words
QU034734	The Fundamentals of Environmental Sustainability	3	3	Other	Report	1500 words

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034736	Writing Reports	3	3	Other	Report plan Presentation of report plan Report	Plan 2-3 minutes 1000 words

3.3 Additional Completion Requirements

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.

3.4 Recognition of Prior Learning

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 \(qaa.ac.uk\) - Applicable to new students registering from 1 August 2024](https://www.qaa.ac.uk/quality-assurance/standards-and-requirements/ahed-specification)

3.5 Credit Accumulation and Transfer

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.

3.6 Credit Values and Notional Learning Hours

The credit value of a unit indicates the number of credits that may be awarded to a student 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 demonstrated in 10 notional learning hours. The concept of 'notional learning hours' therefore takes into account all learning which 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

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

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

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

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

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

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, which 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

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

No specific resources are required to deliver this diploma.

5.4 Assessment

Recommended assessment methods for each unit within a Diploma are identified in section 3.2 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

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

There are no additional requirements that learners must satisfy in order for assessment to be undertaken and the unit/qualification to be awarded.

6. Unit Details

Mandatory Units: Graded Academic Subject Content

Access to HE Diploma Unit

Title:	Introduction to Criminology		
Unit Code:	QU034792		
Unit Level:	Level 3	Credit Value:	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand theories of criminality.	1.1. Explain historical biological theories of criminality.
	1.2. Explain individualistic theories of criminality.
	1.3. Explain sociological theories of criminality: <ul style="list-style-type: none"> • Social structure theories • Social reaction theory • Interactionism • Realism.
	1.4. Describe the development of criminological theories.
2. Be able to analyse causes of criminality.	2.1. Analyse situations of criminality.
	2.2. Explain with evidence the likely cause of criminality.
	2.3. Evaluate the validity of criminological theories to explain causes of criminality.
3. Be able to evaluate traditional approaches used to respond to criminal activity.	3.1. Evaluate traditional approaches to responding to crime.
	3.2. Assess policing approaches used to solve a specific crime.
4. Understand the factors that affect victims, witnesses and vulnerable	4.1. Explain how crime impacts on victims, witnesses and the vulnerable.

people and how this may impact on their need for support.	4.2. Explain why victims, witnesses and vulnerable people may be reluctant to report crimes committed against them.
	4.3. Explain how legislation, guidelines of good practice and service standards are used to support and protect victims, witnesses and vulnerable people.

Indicative Content:

AC 1.1: Including genetic theories.

AC 1.2: Learning and psychodynamic/psychological theories.

AC 1.4: Include the timeline, how theories are established and evolve.

AC 2.1: Include:

- forms of crime
- individual criminal behaviour
- offending behaviour
- differentiation between offending and delinquent/anti-social behaviour
- potential and actual criminal.

AC 3.1: This includes:

- random patrol and response
- stop and search
- investigation and detection
- intensive enforcement.

Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
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

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

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1.	Be able to 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.

Optional Units: Research Graded Academic Subject Content

Access to HE Diploma Unit

Title:	Research: Extended Research Project for Social Science		
Unit Code:	QU035062		
Unit Level:	Level 3	Credit Value:	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to plan an extended research project.	1.1. Identify and agree an extended research project located within a knowledge domain relevant to the named Diploma.
	1.2. Produce and explain the aims of the research.
	1.3. Develop a project brief.
	1.4. Identify any ethical, practical or safety issues and how these will be managed/overcome.
	1.5. 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 the findings and develop ideas.
	3.3. Evaluate key research findings and draw appropriate conclusions.
	3.4. Produce a body of work which meets the brief outcomes.
4. Be able to present the project.	4.1. Produce a research report.
	4.2. Select and use the most appropriate format to present results.

5. Be able to evaluate own writing project.	4.3. Summarise information coherently in a conventional style, appropriate to the knowledge domain.
	4.4. Reference all sources using a recommended style of referencing.
	5.1. Reflect on the design and methodology of the project.
	5.2. Evaluate findings in relation to aims, previous research and relevant theories.
	5.3. Identify recommendations for the future.

Indicative Content:

AC 1.4: This should be in line with current legislation including the General Data Protection Regulations.

Access to HE Diploma Unit

Title:	Research Skills for Psychology Sciences		
Unit Code:	QU035058		
Unit Level:	Level 3	Credit Value:	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
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: a) the research proposal b) ethical guidelines c) agreed timescales.
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.

Access to HE Diploma Unit

Title:	Research Skills for Social Science		
Unit Code:	QU035060		
Unit Level:	Level 3	Credit Value:	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
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: a) the research proposal b) ethical guidelines c) agreed timescales.
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 Academic Subject Content

Access to HE Diploma Unit

Title:	Applied Psychology		
Unit Code:	QU034898		
Unit Level:	Level 3	Credit Value:	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1. Understand professional routes of practice in psychology.		1.1. Explain a range of different professional routes of practice within psychology.	
2. Understand the differences between professional routes of practice.		2.1. Compare and contrast the different routes of practice in psychology.	
		2.2. Evaluate the strengths and weaknesses of a range of professional routes of practice.	
3. Be able to justify how psychological perspectives can be applied to practice.		3.1. Explain suggested psychological interventions in given situations.	
		3.2. Justify relevant psychological perspectives to given situations.	
Indicative Content:			
LO 1 and LO2: For example; clinical, coaching, sport, education, occupational, forensic.			

Access to HE Diploma Unit

Title:	Aspects of Social Psychology		
Unit Code:	QU034904		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1. Understand factors affecting prejudice.		1.1. Analyse prejudice in relation to theories and factors affecting prejudice.	
		1.2. Explain ways to reduce prejudice.	
2. Understand pro and anti-social behaviour.		2.1. Evaluate factors affecting pro and anti-social behaviour.	
3. Be able to evaluate social influence in relation to conformity, compliance and obedience.		3.1. Evaluate social influences with particular reference to conformity, compliance and obedience.	

Indicative Content:

AC 1.1 and 1.2:

- Students firstly need to define 'prejudice' and differentiate it from discrimination.
- They should explore how authoritarian personality, realistic conflict theory, stereotyping (individual and group), social identity theory and conformity explain prejudice.
- Conformity forms a big part of factors affecting prejudice. Students can explore social norms (Minard, 1952, Pettigrew, 1959, Rogers and Frantz, 1962).
- They need to explore steps that are advocated to remove/reduce prejudice, for example, non-competitive contact between in and out groups on terms of equal status or the pursuit of common, superordinate goals that are obtainable if there is cooperation.
- Consider the jigsaw classroom technique and robbers cave experiment.

AC 2.1:

- Students firstly must define pro-social and anti-social behaviour.
- In exploring pro-social behaviour, students can look at evolutionary psychology views, the norm of reciprocity, egoistic reasons and altruistic reasons.
- Students should also look at the situational influences too, the bystander effect for example.
- In exploring anti-social behaviour, they can explore the nature vs nurture argument and then explore the impact of poor education, unemployment, ill-health, poverty, child development and family problems.

AC 3.1:

- Students firstly must define conformity, compliance and obedience.
- Students can explore normative conformity and informational conformity. They can look at non-conformity.
- Students must be able to differentiate between the authority involved in obedience versus the social pressures of conformity.

Access to HE Diploma Unit

Title:	Atypical Development and Abnormal Behaviour		
Unit Code:	QU034906		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1.	Understand the problems associated with defining abnormality.	1.1.	Discuss the difficulties associated with psychologists' attempts at defining abnormality.
2.	Understand the causes and symptoms of an abnormal and developmental disorder in relation to models of abnormality.	2.1.	Evaluate the cause of abnormal and developmental disorders.
		2.2.	Relate the causes of these disorders to models of abnormality.
		2.3.	Describe the symptoms of one abnormal and one developmental disorder.
3.	Understand how an abnormal or developmental disorder is treated.	3.1.	Explain one method for treating an abnormal or developmental disorder.
		3.2.	Evaluate the effectiveness of the treatment method identified.
4.	Be able to analyse the effects of an abnormal or developmental disorder on the individual and others.	4.1.	Analyse the effects of an abnormal or developmental disorder on the individual and others.

Indicative Content:

AC 4.1: Others may include family, friends or carers or wider society.

Access to HE Diploma Unit

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

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA
The learner will:		The learner can:
1. Know the structure and function of the brain.		1.1. Explain the structure and function of the brain, including: a) temporal lobe b) occipital lobe c) frontal lobe d) parietal lobe e) cerebellum.
		1.2. Understand the lateralisation of function in the hemispheres, including: a) asymmetrical function b) role of the left hemispheres c) role of the right hemispheres d) role of the corpus callosum.
		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.

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

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

Access to HE Diploma Unit

Title:	Child Development: Personal, Social and Emotional		
Unit Code:	QU034572		
Unit Level:	Level 3	Credit Value:	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1. Understand the holistic nature of child development.		1.1. Summarise different aspects of child development.	
		1.2. Discuss how personal and external factors can influence child development.	
2. Know how behavioural models relate to child development and the impact of parental style.		2.1. Discuss the principles of behaviourism.	
		2.2. Compare and contrast different behavioural theories in relation to child development.	
		2.3. Evaluate the impact of parental style on child development.	
3. Know about attachment theory and the effects of privation/deprivation.		3.1. Analyse attachment theory in terms of nativist/empiricist debates.	
		3.2. Compare Bowlby's research into attachment with other theories.	
4. Understand cognitive models in relation to child development.		4.1. Compare and contrast theories of cognitive development in child development.	

Indicative Content:

AC 3.1 & AC 3.2: Theories and relationships, social learning.

Access to HE Diploma Unit

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

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
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

Title:	Crime and Deviance		
Unit Code:	QU034582		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand sociological theories of crime and deviance.	1.1. Explain the main features of at least two theories related to crime and deviance.
	1.2. Evaluate the relative strengths and weaknesses of these theories.
2. Be able to examine research evidence on crime.	2.1. Interpret selected data on crime.
	2.2. Evaluate selected research evidence on crime.
3. Be able to give a sociological analysis of specified forms of, or trends in, crime.	3.1. Explain and illustrate the specified forms of, or trends in, crime, using sociological research evidence and examples.

Access to HE Diploma Unit

Title:	Crimes of Violence		
Unit Code:	QU034930		
Unit Level:	Level 3	Credit Value:	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1. Know the law related to non fatal crimes of violence.		1.1.	Explain the law relating to non fatal offences.
		1.2.	Apply this law to specific scenarios.
2. Understand the law relating to homicide.		2.1.	Compare and contrast the crimes of murder and involuntary manslaughter.
		2.2.	Explain the partial defences which may lead to a conviction for voluntary manslaughter.
3. Understand the different types of involuntary manslaughter.		3.1.	Explain unlawful act manslaughter.
		3.2.	Explain gross negligence manslaughter.
4. Understand laws relating to unlawful act manslaughter or gross negligence manslaughter.		4.1	Apply the law relating to unlawful act manslaughter or gross negligence manslaughter to specific scenarios.

Indicative Content:	
AC 2.1: Can include homicide, genocide, domestic violence and infanticide.	

Access to HE Diploma Unit

Title:	Culture and Identity		
Unit Code:	QU034936		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1. Understand concepts of culture, sub culture and mass culture.		1.1.	Explain the concepts of culture, sub culture and mass culture.
		1.2.	Explain the concepts of high and low culture.
2. Understand the significance of age, class, gender and ethnicity in relation to the acquisition of cultural norms and values.		2.1.	Examine the inter-relationship between identity, socialisation and culture.
		2.2.	Explain the concepts of norms and roles in sociological explanations of cultural norms.
		2.3.	Explain the main agencies of social influence in the development of identity and culture.
3. Be able to analyse significant influences on the consumption of cultural products and the values attached to them.		3.1.	Analyse the link between culture and identity in a modern society.
		3.2.	Analyse the ways in which the media and leisure industries influence cultural identity.

Access to HE Diploma Unit

Title:	Government Policy in Relation to Current Social Welfare Issues		
Unit Code:	QU034974		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

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

Access to HE Diploma Unit

Title:	Human Rights for the Twenty First Century		
Unit Code:	QU034990		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA
The learner will:		The learner can:
1. Be able to analyse the modern history of the concept of universal human rights in the West.		1.1. Analyse the historical and political context which led to the development of the idea of universal human rights throughout the twentieth century in the West.
2. Understand contemporary human rights issues.		2.1. Explain how the concept of universal human rights may be applied to contemporary contested social issues.
3. Be able to apply the arguments for and against the existence and protection of universal human rights.		3.1. Evaluate arguments for and against the existence and protection of universal human rights in given scenarios.

Access to HE Diploma Unit

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

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
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: Carer should include family or 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

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

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
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

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

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
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

Title:	Social Inequality		
Unit Code:	QU035078		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1. Understand and recognise what is meant by social inequality.		1.1.	Explain what is meant by social inequality.
		1.2.	Explain the meaning of 'life chances'.
		1.3.	Explain the distribution of inequality by social class, gender, and ethnicity.
2. Be able to interpret statistics related to social inequality.		2.1.	Analyse a range of statistics which relate to social inequalities.
3. Understand sociological perspective of social inequality.		3.1.	Discuss the major sociological explanations of inequality.
		3.2.	Evaluate one sociological explanation as it applies to a chosen area of inequality.
4. Be able to apply theoretical models for social inequality to one area of social life.		4.1.	Evaluate a range of theoretical models for social inequality in one area of social life.

Indicative Content:

If learners are also studying Sociology of Health unit, health should not be used as a context for this unit.

Access to HE Diploma Unit

Title:	Social Policy		
Unit Code:	QU035080		
Unit Level:	Level 3	Credit Value:	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand 'social policy' within the UK.	1.1. Explain the term 'social policy'.
	1.2. Explain the role of 'social policy'.
	1.3. Discuss the role of national and local government in relation to social policy.
2. Understand current social welfare issues in the UK.	2.1. Discuss a range of current social welfare issues in the UK.
	2.2. Using graphical information related to social welfare issues, explain variations in numbers with respect to at least three Protected Characteristics as defined within equality legislation.
3. Be able to evaluate recent developments in areas of social policy.	3.1. Evaluate a recent change in an area of social policy.
4. Know Government policy relating to social welfare issues.	4.1. Evaluate Government policy relating to at least two current social welfare issues.
	4.2. Explain the aims of the policy with respect to people with Protected Characteristics as defined by equality legislation.

Access to HE Diploma Unit

Title:	Socio-Economic Factors in Educational Achievement		
Unit Code:	QU034596		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA
The learner will:		The learner can:
1. Be able to analyse the relationship between a range of socio-economic factors and educational achievement.		1.1. Analyse the effect of at least two socio-economic factors on educational achievement.
2. Be able to apply relevant theories which explain differential educational achievement to a specific scenario.		2.1. Analytically apply relevant theories to explain reasons for differential educational achievement in a specific scenario.
3. Understand how one's own experience of educational systems relates to patterns of achievement.		3.1. Analyse in context, aspects of own experiences as they relate to educational achievement.

Access to HE Diploma Unit

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

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
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

Title:	Sociology of the Family		
Unit Code:	QU035086		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1. Understand family structures and marriage practices across time, culture and ethnicity.		1.1.	Explain family structures historically and within a variety of cultures and ethnicities.
		1.2.	Explain marriage practices historically and within a variety of cultures and ethnicities.
2. Understand different theoretical perspectives of family.		2.1.	Compare and contrast a range of sociological perspectives of the family.
3. Be able to evaluate conjugal roles and changes in these roles.		3.1.	Evaluate conjugal roles and factors that have produced changes in these roles.

Access to HE Diploma Unit

Title:	Sociology of the Media		
Unit Code:	QU035088		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1. Be able to analyse the structure of the mass and social media, in particular, aspects of ownership and control.		1.1.	Discuss the structure of the mass and social media.
		1.2.	Analyse the consequences of ownership and control of the media including social media from both organisational and individual perspectives.
2. Be able to evaluate theoretical approaches to the mass media.		2.1.	Evaluate two theoretical approaches to the mass media.
3. Be able to analyse issues of impartiality and bias that occur both within mass and social media.		3.1.	Analyse current issues in relationship to impartiality and bias within the mass media, considering how this can be influenced by social media.
4. Be able to explore the debate about the power within all forms of media.		4.1.	Discuss and draw conclusions concerning the debate about the power of mass media, including social media, as an agent for social change.

Access to HE Diploma Unit

Title:	The Psychology of Criminal Investigation		
Unit Code:	QU034852		
Unit Level:	Level 3	Credit Value:	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1. Understand how psychology can be used to contribute to the investigation of crimes.		1.1.	Explain the contribution of psychology to criminal investigation.
		1.2.	Explain the role of the psychologist in the courtroom.
2. Be able to evaluate the contribution of psychology to areas of criminal investigation.		2.1.	Evaluate the contribution of psychological theory, practice, and research within the following areas of criminal investigation: <ul style="list-style-type: none"> • Eye witness testimony • Identity parades • Police questioning • Offender profiling.
		2.2.	Assess the implications of the contributions to these areas.
3. Be able to analyse psychological influences on jury behaviour.		3.1.	With reference to relevant psychological research, examine how the characteristics of the defendant may influence jury behaviour.
		3.2.	Analyse psychological influences, other than the defendant, on the decision making process of a jury.

Indicative Content:

AC 3.2: For example: age of victim, type of crime, whether jury resonates with situation.

Access to HE Diploma Unit

Title:	Understand the Impact of Crime		
Unit Code:	QU035122		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA
The learner will:	The learner can:	
1. Understand the impact of crime on victims, survivors and witnesses.	1.1.	Explain how crime can impact on those affected by crime including the victim, survivors and witnesses to the crime.
	1.2.	Explain individuals' rights when a crime has taken place.
	1.3.	Explain the importance of recognising the impact on both direct and indirect victims of crime.
2. Be able to analyse how crime has impacted society.	2.1.	Explain how criminal activity can impact wider society.
	2.2.	Using a given case, analyse how legislation has been updated following criminal activity.
3. Be able to identify sources of support for victims of crime.	3.1.	Assess relevant support and other services available to support victims of crime in the local area.
	3.2.	Evaluate the most appropriate sources of support or advice to meet victims' specific needs.

Access to HE Diploma Unit

Title:	Valuing Diversity: Types, Bases and Impact of Discrimination		
Unit Code:	QU035140		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand different types of discrimination.	1.1. Explain different types of discrimination to include: <ul style="list-style-type: none"> a) Direct discrimination b) Associative discrimination c) Perceptive discrimination d) Indirect discrimination e) Institutional discrimination.
	1.2. Explain discrimination using at least one sociological and one psychological theory.
2. Understand the basis of discrimination.	2.1. Explain different bases of discrimination using examples from the nine protected characteristics.
3. Be able to analyse discrimination within society.	3.1. Analyse the role discrimination plays within society.
	3.2. Discuss ways in which discrimination can be counteracted by agencies or individuals.
4. Be able to evaluate the impact of discrimination on individuals.	4.1. Evaluate the impact on individuals of direct, indirect, associative, perceptive, and institutional discrimination.
5. Understand the role of language in social interaction and discrimination.	5.1. Explain how individuals and organisations can discriminate through language.
	5.2. Discuss the way language communicates meaning, in particular through: <ul style="list-style-type: none"> a) tone b) choice of words c) assumptions d) non-verbal signals.

Mandatory Units: Ungraded

Access to HE Diploma Unit

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

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to 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.

Optional Units: Ungraded

Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
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

Title:	Application of Number - Calculations		
Unit Code:	QU035150		
Unit Level:	Level 2	Credit Value:	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to tackle problems involving number.	1.1. Apply the four rules of number to solve problems involving whole numbers, fractions and decimals.
	1.2. Solve problems using positive and negative numbers.
	1.3. Solve problems involving percentages.
	1.4. Convert between fractions, decimals and percentages.
	1.5. Solve problems involving proportion and the use of ratios.
	1.6. Carry out calculations in the proper order and give the level of accuracy of results.
2. Be able to solve problems involving shape and units of measurement.	2.1. Use common units of measurement.
	2.2. Convert between units of measure within one system and between systems.
	2.3. Use appropriate techniques to solve problems involving perimeters, areas and volumes.
	2.4. Solve problems involving the use of given formulae.
3. Know how to estimate and check results.	3.1. Use estimation in different settings with a range of numbers to predict results.
	3.2. Check results making corrections where necessary.

Access to HE Diploma Unit

Title:	Application of Number - Interpreting and Presenting Information		
Unit Code:	QU035152		
Unit Level:	Level 2	Credit Value:	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA
The learner will:	The learner can:	
1. Understand how to obtain mathematical and statistical information.	1.1.	Identify the main characteristics of information from at least two different sources including material containing a graph.
	1.2.	Read numbers used in different ways including negative numbers.
2. Be able to interpret mathematical and statistical information.	2.1.	Use suitable techniques for obtaining and recording data including: <ul style="list-style-type: none"> • estimation of amounts and proportions • measurements and scales • observations.
	2.2.	Interpret numbers used in different ways including negative numbers.
3. Know how to present mathematical and statistical information.	3.1.	Use effective and suitable ways of presenting data to a reasonable level of accuracy.
	3.2.	Follow accepted conventions for labelling data.
	3.3.	Highlight the main points of your findings.
	3.4.	Explain how the data relates to the task and how the presentation of data makes this clear.

Access to HE Diploma Unit

Title:	Application of Number - Interpreting and Presenting Information		
Unit Code:	QU034694		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA
The learner will:	The learner can:	
1. Know how to obtain and interpret mathematical and statistical information.	1.1.	Within a complex task, identify and evaluate possible sources of data.
	1.2.	Justify the choice of data collection procedures giving reasons for choosing a particular sample and methods used.
	1.3.	Justify the chosen methods of recording data.
	1.4.	Interpret the main characteristics of the data in relation to the task.
2. Be able to present mathematical and statistical data.	2.1.	Use a range of appropriate and effective techniques to present accurately.
	2.2.	Use correct axes, scales and conversions.
	2.3.	Justify choice and use of presentation techniques and methods for the original purpose of the task.
3. Be able to evaluate how errors can be made when collecting and recording data.	3.1.	Evaluate actual or possible sources of error in collecting and recording data.
	3.2.	Check answers using alternative methods of calculation.

Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
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.
	3.6. Show evidence of using source materials through a book/reference list.

Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
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.

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

Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
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: a) a work context b) a study context.

Access to HE Diploma Unit

Title:	Developing Professional Attributes		
Unit Code:	QU034702		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to evaluate differences between positive and negative professional attributes.	1.1. Evaluate both positive and negative professional attributes.
	1.2. Link positive attributes to the role of a professional.
2. Be able to reflect on own professional attributes and areas for development.	2.1. Produce a SWOT analysis of own professional attributes.
	2.2. Evaluate SWOT analysis.
	2.3. Produce an individual professional development plan linked to the SWOT analysis.
3. Be able to analyse which attributes are considered important by employers in a specific sector and are valued in the workplace.	3.1. Analyse which professional attributes are valued highly by employers within a specific sector.
	3.2. Analyse why these professional attributes are important in a sector-specific workplace.
4. Be able to analyse the link between professional attributes and emotional intelligence.	4.1. Analyse the links between professional attributes and emotional intelligence.

Access to HE Diploma Unit

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

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
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

Title:	Mathematics - Calculations		
Unit Code:	QU034706		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to tackle problems involving numbers.	1.1. Apply the four number rules to numbers including decimals and fractions within multistage problems.
	1.2. Use positive and negative numbers in a practical context.
	1.3. Convert numbers within and across unit systems within multi-stage tasks.
	1.4. Calculate answers using: <ul style="list-style-type: none"> a) percentages and reverse percentages b) ratio, direct and inverse proportion c) given formulae d) perimeters, areas and volumes of complex shapes e) powers and roots f) common units of measurement.
2. Be able to explain the methods of calculations and processes used.	2.1. Summarise the method of calculation and the processes used.
	2.2. Explain the importance of carrying out processes in a suitable order to a degree of accuracy appropriate to the task.
3. Know how to use estimation and check results.	3.1. Use procedures including estimation to check results.
	3.2. Evaluate the effects of accumulating errors in calculations.
	3.3. Explain the upper and lower bounds of accuracy for given results.

Access to HE Diploma Unit

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

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to 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

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

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
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

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

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA
The learner will:		The learner can:
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

Title:	Problem Solving in the Workplace		
Unit Code:	QU034716		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1. Understand factors that may influence problem-solving in the workplace.		1.1. Explain factors which influence the choice of solution for problems.	
2. Know how to solve problems in the workplace.		2.1. Analyse the nature of specific workplace problems.	
		2.2. Explain the actions that need to be taken to solve the workplace problems.	
		2.3. Analyse the potential consequences and impact of proposed actions.	
3. Be able to apply solutions to workplace problems.		3.1. Select preferred solution to workplace problems.	
		3.2. Justify the choice of solution.	

Access to HE Diploma Unit

Title:	Professional Interpersonal Behaviours		
Unit Code:	QU034718		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1.	Be able to analyse how verbal and non-verbal communication is used in a professional interpersonal interaction.	1.1.	Analyse the verbal and non-verbal skills used in a range of contexts within a given profession.
2.	Understand the importance of an awareness of cultural diversity for a given profession.	2.1.	Explain the importance of an awareness of cultural diversity across a range of contexts for a given profession.
3.	Be able to evaluate own interpersonal skills, analysing strengths and areas to develop.	3.1.	Evaluate own interpersonal skills, analysing strengths and areas to develop.
		3.2.	Evaluate ways of addressing areas to develop.

Access to HE Diploma Unit

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

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
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

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

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA
The learner will:	The learner can:	
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

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

This unit has 7 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
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

Title:	Statistics for Social Sciences		
Unit Code:	QU035182		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about normal distribution.	1.1. Use standard deviations to obtain percentages of a normal distribution.
	1.2. Explain what is meant by a skewed distribution.
	1.3. Calculate the z score of a set of data.
	1.4. Use published tables for the normal distribution to calculate probabilities.
2. Understand the nature of hypotheses.	2.1. Classify tests as one-tailed or two-tailed.
	2.2. Formulate the experimental/alternative hypothesis and the corresponding null hypothesis.
	2.3. Explain which hypothesis is being tested.
	2.4. Distinguish between type 1 and type 2 errors.
	2.5. Explain what is meant by the significance level.
3. Know about parametric and non-parametric tests.	3.1. Explain the conditions for using a parametric test.
	3.2. Use the t-test correctly for both related and unrelated samples by: <ul style="list-style-type: none"> a) calculating the statistic b) locating the statistic in the tables c) drawing the correct conclusions.
	3.3. Use non-parametric tests correctly by: <ul style="list-style-type: none"> a) calculating the statistic b) locating the statistic in the tables and c) drawing the correct conclusion.

4. Be able to conduct tests for goodness of fit.

- 4.1. Correctly carry out χ^2 tests by:
- a) drawing up a contingency table
 - b) calculating degrees of freedom
 - c) calculating χ^2 to the power of 2
 - d) using the tables correctly
 - e) drawing the correct conclusion.

Access to HE Diploma Unit

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

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1. Be able to 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

Title:	Sustainability Project		
Unit Code:	QU034732		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to plan a project to promote sustainability within a specific sector.	1.1. Identify a project to promote sustainability within a chosen sector, justifying choice.
	1.2. Produce a project plan for own project including: <ul style="list-style-type: none"> • Aims and objectives • Ethical considerations • Timescales • Methods • Resources required • Any Health and Safety considerations.
2. Be able to carry out a sustainability project.	2.1. Carry out a sustainability project.
	2.2. Produce a report on the findings of the sustainability project.
3. Be able to review the success of a sustainability project.	3.1. Evaluate the extent to which the project has met the aims and objectives.

Access to HE Diploma Unit

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

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
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

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

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
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

8. Gateway Qualifications

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