DIPLOMA GUIDE

Access to Higher Education

gateway qualifications

Access to Higher Education Diploma (Forensics and Criminology) - Revised

Access to HE

Apprenticeships

Digital

Employability & Enterprise

English & Maths

ESOL

Personal & Social Development

Professional Development

Vocational

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This qualification guide covers the following qualification:

Qualification Number	Learning Aim Code	Diploma Title	Validation Period
QAAQ004358	40007248	Access to Higher Education Diploma (Forensics and Criminology)	1 August 2022 – 31 July 2027

Version/Date	Change Detail	Section/Page Reference
2.0 March 2024	Implemented new QAA Diploma Specification and moved content to new Diploma Guide template	All pages
1.1 April 2024	Changes to the Equity, Diversity and Inclusion Policy	Pg10
1.2 November 2024	Amendment to Learning Outcome 2 of unit QU034782 Human Anatomy and Physiology	Pg46

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/

Contents

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 Forensics and Criminology degree programmes. The mandatory group of units ensures that learners have a good understanding of themes relevant to Forensics and Criminology including key topics in Crime Statistics, Forensic Investigation, Forensic Science and Criminology.

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

2.1 Science.

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 inclusion of a well-being unit in all Diplomas to support learners through their journey.

The Diploma will address the learning needs of these target groups with underpinning skills to support academic study and provide a level 3 qualification linked to their proposed Higher Education study. A broad range of knowledge will be acquired to support an understanding of Forensics and Criminology including, a range of topics such as Cell Biology and Biochemistry, Digital Forensics, Environmental Forensics, Genetics, Practical Chemical Science for Health Studies and Violent Crimes, 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 (Forensics and Criminology) can include:

- Face to face
- Blended learning.

Depending on the choice of units, assessment methods could include: Practical and theoretical investigations, academic poster, scientific reports, written questions and answers, open and closed book exams, worksheets, 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 (Forensics and Criminology) learners may progress to the following:

- BSc (Hons) Criminological Psychology
- BSc (Hons) Forensic Science
- BSc (Hons) Forensic Science with Criminology
- BSc (Hons) Forensic Science with Psychology
- BSc (Hons) Police Studies with Criminal Psychology
- BSc (Hons) Psychology and Criminology

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 21 credits from the mandatory graded units.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU034760	Crime Statistics	3	3	Academic	Report	1500 words
QU035230	Forensic Investigation Procedures	3	6	Academic	Forensic report Individual presentation Supporting materials	1200 words 15 minutes 500 words
QU035234	Forensic Science	3	6	Academic	Report Expert witness statement	2000 words 1000 words
QU034792	Introduction to Criminology	3	6	Academic	Exam Report	1.5 hours open book 1500 words

Optional Units: Research Graded Academic Subject Content

Learners must achieve 6 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU035296	Research: Practical Investigation Project for Forensics or Criminology	3	6	Academic	Risk assessment Project diary Project proposal Research review Report Evaluation	250 words 500 words 250 words 500 words 1250 words 250 words

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU035290	Research Skills for Forensics or Criminology	3	6	Academic	Research diary Research proposal Report Evaluation	500 words 500 words 1500 words 250 words
QU035308	Social Research Methods for Forensics or Criminology	3	6	Academic	Project including observation Interview and word notes Interview and questionnaire	1500 words, 500 words observation report 15 mins interview,250 words (notes) 250 words (questionnaire)

Optional Units: Graded Academic Subject Content

Learners must achieve 18 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU034904	Aspects of Social Psychology	3	3	Academic	Case studies x 2	750 words x 2
QU035192	Cell Biology and Biochemistry	3	6	Academic	Practical investigation with report Exam	750 words 2 hours closed book
QU034748	Chemical Basics and Atomic Structure	3	3	Academic	Exam	2 hours closed book
QU034762	Criminal Investigation and the Criminal Justice System	3	3	Academic	Preparation notes for role play x 2 Role plays x 2 Peer evaluation x 2 Written questions	150 words x 2 Role play x 2 150 words x 2 250 words

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU035210	Digital Forensics	3	3	Academic	Case study and investigation plan	1500 words
QU035222	Environmental Forensics	3	3	Academic	Investigation Forensic report	 1000 words
QU035232	Forensic Photography	3	3	Academic	Plan Visual photographic record Evaluation	250 words 500 words
QU034768	Fundamental Concepts in Biology	3	3	Academic	Practical investigations, scientific report including at least one graph, chart and table Worksheets	750 words 500 words
QU035238	Fundamentals of Chemistry: Conducting Experiments	3	3	Academic	Experiments (3 out of 4) Scientific report x 3	3 out of 4 chosen 400 words x 3
QU034782	Human Anatomy and Physiology	3	6	Academic	Exam Academic posters x 3	1.5 hours open book 500 words x 3
QU035248	Introduction to Criminal Law	3	3	Academic	Exam	1.5 hours open book
QU035246	Introduction to Genetics	3	3	Academic	Report	1500 words
QU034798	Introduction to the Sociology of Crime and Deviance	3	3	Academic	Report	1500 words
QU034822	Practical Chemical Analysis	3	3	Academic	Investigations Scientific report	 1000 words
QU035030	Practical Chemical Science for Health Studies	3	3	Academic	Scientific practical and report	1000 words

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU035108	The Blood	3	3	Academic	Investigation Presentation Supporting materials	 15 mins 500 words
QU035321	The Human Skeleton and Muscles	3	3	Academic	Short answer questions Case studies x 2	500 words 500 words x 2
QU034854	The Psychology of Offender Profiling	3	3	Academic	Essay	1500 words
QU035343	Violent Crimes	3	3	Academic	Report	1500 words

Mandatory Units: Ungraded

Learners must achieve 3 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU034710	Preparation for Higher Education	3	3	Other	Research Application form and personal statement Prepared Q&A	Review of research, course and decision 500 words Application form and personal statement 750 words* Prepared Q&A 250 words (*4000 characters or roughly 450 word UCAS limit for personal statement)

Optional Units: Ungraded

Learners must achieve 12 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU035351	Academic Reading Skills	3	3	Other	Exam	1.5 hours closed book
QU034692	Academic Writing Skills	3	3	Other	Notes from a range of sources Essay plan Essay	300 words 200 words 1000 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
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
QU035359	Practical Science Skills	3	3	Other	Investigation Report Reflection	Practical investigation 750 words 250 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

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
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
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

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

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)

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

Access to a laboratory equipment and computers are required for 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:	Crime Statistics		
Unit Code:	QU034760		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested 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 crime statistics are created.	1.1. Explain how crime statistics are created in England and Wales.
	1.2. Discuss the accuracy of these statistics.
2. Understand the factors affecting crime statistics.	2.1. Describe how the definition of crime affects official crime statistics.
	2.2. Explain how decisions made about prosecution, cautions or no charge can affect crime statistics.
	2.3. Explain how the 'dark figure' affects official crime statistics.
3. Be able to review crime statistics published in England and Wales.	3.1. Compare Crime Survey data for England and Wales with other official crime statistics.
	3.2. Review limitations of crime statistics.

Indicative Content:
AC 2.2: Including the level of unreported crime and public perceptions of crime.

Access to HE Diploma Unit

Title:	Forensic Investigation Procedures		
Unit Code:	QU035230		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand procedures used to preserve, collect and record forensic evidence from a simulated crime scene.	1.1. Explain the procedures used to preserve, collect and record forensic evidence.
	1.2. Justify the choice of procedures used to preserve, collect and record forensic evidence.
2. Know analytical techniques to examine forensic evidence collected from a simulated crime scene.	2.1. Explain the analytical techniques used to examine biological, chemical and physical forensic evidence.
	2.2. Perform appropriate analytical techniques to examine biological, chemical and physical forensic evidence.
3. Be able to draw conclusions and report on the results of the analysis of forensic evidence.	3.1. Produce a correctly structured forensic expert witness statement/report, showing clear scientific reasoning to draw valid conclusions.

Indicative Content:

AC 2.1: Physical evidence – evidence that has not come from a living or once living organism and does not contain chemicals. This could include:

- ballistics – rifling, ballistic profiling, propellants, micro stamping, calibre wound patterns, trajectory
- footwear – oblique lighting, casting, electrostatic lifting, gel lifting, visual analysis and comparison
- tool marks – casting
- documents – handwriting (cursive, printing and signatures), printed documents (typewriters, photocopiers, laser printers, ink jet printers), paper, ink
- IT – mobile phones, computers, tablets and CCTV
- fibre – identification and analysis – microscopy.

Access to HE Diploma Unit

Title:	Forensic Science		
Unit Code:	QU035234		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand developments in forensic science.	1.1. Explain major developments in forensic science over the last 50 years.
	1.2. Explain the wide range of disciplines falling under the field of forensic science.
2. Understand types of forensic evidence and how they are used.	2.1. Evaluate the reliability of dactyloscopy.
	2.2. Describe possible sources of DNA evidence at a crime scene.
	2.3. Explain the process of creating a profile from a source of DNA.
	2.4. Analyse the use of DNA profiles to convict and eliminate suspects.
3. Be able to present forensic evidence as a professional witness.	3.1. Prepare an expert witness statement.
	3.2. Present scientific findings as an expert witness to a mock court room.

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		
Suggested 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: • 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 people and how this may impact on their need for support.	4.1. Explain how crime impacts on victims, witnesses and the vulnerable.
	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.

Optional Units: Research Graded Academic Subject Content

Access to HE Diploma Unit

Title:	Research: Practical Investigation Project for Forensics and Criminology		
Unit Code:	QU035296		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested 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 plan a practical investigation project.	1.1. Identify and agree a practical investigation project, located within a knowledge domain relevant to the named Diploma.
	1.2. Produce a hypothesis and clear aims for the investigation project.
	1.3. Identify any ethical, practical or safety issues and how these will be managed/overcome.
	1.4. Produce a risk assessment.
	1.5. Maintain a record of project progress through all stages of research, development and completion.
2. Be able to undertake a practical investigation.	2.1. Carry out research from a wide range of sources.
	2.2. Develop an appropriate investigation.
	2.3. Identify the variables and explain how they can be controlled, where necessary.
	2.4. Carry out the investigation safely, using appropriate practical skills and techniques.
	2.5. Analyse the results of the investigation with reference to relevant theory.
3. Know how to present the project.	3.1. Present the body of work in a style appropriate to the knowledge domain with clear conclusions.

	3.2. Use appropriate technical terminology fluently.
	3.3. Reference all findings using a recommended style of referencing.
4. Be able to evaluate own research project.	4.1. Reflect on the design and methodology of the project.
	4.2. Evaluate the body of work in relation to aims and hypothesis.
	4.3. Identify recommendations for the future.

Access to HE Diploma Unit

Title:	Research Skills for Forensics or Criminology		
Unit Code:	QU035290		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested 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:	Social Research Methods for Forensics or Criminology		
Unit Code:	QU035308		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand different methods of social research.	1.1. Explain the use of observations, interviews and questionnaires in social research.
2. Be able to use a range of social research methods.	2.1. Evaluate three areas for primary research.
	2.2. Justify the use of observation, interview or questionnaire for each research aim.
	2.3. Review material and information pertinent to research.
	2.4. Produce completed observation, interview or questionnaire.
3. Be able to reflect on social research methodology.	3.1. Discuss and draw conclusions from data gathered through observation, interview or questionnaire.
	3.2. Evaluate the use of observation, interview or questionnaire methods of investigation.
	3.3. Clarify any ethical considerations associated with the research and use appropriate protocols as needed.

Indicative Content:
LO2: It should be noted that where learners are conducting primary research, their suggested research project should be scrutinised prior to commencement to check that ethical considerations have taken place. In addition, agreement from the interviewees must be obtained to ensure compliance with the General Data Protection Regulations, 2018.
AC 2.2 and onwards: Learners must use at least two methods of collecting data.

Optional Units: Graded Academic Subject Content

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		
Suggested 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:	Cell Biology and Biochemistry		
Unit Code:	QU035192		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested Assessment Details:	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Know the structure of eukaryotic cells.	1.1. Explain the structure of eukaryotic cells.
	1.2. Identify from electron micrographs: • the nucleus • cell membrane • endoplasmic reticulum • ribosomes • mitochondria • Golgi body • lysosomes.
	1.3. Estimate the size of cells and organelles from microscope study or photographs.
	1.4. Explain the levels of organisation in multicellular organisms, including the importance of cell specialisation with reference to a specific tissue.
2. Understand the functions of cell organelles.	2.1. Explain the links between the functions and structure of: • the nucleus • endoplasmic reticulum • ribosomes • mitochondria • Golgi body • lysosomes.

3. Understand the structure and function of biological molecules.	3.1. With reference to carbohydrates, proteins and lipids: a) recognise the structure of themolecules b) relate the structure of the molecules to their function c) explain formation and breakdown of polymers.
4. Understand how materials are exchanged across the cell membrane.	4.1. Analyse the movement of substances across the cell membrane by: • diffusion • osmosis • active transport • pinocytosis.
	4.2. Explain how the exchange of materials across the cell membrane is related to its structure.
5. Understand the mode of action of enzymes.	5.1. Explain the structure of enzymes, including how their structure is linked to their function.
	5.2. Explain the concept of activation energy.
	5.3. Evaluate models of enzyme action: a) lock and key b) induced fit.
	5.4. Explain the effect of external factors on enzyme activity.

Access to HE Diploma Unit

Title:	Chemical Basics and Atomic Structure		
Unit Code:	QU034748		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested 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 substance.	1.1. Apply the terms 'element' and 'compound' correctly in context.
2. Understand the particulate nature of matter.	2.1. Explain the relationship between atoms, ions and molecules with examples.
3. Be able to demonstrate the process of chemical change.	3.1. Use chemical equations to explain the type of chemical changes that have occurred in a chemical reaction.
	3.2. Construct balanced equations to illustrate chemical change.
4. Understand the modern view of atomic structure.	4.1. Identify the three subatomic particles and state their symbol, relative mass, and charge.
	4.2. Use 'mass number' and 'atomic' number' to describe the number of particles in an atom.
	4.3. Explain the term isotope and analyse some isotopic data.
	4.4. Calculate the relative atomic mass of an element given the relative abundance of its isotopic composition.
5. Be able to deduce the electron configuration of atoms.	5.1. Construct the electron configurations in terms of s, p, d orbitals of atoms with atomic numbers 1 to 36.

Access to HE Diploma Unit

Title:	Criminal Investigation and the Criminal Justice System		
Unit Code:	QU034762		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested 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 legal framework that criminal law investigators must adhere to secure a criminal conviction.	1.1. Explain the legal framework and criminal law that criminal investigators must adhere to.
	1.2. Explain ways in which investigations are undertaken to ensure that they meet the Code of Ethics.
	1.3. Explain criminal justice system processes.
2. Know the procedures and the resources available in criminal investigations.	2.1. Evaluate the stages of the investigation process, including interviewing and the resources available during a criminal investigation.
	2.2. Demonstrate appropriate interview skills using techniques to gain intelligence information.
3. Be able to use communication skills as a professional witness in a mock criminal trial.	3.1. Demonstrate effective communication skills as a professional witness in a mock criminal trial.

Access to HE Diploma Unit

Title:	Digital Forensics		
Unit Code:	QU035210		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested 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 digital forensics in criminal investigations.	1.1. Explain how digital forensics contributes to criminal investigations, with reference to real cases / scenarios.
2. Understand underpinning concepts and best practices in digital forensic investigations.	2.1. Explain the principles for legally gathering, recovering and preserving digital forensic evidence and remaining compliant with acceptable practice standards.
	2.2. Analyse the possible sources of data and information within devices with reference to the interpretation of information recovered.
3. Be able to analyse the challenges related to the use of digital evidence within a forensic investigation.	3.1. Analyse the challenges associated with digital forensics due to increasing volume and diversity of data sources in investigations.
	3.2. Evaluate strengths and limitations of digital evidence within a forensic investigation.

Access to HE Diploma Unit

Title:	Environmental Forensics		
Unit Code:	QU035222		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested 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 concepts in taphonomy and entomology contribute to forensic investigation.	1.1. Explain: • entomology • taphonomy.
	1.2. Analyse the effect of different entomological processes on taphonomy in forensic investigation.
2. Be able to carry out investigative techniques for taphonomy and entomology that are used in order to estimate time of death in forensic investigation.	2.1. Explain how investigative techniques are used to collect and analyse taphonomy and entomological evidence in forensic investigation.
	2.2. Use calculations to estimate TOD.
3. Be able to carry out techniques used to examine soil, pollen and diatom evidence in forensic investigation.	3.1. Explain how techniques are used to examine soil, pollen and diatom evidence.
	3.2. Evaluate soil, pollen and diatom evidence to draw conclusions.

Access to HE Diploma Unit

Title:	Forensic Photography		
Unit Code:	QU035232		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested 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 photographic evidence from a simulated crime scene.	1.1. Explain how equipment and techniques could be used to produce photographic evidence of a simulated crime scene.
	1.2. Produce a plan to obtain photographic evidence from a simulated crime scene.
2. Know how to use photographic equipment and techniques to produce a visual record of evidence from a simulated crime scene.	2.1. Demonstrate effective use of equipment and techniques to produce a range of photographic images for a visual record of a simulated crime scene.
	2.2. Justify choice of photographic equipment and techniques to produce visual record of a simulated crime scene.
3. Understand how to review the suitability of the visual record produced in accordance with use of photographic evidence presented in a court of law.	3.1. Analyse the requirements of presenting visual evidence in a court of law.
	3.2. Evaluate the extent to which the visual photographic record of the simulated crime scene meets the legal requirements for use in a court of law.

Access to HE Diploma Unit

Title:	Fundamental Concepts in Biology		
Unit Code:	QU034768		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand scientific terminology used in biology.	1.1. Define appropriate scientific terminology used in biology accurately.
2. Understand a range of biological processes.	2.1. Explain diffusion and osmosis with reference to a range of examples.
	2.2. Explain the importance of surface area to volume ratio in biology using appropriate examples.
	2.3. Explain the concept of negative feedback in biology, using two examples.
3. Be able to use a range of apparatus in biological investigations.	3.1. Prepare specimens for and use a light microscope on high power to produce accurate scaled drawings.
	3.2. Demonstrate use of specialised apparatus competently to gain comprehensive data in an experiment.
	3.3. Demonstrate use of common lab apparatus safely and competently in a range of situations.

Access to HE Diploma Unit

Title:	Fundamentals of Chemistry: Conducting Experiments		
Unit Code:	QU035238		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested 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 plan and perform chemistry experiments.	1.1. Plan and carry out experiments involving three of the following: • the separation of a mixture • determination of the formula of a compound • titrimetric or colorimetric analysis • synthesis and purification of a substance.
	1.2. Explain the theoretical concepts behind each of the experiments undertaken.
2. Be able to produce scientific reports.	2.1. Produce reports for each of the experiments using the standard scientific format.
	2.2. Analyse the results of the experiments and draw relevant conclusions.
3. Be able to review the experiments.	3.1. Review the results of experiments to identify how they could be improved or adapted in future.

Access to HE Diploma Unit

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

This unit has 5 learning outcomes.

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

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

Indicative Content:
AC 3.1: Include axial appendicular ribcage, girdles and limbs. Only a few common bone names should be introduced.
AC 3.2: E.g. forearm.

Access to HE Diploma Unit

Title:	Introduction to Criminal Law		
Unit Code:	QU035248		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested 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 concepts of men's rea and actus reus.	1.1. Define men's rea and actus reus and critically evaluate the use of these terms.
2. Understand the concepts of murder and manslaughter.	2.1. Define murder and manslaughter.
	2.2. Analyse the problems caused by attempts to define these concepts with appropriate reference to relevant case law.
3. Understand the general defences in criminal law.	3.1. Explain the defences available to homicide and analyse some of the difficulties that have arisen in applying them.

Access to HE Diploma Unit

Title:	Introduction to Genetics		
Unit Code:	QU035246		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested 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 processes and importance of mitosis and meiosis.	1.1. Explain the stages of mitosis and meiosis.
	1.2. Explain the significance of the differences between mitosis and meiosis.
2. Understand the composition, structure and role of nucleic acids in the replication of DNA and the process of protein synthesis.	2.1. Explain the structure and method of replication of DNA.
	2.2. Explain the processes of and factors influencing gene expression.
	2.3. Explain protein synthesis.
3. Be able to analyse the genetic basis of inheritance.	3.1. Analyse how genetic problems involving monohybrid, co-dominant and sex-linked inheritance may be solved.
	3.2. Discuss specific examples of chromosome mutations, explaining their significance.

Access to HE Diploma Unit

Title:	Introduction to the Sociology of Crime and Deviance		
Unit Code:	QU034798		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested 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 social construction and relativity of crime and deviance.	1.1. Differentiate between crime and deviance.
	1.2. Analyse the social construction of crime and deviance.
2. Be able to evaluate the measurement, extent of, and distribution of crime.	2.1. Evaluate the reliability and validity of official statistics, self-report and victim surveys in respect of crime.
	2.2. Analyse evidential and/or possible reasons for over and under-representation of different social groups in crime statistics.
3. Be able to evaluate sociological explanations and theories of crime and deviance.	3.1. Evaluate sociological explanations and theories of crime and deviance.

Access to HE Diploma Unit

Title:	Practical Chemical Analysis		
Unit Code:	QU034822		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested 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 investigate quantitative analysis on the components of matrices to determine their composition.	1.1. Demonstrate accurately the amount of analyte in matrices.
	1.2. Explain the composition of the matrices analysed.
	1.3. Critically compare the use of primary and secondary titrimetric standards.
2. Know how to investigate spectroscopic techniques to identify compounds and determine concentrations.	2.1. Demonstrate accurately the concentrations of solutions using the Beer-Lambert law.
	2.2. Explain correctly the structures of simple organic compounds from their percentage composition, infrared spectra, mass spectra, 1H NMR and 13C NMR spectra.
3. Know how to investigate chromatographic techniques to identify components and determine the amounts present in samples.	3.1. Explain the operation and applications of capillary GC and HPLC instrumentation and measurements.
	3.2. Demonstrate accurately the identity and amount of analytes using qualitative and quantitative GC and HPLC data.

Access to HE Diploma Unit

Title:	Practical Chemical Science for Health Studies		
Unit Code:	QU035030		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested 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 Health and Safety in a laboratory.	1.1. Explain Health and Safety procedures in a laboratory.
	1.2. Explain Health and Safety legislation and hazards relevant to different Scientific working environments.
2. Be able to use laboratory equipment effectively.	2.1. Follow instructions in a complex chemistry practical assessment.
	2.2. Use laboratory equipment to carry out practical procedures correctly and safely.
	2.3. Construct a suitable report from observations made in a practical experiment presented in a suitable format.
3. Be able to investigate quantitative and qualitative analysis safely and effectively.	3.1. Demonstrate accurately the composition and amount of components in samples.
	3.2. Discuss the measures taken to ensure accuracy in determining the composition and the amount of components in samples.
	3.3. Carry out qualitative analysis of some inorganic chemical compounds to identify the components present.
	3.4. Explain how one of the analysis techniques works in terms of chemical reactions.
	3.5. Assess how qualitative techniques can be used quantitatively.

Access to HE Diploma Unit

Title:	The Blood		
Unit Code:	QU035108		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested 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 function of blood and its composition.	1.1. Explain the major components and functions of blood.
	1.2. Explain the formation of blood cells and how they mature and recycle.
	1.3. Explain the structure and function of red blood cells (RBC), including the role of haemoglobin, and how they are recycled.
	1.4. Explain the structure of white blood cells (WBC) and their functions in relation to immunity.
2. Understand the blood clotting process.	2.1. Explain the process of haemostasis including the key factors of blood involved in clotting mechanism.
3. Be able to analyse blood groups and compatibility.	3.1. Analyse blood group compatibilities and explain why they are compatible or not.

Access to HE Diploma Unit

Title:	The Human Skeleton and Muscles		
Unit Code:	QU035321		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested 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 function of the human skeletal system.	1.1. Explain the structure of the human skeleton, including how this relates to its functions.
	1.2. Explain different types of joints, exploring the importance of their properties.
	1.3. Explain the structure of a synovial joint, including the roles of the component parts.
	1.4. Explain the properties and functions of tendons, ligaments and cartilage.
2. Understand the function of the human muscular system.	2.1. Explain and critically compare the properties of different types of muscle, exploring the sliding filament hypothesis of muscle contraction.
	2.2. Explain how antagonistic muscles bring about extension and flexion of either the elbow joint or the knee joint.
3. Understand the importance of maintaining the health of the muscular and skeletal systems.	3.1. Analyse the effects on the muscular and skeletal systems of: a) poor lifting techniques b) bad posture.
	3.2. Evaluate the effects of skeletal disease on the healthy functioning of the skeletal system.

Access to HE Diploma Unit

Title:	The Psychology of Offender Profiling		
Unit Code:	QU034854		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Know the role of profilers within the legal system.	1.1. Consider the contribution that profilers make to assist the police in apprehending criminals.
	1.2. Evaluate the merits and pitfalls of profilers as experts.
2. Understand a range of profiling approaches.	2.1. Explain FBI profiling.
	2.2. Explain investigative psychology.
	2.3. Explain geographic profiling.
3. Be aware of issues concerning offender profiling.	3.1. Evaluate issues concerning offender profiling, including differences in frameworks, differences between individual profilers, cultural differences and information gathering techniques.

Access to HE Diploma Unit

Title:	Violent Crimes		
Unit Code:	QU035343		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Suggested Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand violent crimes and the problems surrounding "intent'.	1.1. Explain the actus reus and mens rea of violent crimes and apply to factual scenarios.
	1.2. Evaluate problems concerned with "intent" in a range of violent crimes.
2. Understand defences leading to voluntary manslaughter and related problems.	2.1. Describe and evaluate the defence of loss of control.
	2.2. Describe and evaluate the defence of diminished responsibility.
3. Understand the different types of involuntary manslaughter.	3.1. Explain and assess unlawful act manslaughter.
	3.2. Explain and assess gross negligence manslaughter.

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		
Suggested 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 Reading Skills		
Unit Code:	QU035351		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Suggested 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 demonstrate the use of different reading techniques.	1.1. Annotate text after using skimming, scanning and active reading techniques.
	1.2. Summarise text after using skimming, scanning and active reading techniques.
2. Be able to explain, with examples, how language used in texts can reveal assumptions and prejudice.	2.1. Identify and explain instances of opinion and bias in text.
	2.2. Analyse the use of objective and emotive language in a text.
3. Be able to demonstrate how to apply critical reading techniques to texts.	3.1. Analyse the strengths and weaknesses of an argument from at least two texts.
	3.2. Critically evaluate an argument.

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		
Suggested 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:	Communication - Speaking and Listening		
Unit Code:	QU034696		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Suggested 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.

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

Access to HE Diploma Unit

Title:	Mathematics - Calculations		
Unit Code:	QU034706		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Suggested 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: 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		
Suggested 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:	Practical Science Skills		
Unit Code:	QU035359		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Suggested 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 use a range of general laboratory equipment.	1.1. Demonstrate how to use equipment safely and effectively within a laboratory.
2. Be able to use specialised equipment in a laboratory.	2.1. Demonstrate how to carry out a scientific procedure with accuracy.
3. Know how to work with appropriate regard for safety.	3.1. Demonstrate how to carry out practical science work in a safe manner.
	3.2. Assess the possible safety issues relating to a practical scientific procedure.
4. Understand how to report on scientific investigations.	4.1. Produce an experimental report with use of appropriate scientific terminology.
	4.2. Identify a range of ways in which the work could be improved.
	4.3. Evaluate the outcomes of the original objective, identifying further steps to be taken in the development of work.

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		
Suggested 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:	Promoting Wellbeing and Building Resilience		
Unit Code:	QU034720		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Suggested 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		
Suggested 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		
Suggested 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:	Study Skills for Higher Education		
Unit Code:	QU034730		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Suggested 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		
Suggested 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: • Aims and objectives • Ethical consideration • 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		
Suggested 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.

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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