

DIPLOMA GUIDE



Access to HE

Apprenticeships

Digital

Employability &
Enterprise

English & Maths

ESOL

Personal & Social
Development

Professional
Development

Vocational



Qualification No: QAAQ002333
Aim Code: 40007236
Validation: 1 August 2017 –
31 July 2022
Version: 4.0



Access to HE Diploma (Policing and Criminology)

This page has been left intentionally blank.

About this Access to HE Diploma guide

This Access to HE Diploma specification is intended for Tutors, Assessors, Internal Quality Assurers, Quality Managers and other staff within Gateway Qualifications Access to HE approved providers/or prospective providers.

It sets out what is required of the student in order to achieve the Access to HE Diploma. It also contains information specific to managing and delivering the Access to HE Diploma (s) 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 website which contain more detailed guidance on assessment and verification practice.

In order to offer this Access to HE Diploma you must be a Gateway Qualifications recognised centre and approved to offer Access to HE Diplomas.

If your centre is not yet recognised, or diploma approved, 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

About this Access to HE Diploma guide	3
1. Diploma Information.....	6
1.1 Overview of the Access to Higher Education Diploma	6
1.2 About this Diploma.....	6
1.3 Purpose	6
1.4 Aims	6
1.5 Objectives.....	7
1.6 Sector Subject Area.....	7
1.7 Target groups	7
1.8 Delivery methods.....	7
1.9 Achievement methodology.....	8
1.10 Geographical Coverage.....	8
1.11 Progression Opportunities	9
1.12 Equality, Diversity and Inclusion	9
2. Student Entry Requirements.....	10
2.1 Age.....	10
2.2 Prior Qualifications.....	10
2.3 Prior Skills/Knowledge/Understanding	10
2.4 Access to qualifications for learners with disabilities or specific needs.....	10
2.5 Additional Requirements/Guidance.....	11
2.6 Recruiting Learners with Integrity.....	11
3. Achieving the Access to HE Diploma	12
3.1 Qualification Specification.....	12
3.2 Rules of Combination	12
3.3 Additional completion requirements	17
3.4 Recognition of Prior Learning	17
4. Access to HE Units of Assessment.....	18
4.1 Unit specification	18
4.2 Academic subject content.....	18
4.3 Graded and ungraded units	18
4.4 Revisions to Access to HE Units of Assessment.....	19
5. Assessment and Quality Assurance	20
5.1 Provider Requirements	20
5.2 Staffing Requirements	20
5.3 Facilities and Resources.....	21
5.4 Assessment.....	21

5.5	Quality Assurance Requirements.....	21
5.6	Additional Requirements/Guidance.....	21
6.	Unit Details	22
	Mandatory Units: Graded Academic Subject Content.....	22
	Optional Units: Graded Academic Subject Content	32
	Units: Ungraded	53
7.	What to do next	62
8.	Gateway Qualifications	62

1. Diploma Information

1.1 Overview of the Access to Higher Education Diploma

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

- a level 3 qualification, regulated by the Quality Assurance Agency (QAA) for Higher Education
- a unitised qualification, based on units of assessment which are structured in accordance with the Access to HE unit specification
- a credit-based qualification, operated in accordance with the terms of the Access to HE credit specification
- a graded qualification, as determined by the Access to HE 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 2013.

Individual named Diplomas are identified by separate titles and are validated at 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

Provide them with underpinning skills to support academic study and provide a level 3 qualification linked to their proposed HE study. Allows a broad range of skills to be acquired which explore the role of the police force, criminology, types of crime, an introduction to law and legal frameworks, integrating ethical concepts and are underpinned by psychology, research and interpersonal skills which are important for anyone working in roles within this sector.

1.3 Purpose

The primary purpose of Access to HE Diplomas is to provide higher education progression opportunities for adults who, because of social, education 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 learn
- offer learners a responsive, supportive return to learn experience at a level appropriate for entry to HE

- develop the appropriate skills such as study skills that are necessary to enable learners to succeed in their HE career
- address issues of widening participation and social inclusion
- raise student 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 learners for HE level study generally and in subject areas appropriate to an intended HE 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

1.4 Public Services

1.7 Target groups

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

1.8 Delivery methods

Delivery methods for the Access to HE Diploma (Policing and Criminology) can include:

Face to face or blended learning.

Assessment Methods should include:

Essays, projects, presentations, self-evaluation, group discussions, case studies, short answer questions, worksheets, production and analysis of complex spreadsheets, data analysis, tests.

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.

1.10 Geographical Coverage

This qualification has been approved by for delivery in England.

1.11 Progression Opportunities

Following successful completion of the Access to HE Diploma (Policing and Criminology) learners may progress to the following:

BSc (H) Criminological Psychology
BSc (H) Psychology and Criminology
BSc (H) Police Studies with Criminological Psychology
BSc Forensic Investigation
Bsc/BA Criminology Degree Apprenticeships in Policing, Policing Studies or Foundation Degree in Policing Studies

The qualification does not provide guaranteed entry to UK higher education.

1.12 Equality, Diversity and Inclusion

It is Gateway Qualifications' aim that there shall be equal opportunities and so meet the organisation's legal responsibilities to prevent discrimination.

In accordance it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

2. Student 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. This generally 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 prior to undertaking this qualification.

Providers may ask learners for GCSEs 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 Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would disadvantage a student 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:

- adapting assessment materials
- adaptation of 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 learners' ability to demonstrate the skills, knowledge or understanding eg use of spellchecker in an English assessment
- using assistive technology
- use of CCTV, coloured overlays, low vision aids
- use of a different assessment location
- use of ICT/responses using electronic devices.

It is important to note that not all of 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 access arrangements specified above.

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

2.5 Additional Requirements/Guidance

Learners must have a UK address (including BFO) to be registered on an Access to HE Diploma.

2.6 Recruiting Learners with Integrity

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 the assessment of each potential student and making justifiable and professional judgements about the student's potential to successfully complete the assessment 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 and the remaining 15 credits can be achieved at level 2 or level 3 from units which are ungraded. It is recommended you include no more than 6 ungraded 'academic subject content' credits. The ungraded credits can be mandatory or optional within the Diploma. The approved Rules of Combination for this qualification 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 12 weeks of the start of the course or before application to UCAS, whichever is soonest.

3.2 Rules of Combination

The structure sets out the units required to be achieved the Access to Diploma, comprising of:

- Graded Academic mandatory units – Level 3
- Graded Academic optional units - Level 3
- Graded Research units - Level 3
- Ungraded units – Level 2/3.

Learners must achieve a total of 60 credits and meet unit group requirements.

Learners must complete 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.

Mandatory Units: Graded Academic Subject Content

Learners must achieve 33 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
QU019965	Careers within Policing and Criminology	3	3	Academic	1, 7	Essay	1500 words
QU019958	Ethics and Values within Policing	3	3	Academic	2, 7	Case study analysis (3 case studies)	3 x 750 words
QU018575	Foundations of Law	3	3	Academic	2, 4, 7	Exam	1.5 hours closed book
QU018992	Introduction to Criminology	3	6	Academic	1, 2, 4, 7	Short answer questions, case studies, report	300 words, 3 x 400 words, 1000 words
QU019969	Introduction to Policing	3	6	Academic	1, 5, 7	Closed book exam, case study, individual presentation plus questions and reflective account	1.5 hours, 500 words, 10 minutes plus 5 minutes, 250 words
QU010480	Legislation for Equality and Diversity	3	3	Academic	1, 7	Case Studies	2 x 750 words
QU018417	Professional Interpersonal Skills	3	3	Academic	1, 2, 7	Case study, SWOT analysis, Self-Reflection, Action Plan	750 words, 150 words, 500 words, 100 words
QU007950	Social Research Methods	3	6	Academic	2, 4, 5, 7	Project including observation, interview and questionnaire	1500 words, 500 words observation report, 15 minutes interview and 250 words notes, 250 words questionnaire

Optional Graded Units:

Learners must achieve 12 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
QU019961	Analysing Truth and Deception	3	3	Academic	1, 3, 7	Project including observational reports of, for example, analysis of videos, role play	1500 words
QU005844	Aspects of Social Psychology	3	3	Academic	2, 7	Case studies	2 x 750 words
QU006465	Assessment of Fitness	3	6	Academic	1, 2, 7	Project - two fitness programmes	1500 words - two fitness programmes - cardiovascular and strength and endurance
QU019010	Criminal Investigation and the Criminal Justice System	3	3	Academic	1, 5, 7	Preparation notes for role plays x 2, 2 x role plays, peer evaluation, written questions	150 words x 2, role play x 2, 150 words x 2, 250 words
QU019008	Forensic Investigation Procedures	3	6	Academic	1, 2, 7	Forensic investigation, forensic report, individual presentation, supporting materials	Investigation, 1250 words, 15 minutes, 500 words
QU010482	Human Rights for the Twenty First Century	3	3	Academic	2, 7	Essay	1500 words
QU019945	Interpersonal Violence	3	3	Academic	1, 4, 5, 7	Individual presentation plus questions, supporting materials, case study	10 minutes plus 5 minutes, 250 words, 500 words

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
QU018411	Introduction to Criminal Law	3	3	Academic	1, 2, 7	Exam	1.5 hour open book
QU006605	Introduction to the Sociology of Crime	3	3	Academic	2, 4, 7	Literature Review	1500 words
QU019967	Managing Conflict in a Policing Context	3	3	Academic	1, 5, 7	Short answer questions, role play, peer assessments, reflection	500 words, 10 minutes, 150 words, 500 words
QU006941	Problems of Order and Control	3	3	Academic	2, 7	Report	1500 words
QU007442	Quantitative Methods – Statistics	3	3	Academic	3, 4, 5, 7	Data analysis short answer Qs, create charts and graphs, Worksheets, Case study analysis of data, tree diagrams	Short answers Qs 500 words, Worksheets 500 words, case study 250 words, tree diagrams 250 words
QU018310	Research: Practical Investigation Project	3	6	Academic	2, 3, 4, 6, 7	Risk assessment, project diary, project proposal, research review, report, evaluation	500 words, 750 words, 500 words, 750 words, 1500 words, 500 words
QU010476	Sentencing	3	3	Academic	1, 7	Short answer questions, case study	750 words, 750 words
QU007672	Stress	3	3	Academic	1, 2, 7	Closed book exam	1 hour closed book
QU019963	The Psychology of Criminal Investigation	3	3	Academic	1, 2, 5, 7	Report	1500 words
QU006333	The Psychology of Offender Profiling	3	3	Academic	1, 2, 7	Essay	1500 words

Units: Ungraded

Learners must achieve 15 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU025276	Academic Writing Skills	3	3	Other	Notes from a range of sources, Essay Plan, Essay	300 words 200 words 1,000 words
QU007560	Communication – Speaking and Listening	3	3	Other	Presentation, Preparation, Group Discussion	Presentation: 5 minutes 250 word notes Discussion: 15-20 minutes
QU025532	Preparation for Higher Education	3	3	Other	Analysis, UCAS Statement, Preparing for interview questions, Chart	1500 words in total
QU018630	Problem Solving in the Workplace	3	3	Other	Project	1500 words
QU028487	Promoting Wellbeing and Building Resilience	3	3	Other	Report	1500 words
QU018318	Study Skills	3	3	Other	Study Plan, Worksheets, Assignment Plan	200 words 250 words 500 words

3.3 Additional completion requirements

Learners will probably require a pass in maths and English at Level 2 / GCSE to progress onto a degree course. Delivery providers should make learners aware of HEI 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 a qualification for which they are undertaking.

For further information please refer Annex C, Access to HE Diploma Specification, <https://www.accesstohe.ac.uk/AboutUs/Publications/Documents/Access-Diploma-Specification.pdf>

4. Access to HE Units of Assessment

4.1 Unit specification

A common unit specification applies to all units with 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
- grade descriptors
- 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 unit's knowledge and skills 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 mathematics, or study skills.

4.3 Graded and ungraded units

Graded units – grading operates at unit level and only applies to units which have been approved by Gateway Qualifications within a named Access to HE Diploma. Student achievement for graded units is recorded as Pass, Merit or Distinction for each unit, as set out in the QAA Access to HE Grading Scheme, 2012. Graded units will also satisfy the criteria of academic subject content.

There is a common set of broad generic grade descriptors which are used as the basis for all grading judgements on all courses:

- 1 Understanding the subject
- 2 Application of knowledge
- 3 Application of skills
- 4 Use of knowledge
- 5 Communication and presentation
- 6 Autonomy / Independence
- 7 Quality.

The seven grade descriptors are not subject specific. They can, however, through careful selection and in appropriate combinations, be used on all courses, with all units and for all

assignments. The descriptors to be used with a particular unit are selected with reference to the main aspects of student performance that need to be taken into account when grading decisions are made for that unit. They are formally assigned to the unit when it is validated.

Each of the seven grade descriptors comprises two sets of components, one which describes characteristics or qualities typical of performance at merit, and a parallel set of components which describes typical performance in the same areas at distinction. (There are no components for pass, because a pass grade is gained when a student meets the learning outcomes, but does not achieve the standard required for merit.) Some of these components are more relevant to certain subjects than others and some particular terms are also more relevant for use with particular types of assessment than others. In order to ensure the grade descriptors are relevant for specific assignments, tutors identify the components of the descriptors being used that are most relevant for the particular assignment. The selected components of the descriptors (at merit and distinction) are then included in the assignment brief(s).

The grading scheme is not based on an assumed one-to-one relationship between the grade descriptors and learning outcomes (although it is possible that in some units, because of the way the learning outcomes have been structured, something close to a one-to-one relationship may emerge). In general, however, judgements about student work in relation to grading apply across the work for a unit, whether that unit is assessed through one, or more than one, assignment.

The full Grade Descriptors can be accessed by the following link, which also provides detailed information on grading:

<http://www.accesstohe.ac.uk/AboutUs/Publications/Documents/Access-Grading-Scheme-Section-B.pdf>

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 as a centre and are required to ensure that:

- the main base is in the UK
- 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 delivery.
- there are appropriate facilities and resources at each site, and for each mode of delivery
- staff have the professional competence and skills to teach and assess necessary to teach and assess the units available on the Diploma
- arrangements are in place to provide pre-course guidance to applicants and criteria for selection and admission to Access to HE Diplomas, and are consistent with QAA requirements with respect to admissions.
<https://www.accesstohe.ac.uk/AboutUs/Publications/Documents/Guidance-admission-of-learners-AHE-07.pdf>.
- expertise and resources to provide information, advice and guidance on HE applications and progression opportunities.
- Systems for maintaining secure records of individual learners' registration and achievement
- internal moderation arrangements that meet Gateway Qualification requirements.
- arrangements for internal course monitoring and self-evaluation and feedback
- procedures and criteria for the recognition of prior learning that meet Gateway Qualifications requirements.
- quality assurance procedures relating to the delivery of provision, including transparent processes for handling appeals and complaints.

Providers should refer to the Gateway Qualifications' Access to HE Provider Handbook for further information on centre requirements.

5.2 Staffing Requirements

Providers are required to ensure that:

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

5.3 Facilities and Resources

Computers

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 Centres to develop an assessment strategy that meets the needs of their individual learners, Centres can select an alternative assessment method for the units(s) within the diploma using the equivalence guidance published on the website.

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

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 comprising of centre moderation and subject moderation.

These processes are set out within Quality Assurance section of the Gateway Qualifications' Access to HE 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

Unit Code:	QU019965		
Title:	Careers in Policing and Criminology		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD7-Quality 		
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 career opportunities within the police force and criminology.	1.1 Explain career opportunities within the police force and criminology.
2 Understand progression routes within the police force and criminology.	2.1 Critically compare the skills, experience and qualifications required to access progression opportunities within the police force and criminology. 2.2 Analyse the importance of personal skills and experience to progression opportunities within the sector.
3 Understand how technological advances may impact on career opportunities in the sector.	3.1 Analyse the impact of technology on career progression and opportunities within the police force and criminology.

Access to HE Diploma Unit

Unit Code:	QU019958		
Title:	Ethics and Values within Policing		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD2-Application of knowledge • GD7-Quality 		
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 culture and values which underpin policing.	1.1	Explain the culture and values which underpin policing.
		1.2	Evaluate how the culture and values which underpin policing are implemented in practice.
2	Understand the code of conduct in policing.	2.1	Analyse the impact of the code of conduct on given situations.
3	Understand that there are practice and ethical dilemmas in policing.	3.1	Analyse different practice dilemmas which arise in policing.
		3.2	Analyse situations which pose ethical dilemmas within policing.

Access to HE Diploma Unit

Unit Code:	QU018575		
Title:	Foundations of Law		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD2-Application of knowledge • GD4-Use of information • GD7-Quality 		
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 concept of law and its relationship with morality.	1.1 Compare and contrast alternative definitions of law. 1.2 Evaluate the moral and actual basis for law.
2 Understand the reasons and the need for law.	2.1 Analyse the reasons for law and the main problems that could develop without the effective application of law.
3 Understand the development of law and other legal rules.	3.1 Explain how law has developed over the centuries, e.g. Equity, Common Law and Statue Law.
4 Understand the relationship between rights, freedom and law.	4.1 Evaluate the differences between rights and freedom.
5 Understand the need for and role of philosophical contributions to the law.	5.1 Assess the role and need for reform of the law. 5.2 Explain how philosophical contributions can play an appropriate role in reform of the law.

Access to HE Diploma Unit

Unit Code:	QU018992		
Title:	Introduction to Criminology		
Unit Level:	Level 3	Unit Credit:	6
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD4-Use of information • GD7-Quality 		
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 biological theories of criminality. Genetic and psychological theories.
		1.2	Explain individualistic theories of criminality. Learning and psychodynamic/psychological theories
		1.3	Explain sociological theories of criminality. <ul style="list-style-type: none"> • Social structure theories • Social reaction theory • Interactionism • Realism
		1.4	Analyse the development of criminological theories. Include the timeline, how theories are established and evolve.
2	Understand causes of criminality.	2.1	Analyse situations of criminality. Include: <ul style="list-style-type: none"> • Forms of crime • Individual criminal behaviour • Offending behaviour • Differentiation between offending and delinquent/anti-social behaviour • Potential and actual criminal
		2.2	Explain the likely cause of criminality.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>2.3 Evaluate the suitability of criminological theories to explain causes of criminality.</p>
<p>3 Know traditional approaches used to respond to criminal activity.</p>	<p>3.1 Evaluate traditional approaches to responding to crime. This includes:</p> <ul style="list-style-type: none"> • random patrol and response • stop and search • investigation and detection • intensive enforcement. <p>3.2 Analyse policing approaches used to solve a specific crime.</p>
<p>4 Understand the factors that affect victims, witnesses and vulnerable people and how this may impact on their need for support</p>	<p>4.1 Explain how crime impacts on victims, witnesses and the vulnerable.</p> <p>4.2 Explain how technology can be used by criminals to target vulnerable people.</p> <p>4.3 Explain why victims, witnesses and vulnerable people may be reluctant to report crimes committed against them.</p> <p>4.4 Explain how to use legislation, guidelines of good practice and service standards to support and protect victims, witnesses and vulnerable people.</p>

Access to HE Diploma Unit

Unit Code:	QU019969		
Title:	Introduction to Policing		
Unit Level:	Level 3	Unit Credit:	6
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD5-Communication and presentation • GD7-Quality 		
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 key issues related to policing in 21st century Britain.	1.1 Explain key issues related to policing in 21st century Britain. May include counter terrorism, Channel programme, budget cuts, loss of police on the street, cybercrime, grooming, dealing with mental health issues, anti-social behaviour, racial unrest, introduction of police and crime commissioners.
2 Understand the importance of good relationships with the public when working in the police force.	2.1 Analyse the importance of the police having a good relationship with the public. 2.2 Evaluate methods used by the police to build and maintain good relationships with the public.
3 Understand how policing supports members of the public.	3.1 Evaluate personal skills and qualities required to assist the public in emergency and non-emergency situations. 3.2 Evaluate the effectiveness of police practice in assisting members of the public in different situations. 3.3 Analyse the impact of crime on victims and witnesses.
4 Understand relevant legal and service requirements related to gathering and submitting information.	4.1 Explain the application of legislation, national policies, procedures, codes of practice and/or guidelines that relate to:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<ul style="list-style-type: none"> • gathering, submitting, retaining, recording and disseminating information • race, diversity and human rights • health and safety • disseminating and disclosing confidential information and contacts. <p>4.2 Explain the importance of maintaining the security, integrity and continuity of information and sources, and how this is achieved for information assurance purposes.</p> <p>4.3 Explain how to distinguish between information and evidence, and the procedures to follow for each.</p>

Access to HE Diploma Unit

Unit Code:	QU010480		
Title:	Legislation for Equality and Diversity		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD7-Quality 		
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 purpose of equality, rights and citizenship legislation.	1.1	Examine the drivers for and purpose of equality, rights and citizenship legislation.
2	Understand how statutory rights are asserted under equality, rights and citizenship legislation.	2.1	Analyse contemporary equality, rights and citizenship legislation via reference to two groups in society with protected characteristics.
3	Understand the efficacy of equality, rights and citizenship legislation in furthering social justice.	3.1	Evaluate the social, cultural and economic impact of equality, rights and citizenship legislation in furthering social justice.

Access to HE Diploma Unit

Unit Code:	QU018417		
Title:	Professional Interpersonal Skills		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
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. Demonstrate the effective use of verbal and non-verbal communication in interpersonal interaction for a given profession.	1.1 Analyse the verbal and non-verbal skills used in an extensive range of contexts within a given profession.
2. Demonstrate the importance of an awareness of cultural diversity for a given profession.	2.1 Evaluate the importance of an awareness of cultural diversity across a range of contexts for a given profession.
3. Develop own interpersonal skills; analysing strengths and weaknesses.	3.1 Evaluate own interpersonal skills analysing strengths and weaknesses.

Access to HE Diploma Unit

Unit Code:	QU007950		
Title:	Social Research Methods		
Unit Level:	Level 3	Unit Credit:	6
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD2-Application of knowledge • GD4-Use of information • GD5-Communication and presentation • GD7-Quality 		
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 different methods of social research.	1.1 Explain the use of observations, interviews and questionnaires in social research.
2. Understand 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 aim. 2.3 Review material and information pertinent to research. 2.4 Produce completed observation, interview and questionnaire.
3. Understand how to reflect on social research methodology.	3.1 Discuss and draw conclusions from data gathered through observation, interview and questionnaire. 3.2 Critically evaluate the use of observation, interview and questionnaire methods of investigation. 3.3 Clarify any ethical considerations associated with the research and use appropriate protocols as needed.

Optional Units: Graded Academic Subject Content

Access to HE Diploma Unit

Unit Code:	QU019961		
Title:	Analysing Truth and Deception		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD3-Application of skills • GD7-Quality 		
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 risk indicators of truth and deception within interactions.	1.1	Explain the psychology of lies and why people seek to deceive.
		1.2	Explain how risk indicators of truth and deception within an interaction may be identified.
		1.3	Critically compare truthful and deceptive accounts, including a summary of the indicators of truth and deception.
2	Understand the concepts of Narrative Inquiry research methods and how they can be applied to policing.	2.1	Explain what Narrative Inquiry research methods are.
		2.2	Analyse how the police may use these methods in investigations.
3	Be able to identify truth or deception through observation.	3.1	Use indicators to identify truth and deception within an interaction including: <ul style="list-style-type: none"> • body language • emotional gestures • facial expressions including eye movements • tone of voice and verbal context.

Access to HE Diploma Unit

Unit Code:	QU005844		
Title:	Aspects of Social Psychology		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD2-Application of knowledge • GD7-Quality 		
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, factors affecting prejudice and ways to reduce prejudice.
2	Understand pro and anti-social behaviour.	2.1	Critically evaluate factors affecting pro and anti-social behaviour.
3	Understand social influence in relation to conformity, compliance and obedience.	3.1	Evaluate social influences with particular reference to conformity, compliance and obedience.

Access to HE Diploma Unit

Unit Code:	QU006465		
Title:	Assessment of Fitness		
Unit Level:	Level 3	Unit Credit:	6
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
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 principles of fitness testing.	1.1 Evaluate relevant tests for measuring strength, endurance and cardiovascular fitness.
2. Know the criteria for screening clients pre-exercise.	2.1 Evaluate relevant screening procedures for undertaking an exercise programme.
3. Understand the principles for planning a progressive strength and endurance programme.	3.1 Evaluate and adapt a progressive programme of strength and endurance exercises.
4. Understand the principles for planning a progressive cardiovascular programme.	4.1 Evaluate and adapt a progressive programme of cardiovascular exercise.
5. Understand the value of exercise to a healthy lifestyle.	5.1 Analyse the physiological role of exercise to a healthy lifestyle profile.

Access to HE Diploma Unit

Unit Code:	QU019010		
Title:	Criminal Investigation and the Criminal Justice System		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD5-Communication and presentation • GD7-Quality 		
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

Unit Code:	QU019008		
Title:	Forensic Investigation Procedures		
Unit Level:	Level 3	Unit Credit:	6
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
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. Physical evidence – evidence that has not come from a living or once living organism and does not contain chemicals. This could include: <ul style="list-style-type: none"> • 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

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>The learner will:</p>	<p>The learner can:</p> <ul style="list-style-type: none"> • IT – mobile phones, computers, tablets and CCTV • fibre – identification and analysis – microscopy. <p>2.2 Perform appropriate analytical techniques to examine biological, chemical and physical forensic evidence.</p>
<p>3 Be able to draw conclusions and report on the results of the analysis of forensic evidence.</p>	<p>3.1 Produce a correctly structured forensic expert witness statement/report, showing clear scientific reasoning to draw valid conclusions.</p>

Access to HE Diploma Unit

Unit Code:	QU010482		
Title:	Human Rights for the Twenty-First Century		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD2-Application of knowledge • GD7-Quality 		
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 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	Understand 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.

Access to HE Diploma Unit

Unit Code:	QU019945		
Title:	Interpersonal Violence		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD4-Use of information • GD5-Communication and presentation • GD7-Quality 		
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 interpersonal violence and the problems surrounding "intent".	1.1 Explain the <i>actus reus</i> and <i>mens rea</i> of interpersonal violence and apply to factual scenarios. Can include homicide, genocide, domestic violence and infanticide. 1.2 Evaluate the problems concerned with "intent" in interpersonal violence.
2 Understand the defences leading to voluntary manslaughter and the related problems.	2.1 Describe and evaluate the defence of provocation. 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.

Access to HE Diploma Unit

Unit Code:	QU018411		
Title:	Introduction to Criminal Law		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
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 2.2	Define murder and manslaughter. 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

Unit Code:	QU006605		
Title:	Introduction to the Sociology of Crime and Deviance		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD2-Application of knowledge • GD4-Use of information • GD7-Quality 		
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	Understand the measurement, extent of and distribution of crime.	2.1	Evaluate the reliability and validity of official statistics, self-report and victim surveys.
		2.2	Examine and interpret over- and under-representation of different social groups in crime statistics.
3	Understand sociological explanations and theories of crime and deviance.	3.1	Evaluate explanations and theories of crime and deviance.

Access to HE Diploma Unit

Unit Code:	QU019967		
Title:	Managing Conflict in a Policing Context		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD5-Communication and presentation • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand legislation and other relevant guidance related to managing conflict.	1.1 Summarise legislation, organisational requirements, national guidelines and personal responsibilities that relate to managing conflict. Legislation including Health and Safety at Work Act, Use of Force Policy, Human Rights. National guidelines including Safeguarding issues, duty of care, welfare. 1.2 Explain ethical issues related to conflict management.
2 Know how to apply conflict management skills and techniques.	2.1 Explain how to analyse risk to self and others in a conflict situation. 2.2 Evaluate conflict management techniques and when to use them. For example: Betaris Box, TKI assessment, de-escalation techniques 2.3 Communicate with people in a way that: <ul style="list-style-type: none"> • shows respect for them, their property and their rights • is appropriate to them • is free from discrimination and oppressive behaviour • uses actions and words that signal non-aggression at the appropriate times

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<ul style="list-style-type: none"> • remains alert to verbal and non-verbal communication pertaining to danger cues • uses language and speech, actions, gestures and body language, space and position appropriately.

Access to HE Diploma Unit

Unit Code:	QU006941		
Title:	Problems of Order and Control		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD2-Application of knowledge • GD7-Quality 		
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 problems involved in defining and interpreting statistics on crime.	1.1	Identify and explain in detail the problems involved in defining and interpreting statistics on crime.
2	Understand sociological explanations for the relationship between social class and crime.	2.1	Critically evaluate different sociological explanations for the relationship between social class and crime.
3	Understand sociological approaches to understanding deviance.	3.1	Critically evaluate different sociological approaches to understanding deviance.

Access to HE Diploma Unit

Unit Code:	QU007442		
Title:	Quantitative Methods – Statistics		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD3-Application of skills • GD4-Use of information • GD5-Communication and presentation • GD7-Quality 		
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 Be able to organise and present data.	1.1 Identify data as qualitative, quantitative, discrete or continuous. 1.2 Select the dominant features of data and suggest plausible interpretations. 1.3 Construct suitable charts and diagrams including histograms and line graphs with suitable scales, state the advantages and disadvantages of a wide range of diagrams.
2 Know how to calculate and use averages.	2.1 Calculate the mean, median and mode of grouped data. 2.2 Choose an appropriate average and justify the choice (e.g. Exam mark - mean; Exam grades - median; qualitative data - mode. □ □
4 Be able to use bivariate data.	4.1 Calculate a coefficient of correlation (e.g. Spearman or Product moment). 4.2 Make statements about the possible causal relationship between variables with strong correlation.
5 Be able to calculate probability.	5.1 Calculate the probability of combined events. 5.2 Construct tree diagrams and use them to solve problems involving combined events.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	5.3 Identify events which are independent or mutually exclusive.

Access to HE Diploma Unit

Unit Code:	QU018310		
Title:	Research: Practical Investigation Project		
Unit Level:	Level 3	Unit Credit:	6
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD2-Application of knowledge • GD3-Application of skills • GD4-Use of information • GD6-Autonomy/Independence • GD7-Quality 		
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.

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

Unit Code:	QU010476		
Title:	Sentencing		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD7-Quality 		
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 the main aims of sentencing.	1.1	Evaluate the main aims of sentencing and the outcomes they are attempting to achieve.
2	Understand the various sentences available.	2.1	Explain and assess, with examples, the different types of sentencing available.
3	Discuss the major factors taken into consideration in individual cases.	3.1	Evaluate the general sentencing processes carried out by judges/magistrates.
		3.2	Discuss the major factors taken into consideration in individual cases.
4	Understand the effects of imprisonment.	4.1	Examine and analyse the effects of imprisonment on a defendant.

Access to HE Diploma Unit

Unit Code:	QU007672		
Title:	Stress		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
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 definitions /approaches to stress.	1.1	Distinguish between and outline the different definitions/approaches to stress.
2	Understand both physiological and environmental theories of stress.	2.1	Critically evaluate physiological explanations of stress.
		2.2	Critically evaluate environmental explanations of stress.
3	Be able to demonstrate an awareness of individual differences and stress.	3.1	Discuss the role of individual differences in relation to stress with reference to psychological research.

Access to HE Diploma Unit

Unit Code:	QU019963		
Title:	The Psychology of Criminal Investigation		
Unit Level:	Level 3	Unit Credit:	3
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD5-Communication and presentation • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the contribution of psychology to areas of criminal investigation.	1.1 Evaluate research into the following areas of criminal investigation: <ul style="list-style-type: none"> <input type="checkbox"/> Eye witness testimony <input type="checkbox"/> Identity parades <input type="checkbox"/> Police questioning <input type="checkbox"/> Offender profiling. 1.2 Assess the implications of the findings in these areas.
2 Understand psychological influences on jury behaviour.	2.1 With reference to relevant psychological research, discuss how the characteristics of the defendant may influence jury behaviour. 2.2 Analyse psychological influences, other than the defendant, on the decision-making process of a jury. For example: age of victim, type of crime, whether jury resonates with situation

Access to HE Diploma Unit

Unit Code:	QU006333		
Title:	The Psychology of Offender Profiling		
Unit Level:	Level 3	Unit Credit:	3
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
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 profilers within the legal system.	1.1 Critically 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 and evaluate FBI profiling. 2.2 Explain and evaluate investigative psychology. 2.3 Explain and evaluate geographic profiling.
3 Show an appreciation of critical issues concerning offender profiling.	3.1 Discuss and evaluate issues including differences in frameworks, differences between individual profilers, cultural differences and information gathering techniques.

Units: Ungraded

Access to HE Diploma Unit

Unit Code:	QU025276		
Title:	Academic Writing Skills		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Academic subject content/other:	Other		
Suggested 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 record information from a range of sources.	1.1 Use note-taking skills to prioritise key points from a range of sources.
2 Be able to plan and develop a structured framework for extended writing, including an introduction, main body and conclusion.	2.1 Develop a detailed essay plan for an extended piece of writing, which organises meaning and ideas coherently and effectively. 2.2 Include detailed planning for an introduction, main body and conclusion to the essay.
3 Be able to proofread and edit own writing effectively.	3.1 Produce an essay draft which shows evidence of proofreading and editing.
4 Be able to present information and opinion in a written format, using language, style and conventions appropriate to academic writing.	4.1 Communicate with clarity and detail to convey meaning and ideas effectively. 4.2 Write following conventions of sentence structure, punctuation, paragraphing, spelling and grammar. 4.3 Use appropriate style and register which shows an awareness of audience.
5 Be able to understand and use a standard form of referencing.	5.1 Use accurately a standard form of referencing that reflects a range of sources.

Access to HE Diploma Unit

Unit Code:	QU007560		
Title:	Communication – Speaking and Listening		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Academic subject content/other:	Other		
Suggested assessment details:	Refer to assessment grid.		

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1 Give a short presentation about a straight forward subject.</p>	<p>1.1 Speak clearly using language, tone and style appropriately to the purpose, subject, audience and situation.</p> <p>1.2 Present information in a structured sequence so that ideas and concepts are easily followed by the audience.</p> <p>1.3 Use appropriate supporting material to illustrate presentation.</p> <p>1.4 Respond appropriately and sensitively to questions from the audience.</p>
<p>2 Take part in discussions.</p>	<p>2.1 Give and obtain information and exchange ideas in discussion on both familiar and unfamiliar subjects.</p> <p>2.2 Organise contributions to match the demands of the discussion, use vocabulary precisely, deal with sensitive issues appropriately and take account of the audience, subject, situation and purpose of the discussion and own role in it.</p> <p>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.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	2.4 Respond appropriately to questions.

Access to HE Diploma Unit

Unit Code:	QU025532		
Title:	Preparation for Higher Education		
Unit Level:	Level 3	Unit Credit:	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 how 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. This can also include Higher and Degree Apprenticeships.
2 Understand the process of completing a Higher Education application form.	2.1 Complete an application form with excellent attention to detail, meeting a given deadline. 2.2 Summarise and evaluate personal experiences, achievement and goals, communicating these clearly in a personal statement.
3 Understand preparation required 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 excellent use of previous experience and recent study.
4 Understand the need to prepare for the transition to Higher Education.	4.1 Analyse the personal and academic qualities needed for successful study in Higher Education.

	<p>4.2 Explain likely practical problems and barriers in moving to higher education and seek strategies for overcoming these.</p> <p>4.3 Analyse the nature of study in Higher Education.</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Access to HE Diploma Unit

Unit Code:	QU018630		
Title:	Problem Solving in the Workplace		
Unit Level:	Level 3	Unit Credit:	3
Grade 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 factors that may influence problem solving in the workplace.	1.1	Analyse 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

Unit Code:	QU028487		
Title:	Promoting Wellbeing and Building Resilience		
Unit Level:	Level 3	Unit Credit:	3
Grade 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. Understand 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. Explain the behaviours associated with resilience Explain ways to build resilience
4. Understand 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. To include practical and theoretical methods such as breathing exercises to reduce stress, mindfulness techniques. 4.2 Analyse the types of support available from different sources.

Access to HE Diploma Unit

Unit Code:	QU018318		
Title:	Study Skills		
Unit Level:	Level 3	Unit Credit:	3
Grade type:	Ungraded		
Academic subject content/other:	Other		
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 how to manage and organise study time.	1.1 Produce, revise and evaluate a personal schedule of study that accommodates own time constraints. 1.2 Where necessary, prioritise and reschedule study plan explaining changes. 1.3 Prioritise and meet assignment deadlines, negotiating new deadlines if needed. 1.4 Devise a strategy for organising coursework.
2 Know how to participate in learning activities.	2.1 Prepare efficiently for tutorials and classroom activities. 2.2 Participate appropriately in classroom activities.
3 Understand assignment requirements.	3.1 Analyse assignment effectively identifying aims and objectives. 3.2 Determine suitable format for assignment, effectively explaining decisions made.
4 Understand learning preferences.	4.1 Analyse different methods of learning. 4.2 Analyse methods of identifying own learning preferences.
5 Be able to retrieve information from a range of sources.	5.1 Retrieve information from a range of written texts using a range of reading skills. 5.2 Scan source material, critically evaluating information, selecting accurate and detailed notes to suit purpose.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	5.3 Demonstrate the use of a recognised referencing system for retrieved information.

7. What to do next

For existing Centres please contact your named Development Manager or Development Officer.

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

Gateway Qualifications
Gateway House
3 Tollgate Business Park
Colchester
CO3 8AB

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

8. Gateway Qualifications

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

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

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF) and by the Quality Assurance Agency for the development and approval of Access to Higher Education Diplomas.



gateway
qualifications

Charity Registration No. 114282
Registered in England Company No. 5502449

enquiries@gatewayqualifications.org.uk
www.gatewayqualifications.org.uk
Tel: 01206 911 211

Gateway Qualifications, Gateway House,
3 Tollgate Business Park, Colchester CO3 8AB