

# DIPLOMA GUIDE



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## Access to HE Diploma (Nursing and Midwifery)

Access to HE

Apprenticeships

Digital

Employability &  
Enterprise

English & Maths

ESOL

Personal & Social  
Development

Professional  
Development

Vocational

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## About this Access to HE Diploma guide

This Access to 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 learner 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](mailto: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 .....	7
1.4 Aims .....	7
1.5 Objectives.....	7
1.6 Sector Subject Area.....	7
1.7 Target groups .....	7
1.8 Delivery methods.....	8
1.9 Achievement methodology.....	8
1.10 Geographical Coverage.....	8
1.11 Progression Opportunities .....	9
1.12 Equality, Diversity and Inclusion .....	9
2. Learner 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 .....	19
3.4 Recognition of Prior Learning .....	19
4. Access to HE Units of Assessment.....	20
4.1 Unit specification .....	20
4.2 Academic subject content.....	20
4.3 Graded and ungraded units .....	20
4.4 Revisions to Access to HE Units of Assessment.....	21
5. Assessment and Quality Assurance .....	22
5.1 Provider Requirements .....	22
5.2 Staffing Requirements .....	22
5.3 Facilities and Resources.....	22
5.4 Quality Assurance Requirements.....	23

5.5 Additional Requirements/Guidance.....	23
6. Unit Details .....	24
<b>Mandatory Units: Graded Academic Subject Content.....</b>	<b>24</b>
<b>Graded Research Units .....</b>	<b>31</b>
<b>Optional Units: Graded Academic Subject Content .....</b>	<b>35</b>
<b>Mandatory Units: Ungraded .....</b>	<b>58</b>
<b>Optional Units: Ungraded.....</b>	<b>64</b>
7. What to do next .....	72
8. Gateway Qualifications .....	72

# 1. Diploma Information

## 1.1 Overview of the Access to Higher Education Diploma

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

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The Diploma has a strong emphasis on the skills required of the nurse and midwife in the 21st century. The mandatory group ensures that learners have a good understanding of underpinning knowledge relevant to the role of the nurse and the midwife, including basic anatomy and physiology, human reproduction care principles and an introduction to the healthcare system.

Learners can select from a range of optional units linked to nursing and/or midwifery skills which are also strongly based around equality and diversity and the relevant values required within the nursing sector. They can choose to study units around ill health and the role that socio-economic status and life choices have on health. A mandatory unit on care principles shows the importance placed on the subject within the nursing or midwifery role.

Learners must choose from a selection of mandatory and optional ungraded units to support underpinning skills, including a mandatory communication unit, linked to speaking and listening which is a vital skill for any nurse or midwife.

The Diploma will provide them with underpinning skills to support academic study and provide a level 3 qualification linked to their proposed HE study. A broad range of skills related to care will be acquired, whilst the underpinning skills within the ungraded units will ensure that the learner is fully prepared for progression onto relevant degrees.

## 1.3 Purpose

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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

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The qualification aims to:

- reintroduce learners to education recognising prior skills and experience and the particular needs of those returning to 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 learner awareness of the opportunities that a return to study and lifelong learning can bring.

## 1.5 Objectives

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The objective of the Diploma is to enable learners to:

- satisfy the general academic requirements for entry to Higher Education
- prepare 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

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1.2 Nursing and Subjects and Vocations Allied to Medicine

## 1.7 Target groups

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

Learners who have followed these routes may not have come from a health or care background, so they may need to brush up their skills in specific areas as well as learning more about subjects in which they have an interest. If the learner has gone straight into

employment, they may not have studied at Level 3 and so this Access Diploma will help them to build on existing skills and provide a good grounding for further academic study.

## **1.8 Delivery methods**

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Delivery methods for the Access to HE Diploma (Nursing and Midwifery) can include:

- Face to face
- Blended learning
- Work placements would also be beneficial.

Assessment Methods should include:

Written questions and answer, reports, exam, SWOT analysis, projects, worksheets, case studies, annotated diagram, presentation, poster, self-reflection.

It is recommended that units which have a significant sized report or essay are delivered later in the course to allow learners to develop their academic writing skills.

The Home Office provides a useful online resource which is free of charge to support delivery of Female Genital Mutilation Awareness unit.

This can be found at: <https://www.fgmelearning.co.uk/>

## **1.9 Achievement methodology**

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

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

## **1.10 Geographical coverage**

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This qualification has been approved by for delivery in England.



## 1.11 Progression opportunities

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

- BSc (Hons) Nursing
- BSc Hons Nursing (Mental Health)
- BSc Hons Nursing (Child)
- Degree Apprenticeships Nursing
- BSc (Hons) Health Studies
- Midwifery - BSc (Hons).

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

Learners will probably require a pass in biology/science subject alongside maths and English at GCSE level to progress onto a degree course.

## 1.12 Equality, Diversity and Inclusion

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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. Learner Entry Requirements

### 2.1 Age

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

### 2.2 Prior qualifications

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There is no requirement for learners to have achieved prior qualifications or units 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

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

### 2.4 Access to qualifications for learners with disabilities or specific needs

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

Gateway Qualification 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:

- 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 e.g. 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**

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

## **2.6 Recruiting learners with integrity**

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

The recruitment process must include the provider undertaking the assessment of each potential learner and making justifiable and professional judgements about the learner'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

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The generic requirements for the Access to HE Diploma are that learners must achieve a total of 60 credits of which 45 credits must be achieved at level 3 from graded units that are concerned with academic subject 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

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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.

Learners must complete 21 credits from the Mandatory Graded group, a maximum of 6 credits must be taken from the Graded Research group, and 18 credits from the Optional Graded unit group. Learners must also complete 9 credits from the Mandatory ungraded group and 6 credits from the Optional Ungraded Units.

## Mandatory Units: Graded Academic Subject Content

Learners must achieve 21 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
QU025398	Care Principles	3	6	Academic	1, 2, 4, 7	Essay Case study Individual presentation	1500 words 750 words 10 minutes
QU006413	Human Anatomy and Physiology	3	6	Academic	2, 3, 7	Exam 3 x academic posters	1.5 hours open book 3 x 500 words
QU025572	Introduction to Healthcare	3	3	Academic	1, 2, 7	Individual presentation with Q&A Self evaluation Written question and answers	10 minutes, 5 minutes Q&A 250 words 500 words
QU025402	Professional Interpersonal Skills	3	3	Academic	1, 2, 7	SWOT analysis Case study Reflective account	250 words 750 words 500 words
QU025409	Safeguarding Children, Young People and/or Vulnerable Adults	3	3	Academic	1, 2, 7	2 x case studies	2 x 750 words

### Graded Units: Research

Learners must achieve 6 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
QU026035	Research Skills for Health and Care	3	6	Academic	1, 2, 3, 4, 7	Research diary Research proposal Report Evaluation	500 words 500 words 1500 words 250 words,
QU026037	Research: Extended Writing Project for Health or Care	3	6	Academic	1, 2, 3, 4, 7	Practical investigations and Scientific report including at least one graph, chart and table Worksheets	1250 word scientific report based on investigations, including at least one graph, chart and table 750 words

### Optional Units: Graded Academic Subject Content

Learners must achieve 18 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
QU018205	An Introduction to Health and Disease	3	3	Academic	2,7	Case study, Short answer questions Individual presentation	750 words 250 words 10 minutes
QU010492	Antenatal Care and the Role of the Midwife	3	3	Academic	2, 7	2 x case studies	2 x 750 words
QU025366	Cells and Tissues	3	3	Academic	1, 3, 7	Practical Investigation	1500 words

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
						Report to provide evidence of the microscope work	
QU006178	Circulation, Immunity and Homeostasis	3	3	Academic	2, 7	Exam	1.5 hours open book
QU017815	Effective and Reflective Practice	3	3	Academic	2, 7	Reflective account Report	750 words 750 words
QU025436	Equality and Diversity within Care Services	3	3	Academic	2, 7	Case study Short answer questions	1000 words 500 words
QU025411	Female Genital Mutilation Awareness	3	3	Academic	1, 2, 7	Individual presentation Case study analysis Academic Poster	10 minutes 750 words 500 words
QU018799	Government Policy in Relation to Current Health Issues	3	3	Academic	2, 4, 7	Project	1500 words
QU025438	Health or Social Care Professions: Ethics and Values	3	3	Academic	1, 4, 7	Essay	1500 words
QU025835	Health Psychology	3	6	Academic	1, 2, 7	2 x case studies	2 x 1500 words
QU006415	Human Body Systems: Circulation and Gaseous Exchange	3	3	Academic	2, 7	Worksheets Practical Investigation Scientific Report	500 words Investigation 750 words
QU025630	Human Reproduction and Health Related Issues	3	3	Academic	1, 2, 7	Structured Questions	1500 words
QU025404	Inclusivity and Disability	3	3	Academic	1, 2, 7	Exam	Two hours closed book
QU025400	Management of Ill Health	3	3	Academic	1, 2, 7	Case study	1500 words
QU025831	Mental Health and Illness	3	3	Academic	1, 2, 7	Report	1500 words
QU026260	Physics: Medical Applications for Radiography	3	3	Academic	1, 2, 7	Examination 2 x Academic Posters Individual Presentation	1.5 hours closed book 2 x 500 words 10 minute presentation
QU005980	Promoting Health	3	3	Academic	1, 2, 7	Poster Individual Presentation	750 words 10 minutes

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
						and supporting materials	
QU025833	Social Drugs and Medicines	3	3	Academic	2, 7	Individual presentation Case study Short answer questions	10 minutes 750 words 250 words
QU007094	Sociology of Health	3	6	Academic	1, 2, 7	Report Literature review Self evaluation	1500 words 1000 words 500 words
QU025829	The Role of the Midwife during Labour and Birth	3	3	Academic	2, 7	Report based on 3 case studies	1500 words
QU025839	Understanding Perinatal Mental Health	3	3	Academic	1, 2, 7	Information leaflet Case study	500 words 1000 words



### Mandatory Units: Ungraded

Learners must achieve 9 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 1000 words
QU025837	Drug Calculations and Health Related Charts	3	3	Academic	Exam (calculations) Short answer questions	1.0 hours open book (calculations) 500 words
QU025532	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, Personal Statement 750 words Prepared Q&A 250 words

### Optional Units: Ungraded

Learners must achieve 6 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU007560	Communication - Speaking and Listening	3	3	Other	Oral presentation Group discussion Self evaluation	15 minutes 15-20 minutes, Supporting materials 500 words Self evaluation 200 words
QU025280	Optimising Examination Performance	3	3	Other	Examination preparation plan Examination paper from another unit Reflective journal	500 words 1-2 hours 800 words
QU028487	Promoting Wellbeing and Building Resilience	3	3	Other	Report	1500 words

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU018318	Study Skills	3	3	Other	Study Plan Worksheets Assignment Plan	200 words 250 words 500 words
QU025609	Work Placement	3	3	Other	Evaluation of Work Placement Evaluation of Structure Evaluation of Work Experience	1500 words in total

### **3.3 Additional completion requirements**

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Learners will probably require a pass in biology/science subject alongside maths and English at GCSE level to progress onto a degree course.

Delivery providers should make learners aware of HEI course entry requirements.

### **3.4 Recognition of Prior Learning**

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

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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 the Access to HE Diploma (Nursing and Midwifery) are contained within this Access to HE Diploma Guide.

### 4.2 Academic subject content

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A unit is classified as having academic subject content, if the 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

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**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. Learner 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 learner 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 learner 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 learner 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**

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

## 5. Assessment and Quality Assurance

### 5.1 Provider requirements

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Providers must be approved by Qualifications as 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

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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

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There are no specific resources/special requirements applicable for the delivery or provider approval of the Access to HE Diploma

## 5.4 Quality Assurance Requirements

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Gateway Qualifications applies a quality assurance model to the Access to HE Diploma of:

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

## 5.5 Additional requirements/guidance

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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

<b>Unit Code:</b>	QU025398		
<b>Title:</b>	Care Principles		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD4-Use of information</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Essay ~ 1500 words Case Study ~ 750 words Individual Presentation ~ 10 minutes		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the values and principles set out within a professional code of conduct.	1.1 Explain the principles of good practice based on the values identified within your professional code upon which interactions within the care setting are based.  This includes the promotion of equality, diversity and inclusive practices, confidentiality, safeguarding and effective communication.  1.2 Analyse the impact of these principles of good practice based on the values identified within your professional code on the client, in particular client empowerment.
2 Understand and maintain confidentiality of information.	2.1 Summarise the legislation/charters relating to confidentiality.



LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>This should include reference to the General Data Protection Regulations, May 2018.</p> <p>2.2 Evaluate the effectiveness of methods of giving, receiving and storing information.</p> <p>2.3 Analyse issues relating to confidentiality in the care setting.</p> <p>This includes client choice and the right/need to know.</p>
<p>3 Understand and promote anti-discriminatory practice.</p>	<p>3.1 Explain the personal contribution of the care worker to promoting anti-discriminatory practice.</p> <p>3.2 Summarise own role and responsibility in terms of being accountable for Equality and Diversity within the care setting, to support meeting the equality objectives of the organisation.</p>
<p>4 Understand and support individual rights and choice in a care setting.</p>	<p>4.1 Differentiate between personal rights and choices and legal rights.</p> <p>4.2 Explain factors which potentially affect client's rights.</p> <p>This can include abuse, risks, nature of client group and socio-economic and cultural factors.</p>
<p>5 Understand the importance of the individual's personal beliefs and identity.</p>	<p>5.1 Examine factors which influence the development of identity.</p> <p>5.2 Analyse how care practice can support basic human needs.</p> <p>5.3 Analyse ways in which beliefs and preferences may affect care delivery.</p>

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU006413		
<b>Title:</b>	Human Anatomy and Physiology		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD3-Application of skills</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 6 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the structure of the heart and circulatory system.	1.1 Compare the main components of the blood. 1.2 Analyse and determine the basic anatomy of the heart. 1.3 Explain the anatomy of arteries, veins and capillaries. 1.4 Explain the circulatory system with reference to the main blood vessels.
2 Understand the functioning of the digestive system	2.1 Analyse the gross anatomy of the digestive system. 2.2 Define, explain and differentiate the overall function of each region. 2.3 Analyse the different types of enzymes found in the digestive system. 2.4 Investigate and analyse one example of enzyme action experimentally.
3 Understand the structure and functioning of the skeleton.	3.1 Identify and analyse the main regions of the skeleton - axial appendicular ribcage, girdles and limbs (only a few common bone names should be introduced)

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>3.2 Describe, differentiate and analyse the nature of position of the various joints.</p> <p>3.3 Discuss and evaluate the movement brought about at joints e.g. forearm.</p>
<p>4 Understand the gross structure of the male and female reproductive system.</p>	<p>4.1 Contrast and explain the main regions of the male and female reproductive system.</p> <p>4.2 Analyse the function of each region identified.</p>
<p>5 Understand the structure and function of the respiratory system.</p>	<p>5.1 Describe the gross and microscopic structure of the respiratory system.</p> <p>5.2 Describe breathing in terms of changes in volume and pressure.</p> <p>5.3 Identify the adaptations of the gas exchange surface.</p>
<p>6 Understand the role of the kidney in excretion.</p>	<p>6.1 Describe the process involved in the formation of urine in the kidney.</p> <p>6.2 Explain the role of ADH in the process of osmoregulation.</p>

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025572		
<b>Title:</b>	Introduction to Healthcare		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Individual presentation ~ 10 minutes with 5 minutes question and answer Self-Evaluation ~ 250 words Written question and answers ~ 500 words		

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the term health.	1.1 Explain the meaning of the term "health" making references to: <ol style="list-style-type: none"> <li>a. social models</li> <li>b. medical models</li> <li>c. holistic models.</li> </ol>
2 Understand the development of healthcare in the Britain since the beginning of the 20 <sup>th</sup> century.	2.1 Discuss the establishment of the National Health Service. 2.2 Analyse three ways in which the National Health Service has evolved since its inception.
3 Understand the role of the patient and carer.	3.1 Explain the role of the carer and patient in relation to the balance of power. 3.2 Discuss three different specialisms within nursing or care. 3.3 Explain how independence, privacy and dignity can be maintained when assisting people with their personal needs.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025402		
<b>Title:</b>	Professional Interpersonal Skills		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	SWOT analysis ~ 250 words Case study ~ 750 words Reflective account ~ 500 words		

This unit has 3 learning outcomes.

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

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025409		
<b>Title:</b>	Safeguarding Children, Young People and/or Vulnerable Adults		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	2 x 750 word case studies		

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand what 'safeguarding' is.	1.1 Explain the concept of safeguarding children, young people and vulnerable adults. 1.2 Explain duties of a specific professional role related to safeguarding children, young people and/or adults. 1.3 Explain 'significant harm' in the context of safeguarding.
2 Understand how to recognise abuse.	2.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding. 2.2 Discuss ways in which an individual's health, well-being and development can be damaged by an abusive situation.
3 Understand the legal framework involved in safeguarding children, young people and vulnerable adults.	3.1 Analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children, young people and/or vulnerable adults. 3.2 Explain what is meant by partnership working in the context of safeguarding.

## Graded Research Units

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU026037		
<b>Title:</b>	Research: Extended Writing Project for Health or Care		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD3-Application of skills</li> <li>• GD4-Use of information</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Practical investigations, report including at least one graph, chart and table ~ 1250 word report based on investigations, including at least one graph, chart and table Worksheets ~ 750 words		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Be able to plan an extended writing project related to health or care.	1.1 Identify and agree an extended writing project located within a knowledge domain relevant to the named Diploma. 1.2 Develop a project brief. 1.3 Identify any ethical, practical or safety issues, explaining how these will be managed/overcome. 1.4 Maintain a record of project progress through all stages of research, development and completion.
2 Be able to conduct research.	2.1 Identify and conduct in-depth research from a wide range of sources.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>3 Be able to develop ideas.</p>	<p>3.1 Select appropriate information and/or evidence. 3.2 Analyse findings and develop ideas. 3.3 Produce a body of work which meets the brief and includes complex ideas.</p>
<p>4 Be able to present the project.</p>	<p>4.1 Write coherently in a conventional style, appropriate to the knowledge domain. 4.2 Reference all sources using a recommended style of referencing.</p>
<p>5 Be able to evaluate own writing project.</p>	<p>5.1 Evaluate own writing in relation to project brief. 5.2 Identify recommendations for the future.</p>



### Access to HE Diploma Unit

<b>Unit Code:</b>	QU026035		
<b>Title:</b>	Research Skills for Health or Care		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD3-Application of skills</li> <li>• GD4-Use of information</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Research diary ~ 500 words Research proposal ~ 500 words Report ~ 1500 words Evaluation ~ 250 words		

This unit has 5 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand research methods and their uses for health or care.	1.1 Evaluate 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.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
	4.2 Evaluate findings in relation to the research aims. 4.3 Use an accepted method of referencing source material.
5 Be able to evaluate a research project.	5.1 Evaluate a research proposal and its procedures. 5.2 Evaluate methods used to research the subject area.

## Optional Units: Graded Academic Subject Content

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU018205		
<b>Title:</b>	An Introduction to Health and Disease		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>GD2-Application of knowledge</li> <li>GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand different concepts of health.	1.1 Explain different definitions of health.
2 Understand the causes of disease	2.1 Summarise the difference between communicable and non-communicable diseases. 2.2 Explain some biological causes of non-communicable diseases.
3 Understand the causes of health care associated infections.	3.1 Explain how and why healthcare associated infections such as MRSA and Clostridium Difficile occur.
4. Understand how healthcare associated infections are prevented and controlled.	4.1 Analyse the infection control measures which should be followed in cases of healthcare associated infections.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU010492		
<b>Title:</b>	Antenatal Care and the Role of the Midwife		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	2 x 750 word case studies		

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the role of the midwife in relation to the pregnant woman.	1.1 Explain the role and responsibilities of the midwife in antenatal care. 1.2 Explain the role of the midwife in relation to other health professionals.
2 Understand factors that the midwife should consider in the care of the pregnant woman.	2.1 Explain factors that the midwife should consider in the care of the pregnant woman.
3 Understand the impact that lifestyle choice can have on pregnancy.	3.1 Explain how different lifestyle choices can affect foetal development and growth.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025366		
<b>Title:</b>	Cells and Tissues		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD3-Application of skills</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Practical Investigation, Report to provide evidence of the microscope work ~ 1500 words		

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Be able to use and care for a light microscope.	1.1 Use a light microscope to produce a non-permanent microscope slide, explaining how this is done in accordance with good practice. 1.2 Identify cell components and structures in a named tissue as seen under a light microscope. 1.3 Show on a scale drawing the sizes of three organelles (in micrometres).
2 Understand the structure and function of cell components as seen in electron micrographs.	2.1 Describe the main cell organelles. 2.2 Explain the function of each of the main organelles.
3 Understand the methods of exchange between the cell and its environment.	3.1 Explain the function of the plasma membranes. 3.2 Explain the main methods of transport across a plasma membrane.
4 Understand the structure and function of human epithelial, muscle, connective and nerve tissue.	4.1 Explain what is meant by a tissue. 4.2 Describe the structural characteristics of the main tissue types. 4.3 Explain the general functions of the main tissue types.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU006178		
<b>Title:</b>	Circulation, Immunity and Homeostasis		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the different types of tissues within the human body.	1.1 Differentiate between epithelial, connective, muscle and nervous tissue and relate their structure to function.
2 Understand how the human circulatory system functions and how it may be affected by degenerative conditions.	2.1 Explain how the structure of blood, the heart and blood vessels relates to their function in transport and metabolic exchange. 2.2 Explain risk factors associated with coronary heart disease.
3 Understand how the human immune system functions.	3.1 Explain how the major components of the immune system function and their significance in the immune response. 3.2 Explain the differences between passive, active and acquired immunity.
4 Understand the concept of homeostasis within the human body.	4.1 Explain what homeostasis entails and explain how it is achieved with reference to suitable homeostatic mechanisms of the body.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU017815		
<b>Title:</b>	Effective and Reflective Practice		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
<p>1 Understand how to relate theories of group dynamics, interpersonal skills, advocacy and institutionalisation to the work place.</p>	<p>1.1 Evaluate theories of group dynamics and interpersonal skills. 1.2 Evaluate advocacy skills. 1.3 Identify and illustrate institutionalisation in the work place.</p>
<p>2 Understand how to be empathic and work with others</p>	<p>2.1 Critically assess working as part of a team and maintaining good communication. 2.2 Evaluate successful and unsuccessful ways of coping with pressure. 2.3 Critically assess the concept of empathy.</p>
<p>3 Understand how to reflect on own practice.</p>	<p>3.1 Critically assess the concept of reflection. 3.2 Analyse your actions with a goal of changing and improving practice.</p>

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025436		
<b>Title:</b>	Equality and Diversity within Care Services		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Case study ~ 1000 words Short answer questions ~ 500 words		

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the terminology used in relation to equality and diversity in care services.	1.1 Evaluate terminology related to equality and diversity used in care services
2 Understand how vocabulary related to equality and diversity impacts on care service users.	2.1 Discuss the impact of vocabulary related to equality and diversity on the self-esteem of service users.
3 Understand the legislation which underpins the implementation of equality and diversity practices within care services.	3.1 Analyse the impact of implementing practices related to equality and diversity in light of a given situation.
4 Understand ways in which individuals with protected characteristics are supported by equality and diversity legislation.	4.1 Critically evaluate the extent and limitations of equality and diversity legislation in relation to supporting those with protected characteristics in a given situation.



### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025411		
<b>Title:</b>	Female Genital Mutilation Awareness		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Individual presentation ~ 10 minutes Case study analysis ~ 750 words Academic Poster ~ 500 words		

This unit has 3 learning outcomes.

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

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU018799		
<b>Title:</b>	Government Policy in Relation to Current Health Issues		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD4-Use of information</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand current health issues.	1.1. Explain and discuss the effects of a current health issue.
2. Understand data related to health conditions.	2.1. Using graphical information such as charts, tables and graphs, explain variations in data with respect to age or ethnicity.
3. Understand Government policy relating to the health issue.  E.g. National, NICE guidelines, Public Health England.	3.1. Evaluate Government policy relating to the current health issue. 3.2. Explain the aims of the policy with respect to age or ethnicity.
4. Understand the views of charities and or pressure groups.	4.1. Explain views on the policy from relevant charities and or pressure groups.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025438		
<b>Title:</b>	Health or Social Care Professions: Ethics and Values		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD4-Use of information</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Essay ~ 1500 words		

This unit has 3 learning outcomes.

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

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025835		
<b>Title:</b>	Health Psychology		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the role of psychology in health.	1.1 Discuss definitions of health. 1.2 Discuss current perspectives in health psychology.  For example, biopsychosocial perspectives.  1.3 Compare and contrast research methods used in health psychology.
2 Understand causes and consequences of stress and means of controlling/coping with stress.	2.1 Discuss the various physiological mechanisms underlying stress. 2.2 Evaluate research in relation to sources of stress. 2.3 Explain how stress affects health. 2.4 Explain the treatments and methods of coping with stress.
3 Understand theories of pain, biopsychosocial aspects of pain, methods of pain assessment and pain management.	3.1 Examine the qualities and dimensions of pain.  For example, acute vs chronic pain.  3.2 Analyse theories of pain. For example, gate control theory

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p><b>The learner will:</b></p>	<p><b>The learner can:</b></p> <p>3.3 Explain how social and emotional experiences affect pain management.</p> <p>3.4 Evaluate the main methods of assessing pain.</p> <p>For example, self reports</p> <p>3.5 Discuss the main methods of pain control.</p> <p>For example, medical, behavioural, cognitive methods.</p>
<p>4 Understand patient/practitioner interactions and patient's compliance with medical advice.</p>	<p>4.1 Discuss the behaviour and style adopted by both patient and practitioner and their effect upon interactions.</p> <p>4.2 Analyse reasons why people do not always adhere to medical advice.</p> <p>4.3 Discuss research into ways of improving</p> <p>a) patients' understanding and</p> <p>b) patients' satisfaction in medical consultations.</p>

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU006415		
<b>Title:</b>	Human Body Systems: Circulation and Gaseous Exchange		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the structure and function of the circulatory system.	1.1 Describe the structure of the heart and circulatory system in mammals. 1.2 Describe and explain a cardiac cycle. 1.3 Explain the control of the heart beat. 1.4 Explain the transport of oxygen and carbon dioxide in the blood.
2 Understand the structure and function of the respiratory system.	2.1 Describe and explain the structures of the respiratory system. 2.2 Describe and explain diffusion and the mechanism of gaseous exchange. 2.3 Describe and explain the properties of the respiratory surface including an analysis of the importance of surface area to volume ratio.
3 Understand how to complete a scientific investigation on heart and breathing rate.	3.1 Describe in detail a safe method and present reliable results from an investigation on heart and breathing rate. 3.2 Analyse findings by producing a scientific report which utilises the results of the scientific investigation.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025630		
<b>Title:</b>	Human Reproduction and Health Related Issues		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the structures and functions of the male and female reproductive systems.	1.1 Analyse the major structures of the male and female reproductive systems. 1.2 Relate the structures to their functions.
2 Understand the biological significance of mitosis and meiosis in sexual reproduction.	2.1 Evaluate the biological significance of mitosis and meiosis in sexual reproduction.
3 Understand the processes of fertilisation, implantation, pregnancy and childbirth.	3.1 Analyse the processes of fertilisation, implantation, pregnancy and childbirth.
4 Understand issues relating to sexual health.	4.1 Evaluate and discuss current issues relating to: <ul style="list-style-type: none"> <li>•contraceptive practices</li> <li>•sexually transmitted diseases</li> <li>reproductive technology.</li> </ul>

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025404		
<b>Title:</b>	Inclusivity and Disability		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Exam ~ two hours closed book		

This unit has 4 learning outcomes.

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



### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025400		
<b>Title:</b>	Management of Ill Health		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Case study ~ 1500 words		

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the physiological effects of a chronic illness.	1.1 Analyse the physiological changes associated with a specified illness. 1.2 Summarise the signs and symptoms of the illness. 1.3 Analyse the treatment options and prognosis for the illness.
2 Understand the wider effects of the chronic illness.	2.1 Summarise the psychological and social impact of a specified illness on: <ul style="list-style-type: none"> <li>• the individual</li> <li>• others.</li> </ul> Others may include the individual's family, friends or carers.
3 Understand the support needs of an individual experiencing an altered state of health.	3.1 Analyse the support needs of the individual with the chronic illness. 3.2 Propose ways to meet the individual's support needs.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025831		
<b>Title:</b>	Mental Health and Illness		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>		<b>ASSESSMENT CRITERIA</b>	
<b>The learner will:</b>		<b>The learner can:</b>	
1	Understand the problems in defining abnormal and normal behaviour.	1.1	Explain the difficulties in defining abnormality and normality.
2	Understand the different psychological explanations given for the cause of a particular mental illness.	2.1	Explain the causes of a particular mental illness from different perspectives within psychology  Different perspectives include medical, psychodynamic, behaviourist, cognitive and humanistic theories.
3	Understand the different approaches for treating a particular mental illness from different psychological perspectives.	3.1	Explain the different approaches for treating a particular mental illness from different psychological perspectives.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU026260		
<b>Title:</b>	Physics: Medical Applications for Radiography		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 6 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand heat transfers.	1.1 Distinguish between conduction, convection and radiation.
2 Understand waves used in radiography.	2.1 Define amplitude, wavelength and frequency. 2.2 Evaluate the use of ultrasound in medicine.
3 Understand the main regions of the electromagnetic spectrum.	3.1 Explain the properties of the seven basic types of electromagnetic waves.
4 Understand the difference between ionising and non-ionising radiation.	4.1 Distinguish between the properties of alpha, beta and gamma radiation. 4.2 Analyse activity-time graphs. 4.3 Discuss the use of radiation in medicine.
5 Understand the difference between diagnostic and therapeutic approaches to radiography.	5.1 Analyse the differences between diagnostic and therapeutic approaches to radiography.
6 Understand how x-rays work.	6.1 Explain how x-rays are produced. 6.2 Explain the effects of radiation on living tissue.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU005980		
<b>Title:</b>	Promoting Health		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the terms health education and health promotion.	1.1 Explain the terms health education and health promotion.
2 Understand the approaches to health education/promotion.	2.1 Evaluate the approaches used in health education/health promotion.
3 Understand the role of health professionals in promoting health.	3.1 Compare and contrast the health education/promotion role of different health professionals in different settings.
4 Understand how the mass media is used in health promotion.	4.1 Evaluate how the mass media is used in health promotion.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025833		
<b>Title:</b>	Social Drugs and Medicines		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

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

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU007094		
<b>Title:</b>	Sociology of Health		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 6 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand differing sociological explanations of the distribution of life chances including health.	1.1 Evaluate sociological explanations for differing life chances including health.
2 Understand the social construction of health and illness.	2.1 Examine the constructs of health and illness, with reference to health patterns in different cultures. 2.2 Explain sociological definitions.
3 Understand the relationship between health, social class, gender, ethnicity and age.	3.1 Explain the relationship between health and social class, with particular reference to gender, ethnicity and age.
4 Understand the differing explanations for the differences in health patterns.	4.1 Evaluate contrasting theories to explain the differences in health patterns utilising consensus, conflict and social action theories.
5 Understand the medicalisation of mental illness and the social construction of mental illness.	5.1 Explain the nature of mental as opposed to physical illness. 5.2 Explain the medicalisation of mental illness.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
6 Understand competing sociological explanations of mental illness.	6.1 Evaluate sociological explanations of mental illness.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025829		
<b>Title:</b>	The Role of the Midwife during Labour and Birth		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to assessment grid		

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the various environments available in labour and birth.	1.1 Explain with examples, how different birthing environments might suit different labour choices.
2 Understand the stages of labour and the role of the midwife in relation to labour and delivery.	2.1 Explain in detail: <ul style="list-style-type: none"> <li>• the start of labour</li> <li>• acceleration of labour</li> <li>• monitoring of labour</li> <li>• any interventions in labour.</li> </ul> 2.2 Describe the role of the midwife during each stage of labour.
3 Understand how the midwife assists in the care of the parent(s) and the new born baby in the immediate post-natal period.	3.1 Explain how the midwife assists with the care of the baby in the immediate post-natal period. 3.2 Explain how the midwife assists the parent(s) immediately after birth.



### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025839		
<b>Title:</b>	Understanding Perinatal Mental Health Illness		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Information leaflet ~ 500 words Case study ~ 1000 words		

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand perinatal mental health illness.	1.1 Define perinatal mental health illness. 1.2 Analyse the prevalence of perinatal mental health problems. 1.3 Analyse environmental and individual factors affecting perinatal mental health. 1.4 Explain signs and symptoms likely to indicate perinatal mental health problems.
2 Understand approaches used to support perinatal mental health.	2.1 Explain own responsibility in reporting concerns regarding perinatal mental health. 2.2 Evaluate strategies developed to tackle perinatal mental health at a national and local level.

## Mandatory Units: Ungraded

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025276		
<b>Title:</b>	Academic Writing Skills		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested assessment details:</b>	Notes from a range of sources ~ 300 words Essay plan ~ 200 words Essay ~ 1,000 words		

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.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
	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

<b>Unit Code:</b>	QU025837		
<b>Title:</b>	Drug Calculations and Health Related Charts		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 6 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Use units specific to drug calculations.	1.1 Convert between micrograms, mg, g and kg, without the use of a calculator. 1.2 Convert between litres and millilitres, without the use of a calculator. 1.3 Analyse the impact of miscalculating when converting between units in a health setting.
2 Calculate drug dosages.	2.1 Find the total dose of drug required by weight. 2.2 Find the total dose of a drug required when this is dependent on a patient's body surface area. 2.3 Find the total dose of drug required when this is dependent on a patient's age.
3 Perform calculations for administering fluids by the intravenous route.	3.1 Express intravenous infusion rates for a given volume over a given time. 3.2 Express intravenous infusions drip rates for a given length of syringe drive over a given time.
4 Use health-related charts to record vital signs.	4.1 Enter a range of clinical data on a patient's vital signs onto the

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>National Early Warning Score Chart.</p> <p>NEWS2 was introduced across the NHS in 2018 and should be the format used for achievement of this criterion.</p> <p>4.2 Interpret the data for one patient and calculate the score correctly.</p>
<p>5 Use health-related charts to record fluid balance.</p>	<p>5.1 Enter the given data for one patient to record fluid intake and output.</p> <p>5.2 Calculate the required fluid intake and output for a patient of a given weight over a period of 24 hours.</p> <p>5.3 Calculate the fluid balance for a given patient over a 24 hour period.</p>
<p>6 Understand the need for accurate documentation within a health setting.</p>	<p>6.1 Explain the requirement for accurate recording of data in health-related charts.</p> <p>6.2 Analyse implications of not recording data accurately in a health setting.</p>

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025532		
<b>Title:</b>	Preparation for Higher Education		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
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.
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.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
	<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>

## Optional Units: Ungraded

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU007560		
<b>Title:</b>	Communication - Speaking and Listening		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Give a short presentation about a straight forward 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 appropriate supporting material to illustrate presentation. 1.4 Respond appropriately and sensitively to questions from the audience.
2 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 appropriately 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



LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
	<p>questions, listening to and interpreting other points of view sensitively or inviting others to contribute their views.</p> <p>2.4 Respond appropriately to questions.</p>

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025280		
<b>Title:</b>	Optimising Examination Performance		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested assessment details:</b>	Examination preparation plan ~ 500 words Examination paper from another unit ~ 1-2 hours Reflective journal ~ 800 words		

This unit has 4 learning outcomes.

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

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
4 Know how to minimise stress to enhance examination performance.	4.1 Recognise own stressors. 4.2 Develop strategies to minimise own stressors.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU028487		
<b>Title:</b>	Promoting Wellbeing and Building Resilience		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested assessment details:</b>	Report ~ 1500 words		

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the physical and psychological impact of pressure and stress on mental wellbeing.	1.1 Explain the physical and psychological impact of pressure and stress on mental wellbeing.
2. 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. 3.3 Explain the behaviours associated with resilience. 3.4 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

<b>Unit Code:</b>	QU018318		
<b>Title:</b>	Study Skills		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested assessment details:</b>	Refer to Assessment Grid.		

This unit has 5 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
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.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
<p>5 Be able to retrieve information from a range of sources.</p>	<p>5.1 Retrieve information from a range of written texts using a range of reading skills.</p> <p>5.2 Scan source material, critically evaluating information, selecting accurate and detailed notes to suit purpose.</p> <p>5.3 Demonstrate the use of a recognised referencing system for retrieved information.</p>

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025609		
<b>Title:</b>	Work Placement		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested assessment details:</b>	Report ~ 1500 report		

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Be able to analyse own work placement role within a work setting.	1.1 Evaluate own work placement role within the work setting.
2 Understand the structure of the wider organisation.	2.1 Analyse the structure of the wider organisation.
3 Be able to demonstrate how work experience relates to own course of study.	3.1 Evaluate how work experience relates to own course of study. 3.2 Reflect on self-development over the period of the placement.

## 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](mailto:enquiries@gatewayqualifications.org.uk)

## 8. Gateway Qualifications

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

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

We support flexible, responsive and quality assured learning opportunities whether 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.



