

DIPLOMA GUIDE



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Access to HE Diploma (Law)

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 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/>

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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

The Diploma provides learners with a wide choice of units to support progression into law degree programmes. The mandatory group ensures that learners have a good understanding of underpinning knowledge relevant to the English legal system, including the way that laws are made, the role of the courts of law, the legal system itself including legal professions, contract law and the Law of Tort.

Learners can select from a range of optional units linked to law, with some variety of choice to include units which may be of specific interest if the learner has an interest in criminology as a progression route. Optional units include sentencing, sociology of crime and deviance, analysing truth and deception, the psychology of criminal investigation and theories of criminal behaviour and learners have the opportunity to research an aspect of law which is of particular interest.

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 legal professional. A unit related to optimising performance in exams is an optional ungraded unit to help learners prepare for the exams that they may face on a law degree programme.

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

15.5 Law and Legal Services

1.7 Target groups

- 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 studied law in the past, so they may need to develop 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

Delivery methods for the Access to HE Diploma (Law) can include:

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

The mandatory units should be delivered before the optional units as the mandatory units form a good basis on which to build knowledge to underpin the optional unit choices.

Assessment Methods should include:

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

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

Progression routes are into law degrees:

- Bachelor of Laws (Honours) (LLB)
- BA (Hons) Criminology and Law
- BSc (Hons) Psychology and Law
- Foundation Degree in Law/Law and Social Science

Law degrees may also be combined with such subjects as International Politics, Commercial Law, Environmental Law, European Law, Politics and International Relations.

There are also new apprenticeship standards for the legal profession and progression may be onto one of these standards. Relevant standards include:

- Level 7 Solicitor
- Level 6 Chartered Legal Executive.

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 complete at 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 24 credits from the Mandatory Graded unit group, a maximum of 6 credits must be taken from the Graded Research unit group, and 15 credits from the Optional Graded unit group.

Learners must also complete 12 credits from the Mandatory Ungraded group and 3 credits from the Optional Ungraded Units.

Mandatory Units: Graded Academic Subject Content

Learners must achieve 24 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
QU010466	Basic Principles of Criminal Law	3	3	Academic	1, 2, 7	Exam	1.5 hour open book
QU025611	Contract Law	3	3	Academic	1, 2, 7	Exam with case studies	2 hours
QU025473	Courts of Law	3	3	Academic	1, 5, 7	Essay 2 x Academic Posters	1000 words 2 x 300 words
QU007316	Introduction to Law	3	3	Academic	2, 5, 7	Essay	1500 words
QU025872	The Law of Tort	3	6	Academic	2, 4, 5, 7	Scenario essay including at least two case studies	2500-3000 words
QU025462	The Legal System in England	3	6	Academic	1, 2, 4, 7	Academic Poster (LO1) Presentation Essay (LO2)	500 words 10 minutes 1500 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
QU007328	Legal Environment - Research/Extended Essay	3	6	Academic	2, 4, 5, 6, 7	Research diary Essay	500 words 2000 words
QU026040	Research Skills for Law	3	6	Academic	1, 2, 3, 4, 7	Research diary Research proposal Report Evaluation	500 words 500 words 1500 words 250 words,

Optional Units: Graded Academic Subject Content

Learners must achieve 15 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	Analysis of videos and role play	1500 words
QU025844	Crimes of Violence	3	6	Academic	1, 4, 5, 7	Individual presentation plus questions Supporting materials Case study	10 minutes plus 5 minutes 250 words 1500 words
QU025876	Criminal Law	3	6	Academic	2,4,5,7	2 x case studies Individual presentation Self reflection	2 x 1000 10 minutes 500 words
QU010482	Human Rights for the Twenty First Century	3	3	Academic	2, 7	Essay	1500 words
QU018992	Introduction to Criminology	3	6	Academic	1, 2, 4,5, 7	Short answer questions Case Studies x 3 Report	300 words 3 x 400 words 1000 words
QU019969	Introduction to Policing	3	6	Academic	1, 5, 7	Report Viva	2000 word 20 minutes
QU006605	Introduction to the Sociology of Crime and Deviance	3	3	Academic	2, 4, 7	Literature Review	1500 words
QU007810	Legislation and Statutory Interpretation	3	3	Academic	2, 5, 7	Essay	1500 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
QU010476	Sentencing	3	3	Academic	1, 2, 7	Short answer questions Case study	750 words 750 words

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
QU006321	Theories of Criminal Behaviour	3	3	Academic	2, 5, 7	Literature Review	1500 words
QU019963	The Psychology of Criminal Investigation	3	3	Academic	1, 2, 7	Report	1500 words

Mandatory Units: Ungraded

Learners must achieve 12 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU018346	Academic Reading Skills	3	3	Other	Exam	1.5 hours closed book
QU025276	Academic Writing Skills	3	3	Other	Notes from a range of sources Essay plan Essay	300 words 200 words 1000 words
QU007560	Communication - Speaking and Listening	3	3	Other	Presentation Discussion Supporting Materials Peer and Self Evaluation	15 minutes 20 minutes 250 words 150 words 250 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 3 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU007486	Application of Number - Interpreting and Presenting Information	3	3	Other	2 x controlled assessments	2 x 1 hour assessments
QU025278	Developing Professional Attributes	3	3	Other	Essay SWOT Analysis	1000 words 300 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
QU018352	Presentation Skills	3	3	Other	Research diary Presentation with Q&A Self reflection	500 words 10 minutes plus 5 minutes Q&A 500 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
QU033854	Sustainability Project	3	3	Academic	Report, including project plan and reflection	1000 words
QU033880	The Fundamentals of Environmental Sustainability	3	3	Academic	Report	1500 words

3.3 Additional completion requirements

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 the Access to HE Diploma (Law) 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 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

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

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

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

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:	QU010466		
Title:	Basic Principles of Criminal Law		
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 concepts of mens rea and actus reus.	1.1 Define mens rea and actus reus. 1.2 Explain how actions and omissions can constitute the actus reus of a crime and illustrate with relevant examples from case law.
2 Understand the various states of mind required to commit a crime.	2.1 Explain in detail the states of mind required by a defendant to constitute the mens rea of an offence citing legal authority and illustrate with relevant examples from case law.
3 Understand the general principles relating to multiple causes of crime.	3.1 Explain in detail the principles relating to novus actus interveniens and the 'egg shell skull' rule citing legal authority in support of the explanations and illustrate with relevant examples from case law.

Access to HE Diploma Unit

Unit Code:	QU025611		
Title:	Contract 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:	Exam with case studies ~ 2 hours		

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand fundamental principles of contract law.	1.1 Explain requirements for contract formation, giving examples to illustrate. 1.2 Explain terms of a contract. 1.3 Analyse consequences of any breach of contract, including appropriate remedies.
2 Be able to apply legal principles of contract law to determine liability.	2.1 Apply relevant legal principles of contract law in order to determine liability in a given situation.

Access to HE Diploma Unit

Unit Code:	QU025473		
Title:	Courts of Law		
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:	Essay ~ 1000 words 2 x Academic Posters ~ 2 x 300 words		

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the role of civil and criminal law courts.	1.1 Identify the differences between civil and criminal law. 1.2 Explain the structure of the courts in the English legal system including: <ul style="list-style-type: none"> • their composition • their jurisdiction including original and appellate jurisdiction and procedure.
2 Understand the role of tribunals.	2.1 Explain how tribunals operate in the English legal system. 2.2 Analyse the benefits of tribunals for settling disputes. 2.3 Identify the weaknesses of tribunals for settling disputes, justifying reasons for identifying these. 2.4 Justify whether or not there should be greater control of tribunals.

Access to HE Diploma Unit

Unit Code:	QU007316		
Title:	Introduction to Law		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • 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 use and nature of law in society.	1.1 Explain the meaning of law. 1.2 Discuss the necessity for a reliable system of law. 1.3 Analyse the difference between law and morals.
2 Understand the classification of law.	2.1 Explain and analyse the function of civil law within the legal system. 2.2 Explain and analyse the function of criminal law within the legal system.

Access to HE Diploma Unit

Unit Code:	QU025872		
Title:	The Law of Tort		
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 • GD5-Communication and presentation • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Scenario essay including at least two case studies ~ 2500 – 3000 words		

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the essential elements of the principal torts and be aware of their legal consequences.	1.1 Apply general principles of tortious liability across a range of torts and evaluate the success of possible defences. 1.2 Explain legal rules and principles established in a range of torts. 1.3 Apply relevant legal principles in order to determine liability in given situations, using supporting evidence.
2 Be able to research, find and use appropriate sources of information to support arguments when applying the law of tort.	2.1 Quote a range of appropriate legal sources to provide supporting evidence for arguments and opinions used in written work or presentations relating to the law of tort.

Access to HE Diploma Unit

Unit Code:	QU025462		
Title:	The Legal System in England		
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 • GD4-Use of information • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Academic Poster (LO1) ~ 500 words Presentation ~ 10 minutes Essay (LO2) ~ 1500 words		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand careers within the legal profession.	1.1 Explain the roles of three different legal professionals. For example, this could include barristers, solicitors, legal executives, judges 1.2 Analyse the training required to enter one of these professions.
2 Understand how English law is developed through the system of judicial precedent.	2.1 Explain how English law is developed through the system of judicial precedent. 2.2 Evaluate the powers of the criminal and civil courts to create law through precedent.
3 Understand how judicial precedent can lead to controversial decisions.	3.1 Analyse an area of controversy in relation to a recent case decided by precedent. 3.2 Evaluate how members of society may be affected by this area of controversy.

Graded Research Units

Access to HE Diploma Unit

Unit Code:	QU007328		
Title:	Legal Environment - Research/Extended Essay		
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 • GD6-Autonomy/Independence • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Research diary ~ 400 words Essay ~ 2000 words		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Plan a piece of individual research on a Legal Topic.	1.1 Select and design a relevant topic of research that relates to a specific Act of Parliament or item of Common Law. 1.2 Describe research aims.
2 Research background information on a legal topic of his/her own choice.	2.1 Research background legal aspects using a number of different sources, as appropriate.
3 Assess research information and evidence.	3.1 Select appropriate secondary information and evidence. 3.2 Debate whether reform of the specific Act of Parliament or item of Common Law is recommended. 3.3 Critically discuss arguments for or against reform of this Law/Act and evaluate possible future outcomes. 3.4 Draw conclusions.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>4 Communicate the research.</p>	<p>4.1 Present the essay coherently and concisely in a well-structured conventional style for Legal Environment.</p> <p>4.2 Reference sources of information using recommended style of referencing.</p>

Access to HE Diploma Unit

Unit Code:	QU026040		
Title:	Research Skills for Law		
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 • GD3-Application of skills • GD4-Use of information • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Research diary ~ 500 words Research proposal ~ 500 words Report ~ 1500 words Evaluation ~ 250 words		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand research methods and their uses for law.	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
The learner will:	The learner can:
	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

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:	Analysis of videos and role play ~ 1500 words		

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:	QU025844		
Title:	Crimes of Violence		
Unit Level:	Level 3	Unit Credit:	6
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:	Individual presentation plus questions ~ 10 minutes plus 5 minutes Supporting materials ~ 250 words Case study ~ 1500 words		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know the law related to non-fatal crimes of violence.	1.1 Explain the law relating to non-fatal offences. 1.2 Apply this law to specific scenarios.
2 Understand the law relating to homicide.	2.1 Compare and contrast the crimes of murder and involuntary manslaughter. Can include homicide, genocide, domestic violence and infanticide. 2.2 Explain the partial defences of loss of control and of diminished responsibility, which may lead to a conviction for voluntary manslaughter.
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:	QU025876		
Title:	Criminal Law		
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:	2 x case studies ~ 2 x 1000 Individual presentation ~ 10 minutes Self reflection ~ 500 words		

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the main principles of criminal liability.	1.1 Apply general principles of criminal liability across a range of common law and statutory offences, evaluating the success of possible defences. 1.2 Explain legal rules and principles established in criminal law. 1.3 Apply relevant legal principles in criminal law in order to determine liability in given situations, using supporting evidence.
2 Research, find and use appropriate sources of information. For example: Law Reports, statutes, text books and law journals, etc.	2.1 Quote a range of appropriate legal sources to provide supporting evidence for arguments and opinions presented in written work or presentations relating to criminal law.

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:	QU018992		
Title:	Introduction to Criminology		
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 • GD4-Use of information • GD5-Communication and Presentation • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Short answer questions ~ 300 words Case studies ~ 3 x 400 words Report ~ 1000 words		

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. Additional details: Genetic and psychological theories. 1.2 Explain individualistic theories of criminality. Additional details: Learning and psychodynamic/psychological theories 1.3 Explain sociological theories of criminality. Additional details: <ul style="list-style-type: none"> • Social structure theories • Social reaction theory • Interactionism • Realism 1.4 Analyse the development of criminological theories.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>Additional details: Include the timeline, how theories are established and evolve.</p>
<p>2 Understand causes of criminality.</p>	<p>2.1 Analyse situations of criminality.</p> <p>Include:</p> <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. <p>2.2 Explain the likely cause of criminality.</p> <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.</p> <p>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>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<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:	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 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. Indicative Content: May include counter terrorism, Channel programme, budget cuts, loss of police on the street, cyber crime, 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.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>3.3 Analyse the impact of crime on victims and witnesses</p>
<p>4 Understand relevant legal and service requirements related to gathering and submitting information.</p>	<p>4.1 Explain the application of legislation, national policies, procedures, codes of practice and/or guidelines that relate to:</p> <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:	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:	Literature Review ~ 1500 words		

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:	QU007810		
Title:	Legislation and Statutory Interpretation		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD2-Application of knowledge • GD5-Communication and presentation • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Essay ~ 1500 words		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the legislative process.	1.1 Describe and evaluate the relative importance of the stages of the legislative process.
2 Understand the rules of statutory interpretation.	2.1 Explain the rules of statutory interpretation, citing case examples. 2.2 Evaluate the rules of statutory interpretation with reference to case law.
3 Understand the rules of language.	3.1 Evaluate the use of language rules to statutory interpretation.

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:	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 • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Short answer questions ~ 750 words Case study ~ 750 words		

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:	QU006321		
Title:	Theories of Criminal Behaviour		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD2-Application of knowledge • GD5-Communication and presentation • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Literature Review ~ 1500 words		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand genetic and biological theories of criminal behaviour.	1.1 Explain the main features of biological and genetic theories including the work of Sheldon Lombroso and work in genetic transmission. 1.2 Evaluate the usefulness of biological and genetic theories.
2 Show awareness of social theories of criminal behaviour.	2.1 Explain the main features of social theories including Bandura's social learning theory and the work on social construction of criminal behaviour. 2.2 Evaluate the usefulness of social theories of criminal behaviour.
3 Show awareness of personality theories of criminal behaviour.	3.1 Explain the main features of personality theories such as work of Eysenck. 3.2 Evaluate the usefulness of personality theories of criminal behaviour.
4 Understand the usefulness of genetic, biological, social and personality theories of criminal behaviour.	4.1 Compare and contrast the contributions made by three theories of criminal behaviour to our understanding of why people commit crime.

Access to HE Diploma Unit

Unit Code:	QU019963		
Title:	The Psychology of Criminal Investigation		
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:	Report ~ 1500 words		

This unit has 2 learning outcomes.

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

Mandatory 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:	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.
3.1 Produce an essay draft which shows evidence of proofreading and editing.	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
The learner will:	The learner can:
	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:	QU018346		
Title:	Academic Reading 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 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to demonstrate the use of different reading techniques.	1.1 Annotate text after using skimming, scanning and active reading techniques. 1.2 Summarise text after using skimming, scanning and active reading techniques.
2 Explain, with examples, how language used in texts can reveal assumptions and prejudice.	2.1 Identify and explain instances of opinion and bias in text. 2.2 Analyse the use of objective and emotive language in a text.
3 Demonstrate how to apply critical reading techniques to texts.	3.1 Analyse the strengths and weaknesses of an argument from at least two texts. 3.2 Critically evaluate an argument.

Access to HE Diploma Unit

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:
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 questions, listening to and interpreting other points of view

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>sensitively or inviting others to contribute their views.</p> <p>2.4 Respond appropriately to questions.</p>

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 2 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.
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
The learner will:	The learner can:
	<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

Unit Code:	QU007486		
Title:	Application of Number - Interpreting and Presenting Information		
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:
1 Know how to obtain and interpret mathematical and statistical information.	1.1 Within a complex task, identify and evaluate possible sources of data, e.g. rate of change, trends, probabilities. 1.2 Justify the choice of data collection procedures giving reasons for choosing a particular sample and methods used. 1.3 Evaluate actual or possible sources of error in collecting and recording data. 1.4 Choose and justify the chosen methods of recording data. 1.5 Interpret the main characteristics of the data in relation to the task.
2 Be able to present mathematical and statistical data.	2.1 Choose and use a range of appropriate and effective techniques to present accurately, e.g. the use of probability to describe situations, the presentation and interpretation of upper and lower boundaries of results; statistical diagrams. 2.2 Use correct axes, scales and conversions. 2.3 Justify choice and use of presentation techniques and

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>methods for the original purpose of the task.</p>

Access to HE Diploma Unit

Unit Code:	QU025278		
Title:	Developing Professional Attributes		
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 the difference between positive and negative professional attributes.	1.1 Evaluate both positive and negative professional attributes. 1.2 Link positive attributes to the role of a professional.
2 Be able to reflect on own professional attributes and areas for development.	2.1 Produce SWOT analysis of own professional attributes. 2.2 Evaluate SWOT analysis. 2.3 Produce an individual professional development plan linked to the SWOT analysis
3 Understand which attributes are considered important by employers in a specific sector and are valued in the workplace.	3.1 Analyse which professional attributes are valued highly by employers within a specific sector. 3.2 Analyse why these professional attributes are important in a sector specific workplace.
4 Understand the link between professional attributes and emotional intelligence.	4.1 Analyse the links between professional attributes and emotional intelligence.

Access to HE Diploma Unit

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

This unit has 4 learning outcomes.

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

Access to HE Diploma Unit

Unit Code:	QU018352		
Title:	Presentation Skills		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Academic subject content/other:	Other		
Suggested assessment details:	Timed presentation		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Develop and plan a structured presentation.	1.1 demonstrate skills to plan a timed presentation. 1.2 Develop the structure for a presentation.
2 Conduct research for a presentation from a number of sources	2.1 Identify topic and aims of research. 2.2 Select appropriate resources from different sources. 2.3 Select appropriate information pertinent to the topic
3 Demonstrate ability to deliver a presentation on a complex subject	3.1 Convey information on a chosen topic in the form of a presentation to a group. 3.2 Demonstrate effective use of audio-visual aids appropriate to the topic. 3.3 Demonstrate appropriate eye contact and body language. 3.4 Respond effectively to questions and challenges.
4 Evaluate own skills and performance.	4.1 Critically evaluate own presentation. 4.2 Critically evaluate own delivery of the presentation. 4.3 Identify strategies for improvement.

Access to HE Diploma Unit

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

This unit has 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. 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

Unit Code:	QU018318		
Title:	Study 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 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
The learner will:	The learner can:
<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

Title:	Sustainability Project		
Unit Code:	QU033854		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Academic subject content/other:	Academic subject content		
Suggested Assessment details:	Report, including project plan and reflection – 1,000 words		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to plan a project to promote sustainability within a specific sector.	1.1 Identify a project to promote sustainability within a chosen sector, justifying your choice. Produce a project plan for own project including: <ul style="list-style-type: none"> • Aims and objectives • Time scales • Methods • Resources required • Any health and safety considerations. 1.2
2. Be able to carry out a sustainability project.	2.1 Carry out a sustainability project. 2.2 Produce a report on the findings of the sustainability project.
3. Be able to review the success of a sustainability project.	3.1 Evaluate the extent to which the project has met the aim and objectives. 3.2 Evaluate the extent to which the project has met the aim and objectives.

Access to HE Diploma Unit

Title:	The Fundamentals of Environmental Sustainability		
Unit Code:	QU033880		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Academic subject content/other:	Academic subject content		
Suggested Assessment details:	Report – 1500 words		

This unit has 4 learning outcomes.

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

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:

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.

