

DIPLOMA GUIDE



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Access to HE

Apprenticeships

Digital

Employability &
Enterprise

English & Maths

ESOL

Personal & Social
Development

Professional
Development

Vocational

Access to HE Diploma (Psychosocial Studies)

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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 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

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 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

The Diploma allows learners to undertake study related to sociology and psychology. Learners will have the opportunity to develop skills which will enable progression to a range of degree level programmes including a focus on sociology/social policy and psychology and psychosocial topics. Many learners join these types of degrees after following A level study, so the diploma will place the Access to HE learners on a level with those who have followed A level studies.

Learners will complete mandatory units which cover an introduction to sociology and psychology as well as a counselling unit to complement the other topics, but then they will be able to research an area of interest to them in more depth. They will study a range of optional units covering sociology and social policy and have the opportunity to investigate specific aspects of psychology, including an introduction to criminology.

Ungraded units include units which will support access to higher education whilst supporting study and personal skills.

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 learner awareness of the opportunities that a return to study and lifelong learning can bring.

1.5 Objectives

The objective of the Diploma is to enable learners to:

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

11.2 Sociology and Social Policy

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.

1.8 Delivery methods

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

- Face to face
- Blended learning

Work placements would also be beneficial and visits to museums would widen opportunities.

When planning courses, it is important that the mandatory units Approaches to Psychology and Introduction to Sociology are completed before undertaking any other psychology or sociology units as they provide the underpinning knowledge that learners will require for further study.

It should be noted that where learners are conducting primary research, their suggested research project should be scrutinised prior to commencement to check that ethical considerations have taken place. In addition, agreement from the interviewees must be obtained to ensure compliance with the General Data Protection Regulations, 2018.

The ungraded unit Understand Published Research for Social Scientists should be delivered before undertaking the research project unit.

Assessment methods should include:

Essays, projects, presentations, self-evaluation, group discussions, SWOT analysis, case studies, short answer questions, literature review, exams, reports, role plays, reflective accounts.

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 a range of degrees including:

Psychology BSC (Hons)
BA (Hons) Social Psychology
BA (Honours) Social Sciences

BA (Honours) Social Sciences (Sociology)
BA (Honours) Social Sciences (Psychology)
BA (Hons) Psychosocial Studies
BA (Hons) Sociology with Psychosocial Studies
BSc (Hons) Sociology

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. Learner Entry Requirements

2.1 Age

The course is designed to meet the needs of adults who have been out of full time education for a significant period of time and who have not achieved some or any formal qualifications. 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.

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 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

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 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

The generic requirements for the Access to HE Diploma are that learners must achieve a total of 60 credits of which 45 credits must be achieved at level 3 from graded units that are concerned with academic subject and the remaining 15 credits can be achieved at level 2 or level 3 from units which are ungraded. It is recommended you include no more than 6 ungraded 'academic subject content' credits. The ungraded credits can be mandatory or optional within the Diploma. The approved Rules of Combination for this qualification are detailed below.

Where there is a selection of optional units within the permitted rules of combination, the selection of units to be used to form the Diploma course must be made before the learners are registered. Learners must be registered with Gateway Qualifications within 12 weeks of the start of the course or before application to UCAS, whichever is soonest.

3.2 Rules of Combination

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

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

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

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

Learners must complete 18 credits from the mandatory group, a maximum of 6 credits from the Research optional group and the remaining 21 credits must be taken from the Psychosocial optional group. Learners must complete 15 credits of ungraded units with 9 credits from the Mandatory ungraded group and 6 credits from the optional group.

Mandatory 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 |
|-----------|------------------------------------|-------|---------|----------|-------------------|---|--------------------------------------|
| QU018274 | Applied Psychology | 3 | 6 | Academic | 1, 2, 7 | Essay Case Studies | 1500 words 2 x 750 words |
| QU007804 | Introduction to Sociology | 3 | 6 | Academic | 1, 2, 7 | Viva Controlled assessment | 15 minutes 2 hours open book |
| QU018077 | Understanding Counselling Theories | 3 | 6 | Academic | 1, 2, 4, 7 | Report Written questions Case study | 1500 words 750 words 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 |
|-----------|---|-------|---------|----------|-------------------|---|---|
| QU026471 | Research Skills for Psychosocial Studies | 3 | 6 | Academic | 1, 2, 3, 4, 7 | Research diary Research proposal Report Evaluation | 500 words, 500 words, 1500 words, 250 words, |
| QU026473 | Research: Extended Writing Project for Psychosocial Studies | 3 | 6 | Academic | 1, 2, 3, 4, 7 | Practical investigations 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 |

| Unit Code | Unit Title | Level | Credits | Content | Grade Descriptors | Suggested Assessment Methods | Assessment Volume |
|-----------|--|-------|---------|----------|-------------------|---|--|
| QU026475 | Social Research Methods for Psychosocial Studies | 3 | 6 | Academic | 2, 4, 5, 7 | Project including observation Interview Questionnaire | 1500 words including 500 words observation report 15 minutes interview and 250 words notes 250 words questionnaire |

Optional Graded Units: Psychosocial Studies

Learners must achieve 21credits from this group.

| Unit Code | Unit Title | Level | Credits | Content | Grade Descriptors | Suggested Assessment Methods | Assessment Volume |
|-----------|---|-------|---------|----------|-------------------|---|---|
| QU005844 | Aspects of Social Psychology | 3 | 3 | Academic | 2, 7 | Case studies | 2 x 750 words |
| QU025692 | Atypical Development and Abnormal Behaviour | 3 | 3 | Academic | 1, 2, 7 | Report | 1500 words |
| QU017095 | Cognitive Psychology | 3 | 3 | Academic | 1, 2, 7 | Controlled assessment | 1.5 hours closed book |
| QU011218 | Culture and Identity | 3 | 3 | Academic | 1, 2, 7 | Academic Poster + bibliography | 1000 words + bibliography |
| QU006307 | Fundamental Concepts and Scientific Method in Biology | 3 | 6 | Academic | 1, 2, 3, 4, 7 | Practical investigations, 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 |
| QU006877 | Globalisation | 3 | 3 | Academic | 2, 5, 7 | 2 x case studies Individual presentation with questions | 2 x 500 words 10 minutes with 5 minutes questions |

| Unit Code | Unit Title | Level | Credits | Content | Grade Descriptors | Suggested Assessment Methods | Assessment Volume |
|-----------|--|-------|---------|----------|-------------------|--|--|
| 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 |
| QU006054 | Introduction to Early Child Development | 3 | 3 | Academic | 1, 2, 7 | Report, case study | 1000 words, 500 words |
| QU025831 | Mental Health and Illness | 3 | 3 | Academic | 1, 2, 7 | Report | 1500 words |
| QU014245 | Poverty and Social Exclusion | 3 | 3 | Academic | 2, 7 | Controlled assessment | 1.5 hours open book |
| QU025627 | Social Inequality | 3 | 3 | Academic | 2, 5, 7 | Report | 1500 words |
| QU026338 | The Brain and Neuropsychology | 3 | 6 | Academic | 1, 2, 7 | 2 x academic posters Report Individual Presentation | 2 x 500 words 1000 words 10 minutes |
| QU018124 | Valuing Diversity: Types, Bases and Impact of Discrimination | 3 | 6 | Academic | 1, 2, 4, 7 | Controlled assessment Report Individual presentation | 1.5 hour open book 1000 words 10 minutes |

Mandatory Units: Ungraded

Learners must achieve 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 |
| QU025532 | Preparation for Higher Education | 3 | 3 | Other | Analysis, UCAS Statement, Preparing for interview questions, Chart | 1500 words in total |
| QU025750 | Understand Published Research for Social Scientists | 3 | 3 | Academic | Report | 1500 words |

Optional Units: Ungraded

Learners must achieve 6 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 |
| QU017819 | Being a Reflective Learner | 3 | 3 | Other | Reflective accounts | 1500 words |
| 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 |
| QU028487 | Promoting Wellbeing and Building Resilience | 3 | 3 | Other | Report | 1500 words |
| QU026344 | References and Reliability of Sources | 3 | 3 | Other | Literature review | 1500 words including recognised form of referencing and bibliography |
| QU026158 | Safeguarding Children, Young People and/or Vulnerable Adults | 3 | 3 | Academic | 2 x case studies | 2 x 750 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

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

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

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

4. Access to HE Units of Assessment

4.1 Unit specification

A common unit specification applies to all units with Access to HE Diplomas the unit specification follows a standard template covering the following elements:

- title
- level
- credit value
- unit code
- learning outcomes
- assessment criteria
- grade descriptors
- type of unit (academic subject content or not).

The units of assessment for this Access to HE Diploma are contained within this Access to HE Diploma Guide.

4.2 Academic subject content

A unit is classified as having academic subject content, if the unit's knowledge and skills are directly related to the subject of the name of the Access to HE Diploma. Units will not meet the academic subject content requirement if they are principally concerned with personal development, generic English or mathematics, or study skills.

4.3 Graded and ungraded units

Graded units – grading operates at unit level and only applies to units which have been approved by Gateway Qualifications within a named Access to HE Diploma. 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

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

| | | | |
|--|--|---------------------|---|
| Title: | Applied Psychology | | |
| Unit Code: | QU018274 | | |
| Unit Level: | Level 3 | Unit Credit: | 6 |
| Grading type: | Graded | | |
| Grade Descriptors: | <ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality | | |
| Academic subject content/other: | Academic Subject Content | | |
| Suggested Assessment details: | Refer to assessment grid | | |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | | ASSESSMENT CRITERIA | |
|-------------------|---|---------------------|--|
| The learner will: | | The learner can: | |
| 1 | Understand key approaches in psychology. | 1.1 | Explain a range of different perspectives in psychology, including; biological, behaviourist, cognitive, psychoanalytic and humanist approaches. |
| 2 | Understand the differences between a variety of psychological approaches. | 2.1 | Compare and contrast the different perspectives in psychology (biological, behaviourist, cognitive, psychoanalytic and humanist approaches). |
| | | 2.2 | Evaluate the strengths and weakness of a range of psychological perspectives. |
| 3 | Understand how psychological perspectives can be applied to practice. | 3.1 | Justify relevant psychological perspectives to given situations. |
| | | 3.2 | Explain suggested psychological interventions in the given situations. |

Access to HE Diploma Unit

| | | | |
|--|---|---------------------|---|
| Unit Code: | QU007804 | | |
| Title: | Introduction to Sociology | | |
| Unit Level: | Level 3 | Unit Credit: | 6 |
| 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 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|--|
| The learner will: | The learner can: |
| 1 Understand the essential focus of sociological enquiry. | 1.1 Evaluate the sociological approach to the study of human behaviour. 1.2 Summarise the similarities and differences between the sociological approach to human behaviour and those of the other social sciences. 1.3 Define a wide range of sociological terminology relating to the topic. |
| 2 Understand the basic concepts of the three major sociological perspectives. | 2.1 Evaluate the major elements of argument involved in a) functionalism b) Marxism c) interactionism. 2.2 Evaluate the impact of the perspectives on the focus of research, techniques of data collection and the analysis of data. 2.3 Discuss the political basis of the perspectives. |
| 3 Understand social and economic aspects of demographic trends. | 3.1 Critically consider the differences between the concepts of description and explanation. 3.2 Discuss the data presented in a pie chart, histogram and graph. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|---|
| The learner will: | The learner can: |
| | <p>3.3 Extract and evaluate data from prescribed sources to illustrate and support argument relating to demographic trends.</p> <p>3.4 Analyse the strengths and limitations of quantitative data.</p> |
| <p>4 Understand sociological differentials in mortality and morbidity.</p> | <p>4.1 Explain the pattern of social differentials in mortality and morbidity, including social class, gender and ethnicity.</p> <p>4.2 Critically evaluate competing explanations including biological, cultural and artefact</p> <p>4.3 Discuss the need to multifactor explanations.</p> |

Access to HE Diploma Unit

| | | | |
|--|--|---------------------|---|
| Unit Code: | QU018077 | | |
| Title: | Understanding Counselling Theories | | |
| Unit Level: | Level 3 | Unit Credit: | 6 |
| Grading type: | Graded | | |
| Grade descriptors: | <ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD4-Use of information • GD7-Quality | | |
| Academic subject content/other: | Academic Subject Content | | |
| Suggested assessment details: | Refer to Assessment Grid | | |

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| 1 Understand the key theoretical issues informing counselling. | 1.1 Critically assess the most significant theoretical issues which underpin the practice of counselling. 1.2 Explain how these issues can be addressed through counselling. |
| 2 Understand the main approaches to counselling. | 2.1 Describe the main approaches to counselling including Humanistic, Person Centred, Cognitive, Behavioural, Psychodynamic, Systemic and Transactional Analysis. 2.2 Critically assess the usefulness of these approaches in helping people. 2.3 Critically compare at least three approaches to counselling and outline the strengths and limitations of each. |
| 3 Understand the historical background and development of counselling. | 3.1 Select three models of counselling and describe the historical background which led to their development. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| | 3.2 Explain the relevance in today's society of the models chosen. |
| 4 Understand the role of theory in understanding the process of counselling. | 4.1 Identify three theories of counselling and outline the key beliefs behind each. 4.2 Explain how each theory has influenced models of counselling. |

Graded Research Units

Access to HE Diploma Unit

| | | | |
|--|---|---------------------|---|
| Unit Code: | QU026471 | | |
| Title: | Research Skills for Psychosocial Studies | | |
| 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. | 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 |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| | b) ethical guidelines c) agreed timescales. |
| 4 Be able to produce a report on research using a standard format. | 4.1 Report on research using a standard format. 4.2 Evaluate findings in relation to the research aims. 4.3 Use an accepted method of referencing source material. |
| 5 Be able to evaluate a research project. | 5.1 Evaluate a research proposal and its procedures. 5.2 Evaluate methods used to research the subject area. |

Access to HE Diploma Unit

| | | | |
|--|--|---------------------|---|
| Unit Code: | QU026473 | | |
| Title: | Research: Extended Writing Project for Psychosocial Studies | | |
| 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: | Practical investigations Scientific report including at least one graph, chart and table ~ 1250 word scientific 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 |
|--|--|
| The learner will: | The learner can: |
| 1 Be able to plan an extended writing project. | 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

| | | | |
|--|---|---------------------|---|
| Unit Code: | QU026475 | | |
| Title: | Social Research Methods for Psychosocial Studies | | |
| 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: | <p>Project including observation ~ 1500 words including 500 words observation report Interview ~ 15 minutes interview and 250 words notes Questionnaire ~ 250 words questionnaire</p> <p>It should be noted that where learners are conducting primary research, their suggested research project should be scrutinised prior to commencement to check that ethical considerations have taken place. In addition, agreement from the interviewees must be obtained to ensure compliance with the General Data Protection Regulations, 2018.</p> | | |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|---|
| The learner will: | The learner can: |
| 1. Understand the different methods of social research. | 1.1 Explain the use of observations, interviews and questionnaires in social research. |
| 2. Understand a range of social research methods. | 2.1 Evaluate three areas for primary research. 2.2 Justify the use of observation, interview or questionnaire for each aim. 2.3 Review material and information pertinent to research. 2.4 Produce completed observation, interview and questionnaire. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| 3. Understand how to reflect on social research methodology. | 3.1 Discuss and draw conclusions from data gathered through observation, interview and questionnaire. 3.2 Critically evaluate the use of observation, interview and questionnaire methods of investigation. 3.3 Clarify any ethical considerations associated with the research and use appropriate protocols as needed. |

Optional Graded Units: Psychosocial Studies

Access to HE Diploma Unit

| | | | |
|--|---|---------------------|---|
| Unit Code: | QU005844 | | |
| Title: | Aspects of Social Psychology | | |
| Unit Level: | Level 3 | Unit Credit: | 3 |
| Grading type: | Graded | | |
| Grade descriptors: | <ul style="list-style-type: none"> GD2-Application of knowledge GD7-Quality | | |
| Academic subject content/other: | Academic Subject Content | | |
| Suggested assessment details: | Refer to Assessment Grid | | |

This unit has 3 learning outcomes.

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

Access to HE Diploma Unit

| | | | |
|--|--|---------------------|---|
| Unit Code: | QU025692 | | |
| Title: | Atypical Development and Abnormal Behaviour | | |
| 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 4 learning outcomes.

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

Access to HE Diploma Unit

| | | | |
|--|--|---------------------|---|
| Unit Code: | QU017095 | | |
| Title: | Cognitive Psychology | | |
| 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 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|---|
| The learner will: | The learner can: |
| 1 Understand cognitive psychology. | 1.1 Explain the key concepts, methods and applications of research in cognitive psychology. |
| 2 Understand how the memory works. | 2.1 Explain how information travels through the three main components of memory - sensory, short-term and long-term memory. |
| 3 Understand theories of perception. | 3.1 Explain at least one of the key theories of perception. |
| 4 Understand cognitive explanations for neurological disorders. | 4.1 Explain cognitive explanations for neurological disorders e.g. autism, Alzheimer's. |

Access to HE Diploma Unit

| | | | |
|--|--|---------------------|---|
| Unit Code: | QU011218 | | |
| Title: | Culture and Identity | | |
| Unit Level: | Level 3 | Unit Credit: | 3 |
| Grading type: | Graded | | |
| Grade descriptors: | <ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality | | |
| Academic subject content/other: | Academic Subject Content | | |
| Suggested assessment details: | Refer to Assessment Grid | | |

This unit has 3 learning outcomes.

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

Access to HE Diploma Unit

| | | | |
|--|---|---------------------|---|
| Unit Code: | QU006307 | | |
| Title: | Fundamental Concepts and Scientific Method in Biology | | |
| 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: | Refer to Assessment Grid | | |

This unit has 5 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| 1 Understand scientific terminology. | 1.1 Explain appropriate scientific terminology accurately. |
| 2 Understand a range of biological processes. | 2.1 Explain diffusion and osmosis with reference to a range of examples. 2.2 Analyse the importance of surface area to volume ratio in biology using appropriate examples. 2.3 Explain the concept of negative feedback in biology using two examples. |
| 3 Understand the concept of units and scales in biology. | 3.1 Differentiate the scale of measurement in various biological structures. 3.2 Measure, reform and calculate magnifications and sizes from diagrams and micrographs. 3.3 Diagnose various units of measurement and express them in different ways. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|---|
| The learner will: | The learner can: |
| <p>4 Know how to tabulate plot and interpret data.</p> | <p>4.1 Apply data in fully labelled tables manually and using basic excel functions.</p> <p>4.2 Develop graphs from tabulated data both manually and using excel.</p> <p>4.3 Calculate and explain the importance of rates of change.</p> |
| <p>5 Understand scientific reporting.</p> | <p>5.1 Demonstrate how to record methods and results clearly.</p> <p>5.2 Interpret and explain results.</p> <p>5.3 Evaluate work (discuss limitations of method, suggest improvements and further experiments).</p> |

Access to HE Diploma Unit

| | | | |
|--|---|---------------------|---|
| Unit Code: | QU006877 | | |
| Title: | Globalisation | | |
| 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 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|---|
| The learner will: | The learner can: |
| 1. Understand the main features of globalisation. | 1.1 Critically consider the main features of globalisation. |
| 2. Understand the causes and effects of different aspects of globalisation. | 2.1 Critically assess the causes and effects of different aspects of globalisation. |
| 3. Understand the impact of globalisation on contemporary society. | 3.1 Evaluate the impact of globalisation on contemporary society. |

Access to HE Diploma Unit

| | | | |
|--|--|---------------------|---|
| Unit Code: | QU018992 | | |
| Title: | Introduction to Criminology | | |
| Unit Level: | Level 3 | Unit Credit: | 6 |
| Grading type: | Graded | | |
| Grade descriptors: | <ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD4-Use of information • 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 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---------------------------------------|---|
| The learner will: | The learner can: |
| 1 Understand theories of criminality. | 1.1 Explain biological theories of criminality. Genetic and psychological theories 1.2 Explain individualistic theories of criminality. Learning and psychodynamic/psychological theories. 1.3 Explain sociological theories of criminality. <ul style="list-style-type: none"> • Social structure theories • Social reaction theory • Interactionism • Realism. 1.4 Analyse the development of criminological theories. Include the timeline, how theories are established and evolve. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| <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> <p>4.4 Explain how to use legislation, guidelines of good practice and service standards to support and</p> |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--------------------------|---|
| The learner will: | The learner can: |
| | protect victims, witnesses and vulnerable people. |

Access to HE Diploma Unit

| | | | |
|--|--|---------------------|---|
| Unit Code: | QU006054 | | |
| Title: | Introduction to Early Child Development | | |
| 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 2 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|---|
| The learner will: | The learner can: |
| 1 Understand attachment theory and the effects of privation/deprivation. | 1.1 Analyse attachment theory in terms of nativist/empiricist debates. 1.2 Critically appraise Bowlby's research into attachment. 1.3 Evaluate studies into maternal privation/deprivation. |
| 2 Understand the effects of day care on child development. | 2.1 Critically discuss the arguments for and against day care. |

Access to HE Diploma Unit

| | | | |
|--|--|---------------------|---|
| Unit Code: | QU025831 | | |
| Title: | Mental Health and Illness | | |
| 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: | 1.5 hours closed book exam | | |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | | ASSESSMENT CRITERIA | |
|--------------------------|---|----------------------------|--|
| The learner will: | | The learner can: | |
| 1 | Understand the problems in defining abnormal and normal behaviour. | 1.1 | Explain the difficulties in defining abnormality and normality. |
| 2 | Understand the different psychological explanations given for the cause of a particular mental illness. | 2.1 | Explain the causes of a particular mental illness from different perspectives within psychology 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

| | | | |
|--|---|---------------------|---|
| Unit Code: | QU014245 | | |
| Title: | Poverty and Social Exclusion | | |
| 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 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| 1 Understand the nature of social stratification in today's British society. | 1.1 Explain the nature of social stratification in today's British society. |
| 2 Understand the effects of social inequalities on individual life chances in Britain today. | 2.1 Analyse the effects of social inequalities on individual life chances in Britain today. 2.2 Evaluate the concept of social exclusion. |
| 3 Understand the effects of poverty on life chances. | 3.1 Evaluate the effects of poverty on life chances. |
| 4 Understand the poverty threshold. | 4.1 Summarise what is meant by the poverty threshold. 4.2 Explain the poverty trap. |

Access to HE Diploma Unit

| | | | |
|--|---|---------------------|---|
| Unit Code: | QU025627 | | |
| Title: | Social Inequality | | |
| 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 3 learning outcomes.

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

Access to HE Diploma Unit

| | | | |
|--|--|---------------------|---|
| Unit Code: | QU026338 | | |
| Title: | The Brain and Neuropsychology | | |
| Unit Level: | Level 3 | Unit Credit: | 6 |
| Grading type: | Graded | | |
| Grade descriptors: | <ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality | | |
| Academic subject content/other: | Academic Subject Content | | |
| Suggested assessment details: | 2 x 500 words academic poster Report ~ 1000 words Individual presentation ~ 10 minutes | | |

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|--|
| The learner will: | The learner can: |
| 1 Understand the structure and function of the brain. | 1.1 Explain the structure and function of the brain, including: <ol style="list-style-type: none"> a. temporal lobe b. occipital lobe c. frontal lobe d. parietal lobe e. cerebellum 1.2 Understand the lateralisation of function in the hemispheres, including: <ol style="list-style-type: none"> a. asymmetrical function b. role of the left hemispheres c. role of the right hemispheres d. role of the corpus callosum 1.3 Evaluate strengths and weaknesses of lateralisation as an explanation of sex differences between males and females. |
| 2 Understand the role of action potentials and synapses in transmitting information through the nervous system. | 2.1 Summarise the structure of a neurone. 2.2 Explain ways in which the membrane specialisation enables the establishment of the resting potential and action potentials (to include: all or nothing, refractory period and salutary conduction). |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|---|
| The learner will: | The learner can: |
| | <p>To include: all or nothing, refractory period and salutary conduction</p> |
| <p>3 Understand the processes involved in synaptic transmission.</p> | <p>3.1 Explain the mechanisms of synaptic transmission and the use of agonistic and antagonistic chemicals in modifying this process.</p> |
| <p>4 Understand how patterns of behaviour are integrated and controlled by the nervous system.</p> | <p>4.1 Discuss the functions of the parasympathetic and sympathetic division of the autonomic nervous system.</p> <p>4.2 Explain the impact of neurological damage on cognitions and behaviour, including:</p> <ul style="list-style-type: none"> a. the symptoms of visual agnosia b. the symptoms of prosopagnosia c. the impact of damage to the pre-frontal cortex |

Access to HE Diploma Unit

| | | | |
|--|--|---------------------|---|
| Unit Code: | QU018124 | | |
| Title: | Valuing Diversity: Types, Bases and Impact of Discrimination | | |
| Unit Level: | Level 3 | Unit Credit: | 6 |
| Grading type: | Graded | | |
| Grade descriptors: | <ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD4-Use of information • GD7-Quality | | |
| Academic subject content/other: | Academic Subject Content | | |
| Suggested assessment details: | Refer to Assessment Grid | | |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|---|
| The learner will: | The learner can: |
| 1 Understand different types of discrimination. | 1.1 Explain different types of discrimination to include: <ul style="list-style-type: none"> a) Direct Discrimination b) Associative Discrimination c) Perceptive Discrimination d) Indirect Discrimination 1.2 Explain discrimination using at least two sociological and or psychological theories. |
| 2 Understand the basis of discrimination. | 2.1 Explain different bases of discrimination using examples from the nine protected characteristics. (Equality Act 2010) 2.2 Analyse and discuss the role discrimination plays within society. 2.3 Discuss the ways in which discrimination can be counteracted by agencies or individuals. |
| 3 Understand the impact of discrimination on individuals. | 3.1 Evaluate the impact on individuals of direct, indirect, associative and perceptive discrimination. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| <p>4 Understand the role of language in social interaction and discrimination.</p> | <p>4.1 Explain how individuals in organisations can discriminate through language.</p> <p>4.2 Discuss the way language and in particular:</p> <ul style="list-style-type: none"> a) tone b) choice of words c) assumptions d) non-verbal signals <p>communicate meaning.</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 Be able to proofread and edit own writing effectively. | 3.1 Produce an essay draft which shows evidence of proofreading and editing. |
| 4 Be able to present information and opinion in a written format, using language, style and conventions appropriate to academic writing. | 4.1 Communicate with clarity and detail to convey meaning and ideas effectively. 4.2 Write following conventions of sentence structure, punctuation, paragraphing, spelling and grammar. 4.3 Use appropriate style and register which shows an awareness of audience. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|---|
| The learner will: | The learner can: |
| 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: | QU025532 | | |
| Title: | Preparation for Higher Education | | |
| Unit Level: | Level 3 | Unit Credit: | 3 |
| Grading type: | Ungraded | | |
| Academic subject content/other: | Other | | |
| Suggested assessment details: | Refer to Assessment Grid | | |

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|---|
| The learner will: | The learner can: |
| 1 Understand how to identify opportunities for Higher Education. | 1.1 Use information sources to research Higher Education courses. 1.2 Analyse processes and procedures necessary to gain entry to Higher Education. 1.3 Analyse information on Higher Education courses and make appropriate realistic choices. |
| 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> |

Access to HE Diploma Unit

| | | | |
|--|---|---------------------|---|
| Unit Code: | QU025750 | | |
| Title: | Understand Published Research for Social Scientists | | |
| Unit Level: | Level 3 | Unit Credit: | 3 |
| Grading type: | Ungraded | | |
| Academic subject content/other: | Other | | |
| Suggested assessment details: | Report ~ 1500 words | | |

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|---|
| The learner will: | The learner can: |
| 1 Understand the difference between quantitative and qualitative research methods. | 1.1 Using a range of examples taken from related social science studies, explain the difference between qualitative and quantitative research. |
| 2 Understand the different methods in social science research. | 2.1 Evaluate the main research methods available to the researcher. 2.2 Explain how a researcher selects an appropriate research methodology |
| 3 Understand ethical considerations involved in social science research. | 3.1 Explain, using selected examples, the ethical considerations that need to be considered when undertaking research. |
| 4 Understand the validity of a piece of social science research. | 4.1 Evaluate the validity of a research study, making suggestions for improvements to research methodology. |

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: | 2 x controlled assessments ~ 2 x 1 hour assessments | | |

This unit has 2 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|--|
| The learner will: | The learner can: |
| <p>1 Know how to obtain and interpret mathematical and statistical information.</p> | <p>1.1 Within a complex task, identify and evaluate possible sources of data, e.g. rate of change, trends, probabilities.</p> <p>1.2 Justify the choice of data collection procedures giving reasons for choosing a particular sample and methods used.</p> <p>1.3 Evaluate actual or possible sources of error in collecting and recording data.</p> <p>1.4 Choose and justify the chosen methods of recording data.</p> <p>1.5 Interpret the main characteristics of the data in relation to the task.</p> |
| <p>2 Be able to present mathematical and statistical data.</p> | <p>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.</p> <p>2.2 Use correct axes, scales and conversions.</p> |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|-------------------|---|
| The learner will: | The learner can: |
| | 2.3 Justify choice and use of presentation techniques and methods for the original purpose of the task. |

Access to HE Diploma Unit

| | | | |
|--|----------------------------|---------------------|---|
| Unit Code: | QU017819 | | |
| Title: | Being a Reflective Learner | | |
| 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 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|--|
| The learner will: | The learner can: |
| 1. Demonstrate the process of reflection to review personal learning from study. | 1.1 Analyse and evaluate personal learning progress over a course of study. 1.2 List and order personal priorities related to study and learning. |
| 2. Demonstrate the process of reflection to review participation in group learning. | 2.1 Analyse own contribution to group learning situations over a course of study. |
| 3. Demonstrate the process of reflection to review being an independent learner. | 3.1 Evaluate personal ability to become an independent learner. 3.2 Analyse own optimum learning styles and conditions. |

Access to HE Diploma Unit

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

This unit has 2 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| <p>1 Give a short presentation about a straight forward subject.</p> | <p>1.1 Speak clearly using language, tone and style appropriately to the purpose, subject, audience and situation.</p> <p>1.2 Present information in a structured sequence so that ideas and concepts are easily followed by the audience.</p> <p>1.3 Use appropriate supporting material to illustrate presentation.</p> <p>1.4 Respond appropriately and sensitively to questions from the audience.</p> |
| <p>2 Take part in discussions.</p> | <p>2.1 Give and obtain information and exchange ideas in discussion on both familiar and unfamiliar subjects.</p> <p>2.2 Organise contributions to match the demands of the discussion, use vocabulary precisely, deal with sensitive issues appropriately and take account of the audience, subject, situation and purpose of the discussion and own role in it.</p> <p>2.3 Take forward the discussion and create opportunities for others to contribute by asking follow up questions, listening to and interpreting other points of view</p> |

| 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: | 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 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|---|
| The learner will: | The learner can: |
| 1. Understand the physical and psychological impact of pressure and stress on mental wellbeing. | 1.1 Explain the physical and psychological impact of pressure and stress on mental wellbeing. |
| 2. Understand the connection between mental wellbeing and resilience. | 2.1 Analyse the connection between mental wellbeing and resilience. |
| 3. Understand the factors that can improve wellbeing and build resilience. | 3.1 Explain factors that can improve wellbeing. 3.2 Explain factors that can negatively affect wellbeing and how to avoid them. 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: | QU026344 | | |
| Title: | References and Reliability of Sources | | |
| Unit Level: | Level 3 | Unit Credit: | 3 |
| Grading type: | Ungraded | | |
| Academic subject content/other: | Other | | |
| Suggested assessment details: | Literature review 1500 words including recognised form of referencing and bibliography | | |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|---|
| The learner will: | The learner can: |
| 1 Understand the difference between primary and secondary sources. | 1.1 Evaluate the difference between primary and secondary sources. |
| 2 Understand the value of a variety of primary source materials as evidence. | 2.1 Analyse primary sources for a specific context. 2.2 Evaluate the primary sources, taking into account: authorship, purpose, audience, and underlying values and beliefs. |
| 3 Understand the uses and limitations of secondary sources. | 3.1 Compare and evaluate secondary sources considering the following: use of sources, 'facts', background material, interpretation. |

Access to HE Diploma Unit

| | | | |
|--|--|---------------------|---|
| Unit Code: | QU026158 | | |
| Title: | Safeguarding Children, Young People and/or Vulnerable Adults | | |
| Unit Level: | Level 3 | Unit Credit: | 3 |
| Grading type: | Ungraded | | |
| Academic subject content/other: | Academic Subject Content | | |
| Suggested assessment details: | 2 x 750 word case studies | | |

This unit has 3 learning outcomes.

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

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 Explain environmental sustainability within a chosen sector. |
| 2. Know how environmental sustainability can be supported within the chosen sector. | 2.1 Describe environmental issues relevant to a chosen sector. 2.2 Describe the impact of the chosen sector on the environment. 2.3 Explain how these environmental issues could be minimised within a chosen sector. 2.4 Analyse factors to consider when working towards environmental sustainability in a chosen sector. |
| 3. Know how the 3 Rs of sustainability can be applied within the chosen sector. | 3.1 Explain the 3 Rs of sustainability. 3.2 Analyse ways that a chosen sector can implement the 3 Rs of sustainability. |
| 4. Understand the importance of waste management within the chosen sector. | 4.1 Explain the importance of having a waste management strategy within a chosen sector. 4.2 Explain environmental hazards or risks that could be caused by poor waste management within a chosen sector. |

7. What to do next

For existing 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.

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