

# DIPLOMA GUIDE



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Access to HE

Apprenticeships

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Employability & Enterprise

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## Access to HE Diploma (Social Science)

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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](mailto: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

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

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

Details of the credit framework and requirements relating to the award of credit are provided within the Quality Assurance Agency Recognition Scheme for Access to Higher Education: The Access to Higher Education Diploma specification 2013.

Individual named Diplomas are identified by separate titles and are validated at by Gateway Qualifications as an Access Validating Agency (AVA) recognised by the Quality Assurance Agency for Higher Education (QAA). Each Diploma has its own approved set of units of assessment, governed by rules of combination, which are appropriate to the subject of the particular Diploma. The common grading requirements apply to all individual Diplomas.

## 1.2 About this Diploma

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The Diploma allows learners to undertake study related to social sciences. Learners will have the opportunity to develop skills which will enable progression to a range of degree level programmes including a focus on sociology and psychology which underpin most social science degrees. Many learners join social science degrees after following A level study in these two subjects 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, psychology and criminology, 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 or criminology.

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

Learners who have followed these routes 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.

## 1.3 Purpose

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The primary purpose of Access to HE Diplomas is to provide higher education progression opportunities for adults who, because of social, education or individual circumstances, may have achieved few, if any, prior qualifications.

## 1.4 Aims

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The qualification aims to:

- reintroduce learners to education recognising prior skills and experience and the particular needs of those returning to learn
- offer learners a responsive, supportive return to learn experience at a level appropriate for entry to HE
- develop the appropriate skills such as study skills that are necessary to enable learners to succeed in their HE career
- address issues of widening participation and social inclusion
- raise learner awareness of the opportunities that a return to study and lifelong learning can bring.

## 1.5 Objectives

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The objective of the Diploma is to enable learners to:

- satisfy the general academic requirements for entry to Higher Education
- prepare learners for HE level study generally and in subject areas appropriate to an intended HE course destination
- demonstrate appropriate levels of competence in subject specific skills and knowledge
- demonstrate practical, transferable and academic skills
- develop their confidence and ability to cope with a return to education at an advanced level
- enhance personal and career opportunities
- develop as independent and lifelong learners.

## 1.6 Sector Subject Area

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11.2 Sociology and Social Policy

## 1.7 Target groups

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

## 1.8 Delivery methods

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

- Face to face
- Blended learning

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

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.

Assessment methods should include:

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

## 1.9 Achievement methodology

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

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

## 1.10 Geographical coverage

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This qualification has been approved by for delivery in England.

## 1.11 Progression opportunities

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Progression routes are into a range of social science degrees including:

- BSc (H) Criminological Psychology
- BSc (H) Psychology and Criminology
- BSc (H) Police Studies with Criminological Psychology
- Psychology BSC (Hons)
- BA (Hons) Social Psychology
- Social Sciences and Humanities Extended Degree - BA (Hons)
- BA (Honours) Social Sciences
- BA (Honours) Social Sciences (Economics)
- BA (Honours) Social Sciences (Sociology)
- BA (Honours) Social Sciences (Politics)
- BA (Honours) Social Sciences (Psychology)



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

Learners will probably require a pass in maths and English at GCSE level or a Functional Skills qualification in English and Maths to progress onto a degree course.

## **1.12 Equality, Diversity and Inclusion**

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

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

## 2. Learner Entry Requirements

### 2.1 Age

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

### 2.2 Prior qualifications

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There is no requirement for learners to have achieved prior qualifications or units prior to undertaking this qualification.

Providers may ask learners for GCSEs as a mark of ability at Level 2 as an appropriate entry requirement to a Level 3 course.

### 2.3 Prior skills/knowledge/understanding

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

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

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

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would disadvantage a learner with a disability, medical condition or learning need.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials
- adaptation of the physical environment for access purposes
- adaptation to equipment
- assessment material in an enlarged format or Braille
- permitting readers, signers, scribe, prompter, practical assistant
- changing or adapting the assessment method
- extra time, e.g. assignment extensions
- transcript
- use of assistive software where the software does not influence the learners' ability to demonstrate the skills, knowledge or understanding e.g. use of spellchecker in an English assessment

- using assistive technology
- use of CCTV, coloured overlays, low vision aids
- use of a different assessment location
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular learner may be unique to that individual and may not be included in the list of available access arrangements specified above.

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

## **2.5 Additional requirements/guidance**

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

## **2.6 Recruiting learners with integrity**

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

The recruitment process must include the provider undertaking the assessment of each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification.

## 3. Achieving the Access to HE Diploma

### 3.1 Qualification specification

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

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

### 3.2 Rules of Combination

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

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

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

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

Learners must complete 12 credits from the Mandatory Graded group, a maximum of 6 credits must be taken from the Research optional group, a minimum of 12 credits must be taken from the Sociology and Social Policy optional group and the remaining 15 credits may be taken from any optional groups.

### Mandatory Units: Graded Academic Subject Content

Learners must achieve 12 credits from this group.

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 and case studies (open book exam) Report	2 hour 1000 word
QU018292	Introduction to Psychology	3	3	Academic	2, 7	Essay	1500 words
QU014030	Introduction to Sociology	3	3	Academic	1, 2, 7	Exam (closed book)	2 hours

### 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
QU026104	Research Skills for Social Science	3	6	Academic	1, 2, 3, 4, 7	Research diary Research proposal Report Evaluation	500 words 500 words 1500 words 250 words
QU007950	Social Research Methods	3	6	Academic	2, 4, 5, 7	Project including observation Interview Questionnaire	1500 words and 500 words observation report 15 minutes interview and 250 words notes 250 words questionnaire

### Optional Graded Units: Sociology and Social Policy

Learners must achieve a minimum of 12 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
QU011218	Culture and Identity	3	3	Academic	1, 2, 7	Literature review	1500 words
QU014787	Education Studies: Socio-Economic Factors in Educational Achievement	3	3	Academic	1, 2, 5, 17	Report	1500 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
QU018796	Government Policy in Relation to Current Social Welfare Issues	3	3	Academic	2, 4, 7	Project	1500 words
QU014710	Introduction to Social Policy	3	3	Academic	1, 2, 7	Short answer questions, case study	750 words, 750 words
QU014245	Poverty and Social Exclusion	3	3	Academic	2, 7	Exam	1.5 hours open book
QU025627	Social Inequality	3	3	Academic	2, 5, 7	Exam Case study	1 hour open book 750 words
QU007094	Sociology of Health	3	6	Academic	1, 2, 7	Report Literature review Self evaluation	1500 words 1000 words 500 words
QU025357	Sociology of the Family	3	3	Academic	2, 7	Essay	1500 words
QU014492	Sociology of the Media	3	3	Academic	1, 2, 7	Report	1500 words
QU018124	Valuing Diversity: Types, Bases and Impact of Discrimination	3	6	Academic	1, 2, 4, 7	Exam, report Individual presentation	1.5 hour open book 1000 words 10 minutes

### Optional Graded Units: Psychology

Learners may achieve up to 15 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
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
QU006046	Child Development	3	3	Academic	2, 7	Exam (closed book)	1.5 hours
QU017095	Cognitive Psychology	3	3	Academic	1, 2, 7	Exam	2 hours closed book
QU018077	Understanding Counselling Theories	3	6	Academic	1, 2, 4, 7	Report Case study Individual presentation followed by question and answer	1500 words 750 words 10 minutes plus 5 minutes Q&A

### Optional Graded Units: Crime and Law

Learners may achieve up to 15 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
QU025844	Crimes of Violence	3	6	Academic	1, 4, 5, 7	Individual presentation Essay Case study	10 minutes 2000 words 500 words
QU010482	Human Rights for the Twenty First Century	3	3	Academic	2, 7	Essay	1500 words
QU006605	Introduction to the Sociology of Crime and Deviance	3	3	Academic	2, 4, 7	Literature Review	1500 words

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
QU019963	The Psychology of Criminal Investigation	3	3	Academic	1, 2, 7	Report	1500 words
QU025846	Understand the Impact of Crime	3	3	Academic	1, 2, 7	Report Case study	1000 words 500 words

### Mandatory Units: Ungraded

Learners must achieve 12 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
QU025278	Developing Professional Attributes	3	3	Other	Essay, SWOT Analysis	1000 words 300 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	Other	Critical review of 2 articles (1 qualitative and 1 quantitative)	1500 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 - Presenting and interpreting information	3	3	Other	2 controlled examinations	2 x 60 minutes
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
QU025280	Optimising Examination Performance	3	3	Other	Examination preparation plan, examination paper from another unit, reflective journal	500 words, 1-2 hours, 800 words
QU028487	Promoting Wellbeing and Building Resilience	3	3	Other	Report	1500 words
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
QU025609	Work Placement	3	3	Other	Evaluation of Work Placement, Evaluation of Structure, Evaluation of Work Experience	1500 words in total

### **3.3 Additional completion requirements**

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

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

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

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

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

## 4. Access to HE Units of Assessment

### 4.1 Unit specification

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

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

The units of assessment for the Access to HE Diploma (Social Science) are contained within this Access to HE Diploma Guide.

### 4.2 Academic subject content

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

### 4.3 Graded and ungraded units

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

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

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

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

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

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

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

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

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

#### **4.4 Revisions to Access to HE Units of Assessment**

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

## 5. Assessment and Quality Assurance

### 5.1 Provider requirements

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Providers must be approved by Qualifications as centre and are required to ensure that:

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

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

### 5.2 Staffing requirements

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Providers are required to ensure that:

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

### 5.3 Facilities and resources

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

## 5.4 Quality Assurance Requirements

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

- internal assessment and internal verification by the provider
- moderation by Gateway Qualifications comprising of centre moderation and subject moderation.

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

## 5.5 Additional requirements/guidance

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There are no additional requirements that Learners must satisfy in order for assessment to be undertaken and the unit/qualification to be awarded.

## 6. Unit Details

### Mandatory Units: Graded Academic Subject Content

#### Access to HE Diploma Unit

<b>Unit Code:</b>	QU018992		
<b>Title:</b>	Introduction to Criminology		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD4-Use of information</li> <li>• GD5-Communication and Presentation</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Short answer questions ~ 300 words Case studies ~ 3 x 400 words Report ~ 1000 words		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
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. <ul style="list-style-type: none"> <li>• social structure theories</li> <li>• Social reaction theory</li> <li>• Interactionism</li> <li>• Realism</li> </ul>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>1.4 Analyse the development of criminological theories. Include the timeline, how theories are established and evolve.</p>
<p>2 Understand causes of criminality.</p>	<p>2.1 Analyse situations of criminality. Include:</p> <ul style="list-style-type: none"> <li>• Forms of crime</li> <li>• Individual criminal behaviour</li> <li>• Offending behaviour</li> <li>• Differentiation between offending and delinquent/anti-social behaviour</li> <li>• Potential and actual criminal</li> </ul> <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. This includes:</p> <ul style="list-style-type: none"> <li>• random patrol and response</li> <li>• stop and search</li> <li>• investigation and detection</li> <li>• intensive enforcement.</li> </ul> <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
<b>The learner will:</b>	<b>The learner can:</b>
	<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

<b>Unit Code:</b>	QU018292		
<b>Title:</b>	Introduction to Psychology		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to assessment grid		

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the role of research in psychology.	1.1 Discuss commonly used research methods. 1.2 Discuss the significance of research to psychology. 1.3 Critically discuss a range of ethical issues related to psychology.
2 Understand that there are several approaches in psychology and know the main features of these perspectives.	2.1 Outline the range of approaches and perspectives in psychology 2.2 Critically discuss one approach in psychology, describing the main features of this perspective. 2.3 Analyse a topic of interest to psychologists from two different view points.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU014030		
<b>Title:</b>	Introduction to Sociology		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to assessment grid		

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the relationship between society and human behaviour	1.1 Evaluate how social factors affect society and individuals
2 Understand the approaches/perspectives to sociology	2.1 Compare and contrast two sociological approaches/perspectives
3 Understand the types of research methods used in sociology	3.1 Evaluate two different types of research methods used in sociological research
4 Understand the importance of ethics in research	4.1 Explain the importance of two ethical issues raised within sociological research

## Graded Research Units

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU026104		
<b>Title:</b>	Research Skills for Social Science		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD3-Application of skills</li> <li>• GD4-Use of information</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Research diary ~ 500 words Research proposal ~ 500 words Report ~ 1500 words Evaluation ~ 250 words		

This unit has 5 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand research methods and their uses.	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.  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

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>General Data Protection Regulations, 2018.</p> <p>2.3 Justify its relevance for the subject area.</p>
<p>3 Be able to carry out a research project.</p>	<p>3.1 Carry out research that adheres to:</p> <ul style="list-style-type: none"> <li>a) the research proposal</li> <li>b) ethical guidelines</li> <li>c) agreed timescales.</li> </ul>
<p>4 Be able to produce a report on research using a standard format.</p>	<p>4.1 Report on research using a standard format.</p> <p>4.2 Evaluate findings in relation to the research aims.</p> <p>4.3 Use an accepted method of referencing source material.</p>
<p>5 Be able to evaluate a research project.</p>	<p>5.1 Evaluate a research proposal and its procedures.</p> <p>5.2 Evaluate methods used to research the subject area.</p>

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU007950		
<b>Title:</b>	Social Research Methods		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD4-Use of information</li> <li>• GD5-Communication and presentation</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to assessment grid		

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the 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.  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.
3. Understand how to reflect on social research methodology.	3.1 Discuss and draw conclusions from data gathered through observation, interview and questionnaire.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
	<ul style="list-style-type: none"> <li data-bbox="831 367 1273 499">3.2 Critically evaluate the use of observation, interview and questionnaire methods of investigation.</li> <li data-bbox="831 501 1334 633">3.3 Clarify any ethical considerations associated with the research and use appropriate protocols as needed.</li> </ul>

## Optional Graded Units: Sociology and Social Policy

### Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

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

<b>Unit Code:</b>	QU014787		
<b>Title:</b>	Education Studies: Socio-Economic Factors in Educational Achievement		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD5-Communication and presentation</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to assessment grid		

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the relationship between a range of socio-economic factors and educational achievement.	1.1 Analyse the effect of at least two socio-economic factors on educational achievement.
2 Understand relevant theories which explain differential educational achievement.	2.1 Analytically apply relevant theories to explain reasons for differential educational achievement.
3 Understand how one's own experience of educational systems relates to patterns of achievement.	3.1 Analyse in context aspects of own experiences as they relate to educational achievement.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU006877		
<b>Title:</b>	Globalisation		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD5-Communication and presentation</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to assessment grid		

This unit has 3 learning outcomes.

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

<b>Unit Code:</b>	QU018796		
<b>Title:</b>	Government Policy in Relation to Current Social Welfare Issues		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD4-Use of information</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to assessment grid		

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand current social welfare issues.	1.1 Explain and discuss a range of current social welfare issues.
2. Understand data relating to social welfare issues.	2.1. Using graphical information such as charts, tables and graphs, explain variations in numbers with respect to age or ethnicity.
3. Understand Government policy relating to social welfare issues.	3.1. Evaluate Government policy relating to selected current social welfare issues. 3.2. Explain the aims of the policy with respect to age or ethnicity.
4. Understand the views of charities and or pressure groups.	4.1. Explain views on the policy from relevant charities and or pressure groups.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU014710		
<b>Title:</b>	Introduction to Social Policy		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to assessment grid		

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the role of 'social policy'.	1.1 Explain the terms 'social policy'. 1.2 Explain the role of 'social policy'.
2 Understand the role of government and the British political system.	2.1 Discuss and explain the British political system. 2.2 Discuss the role of government in relation to social policy.
3 Understand recent developments in areas of social policy.	3.1 Critically evaluate a recent change in an area of social policy.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU014245		
<b>Title:</b>	Poverty and Social Exclusion		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

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

<b>Unit Code:</b>	QU025627		
<b>Title:</b>	Social Inequality		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD5-Communication and presentation</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to assessment grid		

This unit has 4 learning outcomes.

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

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

This unit has 6 learning outcomes.

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

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



### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025357		
<b>Title:</b>	Sociology of the Family		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to assessment grid		

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand family structures and marriage practices across time, place, culture and ethnicity.	1.1 Critically examine family structures historically and internationally. 1.2 Critically examine marriage practices historically and internationally.
2 Understand different theoretical perspectives of family.	2.1 Compare and assess a range of sociological perspectives of the family.
3 Understand conjugal roles and changes in these roles.	3.1 Evaluate conjugal roles and factors that have produced changes in these roles.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU014492		
<b>Title:</b>	Sociology of the Media		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to assessment grid		

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the structure of the mass and social media, in particular, aspects of ownership and control.	1.1 Discuss the structure of the mass and social media. 1.2 Analyse the consequences of ownership and control of the media including social media from both organisational and individual perspectives.
2 Understand theoretical approaches to the mass media.	2.1 Evaluate two theoretical approaches to the mass media.
3 Understand issues of impartiality and bias that occur both within mass and social media.	3.1 Evaluate current issues in relationship to impartiality and bias and how this can be influenced by social media.
4 Understand the debate about the power within all forms of media.	4.1 Discuss and draw conclusions concerning the debate of the power of mass media, including social media as an agent for social change.

### Access to HE Diploma Unit

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

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand different types of discrimination.	1.1 Explain different types of discrimination to include: 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 theoretical approaches to the mass media.	2.1 Evaluate two theoretical approaches to the mass media.
3 Understand issues of impartiality and bias that occur both within mass and social media.	3.1 Evaluate current issues in relationship to impartiality and bias and how this can be influenced by social media.
4 Understand the debate about the power within all forms of media.	4.1 Discuss and draw conclusions concerning the debate of the power of mass media, including social media as an agent for social change.

## Optional Graded Units: Psychology

### Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

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

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

This unit has 3 learning outcomes.

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

<b>Unit Code:</b>	QU025692		
<b>Title:</b>	Atypical Development and Abnormal Behaviour		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to assessment grid		

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the 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.
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.
4 Understand the effects of an abnormal or developmental disorder on the individual and others.  Others may include family, friends or carers or wider society.	4.1 Discuss the effects of an abnormal or developmental disorder on the individual and others.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU006046		
<b>Title:</b>	Child Development		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to assessment grid.		

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the holistic nature of child development.	1.1 Summarise different aspects of child development.
2 Understand behavioural models in relation to child development.	2.1 Discuss the principles of behaviourisms. 2.2 Critically compare the different behavioural theories in relation to child development.
3 Understand cognitive models in relation to child development.	3.1 Discuss different theories of cognitive development. 3.2 Critically compare different theories of cognitive development.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU017095		
<b>Title:</b>	Cognitive Psychology		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to assessment grid		

This unit has 4 learning outcomes.

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

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

This unit has 4 learning outcomes.

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

## Optional Graded Units: Crime and Law

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025844		
<b>Title:</b>	Crimes of Violence		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD4-Use of information</li> <li>• GD5-Communication and presentation</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Individual presentation plus questions ~ 10 minutes plus 5 minutes Supporting materials ~ 250 words Case study ~ 500 words		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
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.  <i>Can include homicide, genocide, domestic violence and infanticide.</i> 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.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
	3.2 Explain and assess gross negligence manslaughter.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU010482		
<b>Title:</b>	Human Rights for the Twenty-First Century		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic subject content		
<b>Suggested assessment details:</b>	Refer to assessment grid		

This unit has 3 learning outcomes.

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

<b>Unit Code:</b>	QU006605		
<b>Title:</b>	Introduction to the Sociology of Crime and Deviance		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD4-Use of information</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Literature Review ~ 1500 words		

This unit has 3 learning outcomes.

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

<b>Unit Code:</b>	QU019963		
<b>Title:</b>	The Psychology of Criminal Investigation		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Report ~ 1500 words		

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
<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"> <li>• Eye witness testimony</li> <li>• Identity parades</li> <li>• Police questioning</li> <li>• Offender profiling.</li> </ul> <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>

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025846		
<b>Title:</b>	Understand the Impact of Crime		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic subject content		
<b>Suggested assessment details:</b>	Refer to assessment grid		

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the impact of crime on victims, survivors and witnesses.	1.1 Explain how crime can impact on those affected by crime including the victim, survivors and witnesses to the crime. 1.2 Analyse individuals' rights when a crime has taken place. 1.3 Explain the importance of recognising the impact on both direct and indirect victims of crime.
2 Be able to identify sources of support for victims of crime.	2.1 Assess relevant support and other services available to support victims of crime in the local area. 2.2 Evaluate the most appropriate sources of support or advice to meet victims' specific needs.



## Mandatory Units: Ungraded

### Access to HE Diploma Unit

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

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to record information from a range of sources.	1.1 Use note-taking skills to prioritise key points from a range of sources.
2 Be able to plan and develop a structured framework for extended writing, including an introduction, main body and conclusion.	2.1 Develop a detailed essay plan for an extended piece of writing, which organises meaning and ideas coherently and effectively. 2.2 Include detailed planning for an introduction, main body and conclusion to the essay.
3 Be able to proofread and edit own writing effectively.	3.1 Produce an essay draft which shows evidence of proofreading and editing.
4 Be able to present information and opinion in a written format, using language, style and conventions appropriate to academic writing.	4.1 Communicate with clarity and detail to convey meaning and ideas effectively. 4.2 Write following conventions of sentence structure, punctuation, paragraphing, spelling and grammar.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
	4.3 Use appropriate style and register which shows an awareness of audience.
5 Be able to understand and use a standard form of referencing.	5.1 Use accurately a standard form of referencing that reflects a range of sources.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025278		
<b>Title:</b>	Developing Professional Attributes		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested assessment details:</b>	Essay ~ 1000 words SWOT Analysis ~ 300 words		

This unit has 4 learning outcomes.

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

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

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand how to identify opportunities for Higher Education.	1.1 Use information sources to research Higher Education courses. 1.2 Analyse processes and procedures necessary to gain entry to Higher Education. 1.3 Analyse information on Higher Education courses and make appropriate realistic choices.
2 Understand the process of completing a Higher Education application form.	2.1 Complete an application form with excellent attention to detail, meeting a given deadline. 2.2 Summarise and evaluate personal experiences, achievement and goals, communicating these clearly in a personal statement.
3 Understand preparation required for the interview process.	3.1 Conduct further personal research into courses at relevant institutions in preparation for an interview. 3.2 Prepare provisional answers to anticipated questions, making excellent use of previous experience and recent study.
4 Understand the need to prepare for the transition to Higher Education.	4.1 Analyse the personal and academic qualities needed for successful study in Higher Education.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
	<p>4.2 Explain likely practical problems and barriers in moving to higher education and seek strategies for overcoming these.</p> <p>4.3 Analyse the nature of study in Higher Education.</p>

### Access to HE Diploma Unit

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

This unit has 4 learning outcomes.

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

<b>Unit Code:</b>	QU007486		
<b>Title:</b>	Application of Number - Interpreting and Presenting Information		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested assessment details:</b>	2 x controlled assessments ~ 2 x 1 hour		

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
<b>The learner will:</b>	<b>The learner can:</b>
	<p>methods for the original purpose of the task.</p>



### Access to HE Diploma Unit

<b>Unit Code:</b>	QU017819		
<b>Title:</b>	Being a Reflective Learner		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested assessment details:</b>	Refer to assessment grid		

This unit has 3 learning outcomes.

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

<b>Unit Code:</b>	QU007560		
<b>Title:</b>	Communication – Speaking and Listening		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested assessment details:</b>	Presentation ~ 5 minutes Preparation ~ 250 word notes		

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Give a short presentation about a straightforward subject.	1.1 Speak clearly using language, tone and style appropriately to the purpose, subject, audience and situation. 1.2 Present information in a structured sequence so that ideas and concepts are easily followed by the audience. 1.3 Use 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 sensitively or inviting others to contribute their views.

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

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU007560		
<b>Title:</b>	Optimising Examination Performance		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested assessment details:</b>	Refer to assessment grid.		

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 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.
4 Know how to minimise stress to enhance examination performance.	4.1 Recognise own stressors. 4.2 Develop strategies to minimise own stressors.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU028487		
<b>Title:</b>	Promoting Wellbeing and Building Resilience		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested assessment details:</b>	Refer to assessment grid.		

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the physical and psychological impact of pressure and stress on mental wellbeing.	1.1 Explain the physical and psychological impact of pressure and stress on mental wellbeing.
2. Understand the connection between mental wellbeing and resilience.	2.1 Analyse the connection between mental wellbeing and resilience.
3. Understand the factors that can improve wellbeing and build resilience.	3.1 Explain factors that can improve wellbeing. 3.2 Explain factors that can negatively affect wellbeing and how to avoid them. 3.3 Explain the behaviours associated with resilience. 3.4 Explain ways to build resilience.
4. Understand how to manage an individual's mental wellbeing and the support available to them.	4.1 Evaluate the methods for managing and maintaining mental wellbeing and building resilience.  To include practical and theoretical methods such as breathing exercises to reduce stress, mindfulness techniques.  4.2 Analyse the types of support available from different sources.

### Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. 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"> <li>• Aims and objectives</li> <li>• Time scales</li> <li>• Methods</li> <li>• Resources required</li> <li>• Any health and safety considerations.</li> </ul> 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

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

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. 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. 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. 4.2 Explain environmental hazards or risks that could be caused by poor waste management within a chosen sector.

### Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

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



## 7. What to do next

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

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

Tel: 01206 911211

Email: [enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)

## 8. Gateway Qualifications

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

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

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

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

## 9. Appendix

### Appendix 1: Exemplar Pathway – Social Care

#### Mandatory Units: Graded Academic Subject Content

Unit Code	Unit Title	Level	Credits
QU025398	Care Principles	3	6
QU025572	Introduction to Healthcare	3	3
QU025831	Mental Health and Illness	3	3
QU025409	Safeguarding Children, Young People and/or Vulnerable Adults	3	3
QU025672	The Role of the Health or Social Care Professional	3	3

#### Graded Units: Research

Unit Code	Unit Title	Level	Credits
QU026035	Research Skills for Health and Care	3	6

#### Optional Units: Graded Academic Subject Content

Unit Code	Unit Title	Level	Credits
QU026109	Duty of Care in Care Settings	3	3
QU025436	Equality and Diversity within the Care Sector	3	3
QU018796	Government Policy in Relation to Current Social Welfare Issues	3	3
QU025681	Media Perspectives of Health and Social Care	3	3
QU014245	Poverty and Social Exclusion	3	3
QU025683	Structure and Contexts of Health and Social Care Delivery	3	3
QU026111	Understand Care of the Elderly	3	3

#### Mandatory Units: Ungraded

Unit Code	Unit Title	Level	Credits
QU007486	Application of Number - Presenting and interpreting information	3	3
QU025276	Academic Writing Skills	3	3
QU025532	Preparation for Higher Education	3	3

#### Optional Units: Ungraded

Unit Code	Unit Title	Level	Credits
QU007560	Communication - Speaking and Listening	3	3
QU025278	Developing Professional Attributes	3	3

## Appendix 2: Exemplar Pathway – Social Work Skills

### Mandatory Units: Graded Academic Subject Content

Unit Code	Unit Title	Level	Credits
QU025398	Care Principles	3	6
QU025572	Introduction to Healthcare	3	3
QU025831	Mental Health and Illness	3	3
QU025409	Safeguarding Children, Young People and/or Vulnerable Adults	3	3
QU025672	The Role of the Health or Social Care Professional	3	3

### Graded Units: Research

Unit Code	Unit Title	Level	Credits
QU026035	Research Skills for Health and Care	3	6

### Optional Units: Graded Academic Subject Content

Unit Code	Unit Title	Level	Credits
QU017815	Effective and Reflective Practice	3	3
QU018796	Government Policy in Relation to Current Social Welfare Issues	3	3
QU025404	Inclusivity and Disability	3	3
QU025681	Media Perspectives of Health and Social Care	3	3
QU014245	Poverty and Social Exclusion	3	3
QU014232	Social Work and Disability	3	3
QU006006	Social Work Skills	3	3

### Mandatory Units: Ungraded

Unit Code	Unit Title	Level	Credits
QU007486	Application of Number - Presenting and interpreting information	3	3
QU025276	Academic Writing Skills	3	3
QU025532	Preparation for Higher Education	3	3

### Optional Units: Ungraded

Unit Code	Unit Title	Level	Credits
QU025278	Developing Professional Attributes	3	3
QU025450	Presenting Information Using ICT	3	3

## Appendix 3: Exemplar Pathway – Health and Social Care

### Mandatory Units: Graded Academic Subject Content

Unit Code	Unit Title	Level	Credits
QU025398	Care Principles	3	6
QU025572	Introduction to Healthcare	3	3
QU025831	Mental Health and Illness	3	3
QU025409	Safeguarding Children, Young People and/or Vulnerable Adults	3	3
QU025672	The Role of the Health or Social Care Professional	3	3

### Graded Units: Research

Unit Code	Unit Title	Level	Credits
QU026035	Research Skills for Health and Care	3	6

### Optional Units: Graded Academic Subject Content

Unit Code	Unit Title	Level	Credits
QU018205	An Introduction to Health and Disease	3	3
QU018799	Government Policy in Relation to Current Health Issues	3	3
QU018796	Government Policy in Relation to Current Social Welfare Issues	3	3
QU025438	Health or Social Care Professions: Ethics and Values	3	3
QU025835	Health Psychology	3	6
QU005980	Promoting Health	3	3

### Mandatory Units: Ungraded

Unit Code	Unit Title	Level	Credits
QU007486	Application of Number - Presenting and interpreting information	3	3
QU025276	Academic Writing Skills	3	3
QU025532	Preparation for Higher Education	3	3

### Optional Units: Ungraded

Unit Code	Unit Title	Level	Credits
QU025837	Drug Calculations and Health Related Charts	3	3
QU025450	Presenting Information Using ICT	3	3

