

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 (Education and Childhood 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 childhood development and education. Learners will have the opportunity to develop skills which will enable progression to a range of degree level programmes including a focus on education and learning and development. The Diploma also takes a wider view, focusing on topics such as safeguarding, sociology, child development and psychology which underpin most education and childhood studies degrees.

Learners will complete mandatory units which cover an overview of child development and also educational issues including the important topics of safeguarding and special educational needs 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 learning and development, developing resources, aspects of psychology, classroom management and units which explore the role of society and understanding the impact of a multicultural society on children's development.

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

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

13.1 Teaching and Lecturing

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 (Teaching and Education) can include:

- Face to face
- Blended learning

Work placements would also be beneficial and visits to different early years settings would widen opportunities.

Additional guidance:

- **Education Studies: Issues in the Development of the UK Education System:** It can be a challenge for students to think beyond the individualistic; it might be useful for them to encounter some core concepts before moving into HE. For example, thinking about schools as institutions (not just collections of people); education operating as a system (not just a collection of schools); education being influenced by social factors (not just an individual experience); teachers being constrained by frameworks (not in charge of their own work); education as a general process (not just exam outcomes or formal schooling).
- Case studies for **QU025409 Safeguarding Children, Young People and/or Vulnerable Adults** unit should be relevant to the context upon which the learner is focussing for the diploma e.g. early years settings, primary or further education.
- It is suggested that the two units: **Special Educational Needs Awareness** and **Inclusivity and Disability in Education** are delivered together to show the links between the two when working with children.
- 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, case studies, short answer questions, literature review, exams, reports, production of resources and schemes of work, glossary, observation, literature review, timeline, planning activities.

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 higher education programmes including:

- BA (Hons) Early Years
- Early Childhood Studies BA (Hons)
- BA (Honours) Early Childhood
- Early Years Foundation Degree FdA
- BA (Hons) Early Years and Special and Inclusive Education
- BA (Hons) Education Studies and Early Years
- BA (Honours) Childhood and Youth Studies
- BA (Honours) Education Studies (Primary)
- BA (Hons) Education
- BSc (Hons) Education
- BEd (Hons) Bachelor of Education Honours Degree Primary with QTS
- Bachelor of Education (BEd)
- Foundation Degree in Supporting Teaching and Learning

In addition, progression could be onto a higher level or degree apprenticeship including:

- Early Years Lead Practitioner (degree)
- Early Years Senior Practitioner
- Learning and Skills Teacher
- Teacher

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 complete at total of 60 credits of which 45 credits must be achieved at level 3 from graded units which are concerned with academic subject content and the remaining 15 credits must be achieved at level 2 or level 3 from units which are ungraded. 15 credits must be taken from the Mandatory group. A maximum of 6 credits must be taken from the Research optional group and the remaining 24 credits must be taken from the Education and Childhood Studies optional group. Learners must achieve 15 credits from ungraded units, with 12 credits from the Mandatory Ungraded group and 3 credits from the Optional Ungraded group.

Mandatory Units: Graded Academic Subject Content

Learners must achieve 15 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
QU014756	Education Studies: issues in the development of the UK Education System	3	3	Academic	1, 2, 4, 7	Report	1500 words
QU025409	Safeguarding Children, Young People and/or Vulnerable Adults	3	3	Academic	1, 2, 7	2 x case studies	2 x 750 words
QU025914	Special Educational Needs Awareness	3	3	Academic	1, 4, 5, 7	Presentation (presentation handout and notes) Timeline Case study	10 minutes 500 words 500 words
QU026423	Understanding the Importance of Physical, Intellectual and Language Development of Young Children.	3	6	Academic	1, 2, 7	Academic posters x 2 Case study Structured questions	600 words x 2 750 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
QU026436	Research Project Education - Methodology	3	6	Academic	2, 3, 4, 6, 7	Research project	Research plan 200 words, research report 2,500 words, evidence of research carried out (questionnaires) 300 words
QU026438	Research Skills for Education	3	6	Academic	1, 2, 3, 4, 7	Research diary Research proposal Report Evaluation	500 words 500 words 1500 words 250 words

Optional Graded Units: Education and Childhood Studies

Learners must achieve 24 credits 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
QU025916	Assessment for learning	3	6	Academic	1, 4, 5, 7	Report Project including assessment resources Case study	1000 words Assessment resources 750 words
QU026432	Behaviour Management in a Learning Environment	3	6	Academic	1,2, 7	Report x 2	1500 words x 2
QU017095	Cognitive Psychology	3	3	Academic	1, 2, 7	Exam	2 hours closed book

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
QU014787	Education Studies: Socio-Economic Factors in Educational Achievement	3	3	Academic	1, 2, 5, 7	Essay	1500 words
QU007144	Educational Studies: Curriculum Planning	3	3	Academic	2, 3, 5, 7	Glossary, Scheme of Work with review of delivery	1500 words maximum
QU026429	Inclusivity and Disability in Education	3	3	Academic	1, 2, 7	Exam (closed book) Individual presentation (presentation handout and notes) and Q&A (tutor observation)	1 hour closed book 10 minutes and 5 minutes Q&A
QU014766	Multicultural Education	3	3	Academic	2, 5, 7	Report	1500 words
QU020222	Teaching Resources	3	3	Academic	2, 3, 7	Resources review essay Production of resources/teaching materials	1000 words Three resources or teaching materials 500 words maximum
QU026425	Understanding Play as a Tool for Early Learning	3	6	QU026425	1, 2, 3, 7	4 x academic posters Report	4 x 500 words 1000 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
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
QU025532	Preparation for Higher Education	3	3	Other	Analysis, UCAS Statement, Preparing for interview questions, Chart	1,500 words in total

Optional Units: Ungraded

Learners must achieve 3 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU018346	Academic Reading Skills	3	3	Other	Exam	1.5 hours closed book
QU007560	Communication - Speaking and Listening	3	3	Other	Oral presentation Group discussion Self evaluation	15 minutes 15-20 minutes, Supporting materials 500 words 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	1,500 words

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU018318	Study Skills	3	3	Other	Study Plan, Worksheets, Assignment Plan	200 words 250 words 500 words
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	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

Unit Code:	QU014756		
Title:	Education Studies: Issues in the Development of the UK Education System		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD4-Use of information • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the development of the education system in England and Wales and the effect of developments on current practice.	1.1 Analyse significant key events in the development of the educational system in England and Wales. 1.2 Analyse how historical developments relate to current practices in education.
2 Understand a contemporary issue in the primary, secondary or post 16 sector.	2.1 Analyse a specific contemporary issue with reference to selected source material.

Access to HE Diploma Unit

Unit Code:	QU025409		
Title:	Safeguarding Children, Young People and/or Vulnerable Adults		
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:	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 the 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.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	3.2 Explain what is meant by partnership working in the context of safeguarding.

Access to HE Diploma Unit

Unit Code:	QU025914		
Title:	Special Educational Needs Awareness		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD4-Use of information • GD5-Communication and presentation • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Individual presentation ~ 10 minutes Timeline ~ 500 words Case study ~ 500 words		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand a range of learning difficulties affecting learners in education.	1.1 Discuss a range of Special Educational Needs encountered within mainstream education.
2 Understand how children with Special Educational Needs are identified and supported, in line with the SEND reforms.	2.1 Describe the process of assessing the education, health and/or care requirements of learners with Special Educational Needs. 2.2 Explain how support arrangements are implemented in mainstream education.
3 Understand how a particular Special Educational Need impacts on learning.	3.1 Analyse how a Special Educational Need impacts on the learning process.

Access to HE Diploma Unit

Unit Code:	QU026423		
Title:	Understanding the Importance of Physical, Intellectual and Language Development of Young Children		
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 academic posters ~ 600 words x 2 Case study ~ 750 words Structured questions ~ 750 words		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the stages of intellectual development of children.	1.1 Describe stages of intellectual development of children. 1.2 Evaluate the importance of these stages to the development of children.
2 Understand the stages of language development of children.	2.1 Describe stages of the development of language in children. 2.2 Evaluate the importance of these stages to the development of language in children.
3 Understand the physical growth and development of children and how this relates to other aspects of development.	3.1 Describe the stages of physical development of children. 3.2 Evaluate factors that impact on physical development.
4 Understand the importance of communication on a child's development.	4.1 Analyse why communication is important in the development of language, intellect and physical growth.

Graded Research Units

Access to HE Diploma Unit

Unit Code:	QU026436		
Title:	Research Project for Education - Methodology		
Unit Level:	Level 3	Unit Credit:	6
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD2-Application of knowledge • GD3-Application of skills • GD4-Use of information • GD6-Autonomy/Independence • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Research project: Research plan ~ 200 words Research report ~ 2,500 words Evidence of research carried out (questionnaires) ~ 300 words		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to plan a research project.	1.1 Identify and agree a research topic located within a knowledge domain relevant to the named diploma. 1.2 Produce and explain the aims of the research. 1.3 Develop, test, evaluate and refine appropriate research methodology. 1.4 Identify any ethical, practical or safety issues and how these will be managed/overcome.
2. Be able to conduct research.	2.1 Use a valid and appropriate method of investigation. 2.2 Identify and conduct detailed research from a wide range of sources. 2.3 Review research and relevant theory.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
3. Be able to interpret research findings.	3.1 Interpret findings and draw appropriate conclusions.
4. Know how to present research findings.	4.1 Produce a research report. 4.2 Select and use the most appropriate format to present results. 4.3 Summarise information coherently in a conventional style, appropriate to the knowledge domain. 4.4 Reference all findings using a recommended style of referencing.
5. Be able to evaluate own research project.	5.1 Reflect on the project design and methodologies. 5.2 Evaluate findings in relation to aims, previous research and relevant theory. 5.3 Identify recommendations for the future.

Access to HE Diploma Unit

Unit Code:	QU026438		
Title:	Research Skills for Education		
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 b) ethical guidelines c) agreed timescales.
4 Be able to produce a report on research using a standard format.	4.1 Report on research using a standard format.

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

Optional Graded Units: Education and Childhood 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:	QU025916		
Title:	Assessment for Learning		
Unit Level:	Level 3	Unit Credit:	6
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD4-Use of information • GD5-Communication and presentation • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Report ~ 1000 words Project including assessment resources, case study ~ 750 words		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand assessment methods used in the learning environment.	1.1 Explain a range of assessment methods used in educational settings. 1.2 Evaluate three of the assessment methods researched. 1.3 Select one of the assessment methods researched and explain how this method promotes learner involvement and supports the individual learner needs.
2. Understand the value of the assessment cycle.	2.1 Explain the assessment cycle. 2.2 Analyse the use of the assessment cycle in a specific subject area or for a particular age group. 2.3 Develop possible resources for each of the following a) initial assessment b) formative assessment c) summative assessment. 2.4 Evaluate the effectiveness of the selected resources.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>3. Know how to develop an assessment system to support learner's achievement and progression.</p>	<p>3.1 Analyse current ways of assessing and supporting learners in the learning environment.</p> <p>3.2 Develop an alternative method of assessment for a specific purpose/individual need.</p> <p>3.3 Evaluate the effectiveness of the assessment method.</p>
<p>4. Be able to use feedback techniques.</p>	<p>4.1 Explain three different styles of feedback relevant to a specific subject area.</p> <p>4.2 Analyse a written assignment, producing written feedback.</p> <p>4.3 Evaluate own skills in providing feedback.</p>
<p>5. Understand the importance of assessment records in supporting learning.</p>	<p>5.1 Clarify different methods of recording assessment.</p> <p>5.2 Discuss the importance of assessment records from an organisational perspective.</p> <p>5.3 Evaluate the effectiveness of assessment records in supporting learners.</p>

Access to HE Diploma Unit

Unit Code:	QU026432		
Title:	Behaviour Management in a Learning Environment		
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:	Reports x 2 ~ 1500 words x 2		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand behavioural issues in the learning environment.	1.1 Analyse challenging behaviour seen in the learning environment. 1.2 Summarise the impact of challenging behaviours on the learning environment.
2. Understand how the teacher's approach and behaviour can influence classroom management and individual behaviour.	2.1 Analyse how different approaches to teaching can impact on learners' behaviour and classroom management. 2.2 Summarise the behaviours of an effective teacher.
3. Understand the relationship between the motivation of learners and classroom management.	3.1 Evaluate different motivational models. 3.2 Evaluate whether motivation and self-concept have links to classroom management.
4. Understand the approaches to behaviour management used in the learning environment which support classroom management.	4.1 Summarise approaches to behaviour/classroom management. 4.2 Explain how to manage learners with challenging behaviours. 4.3 Clarify the key roles in an organisation to make initiatives work.

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:	QU014787		
Title:	Education Studies: Socio-Economic Factors in Educational Achievement		
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 • 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 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

Unit Code:	QU007144		
Title:	Educational Studies: Curriculum Planning		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD2-Application of knowledge • GD3-Application of skills • 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 meaning of the terminology used in National Curriculum documents.	1.1 Summarise terminology used in National Curriculum documents in a given context.
2. Understand the interaction of subject matter under a topic heading.	2.1 Explain how National Curriculum subject areas can be linked within a topic area. Guidance: a scheme of work to back up the explanation
3. Understand the planning process within the primary classroom.	3.1 Develop a scheme of work in order to teach a topic to a given age group, showing introduction and ordered progression in a detailed way. 3.2 Explain how children could be organised for learning. 3.3 Summarise resources used for different activities. 3.4 Develop learning outcomes/evidence to be expected from children and its presentation. 3.5 Discuss how learning will be assessed and recorded.

Access to HE Diploma Unit

Unit Code:	QU026429		
Title:	Inclusivity and Disability in Education		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Exam ~ 1 hour closed book 10 minutes' individual presentation and 750 words notes		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand definitions of disability and inclusivity.	1.1 Summarise definitions of disability and inclusivity. 1.2 Define terminology used in everyday interactions which is related to disability. 1.3 Compare medical and social models of disability. 1.4 Explain features of inclusivity.
2 Understand theoretical approaches and assumptions that underpin definitions of disability.	2.1 Evaluate the theoretical approaches and assumptions that underpin definitions of disability.
3 Understand how features of social class, gender, age and ethnicity relate to disability.	3.1 Describe links between social class, gender, age and ethnicity and disability.
4 Understand legislation designed to support inclusivity.	4.1 Summarise legislation which supports inclusivity.

Access to HE Diploma Unit

Unit Code:	QU014766		
Title:	Multicultural Education		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD2-Application of knowledge • GD5-Communication and presentation • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to assessment grid		

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the multicultural education domain.	1.1 Evaluate the issues of multicultural education.
2 Understand how legal requirements inform multicultural education.	2.1 Analyse how legal requirements within multicultural education informs examples of educational practice.

Access to HE Diploma Unit

Unit Code:	QU020222		
Title:	Teaching Resources		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD2-Application of knowledge • GD3-Application of skills • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Essay, production of resources ~ 1500 words max		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand resources used in the classroom.	1.1 Evaluate the effectiveness of three examples of resources.
2 Understand the importance of using resources in teaching.	2.1 Evaluate the effectiveness of teaching strategies when using these resources.
3 Be able to prepare resources and teaching materials.	3.1 Explain the importance of resources and teaching materials to promote learning. 3.2 Produce three different resources or teaching materials. 3.3 Evaluate resources and materials suggesting alternatives and changes as appropriate.

Access to HE Diploma Unit

Unit Code:	QU026425		
Title:	Understanding Play as a Tool for Early Learning		
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 • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Academic posters ~ 4 x 500 words Report ~ 1000 words		

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the importance of creating and maintaining a safe environment in play.	1.1 Explain the features to create and maintain a safe environment in play 1.2 Assess an activity used to support physical development for safety.
2 Know how to support children's intellectual development through play.	2.1 Compare and contrast different theories of how children learn basic concepts. 2.2 Describe and evaluate a range of activities that promote understanding of basic concepts.
3 Know how to support and guide children's creativity and imagination through play.	3.1 Discuss the role of self-expression and creativity in children's sensory and intellectual development. 3.2 Plan and evaluate at least two activities to help children express their imagination and creativity. 3.3 Discuss the role that music, books and stories play in encouraging children's creative expressions.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>4 Know how to use play to support children's communication and language skills.</p>	<p>4.1 Explore different ways to use play to establish an effective language-rich environment.</p> <p>4.2 Describe ways to use play to develop communication skills.</p>
<p>5 Know how to use play to support children's physical development.</p>	<p>5.1 Describe ways to use play to develop physical development in Early Years.</p> <p>5.2 Evaluate a range of activities and equipment to support the development of physical skills.</p>
<p>6 Know how to promote inclusivity through play.</p>	<p>6.1 Evaluate different inclusive strategies used to promote one aspect of child development through play.</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:	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> <p>2.3 Justify choice and use of presentation techniques and methods for the original purpose of the task.</p>

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:	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>

Optional Units: Ungraded

Access to HE Diploma Unit

Unit Code:	QU018346		
Title:	Academic Reading Skills		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Academic subject content/other:	Other		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

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

Access to HE Diploma Unit

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

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<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:	QU025280		
Title:	Optimising Examination Performance		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Academic subject content/other:	Other		
Suggested assessment details:	Examination preparation plan~ 500 words Examination paper from another unit ~ 1-2 hours Reflective journal ~ 800 words		

This unit has 4 learning outcomes.

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

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

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:	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.

Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

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

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.



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