

# DIPLOMA GUIDE



Qualification No: QAAQ002637  
Aim Code: 40008770  
Validation: 1 August 2018 –  
31 July 2023  
Version: 2.0



Access to HE

Apprenticeships

Digital

Employability & Enterprise

English & Maths

ESOL

Personal & Social Development

Professional Development

Vocational

## Access to HE Diploma (Special Educational Needs and Disability 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](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 understanding special educational needs and disabilities. Learners will have the opportunity to develop skills which will enable progression to a range of degree level programmes including a focus on special educational needs, care and supporting learning topics. Many learners join these types of degrees after following A level study, so the diploma will place the Access to HE learners on a level with those who have followed A level studies.

Learners will complete mandatory units which support an introduction to special educational needs, disability, child development and safeguarding, 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 including methods of learning, behavioural difficulties, producing teaching resources, supporting individuals to access healthcare, mental health and inclusive learning.

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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13.2 Direct Learning Support

## 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 (Special Educational Needs and Disability Studies) can include:

- Face to face
- Blended learning

It should be noted that if learners are to complete **QU026202 Understanding and Using Inclusive Teaching and Learning Approaches**, they will require a work placement.

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:

Exams, case studies, presentation, timeline, academic posters, structured questions, projects, report, assessment resources, observation, short answer questions, essay, production of resources, activity planning, controlled assessment, application form, personal statement, reflective accounts.

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.

## 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 higher education programmes including:

BA (Hons) Special Educational Needs and Disability Studies  
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)

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**

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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 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 SEND optional group. 15 credits must be taken from the 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
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
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
QU026198	Research Project for Special Educational Needs and Disabilities - 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
QU026200	Research Skills for Special Educational Needs and Disabilities	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: SEND

Learners must achieve a minimum of 24 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
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
QU025398	Care Principles	3	6	Academic	1, 2, 4, 7	Essay Case study Individual presentation	1500 words 750 words 10 minutes

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
QU026251	Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	3	3	Academic	1, 7	Exam (open book)	2 hours
QU026434	Mental Health and Education	3	3	Academic	1, 2, 7	Report	1500 words
QU026253	Principles of Supporting Individuals with a Learning Disability to Access Healthcare	3	3	Academic	1, 2, 7	Short answer questions Case study	750 words 750 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
QU026202	Understanding and Using Inclusive Teaching and Learning Approaches	3	6	Academic	1, 3, 5, 7	Academic poster Activity plan Delivery of activity Evaluation	500 words 1000 words 15 minutes 500 words
QU026208	Understanding Communication Skills used when Supporting Individuals with Special Educational Needs and Disability	3	3	Academic	1, 2, 7	Report	1500 words

### Mandatory Units: Ungraded

Learners must achieve 12 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
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	Journal, SWOT analysis	1000 words 250 words
QU025532	Preparation for Higher Education	3	3	Other	Analysis, UCAS Statement, Preparing for interview questions, Chart	1500 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	Report	1500 words



Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU028487	Promoting Wellbeing and Building Resilience	3	3	Other	Study Plan, Worksheets, Assignment Plan	200 words 250 words 500 words
QU018318	Study Skills	3	3	Other	Evaluation of Work Placement, Evaluation of Structure, Evaluation of Work Experience	1500 words in total
QU025609	Work Placement	3	3	Other	Report	1500 words

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

This unit has 4 learning outcomes.

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

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

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand what 'safeguarding' is.	1.1 Explain the concept of safeguarding children, young people and vulnerable adults. 1.2 Explain 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

<b>Unit Code:</b>	QU025914		
<b>Title:</b>	Special Educational Needs Awareness		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• 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 ~ 10 minutes Timeline ~ 500 words Case study ~ 500 words		

This unit has 3 learning outcomes.

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

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

<b>Unit Code:</b>	QU026198		
<b>Title:</b>	Research Project for Special Educational Needs and Disabilities - Methodology		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD3-Application of skills</li> <li>• GD4-Use of information</li> <li>• GD6-Autonomy/Independence</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	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
<b>The learner will:</b>	<b>The learner can:</b>
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

<b>Unit Code:</b>	QU026200		
<b>Title:</b>	Research Skills for Special Educational Needs and Disabilities		
<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. 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: <ul style="list-style-type: none"> <li>a) the research proposal</li> <li>b) ethical guidelines</li> <li>c) agreed timescales.</li> </ul>
4 Be able to produce a report on research using a standard format.	4.1 Report on research using a standard format.

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

## Optional Graded Units: SEND

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025916		
<b>Title:</b>	Assessment for Learning		
<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>	Report ~ 1000 words Project including assessment resources, case study ~ 750 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 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
<b>The learner will:</b>	<b>The learner can:</b>
<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

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

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 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

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

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the values and principles set out within a professional code of conduct.	1.1 Explain the principles of good practice based on the values identified within your professional code upon which interactions within the care setting are based.  This includes the promotion of equality, diversity and inclusive practices, confidentiality, safeguarding and effective communication.  1.2 Analyse the impact of these principles of good practice based on the values identified within your professional code on the client, in particular client empowerment.
2 Understand and maintain confidentiality of information.	2.1 Summarise the legislation/charters relating to confidentiality.  This should include reference to the General Data Protection Regulations, May 2018.

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

### Access to HE Diploma Unit

<b>Unit Code:</b>	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>	QU026251		
<b>Title:</b>	Equality and Inclusion in Health, Social Care or Children's and Young People's Settings		
<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>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Exam ~ 2 hours open book		

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 equality and inclusion in health, social care or children's and young people's settings.</p>	<p>1.1 Explain why it is important that equality and diversity is promoted in health, social care or children's and young people's settings.</p> <p>1.2 Analyse how discrimination could occur in health, social care or children's and young people's settings.</p> <p>1.3 Explain how practices that promote equality and diversity reduce the risk of discrimination.</p> <p>1.4 Summarise key legal responsibilities of a health, social care or children's and young people's organisation in relation to equality and inclusion.</p>
<p>2 Know how to work in an inclusive way.</p>	<p>2.1 Explain ways of working with clients/children which respect their beliefs, culture, values and preferences.</p> <p>2.2 Evaluate ways to challenge and report discrimination.</p> <p>2.3 Explain ways of using sources of information related to equality and diversity to support own inclusive practice.</p>

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU026434		
<b>Title:</b>	Mental Health and Education		
<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 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Understand the problems in defining mental health across the spectrum.	1.1	Explain the difficulties in defining mental health across the spectrum.
2	Understand the different psychological explanations given for the cause of a specific common mental health problem (CMHP).	2.1	Explain the causes of a specific CMHP from different perspectives within psychology  Different perspectives include medical, psychodynamic, behaviourist, cognitive and humanistic theories.
3	Understand the different approaches for managing a specific CMHP from different psychological perspectives.	3.1	Explain different approaches for managing a specific CMHP from different psychological perspectives.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU026253		
<b>Title:</b>	Principles of Supporting Individuals with a Learning Disability to Access Healthcare		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Short answer questions ~ 750 words Case study ~ 750 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>
<p>1 Understand legislation, policies and guidance relevant to individuals with a learning disability accessing healthcare.</p>	<p>1.1 Explain what is meant by a rights based approach to accessing healthcare.</p> <p>1.2 Summarise key points of legislation which supports a rights based approach to accessing healthcare.</p> <p>1.3 Explain ways in which healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with a learning disability.</p> <p>1.4 Explain the importance of ensuring that an individual is able to give informed consent to their treatment in line with legislation, policies or guidance.</p> <p>1.5 Explain actions to take if an individual cannot give informed consent.</p>
<p>2 Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with a learning disability.</p>	<p>2.1 Explain how plans for healthcare can be of benefit to an individual with a learning disability.</p> <p>2.2 Analyse the impact of missing health checks on the individual.</p>



LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
<p>3 Understand the issues that an individual with a learning disability may face when accessing a variety of healthcare services.</p>	<p>3.1 Explain barriers to accessing healthcare services that an individual with a learning disability may experience.</p> <p>3.2 Analyse ways to overcome barriers to accessing healthcare services.</p>

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU020222		
<b>Title:</b>	Teaching Resources		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD3-Application of skills</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Essay, production of resources - 1500 words max		

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 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

<b>Unit Code:</b>	QU026202		
<b>Title:</b>	Understanding and Using Inclusive Teaching and Learning Approaches		
<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>• GD3-Application of skills</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>	Academic poster ~ 500 words Activity plan ~ 1000 words Delivery of activity ~ 15 minutes Evaluation ~ 500 words		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand inclusive teaching and learning approaches in education and training.	1.1 Describe features of inclusive teaching and learning. 1.2 Compare the strengths and limitations of teaching and learning approaches used to meet individual learner needs.
2 Understand ways to create an inclusive teaching and learning environment.	2.1 Explain why it is important to create an inclusive teaching and learning environment. 2.2 Explain why it is important to meet individual learner needs by selecting different: <ul style="list-style-type: none"> <li>• teaching and learning approaches</li> <li>• resources</li> <li>• assessment methods.</li> </ul> 2.3 Explain ways to engage and motivate learners.
3 Be able to plan inclusive teaching and learning.	3.1 Devise an inclusive teaching and learning plan.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	3.2 Justify how individual learner needs will be met through the selection of: <ul style="list-style-type: none"> <li>• teaching and learning approaches</li> <li>• resources</li> <li>• assessment methods.</li> </ul>
4 Be able to deliver an inclusive teaching and learning activity.	4.1 Use teaching and learning approaches, resources and assessment methods to meet individual learner needs. 4.2 Communicate with learners in ways that meet their individual needs. 4.3 Provide constructive feedback to learners to meet their individual needs.
5 Be able to evaluate the delivery of inclusive teaching and learning.	5.1 Review the effectiveness of own delivery of inclusive teaching and learning activity. 5.2 Identify areas for improvement in own delivery of inclusive teaching and learning.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU026208		
<b>Title:</b>	Understanding Communication Skills used when Supporting Individuals with Special Educational Needs and Disability		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	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 effective communication when working with individuals with special educational needs and disability (SEND).</p>	<p>1.1 Explain the importance of effective communication with:</p> <ul style="list-style-type: none"> <li>• individuals with SEND</li> <li>• their parents and carers</li> <li>• colleagues</li> <li>• other key stakeholders.</li> </ul> <p>1.2 Summarise the principles of effective practice in communicating with:</p> <ul style="list-style-type: none"> <li>• individuals with SEND</li> <li>• their parents and carers</li> <li>• colleagues</li> <li>• other key stakeholders.</li> </ul>
<p>2 Be able to evaluate the effectiveness of an organisation's communication practices in relation to individuals with SEND.</p>	<p>2.1 Evaluate how effectively a specific organisation manages its communication:</p> <ul style="list-style-type: none"> <li>• with individuals with SEND</li> <li>• with the parents/carers of those with SEND</li> <li>• with key stakeholders with an interest in individuals with SEND</li> <li>• between colleagues responsible for supporting individuals with SEND to achieve positive outcomes.</li> </ul>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	2.2 Analyse how a specific organisation could improve its communication practices in relation to individuals with SEND.

## 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
<b>The learner will:</b>	<b>The learner can:</b>
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
<b>The learner will:</b>	<b>The learner can:</b>
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>	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 assessments		

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 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

<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>	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
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

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

This unit has 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 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**

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

This unit has 2 learning outcomes.

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

<b>Unit Code:</b>	QU025280		
<b>Title:</b>	Optimising Examination Performance		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested assessment details:</b>	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.

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

This unit has 5 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Know how to manage and organise study time.	1.1 Produce, revise and evaluate a personal schedule of study that accommodates own time constraints. 1.2 Where necessary, prioritise and reschedule study plan explaining changes. 1.3 Prioritise and meet assignment deadlines, negotiating new deadlines if needed. 1.4 Devise a strategy for organising coursework.
2 Know how to participate in learning activities.	2.1 Prepare efficiently for tutorials and classroom activities. 2.2 Participate appropriately in classroom activities.
3 Understand assignment requirements.	3.1 Analyse assignment effectively identifying aims and objectives. 3.2 Determine suitable format for assignment, effectively explaining decisions made.
4 Understand learning preferences.	4.1 Analyse different methods of learning. 4.2 Analyse methods of identifying own learning preferences.
5 Be able to retrieve information from a range of sources.	5.1 Retrieve information from a range of written texts using a range of reading skills.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>5.2 Scan source material, critically evaluating information, selecting accurate and detailed notes to suit purpose.</p> <p>5.3 Demonstrate the use of a recognised referencing system for retrieved information.</p>

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025609		
<b>Title:</b>	Work Placement		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested assessment details:</b>	Report ~ 1500 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 analyse own work placement role within a work setting.	1.1 Evaluate own work placement role within the work setting.
2 Understand the structure of the wider organisation.	2.1 Analyse the structure of the wider organisation.
3 Be able to demonstrate how work experience relates to own course of study.	3.1 Evaluate how work experience relates to own course of study. 3.2 Reflect on self-development over the period of the placement.

## 7. What to do next

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

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

Gateway Qualifications  
Gateway House  
3 Tollgate Business Park  
Colchester  
CO3 8AB

Tel: 01206 911211

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

## 8. Gateway Qualifications

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

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

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

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



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enquiries@gatewayqualifications.org.uk  
[www.gatewayqualifications.org.uk](http://www.gatewayqualifications.org.uk)  
Tel: 01206 911 211

Gateway Qualifications, Gateway House,  
3 Tollgate Business Park, Colchester CO3 8AB