Access to HE Diploma Guide

Health and Social Care

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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 has a strong emphasis on the skills required of the health or social care worker in the 21st century. The mandatory group ensures that learners have a good understanding of underpinning knowledge relevant to the role of the health or social care worker, including an introduction to the role of the health or social care worker and the healthcare system, care principles which underpin all activity across the sector and safeguarding which is vital in protecting children, young people and vulnerable adults. Learners can select from a range of optional units linked to health or social care skills which are also strongly based around equality and diversity and the relevant values required within the sector. They can choose to study units around ill health and the role that socio-economic status and life choices have on health; they also can choose to study a specific medical condition, dementia or the impact that the media has on perspectives around health and social care.

Learners must choose from a selection of mandatory and optional ungraded units to support underpinning skills, including a mandatory working with others unit, which is a vital skill for any health or social care worker.

Learners who have followed these routes may not have come from a health or care background, so they may need to brush up 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

1.3 Health and Social Care

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 (Health and Social Care) can include:

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

Assessment Methods should include:

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

It is recommended that units which have a significant sized report or essay are delivered later in the course to allow learners to develop their academic writing skills.

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 nursing, health or care related degrees including:

- BSc (Hons) Nursing
- BSc Hons Nursing (Mental Health)
- BSc Hons Nursing (Child)
- BSc (Hons) Health Studies
- Midwifery - BSc (Hons)
- BA (Hons) Health and Social Care
- BSc (Hons) Health and Social Care
- FdA Health and Social Care
- BA (Hons) Social Work
- BSc (Hons) Social Work

Progression could also be onto a higher apprenticeship in Care such as the Lead Practitioner in Adult Care or the degree apprenticeship in Nursing.

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

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

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. This also establishes HEI destination qualifications for Nursing, teaching etc. where these are required as part of the HEI application.

2.3 Prior skills/knowledge/understanding

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

2.4 Access to qualifications for learners with disabilities or specific needs

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

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

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

- adapting assessment materials
- adaptation of the physical environment for access purposes
- adaptation to equipment
- assessment material in an enlarged format or Braille
- permitting readers, signers, scribe, prompter, practical assistant
- changing or adapting the assessment method
- extra time, e.g. assignment extensions
- transcript
• use of assistive software where the software does not influence the learners’ ability to demonstrate the skills, knowledge or understanding e.g. use of spellchecker in an English assessment
• using assistive technology
• use of CCTV, coloured overlays, low vision aids
• use of a different assessment location
• use of ICT/responses using electronic devices.

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

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

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

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

2.5 Additional requirements/guidance

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

2.6 Recruiting learners with integrity

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

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

3.1 Qualification specification

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

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

3.2 Rules of Combination

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

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

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

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

Learners must complete 18 credits from the Mandatory Graded group, a maximum of 6 credits must be taken from the Graded Research group, and 21 credits from the Optional Graded unit group. Learners must also complete 9 credits from the Mandatory ungraded group and 6 credits from the Optional Ungraded Units.
Mandatory Units: Graded Academic Subject Content

Learners must achieve 18 credits from this group.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Level</th>
<th>Credits</th>
<th>Content</th>
<th>Grade Descriptors</th>
<th>Suggested Assessment Methods</th>
<th>Assessment Volume</th>
</tr>
</thead>
<tbody>
<tr>
<td>QU025398</td>
<td>Care Principles</td>
<td>3</td>
<td>6</td>
<td>Academic</td>
<td>1, 2, 4, 7</td>
<td>Essay Case study Individual presentation</td>
<td>1500 words 750 words 10 minutes</td>
</tr>
<tr>
<td>QU025572</td>
<td>Introduction to Healthcare</td>
<td>3</td>
<td>3</td>
<td>Academic</td>
<td>1, 2, 7</td>
<td>Individual presentation with Q&amp;A Self evaluation Written question and answers</td>
<td>10 minutes 5 minutes Q&amp;A 250 words 500 words</td>
</tr>
<tr>
<td>QU025831</td>
<td>Mental Health and Illness</td>
<td>3</td>
<td>3</td>
<td>Academic</td>
<td>1, 2, 7</td>
<td>Exam</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>QU025409</td>
<td>Safeguarding Children, Young People and/or Vulnerable Adults</td>
<td>3</td>
<td>3</td>
<td>Academic</td>
<td>1, 2, 7</td>
<td>Open book exam (2 x case studies)</td>
<td>2 x 750 words</td>
</tr>
<tr>
<td>QU025672</td>
<td>The Role of the Health or Social Care Professional</td>
<td>3</td>
<td>3</td>
<td>Academic</td>
<td>2, 7</td>
<td>Information leaflet Essay</td>
<td>500 words 1000 words</td>
</tr>
</tbody>
</table>
**Graded Units: Research**

Learners must achieve 6 credits from this group.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Level</th>
<th>Credits</th>
<th>Content</th>
<th>Grade Descriptors</th>
<th>Suggested Assessment Methods</th>
<th>Assessment Volume</th>
</tr>
</thead>
<tbody>
<tr>
<td>QU026035</td>
<td>Research Skills for Health and Care</td>
<td>3</td>
<td>6</td>
<td>Academic</td>
<td>1, 2, 3, 4, 7</td>
<td>Research diary</td>
<td>500 words</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Research proposal</td>
<td>500 words</td>
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<td></td>
<td></td>
<td>Report</td>
<td>1500 words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Evaluation</td>
<td>250 words</td>
</tr>
<tr>
<td>QU026037</td>
<td>Research: Extended Writing Project for Health or Care</td>
<td>3</td>
<td>6</td>
<td>Academic</td>
<td>1, 2, 3, 4, 7</td>
<td>Practical investigations</td>
<td>1250 word scientific report based on investigations, including at least one graph, chart and table</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Scientific report including at least one graph, chart and table</td>
<td>750 words</td>
</tr>
</tbody>
</table>

**Optional Units: Graded Academic Subject Content**

Learners must achieve 21 credits from this group.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Level</th>
<th>Credits</th>
<th>Content</th>
<th>Grade Descriptors</th>
<th>Suggested Assessment Methods</th>
<th>Assessment Volume</th>
</tr>
</thead>
<tbody>
<tr>
<td>QU018205</td>
<td>An Introduction to Health and Disease</td>
<td>3</td>
<td>3</td>
<td>Academic</td>
<td>2, 7</td>
<td>Case study</td>
<td>750 words</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Short answer questions</td>
<td>250 words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Individual presentation</td>
<td>10 minutes</td>
</tr>
<tr>
<td>QU025825</td>
<td>Dementia Awareness</td>
<td>3</td>
<td>3</td>
<td>1, 5, 7</td>
<td></td>
<td>Short answer questions</td>
<td>500 words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Academic poster</td>
<td>500 words</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Case study</td>
<td>500 words</td>
</tr>
<tr>
<td>QU026109</td>
<td>Duty of Care in Care Settings</td>
<td>3</td>
<td>3</td>
<td>Academic</td>
<td>1, 7</td>
<td>Essay</td>
<td>1500 words</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Title</td>
<td>Level</td>
<td>Credits</td>
<td>Content</td>
<td>Grade Descriptors</td>
<td>Suggested Assessment Methods</td>
<td>Assessment Volume</td>
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<tr>
<td>QU017815</td>
<td>Effective and Reflective Practice</td>
<td>3</td>
<td>3</td>
<td>Academic</td>
<td>2, 7</td>
<td>Reflective account Report</td>
<td>750 words 750 words</td>
</tr>
<tr>
<td>QU025436</td>
<td>Equality and Diversity within Care Services</td>
<td>3</td>
<td>3</td>
<td>Academic</td>
<td>2, 7</td>
<td>Case study Short answer questions</td>
<td>1000 words 500 words</td>
</tr>
<tr>
<td>QU018799</td>
<td>Government Policy in Relation to Current Health Issues</td>
<td>3</td>
<td>3</td>
<td>Academic</td>
<td>2, 4, 7</td>
<td>Project Report</td>
<td>1500 words</td>
</tr>
<tr>
<td>QU018796</td>
<td>Government Policy in Relation to Current Social Welfare Issues</td>
<td>3</td>
<td>3</td>
<td>Academic</td>
<td>2, 4, 7</td>
<td>Project</td>
<td>1500 words</td>
</tr>
<tr>
<td>QU025438</td>
<td>Health or Social Care Professions: Ethics and Values</td>
<td>3</td>
<td>3</td>
<td>Academic</td>
<td>1, 4, 7</td>
<td>Essay</td>
<td>1500 words</td>
</tr>
<tr>
<td>QU025835</td>
<td>Health Psychology</td>
<td>3</td>
<td>6</td>
<td>Academic</td>
<td>1, 2, 7</td>
<td>2 x case studies</td>
<td>2 x 1500 words</td>
</tr>
<tr>
<td>QU025404</td>
<td>Inclusivity and Disability</td>
<td>3</td>
<td>3</td>
<td>Academic</td>
<td>1, 2, 7</td>
<td>Exam Individual presentation Notes</td>
<td>1 hour closed book 10 minutes 750 words</td>
</tr>
<tr>
<td>QU005966</td>
<td>Life Course</td>
<td>3</td>
<td>3</td>
<td>Academic</td>
<td>1, 2, 7</td>
<td>Report</td>
<td>1500 words</td>
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<tr>
<td>QU025400</td>
<td>Management of Ill Health</td>
<td>3</td>
<td>3</td>
<td>Academic</td>
<td>1, 2, 7</td>
<td>Case study</td>
<td>1500 words</td>
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<tr>
<td>QU025681</td>
<td>Media Perspectives of Health and Social Care</td>
<td>3</td>
<td>3</td>
<td>Academic</td>
<td>1, 2, 5, 7</td>
<td>Report Individual presentation Notes</td>
<td>1000 words 500 words</td>
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<tr>
<td>QU014245</td>
<td>Poverty and Social Exclusion</td>
<td>3</td>
<td>3</td>
<td>Academic</td>
<td>2, 7</td>
<td>Exam (open book)</td>
<td>2 hours</td>
</tr>
<tr>
<td>QU005980</td>
<td>Promoting Health</td>
<td>3</td>
<td>3</td>
<td>Academic</td>
<td>1, 2, 7</td>
<td>Individual presentation Supporting materials Poster</td>
<td>10 minutes 750 words</td>
</tr>
<tr>
<td>QU025833</td>
<td>Social Drugs and Medicines</td>
<td>3</td>
<td>3</td>
<td>Academic</td>
<td>2, 7</td>
<td>Individual presentation Case study</td>
<td>10 minutes 750 words</td>
</tr>
<tr>
<td>QU014232</td>
<td>Social Work and Disability</td>
<td>3</td>
<td>3</td>
<td>Academic</td>
<td>2, 5, 7</td>
<td>2 x case studies</td>
<td>2 x 750 words</td>
</tr>
<tr>
<td>QU006006</td>
<td>Social Work Skills</td>
<td>3</td>
<td>3</td>
<td>Academic</td>
<td>2, 7</td>
<td>3 x case studies</td>
<td>3 x 500 words</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Title</td>
<td>Level</td>
<td>Credits</td>
<td>Content</td>
<td>Grade Descriptors</td>
<td>Suggested Assessment Methods</td>
<td>Assessment Volume</td>
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<tr>
<td>QU007094</td>
<td>Sociology of Health</td>
<td>3</td>
<td>6</td>
<td>Academic</td>
<td>2, 7</td>
<td>Report</td>
<td>1500 words 1000 words 500 words</td>
</tr>
<tr>
<td>QU025683</td>
<td>Structure and Contexts of Health and Social Care Delivery</td>
<td>3</td>
<td>3</td>
<td>Academic</td>
<td>2, 7</td>
<td>Exam (closed book)</td>
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</tr>
<tr>
<td>QU026107</td>
<td>Understand Care and Support Planning</td>
<td>3</td>
<td>3</td>
<td>Academic</td>
<td>1, 4, 7</td>
<td>Academic poster</td>
<td>500 words 400 words 700 words</td>
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<tr>
<td>QU026111</td>
<td>Understand Care of the Elderly</td>
<td>3</td>
<td>3</td>
<td>Academic</td>
<td>1, 2, 7</td>
<td>Individual presentation</td>
<td>10 minutes 750 words 5 minutes</td>
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<tr>
<td>QU006060</td>
<td>Understanding Social and Physical Aspects of Adult Relationships</td>
<td>3</td>
<td>3</td>
<td>Academic</td>
<td>2, 5, 7</td>
<td>Case study</td>
<td>750 words 250 words 10 minutes</td>
</tr>
</tbody>
</table>

**Mandatory Units: Ungraded**

Learners must achieve 9 credits from this group.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Level</th>
<th>Credits</th>
<th>Content</th>
<th>Suggested Assessment Methods</th>
<th>Assessment Volume</th>
</tr>
</thead>
<tbody>
<tr>
<td>QU025276</td>
<td>Academic Writing Skills</td>
<td>3</td>
<td>3</td>
<td>Other</td>
<td>Notes from a range of sources</td>
<td>Essay plan Essay</td>
</tr>
<tr>
<td>QU007486</td>
<td>Application of Number - Presenting and interpreting information</td>
<td>3</td>
<td>3</td>
<td>Other</td>
<td>2 controlled examinations</td>
<td>2 x 60 minutes</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Title</td>
<td>Level</td>
<td>Credits</td>
<td>Content</td>
<td>Suggested Assessment Methods</td>
<td>Assessment Volume</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------</td>
<td>-------</td>
<td>---------</td>
<td>-------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>QU025532</td>
<td>Preparation for Higher Education</td>
<td>3</td>
<td>3</td>
<td>Other</td>
<td>Research, Application form and Personal Statement Prepared Q&amp;A</td>
<td>Review of research, course and decision 500 words, application form, Personal Statement 750 words Prepared Q&amp;A 250 words</td>
</tr>
</tbody>
</table>
### Optional Units: Ungraded

Learners must achieve 6 credits from this group.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Level</th>
<th>Credits</th>
<th>Content</th>
<th>Suggested Assessment Methods</th>
<th>Assessment Volume</th>
</tr>
</thead>
<tbody>
<tr>
<td>QU018346</td>
<td>Academic Reading Skills</td>
<td>3</td>
<td>3</td>
<td>Other</td>
<td>Oral presentation</td>
<td>1.5 hours closed book</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Group discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Self evaluation</td>
<td></td>
</tr>
<tr>
<td>QU007560</td>
<td>Communication - Speaking and Listening</td>
<td>3</td>
<td>3</td>
<td>Other</td>
<td>Presentation: 5 minutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>250 word notes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Discussion: 15-20 minutes</td>
<td></td>
</tr>
<tr>
<td>QU025278</td>
<td>Developing Professional Attributes</td>
<td>3</td>
<td>3</td>
<td>Other</td>
<td>Essay, SWOT Analysis</td>
<td>1,000 words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>QU025837</td>
<td>Drug Calculations and Health Related Charts</td>
<td>3</td>
<td>3</td>
<td>Academic</td>
<td>Exam</td>
<td>1 hour exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Short answer questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>500 words</td>
</tr>
<tr>
<td>QU025450</td>
<td>Presenting Information Using ICT</td>
<td>2</td>
<td>3</td>
<td>Other</td>
<td>Research Notes, Presentation Handouts, Create Presentation</td>
<td>1500 words in total</td>
</tr>
<tr>
<td>QU027084</td>
<td>Presenting Information Using ICT</td>
<td>3</td>
<td>3</td>
<td>Other</td>
<td>Research, Create Presentation, Create Commentaries, Lecture Notes and Handouts</td>
<td>1500 words in total</td>
</tr>
<tr>
<td>QU028487</td>
<td>Promoting Wellbeing and Building Resilience</td>
<td>3</td>
<td>3</td>
<td>Other</td>
<td>Report</td>
<td>1500 words</td>
</tr>
<tr>
<td>QU018318</td>
<td>Study Skills</td>
<td>3</td>
<td>3</td>
<td>Other</td>
<td>Study Plan, Worksheets, Assignment Plan</td>
<td></td>
</tr>
<tr>
<td>QU025609</td>
<td>Work Placement</td>
<td>3</td>
<td>3</td>
<td>Other</td>
<td>Report</td>
<td>1500 words</td>
</tr>
</tbody>
</table>
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.

4. Access to HE Units of Assessment

4.1 Unit specification

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

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

The units of assessment for the Access to HE Diploma (Health and Social Care) 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](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**

<table>
<thead>
<tr>
<th><strong>Unit Code:</strong></th>
<th>QU025398</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>Care Principles</td>
</tr>
<tr>
<td><strong>Unit level:</strong></td>
<td>Level 3</td>
</tr>
<tr>
<td><strong>Grading type:</strong></td>
<td>Graded</td>
</tr>
</tbody>
</table>
| **Grade descriptors:** | • GD1-Understanding the subject  
 • GD2-Application of knowledge  
 • GD4-Use of information  
 • GD7-Quality |
| **Academic subject content/other:** | Academic Subject Content |
| **Suggested assessment details:** | Essay ~ 1500 words  
 Case Study ~ 750 words  
 Individual Presentation ~ 10 minutes |

This unit has 5 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
</tbody>
</table>
| 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. |
<p>| 2 Understand and maintain confidentiality of information. | 2.1 Summarise the legislation/charters relating to confidentiality. |</p>
<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
<tr>
<td></td>
<td>This should include reference to the General Data Protection Regulations, May 2018.</td>
</tr>
<tr>
<td></td>
<td>2.2 Evaluate the effectiveness of methods of giving, receiving and storing information.</td>
</tr>
<tr>
<td></td>
<td>2.3 Analyse issues relating to confidentiality in the care setting. This includes client choice and the right/need to know.</td>
</tr>
<tr>
<td>3</td>
<td>Understand and promote anti-discriminatory practice.</td>
</tr>
<tr>
<td></td>
<td>3.1 Explain the personal contribution of the care worker to promoting anti-discriminatory practice.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>4</td>
<td>Understand and support individual rights and choice in a care setting.</td>
</tr>
<tr>
<td></td>
<td>4.1 Differentiate between personal rights and choices and legal rights.</td>
</tr>
<tr>
<td></td>
<td>4.2 Explain factors which potentially affect client’s rights. This can include abuse, risks, nature of client group and socio-economic and cultural factors.</td>
</tr>
<tr>
<td>5</td>
<td>Understand the importance of the individual’s personal beliefs and identity.</td>
</tr>
<tr>
<td></td>
<td>5.1 Examine factors which influence the development of identity.</td>
</tr>
<tr>
<td></td>
<td>5.2 Analyse how care practice can support basic human needs.</td>
</tr>
<tr>
<td></td>
<td>5.3 Analyse ways in which beliefs and preferences may affect care delivery.</td>
</tr>
</tbody>
</table>
Access to HE Diploma Unit

<table>
<thead>
<tr>
<th>Unit Code:</th>
<th>QU025572</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Introduction to Healthcare</td>
</tr>
<tr>
<td>Unit level:</td>
<td>Level 3</td>
</tr>
<tr>
<td></td>
<td>Unit Credit: 3</td>
</tr>
<tr>
<td>Grading type:</td>
<td>Graded</td>
</tr>
</tbody>
</table>
| Grade descriptors: | • GD1-Understanding the subject  
|                  | • GD2-Application of knowledge  
|                  | • GD7-Quality |
| Academic subject content/other: | Academic Subject Content |
| Suggested assessment details: | Individual presentation ~ 10 minutes with 5 minutes question and answer  
|                     | Self evaluation ~ 250 words  
|                     | Written question and answers ~ 500 words |

This unit has 3 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
</tbody>
</table>
| 1 Understand the term health. | 1.1 Explain the meaning of the term "health" making references to:  
|                                | a. social models  
|                                | b. medical models  
|                                | c. holistic models. |
| 2 Understand the development of healthcare in the Britain since the beginning of the 20th century. | 2.1 Discuss the establishment of the National Health Service.  
|                                | 2.2 Analyse three ways in which the National Health Service has evolved since its inception. |
| 3 Understand the role of the patient and carer. | 3.1 Explain the role of the carer and patient in relation to the balance of power.  
|                                | 3.2 Discuss three different specialisms within nursing or care.  
|                                | 3.3 Explain how independence, privacy and dignity can be maintained when assisting people with their personal needs. |
Access to HE Diploma Unit

<table>
<thead>
<tr>
<th>Unit Code:</th>
<th>QU025831</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Mental Health and Illness</td>
</tr>
<tr>
<td>Unit level:</td>
<td>Level 3</td>
</tr>
<tr>
<td>Unit Credit:</td>
<td>3</td>
</tr>
<tr>
<td>Grading type:</td>
<td>Graded</td>
</tr>
</tbody>
</table>
| Grade descriptors: | • GD1-Understanding the subject  
|                  | • GD2-Application of knowledge  
|                  | • GD7-Quality       |
| Academic subject content/other: | Academic Subject Content |
| Suggested assessment details: | Closed book exam ~ 1.5 hours |

This unit has 3 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td>1 Understand the problems in defining abnormal and normal behaviour.</td>
<td>1.1 Explain the difficulties in defining abnormality and normality.</td>
</tr>
</tbody>
</table>
| 2 Understand the different psychological explanations given for the cause of a particular mental illness. | 2.1 Explain the causes of a particular mental illness from different perspectives within psychology.  
Different perspectives include medical, psychodynamic, behaviourist, cognitive and humanistic theories. |
| 3 Understand the different approaches for treating a particular mental illness from different psychological perspectives. | 3.1 Explain the different approaches for treating a particular mental illness from different psychological perspectives. |
Access to HE Diploma Unit

<table>
<thead>
<tr>
<th>Unit Code:</th>
<th>QU025409</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Safeguarding Children, Young People and/or Vulnerable Adults</td>
</tr>
<tr>
<td>Unit level:</td>
<td>Level 3</td>
</tr>
<tr>
<td>Unit Credit:</td>
<td>3</td>
</tr>
<tr>
<td>Grading type:</td>
<td>Graded</td>
</tr>
</tbody>
</table>
| Grade descriptors: | • 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.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
</tbody>
</table>
| 1 Understand what 'safeguarding' is. | 1.1 Explain the concept of safeguarding children, young people and vulnerable adults.  
                                           1.2 Explain duties of a specific professional role related to safeguarding children, young people and/or adults.  
                                           1.3 Explain 'significant harm' in the context of safeguarding. |
| 2 Understand how to recognise abuse. | 2.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding.  
                                           2.2 Discuss ways in which an individual's health, well-being and development can be damaged by an abusive situation. |
| 3 Understand the legal framework involved in safeguarding children, young people and vulnerable adults. | 3.1 Analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children, young people and/or vulnerable adults.  
                                           3.2 Explain what is meant by partnership working in the context of safeguarding. |
### Access to HE Diploma Unit

<table>
<thead>
<tr>
<th>Unit Code:</th>
<th>QU025672</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>The Role of the Health or Social Care Professional</td>
</tr>
<tr>
<td><strong>Unit level:</strong></td>
<td>Level 3</td>
</tr>
<tr>
<td><strong>Unit Credit:</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Grading type:</strong></td>
<td>Graded</td>
</tr>
</tbody>
</table>
| **Grade descriptors:**  | • GD2-Application of knowledge  
                          | • GD7-Quality                       |
| **Academic subject content/other:** | Academic Subject Content |
| **Suggested assessment details:** | Essay ~ 1500 words |

This unit has 3 learning outcomes.

<table>
<thead>
<tr>
<th><strong>LEARNING OUTCOMES</strong></th>
<th><strong>ASSESSMENT CRITERIA</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
<tr>
<td>1. Understand the role of the health or social care professional.</td>
<td>1.1. Analyse the role of a health or social care professional. Specific roles may include those within nursing, midwifery, paramedical, social care, youth or community.</td>
</tr>
</tbody>
</table>
| 2. Understand the professional qualities needed by a health or social care professional. | 2.1. Analyse the professional qualities needed to practice in a specific area of health or social care.  
2.2. Explain how a professional body regulates practice and conduct within a specific area of health or social care. |
| 3. Understand the importance of working as part of team within health or social care. | 3.1. Explain the importance of team work when working in health or social care professional roles.  
3.2. Analyse the impact of ineffective team work practice within health or social care contexts. |
Graded Research Units

Access to HE Diploma Unit

<table>
<thead>
<tr>
<th>Unit Code:</th>
<th>QU026035</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Research Skills for Health or Care</td>
</tr>
<tr>
<td>Unit level:</td>
<td>Level 3</td>
</tr>
<tr>
<td>Unit Credit:</td>
<td>6</td>
</tr>
<tr>
<td>Grading type:</td>
<td>Graded</td>
</tr>
<tr>
<td>Grade descriptors:</td>
<td>• GD1-Understanding the subject &lt;br&gt;• GD2-Application of knowledge &lt;br&gt;• GD3-Application of skills &lt;br&gt;• GD4-Use of information &lt;br&gt;• GD7-Quality</td>
</tr>
<tr>
<td>Academic subject content/other:</td>
<td>Academic Subject Content</td>
</tr>
<tr>
<td>Suggested assessment details:</td>
<td>Research diary ~ 500 words &lt;br&gt;Research proposal ~ 500 words &lt;br&gt;Report ~ 1500 words &lt;br&gt;Evaluation ~ 250 words</td>
</tr>
</tbody>
</table>

This unit has 5 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td>1 Understand research methods and their uses for health or care.</td>
<td>1.1 Evaluate the use of different research methods for a specific research purpose.</td>
</tr>
<tr>
<td>2 Be able to plan a research project.</td>
<td>2.1 Establish research aims related to the research topic. &lt;br&gt;2.2 Produce a detailed research proposal with specific timescales and milestones for completion of the research. &lt;br&gt;2.3 Justify its relevance for the subject area.</td>
</tr>
<tr>
<td>3 Be able to carry out a research project.</td>
<td>3.1 Carry out research that adheres to: &lt;br&gt;a) the research proposal &lt;br&gt;b) ethical guidelines &lt;br&gt;c) agreed timescales.</td>
</tr>
<tr>
<td>4 Be able to produce a report on research using a standard format.</td>
<td>4.1 Report on research using a standard format.</td>
</tr>
<tr>
<td>LEARNING OUTCOMES</td>
<td>ASSESSMENT CRITERIA</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
<tr>
<td>4.2 Evaluate findings in relation to the research aims.</td>
<td>4.2 Evaluate findings in relation to the research aims.</td>
</tr>
<tr>
<td>4.3 Use an accepted method of referencing source material.</td>
<td>4.3 Use an accepted method of referencing source material.</td>
</tr>
<tr>
<td>5 Be able to evaluate a research project.</td>
<td>5.1 Evaluate a research proposal and its procedures.</td>
</tr>
<tr>
<td></td>
<td>5.2 Evaluate methods used to research the subject area.</td>
</tr>
<tr>
<td>LEARNING OUTCOMES</td>
<td>ASSESSMENT CRITERIA</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
</tbody>
</table>
| 1 Be able to plan an extended writing project related to health or care. | 1.1 Identify and agree an extended writing project located within a knowledge domain relevant to the named Diploma.  
1.2 Develop a project brief.  
1.3 Identify any ethical, practical or safety issues, explaining how these will be managed/overcome.  
1.4 Maintain a record of project progress through all stages of research, development and completion. |
| 2 Be able to conduct research. | 2.1 Identify and conduct in-depth research from a wide range of sources. |
| 3 Be able to develop ideas. | 3.1 Select appropriate information and/or evidence.  
3.2 Analyse findings and develop ideas. |
<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td></td>
<td>3.3 Produce a body of work which meets the brief and includes complex ideas.</td>
</tr>
<tr>
<td>4 Be able to present the project.</td>
<td>4.1 Write coherently in a conventional style, appropriate to the knowledge domain.</td>
</tr>
<tr>
<td></td>
<td>4.2 Reference all sources using a recommended style of referencing.</td>
</tr>
<tr>
<td>5 Be able to evaluate own writing</td>
<td>5.1 Evaluate own writing in relation to project brief.</td>
</tr>
<tr>
<td>project.</td>
<td>5.2 Identify recommendations for the future.</td>
</tr>
</tbody>
</table>
### Access to HE Diploma Unit

<table>
<thead>
<tr>
<th>Unit Code:</th>
<th>QU018205</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>An Introduction to Health and Disease</td>
</tr>
<tr>
<td><strong>Unit level:</strong></td>
<td>Level 3</td>
</tr>
<tr>
<td><strong>Unit Credit:</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Grading type:</strong></td>
<td>Graded</td>
</tr>
</tbody>
</table>
| **Grade descriptors:**  | • 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.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
<tr>
<td>1. Understand different concepts of health.</td>
<td>1.1 Explain different definitions of health.</td>
</tr>
</tbody>
</table>
| 2. Understand the causes of disease | 2.1 Summarise the difference between communicable and non-communicable diseases.  
                                           2.2 Explain some biological causes of non-communicable diseases. |
| 3. Understand the causes of health care associated infections. | 3.1 Explain how and why healthcare associated infections such as MRSA and Clostridium Difficile occur. |
| 4. Understand how healthcare associated infections are prevented and controlled. | 4.1 Analyse the infection control measures which should be followed in cases of healthcare associated infections. |
Access to HE Diploma Unit

<table>
<thead>
<tr>
<th>Unit Code:</th>
<th>QU025825</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Dementia Awareness</td>
</tr>
<tr>
<td>Unit level:</td>
<td>Level 3</td>
</tr>
<tr>
<td>Unit Credit:</td>
<td>3</td>
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<tr>
<td>Grading type:</td>
<td>Graded</td>
</tr>
<tr>
<td>Grade descriptors:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• GD1-Understanding the subject</td>
</tr>
<tr>
<td></td>
<td>• GD5-Communication and presentation</td>
</tr>
<tr>
<td></td>
<td>• GD7-Quality</td>
</tr>
<tr>
<td>Academic subject content/other:</td>
<td>Academic Subject Content</td>
</tr>
<tr>
<td>Suggested assessment details:</td>
<td>Short answer questions ~ 500 words</td>
</tr>
<tr>
<td></td>
<td>Academic poster ~ 500 words</td>
</tr>
<tr>
<td></td>
<td>Case study ~ 500 words</td>
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</tbody>
</table>

This unit has 4 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td>1 Understand what dementia is.</td>
<td>1.1 Explain what is meant by the term 'dementia'.</td>
</tr>
<tr>
<td></td>
<td>1.2 Analyse the key functions of the brain that are affected by dementia.</td>
</tr>
<tr>
<td></td>
<td>1.3 Evaluate how other impairments may be mistaken for dementia.</td>
</tr>
<tr>
<td>2 Understand key features of theoretical models of dementia.</td>
<td>2.1 Explain the social model of dementia.</td>
</tr>
<tr>
<td></td>
<td>2.2 Explain the medical model of dementia.</td>
</tr>
<tr>
<td></td>
<td>2.3 Explain why dementia should be viewed as a disability.</td>
</tr>
<tr>
<td>3 Know common forms of dementia and their causes.</td>
<td>3.1 Evaluate the risk factors for common causes of dementia.</td>
</tr>
<tr>
<td></td>
<td>3.2 Explain the likely signs and symptoms of common types of dementia.</td>
</tr>
<tr>
<td></td>
<td>3.3 Analyse prevalence rates for common types of dementia.</td>
</tr>
<tr>
<td>LEARNING OUTCOMES</td>
<td>ASSESSMENT CRITERIA</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td>4 Understand the impact of dementia on the individual and others and society.</td>
<td>4.1 Evaluate the impact of dementia on the lives of the individual with dementia and others around them.</td>
</tr>
</tbody>
</table>
This unit has 2 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td>1 Understand how duty of care contributes to safe practice.</td>
<td>1.1 Explain what it means to have a duty of care in own work role.</td>
</tr>
<tr>
<td></td>
<td>1.2 Explain how duty of care relates to duty of candour.</td>
</tr>
<tr>
<td></td>
<td>1.3 Explain how duty of care contributes to the safeguarding or protection of individuals.</td>
</tr>
</tbody>
</table>

Learners should understand the meaning of the following terms, be clear about how they relate to each other and identify the links between them and safeguarding or protecting individuals:

- Duty of care:
  - accountability for e.g. exercising authority, managing risk, working safely, safeguarding vulnerable adults
  - monitoring own behaviour and conduct
  - maintaining confidentiality and protecting sensitive data
  - reporting concerns
  - maintaining professional boundaries
  - maintaining high standards of conduct outside the professional role

- Duty of Candour:
  - the ‘professional duty of candour’ guidance sets out the standards expected of healthcare professionals, including “saying sorry”.
  - workers in the caring professions must:
    - speak to a patient, or those close to them, as soon as possible after they realise something has gone wrong with their care.
    - apologise to the patient – explain what happened, what can be done if they have suffered harm and what will be done to prevent someone else being harmed in the future.
<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>• use their professional judgement about whether to inform patients about near misses – incidents which have the potential to result in harm but do not.</td>
<td></td>
</tr>
<tr>
<td>• report errors at an early stage so that lessons can be learned quickly, and patients are protected from harm in the future.</td>
<td></td>
</tr>
<tr>
<td>• not try to prevent colleagues or former colleagues from raising concerns about patient safety. Managers must make sure that if people do raise concerns they are protected from unfair criticism, detriment or dismissal.</td>
<td></td>
</tr>
</tbody>
</table>

2 Understand how to address conflicts or dilemmas that may arise between an individual’s rights and the duty of care.

2.1 Explain conflicts or dilemmas that may arise between the duty of care and an individual’s rights.

2.2 Explain where to get additional support and advice about conflicts and dilemmas.

Learners should be able to describe potential conflicts or dilemmas they may face between their duty of care and individual’s rights. This may include:

• attitudes of individuals towards the person providing care or towards others
• unsafe behaviour such as drug/alcohol abuse
• aggression and violence, bullying and intimidation, vandalism.

Learners must know that individual’s rights include:

• respecting others’ points of view and actions
• being safe and secure
• being loved and feeling that they belong within the community or their personal network
• having a right to education
• being treated fairly and equitably.

Learners should be aware of sources of support and advice about conflicts and dilemmas: e.g. from their line manager, through accessing training and professional development opportunities, by speaking to other health professionals, school/college services, counselling services, mediation and advocacy services.
Access to HE Diploma Unit

<table>
<thead>
<tr>
<th>Unit Code:</th>
<th>QU017815</th>
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</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Effective and Reflective Practice</td>
</tr>
<tr>
<td>Unit level:</td>
<td>Level 3</td>
</tr>
<tr>
<td>Unit Credit:</td>
<td>3</td>
</tr>
<tr>
<td>Grading type:</td>
<td>Graded</td>
</tr>
</tbody>
</table>
| Grade descriptors:  | • 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.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
</tbody>
</table>

1. Understand how to relate theories of group dynamics, interpersonal skills, advocacy and institutionalisation to the work place.

1.1 Evaluate theories of group dynamics and interpersonal skills.
1.2 Evaluate advocacy skills.
1.3 Identify and illustrate institutionalisation in the work place.

2. Understand how to be empathic and work with others

2.1 Critically assess working as part of a team and maintaining good communication.
2.2 Evaluate successful and unsuccessful ways of coping with pressure.
2.3 Critically assess the concept of empathy.

3. Understand how to reflect on own practice.

3.1 Critically assess the concept of reflection.
3.2 Analyse your actions with a goal of changing and improving practice.
Access to HE Diploma Unit

<table>
<thead>
<tr>
<th>Unit Code:</th>
<th>QU025436</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Equality and Diversity within Care Services</td>
</tr>
<tr>
<td>Unit level:</td>
<td>Level 3</td>
</tr>
<tr>
<td>Grade Credit:</td>
<td>3</td>
</tr>
<tr>
<td>Grading type:</td>
<td>Graded</td>
</tr>
<tr>
<td>Grade descriptors:</td>
<td>GD2-Application of knowledge, GD7-Quality</td>
</tr>
<tr>
<td>Academic subject content/other:</td>
<td>Academic Subject Content</td>
</tr>
<tr>
<td>Suggested assessment details:</td>
<td>Case study ~ 1000 words, Short answer questions ~ 500 words</td>
</tr>
</tbody>
</table>

This unit has 4 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td>1 Understand the terminology used in relation to equality and diversity in care services.</td>
<td>1.1 Evaluate terminology related to equality and diversity used in care services</td>
</tr>
<tr>
<td>2 Understand how vocabulary related to equality and diversity impacts on care service users.</td>
<td>2.1 Discuss the impact of vocabulary related to equality and diversity on the self-esteem of service users.</td>
</tr>
<tr>
<td>3 Understand the legislation which underpins the implementation of equality and diversity practices within care services.</td>
<td>3.1 Analyse the impact of implementing practices related to equality and diversity in light of a given situation.</td>
</tr>
<tr>
<td>4 Understand ways in which individuals with protected characteristics are supported by equality and diversity legislation.</td>
<td>4.1 Critically evaluate the extent and limitations of equality and diversity legislation in relation to supporting those with protected characteristics in a given situation.</td>
</tr>
</tbody>
</table>
Access to HE Diploma Unit

<table>
<thead>
<tr>
<th>Unit Code:</th>
<th>QU018799</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Government Policy in Relation to Current Health Issues</td>
</tr>
<tr>
<td>Unit level:</td>
<td>Level 3</td>
</tr>
<tr>
<td>Grading type:</td>
<td>Graded</td>
</tr>
</tbody>
</table>
| Grade descriptors: | • GD2-Application of knowledge  
• GD4-Use of information  
• GD7-Quality |
| Academic subject content/other: | Academic Subject Content |
| Suggested assessment details: | Refer to Assessment Grid |

This unit has 4 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td>1. Understand current health issues.</td>
<td>1.1. Explain and discuss the effects of a current health issue.</td>
</tr>
<tr>
<td>2. Understand data related to health conditions.</td>
<td>2.1. Using graphical information such as charts, tables and graphs, explain variations in data with respect to age or ethnicity.</td>
</tr>
</tbody>
</table>
| 3. Understand Government policy relating to the health issue.  
3.2. Explain the aims of the policy with respect to age or ethnicity. |
| 4. Understand the views of charities and or pressure groups. | 4.1. Explain views on the policy from relevant charities and or pressure groups. |
This unit has 4 learning outcomes.

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

<table>
<thead>
<tr>
<th>Unit Code:</th>
<th>QU025438</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Health or Social Care Professions: Ethics and Values</td>
</tr>
<tr>
<td>Unit level:</td>
<td>Level 3</td>
</tr>
<tr>
<td>Unit Credit:</td>
<td>3</td>
</tr>
<tr>
<td>Grading type:</td>
<td>Graded</td>
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</tbody>
</table>
| Grade descriptors: | • GD1-Understanding the subject  
                        • GD4-Use of information  
                        • GD7-Quality |
| Academic subject content/other: | Academic Subject Content |
| Suggested assessment details: | Essay ~ 1500 words |

This unit has 3 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
</tbody>
</table>
| 1. Understand the culture and values which underpin health or social care codes of practice/conduct. | 1.1 Explain the culture and values which underpin the health or social care codes of practice/conduct.  
1.2 Analyse how the culture and values which underpin health or social care professions are implemented in practice.  
1.3 Explain the implications of not following these codes of practice/conduct. |
| 2. Understand the ethical frameworks that have the potential to impact on health or social care professionals. | 2.1 Outline two ethical aspects which affect health or social care professionals  
2.2 Analyse how these two ethical aspects are implemented in practice. |
| 3. Understand ethical dilemmas in the health or social care sector. | 3.1 Analyse three situations which pose ethical dilemmas within the health or social care sector.  
3.2 Evaluate ways in which each situation could have been avoided. |
## Access to HE Diploma Unit

<table>
<thead>
<tr>
<th>Unit Code:</th>
<th>QU025835</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Health Psychology</td>
</tr>
<tr>
<td>Unit level:</td>
<td>Level 3</td>
</tr>
<tr>
<td>Grading type:</td>
<td>Graded</td>
</tr>
</tbody>
</table>
| Grade descriptors:  | • 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.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
</tbody>
</table>
| 1 Understand the role of psychology in health. | 1.1 Discuss definitions of health.  
| | 1.2 Discuss current perspectives in health psychology.  
| | For example, biopsychosocial perspectives.  
| | 1.3 Compare and contrast research methods used in health psychology.  |
| 2 Understand causes and consequences of stress and means of controlling/coping with stress. | 2.1 Discuss the various physiological mechanisms underlying stress.  
| | 2.2 Evaluate research in relation to sources of stress.  
| | 2.3 Explain how stress affects health.  
| | 2.4 Explain the treatments and methods of coping with stress.  |
| 3 Understand theories of pain, biopsychosocial aspects of pain, methods of pain assessment and pain management. | 3.1 Examine the qualities and dimensions of pain.  
| | For example, acute vs chronic pain.  
<p>| | 3.2 Analyse theories of pain.  For example, gate control theory.  |</p>
<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
<tr>
<td></td>
<td>3.3 Explain how social and emotional experiences affect pain management.</td>
</tr>
<tr>
<td></td>
<td>3.4 Evaluate the main methods of assessing pain.</td>
</tr>
<tr>
<td></td>
<td>For example, self reports</td>
</tr>
<tr>
<td></td>
<td>3.5 Discuss the main methods of pain control.</td>
</tr>
<tr>
<td></td>
<td>For example, medical, behavioural, cognitive methods.</td>
</tr>
<tr>
<td>4 Understand patient/practitioner interactions and patient's compliance with medical advice.</td>
<td>4.1 Discuss the behaviour and style adopted by both patient and practitioner and their effect upon interactions.</td>
</tr>
<tr>
<td></td>
<td>4.2 Analyse reasons why people do not always adhere to medical advice.</td>
</tr>
<tr>
<td></td>
<td>4.3 Discuss research into ways of improving a) patients' understanding and b) patients' satisfaction in medical consultations.</td>
</tr>
</tbody>
</table>
Access to HE Diploma Unit

<table>
<thead>
<tr>
<th>Unit Code:</th>
<th>QU025404</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Inclusivity and Disability</td>
</tr>
<tr>
<td>Unit level:</td>
<td>Level 3</td>
</tr>
<tr>
<td>Unit Credit:</td>
<td>3</td>
</tr>
<tr>
<td>Grading type:</td>
<td>Graded</td>
</tr>
<tr>
<td>Grade descriptors:</td>
<td></td>
</tr>
<tr>
<td>Academic subject content/other:</td>
<td>Academic Subject Content</td>
</tr>
<tr>
<td>Suggested assessment details:</td>
<td>Exam ~ two hours closed book</td>
</tr>
</tbody>
</table>

This unit has 4 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td>1 Understand definitions of disability and everyday use of terminology related to disability.</td>
<td>1.1 Summarise definitions of disability and everyday use of terminology related to disability. 1.2 Compare medical and social models of disability.</td>
</tr>
<tr>
<td>2 Understand theoretical approaches and assumptions that underpin definitions of disability.</td>
<td>2.1 Evaluate the theoretical approaches and assumptions that underpin definitions of disability.</td>
</tr>
<tr>
<td>3 Understand features of disability according to social class, gender, age and ethnicity.</td>
<td>3.1 Evaluate features of disability according to social class, gender, age and ethnicity.</td>
</tr>
<tr>
<td>4 Understand legislation designed to support those with disability.</td>
<td>4.1 Summarise legislation on disability.</td>
</tr>
<tr>
<td>LEARNING OUTCOMES</td>
<td>ASSESSMENT CRITERIA</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td>1 Understand the five main developmental stages of the life course.</td>
<td>1.1 Critically analyse the five main developmental stages of the life course.</td>
</tr>
<tr>
<td>2 Understand the cognitive and behavioural characteristics of each developmental stage of the life course.</td>
<td>2.1 Critically examine the significant cognitive and behavioural characteristics at each developmental stage in the life course.</td>
</tr>
<tr>
<td>3 Understand the role of social work intervention and the possible consequences at each developmental stage in the life course.</td>
<td>3.1 Compare and contrast the need of social work intervention at the different developmental stages throughout the life course.</td>
</tr>
</tbody>
</table>
### Access to HE Diploma Unit

<table>
<thead>
<tr>
<th>Unit Code:</th>
<th>QU025400</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Management of Ill Health</td>
</tr>
<tr>
<td>Unit level:</td>
<td>Level 3</td>
</tr>
<tr>
<td>Grading type:</td>
<td>Graded</td>
</tr>
<tr>
<td>Grade descriptors:</td>
<td>GD1-Understanding the subject, GD2-Application of knowledge, GD7-Quality</td>
</tr>
<tr>
<td>Academic subject content/other:</td>
<td>Academic Subject Content</td>
</tr>
<tr>
<td>Suggested assessment details:</td>
<td>Case study ~ 1500 words</td>
</tr>
</tbody>
</table>

This unit has 3 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
</tbody>
</table>
| 1 Understand the physiological effects of a chronic illness. | 1.1 Analyse the physiological changes associated with a specified illness.  
1.2 Summarise the signs and symptoms of the illness.  
1.3 Analyse the treatment options and prognosis for the illness. |
| 2 Understand the wider effects of the chronic illness. | 2.1 Summarise the psychological and social impact of a specified illness on:  
• the individual  
• others.  
Others may include the individual's family, friends or carers. |
| 3 Understand the support needs of an individual experiencing an altered state of health. | 3.1 Analyse the support needs of the individual with the chronic illness.  
3.2 Propose ways to meet the individual's support needs. |
This unit has 2 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
</tbody>
</table>
| 1. Understand the public image of health and/or social care services and professions. | 1.1 Evaluate the extent to which the public perception of health and/or social care services and professions within the UK is driven by the media.  
1.2 Analyse the impact of positive and negative media reports on health and social care services and professions. |
| 2. Understand media bias and impartiality related to the health and social care sector. | 2.1 Identify bias and impartiality within health and social care reporting.  
2.2 Explain reasons for bias and impartiality within media reports related to health and social care. |
### Access to HE Diploma Unit

<table>
<thead>
<tr>
<th>Unit Code:</th>
<th>QU014245</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Poverty and Social Exclusion</td>
</tr>
<tr>
<td>Unit level:</td>
<td>Level 3</td>
</tr>
<tr>
<td>Grading type:</td>
<td>Graded</td>
</tr>
</tbody>
</table>
| Grade descriptors:    | • 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.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
<tr>
<td>1 Understand the nature of social stratification in today's British society.</td>
<td>1.1 Explain the nature of social stratification in today's British society.</td>
</tr>
</tbody>
</table>
| 2 Understand the effects of social inequalities on individual life chances in Britain today. | 2.1 Analyse the effects of social inequalities on individual life chances in Britain today.  
                                                                                   2.2 Evaluate the concept of social exclusion. |
| 3 Understand the effects of poverty on life chances. | 3.1 Evaluate the effects of poverty on life chances. |
| 4 Understand the poverty threshold. | 4.1 Summarise what is meant by the poverty threshold.  
                                          4.2 Explain the poverty trap. |
This unit has 4 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td>1 Understand the terms health education and health promotion.</td>
<td>1.1 Explain the terms health education and health promotion.</td>
</tr>
<tr>
<td>2 Understand the approaches to health education/promotion.</td>
<td>2.1 Evaluate the approaches used in health education/health promotion.</td>
</tr>
<tr>
<td>3 Understand the role of health professionals in promoting health.</td>
<td>3.1 Compare and contrast the health education/promotion role of different health professionals in different settings.</td>
</tr>
<tr>
<td>4 Understand how the mass media is used in health promotion.</td>
<td>4.1 Evaluate how the mass media is used in health promotion.</td>
</tr>
</tbody>
</table>
Access to HE Diploma Unit

**Unit Code:** QU025833  
**Title:** Social Drugs and Medicines  
**Unit level:** Level 3  
**Unit Credit:** 3  
**Grading type:** Graded  
**Grade descriptors:**  
- 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.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
</tbody>
</table>
| 1 Understand the differences between social drugs and medicines and why they are used. | 1.1 Define the terms social drugs and medicines.  
1.2 Explain types of social drugs.  
1.3 Discuss why social drugs are used. |
| 2 Understand the legal classification in relation to the supply of medicines. | 2.1 Explain the legal classification in relation to the supply of medicines. |
| 3 Understand the classification of controlled drugs and the major criminal offences relating to drugs. | 3.1 Explain the classification of controlled drugs. |
| 4 Understand the personal and social effects of drug misuse. | 4.1 Explain the effects of one legal and one illegal social drug on the individual.  
4.2 Discuss the effects of drug misuse on society. |
This unit has 4 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
</tbody>
</table>
| 1 Understand the impact of disability. | 1.1 Critically compare and contrast possible perceptions of disability from the perspective of the individual, their significant others/caregivers and the social worker.  
1.2 Evaluate the probable impact of disability on individuals and their family/carer(s). |
| 2 Understand the primary function of social worker involvement with people who have a disability. | 2.1 Critically examine the purpose of social work intervention for individuals who have a disability and their family/carer(s). |
| 3 Understand the diversity of service provision available for people who have a disability. | 3.1 Compare and contrast the diverse service provision for individuals with a disability and their family/carer(s). |
| 4 Understand the psychological trauma of disability. | 4.1 Analyse the psychological impact on both individuals and their family/carer(s). |
This unit has 3 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
<tr>
<td>1 Understand how group work including family group conferencing can be used as methods of intervention.</td>
<td>1.1 Analyse the use of group work/family group conferencing as methods of intervention.</td>
</tr>
<tr>
<td>2 Understand how counselling/family therapy can be used as methods of intervention.</td>
<td>2.1 Critically evaluate the use of counselling/family therapy as methods of intervention.</td>
</tr>
<tr>
<td>3 Understand the differing uses of task centred social work and crisis intervention as methods of intervention.</td>
<td>3.1 Analyse the differing uses of task centred social work and crises intervention as methods of intervention.</td>
</tr>
</tbody>
</table>
**Access to HE Diploma Unit**

<table>
<thead>
<tr>
<th>Unit Code:</th>
<th>QU007094</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Sociology of Health</td>
</tr>
<tr>
<td>Unit level:</td>
<td>Level 3</td>
</tr>
<tr>
<td>Unit Credit:</td>
<td>6</td>
</tr>
<tr>
<td>Grading type:</td>
<td>Graded</td>
</tr>
</tbody>
</table>
| Grade descriptors: | • GD2-Application of knowledge  
• GD7-Quality |
| Academic subject content/other: | Academic Subject Content |
| Suggested assessment details: | Refer to Assessment Grid |

This unit has 6 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td>1 Understand differing sociological explanations of the distribution of life chances including health.</td>
<td>1.1 Evaluate sociological explanations for differing life chances including health.</td>
</tr>
</tbody>
</table>
| 2 Understand the social construction of health and illness. | 2.1 Examine the constructs of health and illness, with reference to health patterns in different cultures.  
2.2 Explain sociological definitions. |
| 3 Understand the relationship between health, social class, gender, ethnicity and age. | 3.1 Explain the relationship between health and social class, with particular reference to gender, ethnicity and age. |
| 4 Understand the differing explanations for the differences in health patterns. | 4.1 Evaluate contrasting theories to explain the differences in health patterns utilising consensus, conflict and social action theories. |
| 5 Understand the medicalisation of mental illness and the social construction of mental illness. | 5.1 Explain the nature of mental as opposed to physical illness.  
5.2 Explain the medicalisation of mental illness. |
<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td>6  Understand competing sociological</td>
<td>6.1  Evaluate sociological explanations of mental illness.</td>
</tr>
<tr>
<td>explanations of mental illness.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Access to HE Diploma Unit

<table>
<thead>
<tr>
<th>Unit Code:</th>
<th>QU025683</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Structure and Contexts of Health and Social Care Delivery</td>
</tr>
<tr>
<td>Unit level:</td>
<td>Level 3</td>
</tr>
<tr>
<td>Grading type:</td>
<td>Graded</td>
</tr>
</tbody>
</table>
| Grade descriptors: | • GD2-Application of knowledge  
• GD7-Quality |
| Academic subject content/other: | Academic Subject Content |
| Suggested assessment details: | Exam (closed book) ~ 1.5 hours |

This unit has 2 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
</tbody>
</table>
| 1 Understand current structure for the delivery of health and social care in the UK. | 1.1 Explain current health and social care structures.  
1.2 Assess the effectiveness of health and social care structures in developing quality care.  
1.3 Analyse the contribution of statutory, voluntary and independent sectors to the provision of health and social care services. |
| 2 Understand factors which may affect future health and social care provision. | 2.1 Evaluate challenges to the health and social care sector posed by:  
a. demographic change  
b. technological advances  
c. user expectations.  
2.2 Examine alternative solutions to challenges within the health and social care sector posed by:  
a. the demographic change  
b. technological advances  
c. user expectations. |
Access to HE Diploma Unit

<table>
<thead>
<tr>
<th>Unit Code:</th>
<th>QU026107</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Understand Care and Support Planning</td>
</tr>
<tr>
<td>Unit level:</td>
<td>Level 3</td>
</tr>
<tr>
<td>Unit Credit:</td>
<td>3</td>
</tr>
<tr>
<td>Grading type:</td>
<td>Graded</td>
</tr>
<tr>
<td>Grade descriptors:</td>
<td>• GD1-Understanding the subject</td>
</tr>
<tr>
<td></td>
<td>• GD4-Use of information</td>
</tr>
<tr>
<td></td>
<td>• GD7-Quality</td>
</tr>
<tr>
<td>Academic subject content/other:</td>
<td>Academic Subject Content</td>
</tr>
<tr>
<td>Suggested assessment details:</td>
<td>Academic poster ~ 500 words</td>
</tr>
<tr>
<td></td>
<td>Timeline ~ 400 words</td>
</tr>
<tr>
<td></td>
<td>Case study ~ 700 words</td>
</tr>
</tbody>
</table>

This unit has 2 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td>1. Understand how to work within the care and support planning process.</td>
<td>1.1 Explain the principles and values underpinning effective care and support planning.</td>
</tr>
<tr>
<td></td>
<td>Principles and values underpinning effective care must include:</td>
</tr>
<tr>
<td></td>
<td>• person centred</td>
</tr>
<tr>
<td></td>
<td>• needs led</td>
</tr>
<tr>
<td></td>
<td>• holistic approach</td>
</tr>
<tr>
<td></td>
<td>• collaboration and full participation</td>
</tr>
<tr>
<td></td>
<td>• building on strengths</td>
</tr>
<tr>
<td></td>
<td>• anti-discriminatory practice</td>
</tr>
<tr>
<td></td>
<td>• promoting social inclusion</td>
</tr>
<tr>
<td></td>
<td>• recovery focused</td>
</tr>
<tr>
<td></td>
<td>• effective record keeping</td>
</tr>
<tr>
<td>1.2 Explain the tasks associated with each stage of the care and support planning process:</td>
<td>1.2 Explain the tasks associated with each stage of the care and support planning process:</td>
</tr>
<tr>
<td></td>
<td>• assessment of need</td>
</tr>
<tr>
<td></td>
<td>• planning goals</td>
</tr>
<tr>
<td></td>
<td>• monitoring progress</td>
</tr>
<tr>
<td></td>
<td>• reviewing plans</td>
</tr>
<tr>
<td>LEARNING OUTCOMES</td>
<td>ASSESSMENT CRITERIA</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
</tbody>
</table>
| 2 Understand how to work with others as part of the care and support planning process. | 2.1 Explain how to enable an individual to take an active part in the care planning process.  
2.2 Explain how carers and family members can take an effective part in the care planning process.  
2.3 Explain how agencies and workers should work together within the care planning process, including why this is important.  
2.4 Analyse ways of overcoming differences or conflicts that may occur between those involved in the care planning process. |
Access to HE Diploma Unit

<table>
<thead>
<tr>
<th>Unit Code:</th>
<th>QU026111</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Understand Care of the Elderly</td>
</tr>
<tr>
<td>Unit level:</td>
<td>Level 3</td>
</tr>
<tr>
<td>Unit Credit:</td>
<td>3</td>
</tr>
<tr>
<td>Grading type:</td>
<td>Graded</td>
</tr>
<tr>
<td>Grade descriptors:</td>
<td>• GD1-Understanding the subject</td>
</tr>
<tr>
<td></td>
<td>• GD2-Application of knowledge</td>
</tr>
<tr>
<td></td>
<td>• GD7-Quality</td>
</tr>
<tr>
<td>Academic subject content/other:</td>
<td>Academic Subject Content</td>
</tr>
<tr>
<td>Suggested assessment details:</td>
<td>Individual presentation ~ 10 minutes</td>
</tr>
<tr>
<td></td>
<td>Structured written questions ~ 750 words</td>
</tr>
<tr>
<td></td>
<td>Role play ~ 5 minutes</td>
</tr>
</tbody>
</table>

This unit has 3 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td>1 Understand the ageing process.</td>
<td>1.1 Explain changes occurring with age, to include:</td>
</tr>
<tr>
<td></td>
<td>• physical</td>
</tr>
<tr>
<td></td>
<td>• psychological</td>
</tr>
<tr>
<td></td>
<td>• emotional</td>
</tr>
<tr>
<td></td>
<td>• social</td>
</tr>
<tr>
<td>1.2 Analyse the needs of the elderly in relation to the ageing process.</td>
<td></td>
</tr>
<tr>
<td>2 Know how to adapt communication techniques when caring for elderly individuals.</td>
<td>2.1 Evaluate communication difficulties faced when caring for the elderly.</td>
</tr>
<tr>
<td></td>
<td>2.2 Demonstrate how to adapt communication techniques for use with elderly patients.</td>
</tr>
<tr>
<td>3 Understand how to care for elderly patients.</td>
<td>3.1 Explain how conditions affect the elderly, to include:</td>
</tr>
<tr>
<td></td>
<td>• dementia</td>
</tr>
<tr>
<td></td>
<td>• Parkinson’s disease</td>
</tr>
<tr>
<td></td>
<td>• stroke/TIA</td>
</tr>
<tr>
<td></td>
<td>• arthritis</td>
</tr>
<tr>
<td></td>
<td>• osteoporosis</td>
</tr>
<tr>
<td>LEARNING OUTCOMES</td>
<td>ASSESSMENT CRITERIA</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td></td>
<td>3.2  Explain how care plans can be used to support elderly individuals.</td>
</tr>
</tbody>
</table>
Access to HE Diploma Unit

<table>
<thead>
<tr>
<th>Unit Code:</th>
<th>QU006060</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Understand Social and Physical Aspects of Adult Relationships</td>
</tr>
<tr>
<td>Unit level:</td>
<td>Level 3</td>
</tr>
<tr>
<td>Unit Credit:</td>
<td>3</td>
</tr>
<tr>
<td>Grading type:</td>
<td>Graded</td>
</tr>
</tbody>
</table>
| Grade descriptors: | • 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.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
</tbody>
</table>
| 1 Understand adult relationships. | 1.1 Define sexuality and adult relationships.  
                                          1.2 Evaluate how three key characteristics contribute to a successful relationship. |
| 2 Understand issues relating to adult relationships. | 2.1 Assess the impacts of the law on different types of adult relationships.  
                                                        2.2 Discuss and evaluate the following methods of contraception:  
                                                        a) Contraceptive pill  
                                                        b) Male and female condoms  
                                                        c) Intrauterine systems  
                                                        d) Natural methods  
                                                        e) Male and female sterilisation  
                                                        f) Injectable contraception  
                                                        g) Emergency contraception.  
                                                        2.3 Critically discuss moral issues relating to either contraception or adult relationships. |
### Access to HE Diploma Unit

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

This unit has 5 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td>1 Be able to record information from a range of sources.</td>
<td>1.1 Use note-taking skills to prioritise key points from a range of sources.</td>
</tr>
<tr>
<td>2 Be able to plan and develop a structured framework for extended writing, including an introduction, main body and conclusion.</td>
<td>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.</td>
</tr>
<tr>
<td>3 Be able to proofread and edit own writing effectively.</td>
<td>3.1 Produce an essay draft which shows evidence of proofreading and editing.</td>
</tr>
<tr>
<td>4 Be able to present information and opinion in a written format, using language, style and conventions appropriate to academic writing.</td>
<td>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.</td>
</tr>
<tr>
<td>LEARNING OUTCOMES</td>
<td>ASSESSMENT CRITERIA</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td>4.3 Use appropriate style and register which shows an awareness of audience.</td>
<td></td>
</tr>
<tr>
<td>5 Be able to understand and use a standard form of referencing.</td>
<td>5.1 Use accurately a standard form of referencing that reflects a range of sources.</td>
</tr>
</tbody>
</table>
Access to HE Diploma Unit

<table>
<thead>
<tr>
<th>Unit Code:</th>
<th>QU007486</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Application of Number – Presenting and interpreting information</td>
</tr>
<tr>
<td>Unit level:</td>
<td>Level 3</td>
</tr>
<tr>
<td>Unit Credit:</td>
<td>3</td>
</tr>
<tr>
<td>Grading type:</td>
<td>Ungraded</td>
</tr>
<tr>
<td>Academic subject content/other:</td>
<td>Other</td>
</tr>
<tr>
<td>Suggested assessment details:</td>
<td>2 x controlled assessments ~ 2 x 1 hour assessments</td>
</tr>
</tbody>
</table>

This unit has 2 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
</tbody>
</table>
| 1 Know how to obtain and interpret mathematical and statistical information. | 1.1 Within a complex task, identify and evaluate possible sources of data, e.g. rate of change, trends, probabilities.  
1.2 Justify the choice of data collection procedures giving reasons for choosing a particular sample and methods used.  
1.3 Evaluate actual or possible sources of error in collecting and recording data.  
1.4 Choose and justify the chosen methods of recording data.  
1.5 Interpret the main characteristics of the data in relation to the task. |
| 2 Be able to present mathematical and statistical data. | 2.1 Choose and use a range of appropriate and effective techniques to present accurately, e.g. the use of probability to describe situations, the presentation and interpretation of upper and lower boundaries of results; statistical diagrams.  
2.2 Use correct axes, scales and conversions.  
2.3 Justify choice and use of presentation techniques and |
<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td></td>
<td>methods for the original purpose of the task.</td>
</tr>
</tbody>
</table>
This unit has 4 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td>1 Understand how to identify opportunities for Higher Education.</td>
<td>1.1 Use information sources to research Higher Education courses.</td>
</tr>
<tr>
<td></td>
<td>1.2 Analyse processes and procedures necessary to gain entry to Higher Education.</td>
</tr>
<tr>
<td></td>
<td>1.3 Analyse information on Higher Education courses and make appropriate realistic choices.</td>
</tr>
<tr>
<td>2 Understand the process of completing a Higher Education application form.</td>
<td>2.1 Complete an application form with excellent attention to detail, meeting a given deadline.</td>
</tr>
<tr>
<td></td>
<td>2.2 Summarise and evaluate personal experiences, achievement and goals, communicating these clearly in a personal statement.</td>
</tr>
<tr>
<td>3 Understand preparation required for the interview process.</td>
<td>3.1 Conduct further personal research into courses at relevant institutions in preparation for an interview.</td>
</tr>
<tr>
<td></td>
<td>3.2 Prepare provisional answers to anticipated questions, making excellent use of previous experience and recent study.</td>
</tr>
<tr>
<td>4 Understand the need to prepare for the transition to Higher Education.</td>
<td>4.1 Analyse the personal and academic qualities needed for successful study in Higher Education.</td>
</tr>
<tr>
<td>LEARNING OUTCOMES</td>
<td>ASSESSMENT CRITERIA</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td></td>
<td>4.2 Explain likely practical problems and barriers in moving to higher education and seek strategies for overcoming these.</td>
</tr>
<tr>
<td></td>
<td>4.3 Analyse the nature of study in Higher Education.</td>
</tr>
</tbody>
</table>
### Access to HE Diploma Unit

<table>
<thead>
<tr>
<th>Unit Code:</th>
<th>QU018346</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Academic Reading Skills</td>
</tr>
<tr>
<td>Unit level:</td>
<td>Level 3</td>
</tr>
<tr>
<td>Unit Credit:</td>
<td>3</td>
</tr>
<tr>
<td>Grading type:</td>
<td>Ungraded</td>
</tr>
<tr>
<td>Academic subject content/other:</td>
<td>Other</td>
</tr>
<tr>
<td>Suggested assessment details:</td>
<td>Please refer to Assessment Grid</td>
</tr>
</tbody>
</table>

This unit has 3 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
</tbody>
</table>
| 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

<table>
<thead>
<tr>
<th>Unit Code:</th>
<th>QU007560</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Communication - Speaking and Listening</td>
</tr>
<tr>
<td>Unit level:</td>
<td>Level 3</td>
</tr>
<tr>
<td>Grading type:</td>
<td>Ungraded</td>
</tr>
<tr>
<td>Academic subject content/other:</td>
<td>Other</td>
</tr>
<tr>
<td>Suggested assessment details:</td>
<td>Refer to Assessment Grid</td>
</tr>
</tbody>
</table>

This unit has 2 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
</tbody>
</table>
| 1 Give a short presentation about a straightforward subject. | 1.1 Speak clearly using language, tone and style appropriately to the purpose, subject, audience and situation.  
1.2 Present information in a structured sequence so that ideas and concepts are easily followed by the audience.  
1.3 Use appropriate supporting material to illustrate presentation.  
1.4 Respond appropriately and sensitively to questions from the audience. |
| 2 Take part in discussions. | 2.1 Give and obtain information and exchange ideas in discussion on both familiar and unfamiliar subjects.  
2.2 Organise contributions to match the demands of the discussion, use vocabulary precisely, deal with sensitive issues appropriately and take account of the audience, subject, situation and purpose of the discussion and own role in it.  
2.3 Take forward the discussion and create opportunities for others to contribute by asking follow up questions, listening to and interpreting other points of view |
<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td></td>
<td>sensitively or inviting others to contribute their views.</td>
</tr>
<tr>
<td></td>
<td>2.4    Respond appropriately to questions.</td>
</tr>
</tbody>
</table>
# Access to HE Diploma Unit

<table>
<thead>
<tr>
<th>Unit Code:</th>
<th>QU025278</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Developing Professional Attributes</td>
</tr>
<tr>
<td>Unit level:</td>
<td>Level 3</td>
</tr>
<tr>
<td>Grading type:</td>
<td>Ungraded</td>
</tr>
<tr>
<td>Academic subject content/other:</td>
<td>Other</td>
</tr>
<tr>
<td>Suggested assessment details:</td>
<td>SWOT analysis ~ 300 words</td>
</tr>
<tr>
<td></td>
<td>Essay ~ 1,000 words</td>
</tr>
</tbody>
</table>

This unit has 4 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
<tr>
<td>1 Understand the difference between positive and negative professional attributes.</td>
<td>1.1 Evaluate both positive and negative professional attributes. 1.2 Link positive attributes to the role of a professional.</td>
</tr>
<tr>
<td>2 Be able to reflect on own professional attributes and areas for development.</td>
<td>2.1 Produce SWOT analysis of own professional attributes. 2.2 Evaluate SWOT analysis. 2.3 Produce an individual professional development plan linked to the SWOT analysis.</td>
</tr>
<tr>
<td>3 Understand which attributes are considered important by employers in a specific sector and are valued in the workplace.</td>
<td>3.1 Analyse which professional attributes are valued highly by employers within a specific sector. 3.2 Analyse why these professional attributes are important in a sector specific workplace.</td>
</tr>
<tr>
<td>4 Understand the link between professional attributes and emotional intelligence.</td>
<td>4.1 Analyse the links between professional attributes and emotional intelligence.</td>
</tr>
</tbody>
</table>
Access to HE Diploma Unit

<table>
<thead>
<tr>
<th>Unit Code:</th>
<th>QU025837</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Drug Calculations and Health Related Charts</td>
</tr>
<tr>
<td>Unit level:</td>
<td>Level 3</td>
</tr>
<tr>
<td>Unit Credit:</td>
<td>3</td>
</tr>
<tr>
<td>Grading type:</td>
<td>Ungraded</td>
</tr>
<tr>
<td>Academic subject content/other:</td>
<td>Academic Subject Content</td>
</tr>
<tr>
<td>Suggested assessment details:</td>
<td>Refer to Assessment Grid</td>
</tr>
</tbody>
</table>

This unit has 6 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
</tbody>
</table>
| 1 Use units specific to drug calculations. | 1.1 Convert between micrograms, mg, g and kg, without the use of a calculator.  
1.2 Convert between litres and millilitres, without the use of a calculator.  
1.3 Analyse the impact of miscalculating when converting between units in a health setting. |
| 2 Calculate drug dosages. | 2.1 Find the total dose of drug required by weight.  
2.2 Find the total dose of a drug required when this is dependent on a patient's body surface area.  
2.3 Find the total dose of drug required when this is dependent on a patient's age. |
| 3 Perform calculations for administering fluids by the intravenous route. | 3.1 Express intravenous infusion rates for a given volume over a given time.  
3.2 Express intravenous infusions drip rates for a given length of syringe drive over a given time. |
<p>| 4 Use health-related charts to record vital signs. | 4.1 Enter a range of clinical data on a patient’s vital signs onto the |</p>
<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td></td>
<td>National Early Warning Score Chart.</td>
</tr>
<tr>
<td></td>
<td>NEWS2 was introduced across the NHS in 2018 and should be the format used for achievement of this criterion.</td>
</tr>
<tr>
<td></td>
<td>4.2 Interpret the data for one patient and calculate the score correctly.</td>
</tr>
<tr>
<td>5 Use health-related charts to record fluid balance.</td>
<td>5.1 Enter the given data for one patient to record fluid intake and output.</td>
</tr>
<tr>
<td></td>
<td>5.2 Calculate the required fluid intake and output for a patient of a given weight over a period of 24 hours.</td>
</tr>
<tr>
<td></td>
<td>5.3 Calculate the fluid balance for a given patient over a 24 hour period.</td>
</tr>
<tr>
<td>6 Understand the need for accurate documentation within a health setting.</td>
<td>6.1 Explain the requirement for accurate recording of data in health-related charts.</td>
</tr>
<tr>
<td></td>
<td>6.2 Analyse implications of not recording data accurately in a health setting.</td>
</tr>
</tbody>
</table>
## Access to HE Diploma Unit

<table>
<thead>
<tr>
<th>Unit Code:</th>
<th>QU025450</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Presenting Information Using ICT</td>
</tr>
<tr>
<td>Unit level:</td>
<td>Level 2</td>
</tr>
<tr>
<td>Unit Credit:</td>
<td>3</td>
</tr>
<tr>
<td>Grading type:</td>
<td>Ungraded</td>
</tr>
<tr>
<td>Academic subject content/other:</td>
<td>Other</td>
</tr>
<tr>
<td>Suggested assessment details:</td>
<td>Research, Create Presentation, Create Commentaries, Lecture Notes and Handouts ~ 1500 words in total</td>
</tr>
</tbody>
</table>

This unit has 5 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
</tbody>
</table>
| 1. Know how to combine text and other types of information to create a presentation using presentation software. | 1.1 Create a presentation using presentation software.  
1.2 Use built-in slide layouts to present different information effectively.  
1.3 Apply a design template to a presentation appropriate for the audience.  
1.4 Combine text, images, charts to present information. |
| 2. Know how to use tools within the presentation software to edit and enhance the presentation. | 2.1 Present information in a way that is appropriate for the audience of the presentation by:  
• formatting text  
• creating and formatting tables  
• creating and editing charts.  
2.2 Format images and drawn objects to enhance the presentation.  
2.3 Use animation and transition effects appropriate for the audience. |
| 3. Understand factors that affect the effective communication of information whilst using presentation software. | 3.1 Recognise copyright and constraints which may affect the presentation and its content.  
3.2 Describe how to deliver the presentation to meet the needs of |
<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td></td>
<td>the audience and communicate effectively.</td>
</tr>
<tr>
<td>4. Review the presentation.</td>
<td>4.1 Check timings, spelling, transitions and make any necessary corrections to ensure that the presentation is fit for purpose.</td>
</tr>
</tbody>
</table>
| 5. Be able to deliver a completed presentation to an audience. | 5.1 Produce a commentary for the slide presentation.  
|                                          | 5.2 Produce handouts, lecture notes and prints of the slideshow as required.  
|                                          | 5.3 Deliver the presentation.  
|                                          | 5.4 Identify how to improve presentations for the future. |
Access to HE Diploma Unit

| Unit Code: | QU027084 |
| Title: | Presenting Information Using ICT |
| Unit level: | Level 3 |
| Unit Credit: | 3 |
| Grading type: | Ungraded |
| Academic subject content/other: | Other |
| Suggested assessment details: | Research Notes, Presentation Handouts, Create Presentation ~ 1500 words in total |

This unit has 3 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
</tbody>
</table>

1. Understand ways of using ICT to present information.

   1.1 Find and analyse examples of information presented through ICT.
   1.2 Explain which forms of presentation suit different types of information.
   1.3 Analyse examples of information presented with clear layout and style.
   1.4 Explain the importance of copyright when presenting information.

2. Be able to use a range of ICT software applications to present information.

   2.1 Present text information for a given purpose using a variety of features in word processing software.
   2.2 Present information for a given purpose using a variety of features in spreadsheet software.
   2.3 Present information for a given purpose using a variety of features in presentation software.

3. Be able to integrate ICT software to present information.

   E.g. embedding a chart produced in a spreadsheet into a document or presentation.

   3.1 Plan how to present integrated information using a range of ICT formats.

   Range should include presentation, spreadsheet and word processing software.

   3.2 Present information to meet a specific brief.
<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td></td>
<td>3.3 Save information in a structured format so it can be found easily and justify choice.</td>
</tr>
</tbody>
</table>
### Access to HE Diploma Unit

<table>
<thead>
<tr>
<th>Unit Code:</th>
<th>QU028487</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>Promoting Wellbeing and Building Resilience</td>
</tr>
<tr>
<td><strong>Unit level:</strong></td>
<td>Level 3</td>
</tr>
<tr>
<td><strong>Unit Credit:</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Grading type:</strong></td>
<td>Ungraded</td>
</tr>
<tr>
<td><strong>Academic subject content/other:</strong></td>
<td>Other</td>
</tr>
<tr>
<td><strong>Suggested assessment details:</strong></td>
<td>Report ~ 1500 words</td>
</tr>
</tbody>
</table>

This unit has 4 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td>1. Understand the physical and psychological impact of pressure and stress on mental wellbeing.</td>
<td>1.1 Explain the physical and psychological impact of pressure and stress on mental wellbeing.</td>
</tr>
<tr>
<td>2. Understand the connection between mental wellbeing and resilience.</td>
<td>2.1 Analyse the connection between mental wellbeing and resilience.</td>
</tr>
<tr>
<td>3. Understand the factors that can improve wellbeing and build resilience.</td>
<td>3.1 Explain factors that can improve wellbeing.</td>
</tr>
<tr>
<td></td>
<td>3.2 Explain factors that can negatively affect wellbeing and how to avoid them.</td>
</tr>
<tr>
<td></td>
<td>3.3 Explain the behaviours associated with resilience.</td>
</tr>
<tr>
<td></td>
<td>3.4 Explain ways to build resilience.</td>
</tr>
<tr>
<td>4. Understand how to manage an individual’s mental wellbeing and the support available to them.</td>
<td>4.1 Evaluate the methods for managing and maintaining mental wellbeing and building resilience.</td>
</tr>
<tr>
<td></td>
<td>To include practical and theoretical methods such as breathing exercises to reduce stress, mindfulness techniques.</td>
</tr>
<tr>
<td></td>
<td>4.2 Analyse the types of support available from different sources.</td>
</tr>
</tbody>
</table>
This unit has 5 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td>1 Know how to manage and organise study time.</td>
<td>1.1 Produce, revise and evaluate a personal schedule of study that accommodates own time constrains.</td>
</tr>
<tr>
<td></td>
<td>1.2 Where necessary, prioritise and reschedule study plan explaining changes.</td>
</tr>
<tr>
<td></td>
<td>1.3 Prioritise and meet assignment deadlines, negotiating new deadlines if needed.</td>
</tr>
<tr>
<td></td>
<td>1.4 Devise a strategy for organising coursework.</td>
</tr>
<tr>
<td>2 Know how to participate in learning activities.</td>
<td>2.1 Prepare efficiently for tutorials and classroom activities.</td>
</tr>
<tr>
<td></td>
<td>2.2 Participate appropriately in classroom activities.</td>
</tr>
<tr>
<td>3 Understand assignment requirements.</td>
<td>3.1 Analyse assignment effectively identifying aims and objectives.</td>
</tr>
<tr>
<td></td>
<td>3.2 Determine suitable format for assignment, effectively explaining decisions made.</td>
</tr>
<tr>
<td>4 Understand learning preferences.</td>
<td>4.1 Analyse different methods of learning.</td>
</tr>
<tr>
<td></td>
<td>4.2 Analyse methods of identifying own learning preferences.</td>
</tr>
<tr>
<td>LEARNING OUTCOMES</td>
<td>ASSESSMENT CRITERIA</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td>5  Be able to retrieve information from a range of sources.</td>
<td>5.1 Retrieve information from a range of written texts using a range of reading skills.</td>
</tr>
<tr>
<td></td>
<td>5.2 Scan source material, critically evaluating information, selecting accurate and detailed notes to suit purpose.</td>
</tr>
<tr>
<td></td>
<td>5.3 Demonstrate the use of a recognised referencing system for retrieved information.</td>
</tr>
</tbody>
</table>
**Access to HE Diploma Unit**

<table>
<thead>
<tr>
<th>Unit Code:</th>
<th>QU025609</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>Work Placement</td>
</tr>
<tr>
<td><strong>Unit level:</strong></td>
<td>Level 3</td>
</tr>
<tr>
<td><strong>Unit Credit:</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Grading type:</strong></td>
<td>Ungraded</td>
</tr>
<tr>
<td><strong>Academic subject content/other:</strong></td>
<td>Other</td>
</tr>
<tr>
<td><strong>Suggested assessment details:</strong></td>
<td>Evaluation of Work Placement, Evaluation of Structure, Evaluation of Work Experience ~ 1500 words in total</td>
</tr>
</tbody>
</table>

This unit has 3 learning outcomes.

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

8. Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation and authorised Access Validating Agency based in Colchester. We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

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

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

Appendix 1: Exemplar Pathway – Social Care

Mandatory Units: Graded Academic Subject Content

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>QU025398</td>
<td>Care Principles</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>QU025572</td>
<td>Introduction to Healthcare</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>QU025831</td>
<td>Mental Health and Illness</td>
<td>3</td>
<td>3</td>
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<tr>
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Appendix 2: Exemplar Pathway – Social Work Skills

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Appendix 3: Exemplar Pathway – Social Work and Disability

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