

DIPLOMA GUIDE



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Access to HE Diploma (Health and Social Care)

Access to HE

Apprenticeships

Digital

Employability &
Enterprise

English & Maths

ESOL

Personal & Social
Development

Professional
Development

Vocational

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

Learners must complete 18 credits from the Mandatory 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.

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

Graded Units: Research

Learners must achieve 6 credits from this group.

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

Optional Units: Graded Academic Subject Content

Learners must achieve 21 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
QU018205	An Introduction to Health and Disease	3	3	Academic	2,7	Case study Short answer questions Individual presentation	750 words 250 words 10 minutes
QU025825	Dementia Awareness	3	3		1, 5, 7	Short answer questions Academic poster Case study	500 words 500 words 500 words
QU026109	Duty of Care in Care Settings	3	3	Academic	1, 7	Essay	1500 words

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
QU017815	Effective and Reflective Practice	3	3	Academic	2, 7	Reflective account Report	750 words 750 words
QU025436	Equality and Diversity within Care Services	3	3	Academic	2, 7	Case study Short answer questions	1000 words 500 words
QU018799	Government Policy in Relation to Current Health Issues	3	3	Academic	2, 4, 7	Project Report	1500 words
QU018796	Government Policy in Relation to Current Social Welfare Issues	3	3	Academic	2, 4, 7	Project	1500 words
QU025438	Health or Social Care Professions: Ethics and Values	3	3	Academic	1, 4, 7	Essay	1500 words
QU025835	Health Psychology	3	6	Academic	1, 2, 7	2 x case studies	2 x 1500 words
QU006415	Human Body Systems – Circulation and Gaseous Exchange	3	3	Academic	2, 7	Worksheet Practical investigation & Scientific report	500 words 750 words
QU025404	Inclusivity and Disability	3	3	Academic	1, 2, 7	Exam Individual presentation Notes	1 hour closed book 10 minutes 750 words
QU005966	Life Course	3	3	Academic	1, 2, 7	Report	1500 words
QU025400	Management of Ill Health	3	3	Academic	1, 2, 7	Case study	1500 words
QU025681	Media Perspectives of Health and Social Care	3	3	Academic	1, 2, 5, 7	Report Case study	1000 words 500 words
QU014245	Poverty and Social Exclusion	3	3	Academic	2, 7	Exam (open book)	2 hours
QU005980	Promoting Health	3	3	Academic	1, 2, 7	Individual presentation Supporting materials Poster	10 minutes 750 words
QU025833	Social Drugs and Medicines	3	3	Academic	2, 7	Individual presentation Case study Short answer questions	10 minutes 750 words 250 words
QU014232	Social Work and Disability	3	3	Academic	2, 5, 7	2 x case studies	2 x 750 words

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
QU006006	Social Work Skills	3	3	Academic	2, 7	3 x case studies	3 x 500 words
QU007094	Sociology of Health	3	6	Academic	1, 2, 7	Report Literature review Self evaluation	1500 words 1000 words 500 words
QU025683	Structure and Contexts of Health and Social Care Delivery	3	3	Academic	2, 7	Exam (closed book)	1.5 hours
QU026107	Understand Care and Support Planning	3	3	Academic	1, 4, 7	Academic poster Timeline Case study	500 words 400 words 700 words
QU026111	Understand Care of the Elderly	3	3	Academic	1, 2, 7	Individual presentation Structured written questions Role play	10 minutes 750 words 5 minutes
QU006060	Understanding Social and Physical Aspects of Adult Relationships	3	3	Academic	2, 5, 7	Case study Short answer questions Individual presentation	750 words 250 words 10 minutes

Mandatory Units: Ungraded

Learners must achieve 9 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU025276	Academic Writing Skills	3	3	Other	Notes from a range of sources Essay plan Essay	300 words 200 words 1000 words
QU007486	Application of Number - Presenting and interpreting information	3	3	Other	2 controlled examinations	2 x 60 minutes

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU025532	Preparation for Higher Education	3	3	Other	Research, Application form and Personal Statement Prepared Q&A	Review of research, course and decision 500 words, application form, Personal Statement 750 words Prepared Q&A 250 words

Optional Units: Ungraded

Learners must achieve 6 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU018346	Academic Reading Skills	3	3	Other	Exam	1.5 hours closed book
QU007560	Communication - Speaking and Listening	3	3	Other	Oral presentation Group discussion Self evaluation	Presentation: 5 minutes 250 word notes Discussion: 15-20 minutes
QU025278	Developing Professional Attributes	3	3	Other	Essay, SWOT Analysis	1,000 words 300 words
QU025837	Drug Calculations and Health Related Charts	3	3	Academic	Exam Short answer questions	1 hour exam 500 words
QU025450	Presenting Information Using ICT	2	3	Other	Research Notes, Presentation Handouts, Create Presentation	1500 words in total
QU027084	Presenting Information Using ICT	3	3	Other	Research, Create Presentation, Create Commentaries, Lecture Notes and Handouts	1500 words in total
QU028487	Promoting Wellbeing and Building Resilience	3	3	Other	Report	1500 words
QU018318	Study Skills	3	3	Other	Study Plan, Worksheets, Assignment Plan	200 words 250 words 500 words
QU033854	Sustainability Project	3	3	Academic	Report, including project plan and reflection	1000 words
QU033880	The Fundamentals of Environmental Sustainability	3	3	Academic	Report	1500 words
QU025609	Work Placement	3	3	Other	Report	1500 words

3.3 Additional completion requirements

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

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

3.4 Recognition of Prior Learning

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

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

4. Access to HE Units of Assessment

4.1 Unit specification

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

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

The units of assessment for 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>.
- expertise and resources to provide information, advice and guidance on HE applications and progression opportunities.
- Systems for maintaining secure records of individual learners' registration and achievement
- internal moderation arrangements that meet Gateway Qualification requirements.
- arrangements for internal course monitoring and self-evaluation and feedback
- procedures and criteria for the recognition of prior learning that meet Gateway Qualifications requirements.
- quality assurance procedures relating to the delivery of provision, including transparent processes for handling appeals and complaints.

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

5.2 Staffing requirements

Providers are required to ensure that:

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

5.3 Facilities and resources

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

5.4 Quality Assurance Requirements

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

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

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

5.5 Additional requirements/guidance

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

6. Unit Details

Mandatory Units: Graded Academic Subject Content

Access to HE Diploma Unit

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

This unit has 5 learning outcomes.

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

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>This should include reference to the General Data Protection Regulations, May 2018.</p> <p>2.2 Evaluate the effectiveness of methods of giving, receiving and storing information.</p> <p>2.3 Analyse issues relating to confidentiality in the care setting. This includes client choice and the right/need to know.</p>
<p>3 Understand and promote anti-discriminatory practice.</p>	<p>3.1 Explain the personal contribution of the care worker to promoting anti-discriminatory practice.</p> <p>3.2 Summarise own role and responsibility in terms of being accountable for Equality and Diversity within the care setting, to support meeting the equality objectives of the organisation.</p>
<p>4 Understand and support individual rights and choice in a care setting.</p>	<p>4.1 Differentiate between personal rights and choices and legal rights.</p> <p>4.2 Explain factors which potentially affect client's rights.</p> <p>This can include abuse, risks, nature of client group and socio-economic and cultural factors.</p>
<p>5 Understand the importance of the individual's personal beliefs and identity.</p>	<p>5.1 Examine factors which influence the development of identity.</p> <p>5.2 Analyse how care practice can support basic human needs.</p> <p>5.3 Analyse ways in which beliefs and preferences may affect care delivery.</p>

Access to HE Diploma Unit

Unit Code:	QU025572		
Title:	Introduction to Healthcare		
Unit level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	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.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the term health.	1.1 Explain the meaning of the term "health" making references to: <ol style="list-style-type: none"> a. social models b. medical models c. holistic models.
2 Understand the development of healthcare in the Britain since the beginning of the 20 th 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

Unit Code:	QU025831		
Title:	Mental Health and Illness		
Unit level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Closed book exam ~ 1.5 hours		

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Understand the problems in defining abnormal and normal behaviour.	1.1	Explain the difficulties in defining abnormality and normality.
2	Understand the different psychological explanations given for the cause of a particular mental illness.	2.1	Explain the causes of a particular mental illness from different perspectives within psychology Different perspectives include medical, psychodynamic, behaviourist, cognitive and humanistic theories.
3	Understand the different approaches for treating a particular mental illness from different psychological perspectives.	3.1	Explain the different approaches for treating a particular mental illness from different psychological perspectives.

Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

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

Access to HE Diploma Unit

Unit Code:	QU025672		
Title:	The Role of the Health or Social Care Professional		
Unit level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Essay ~ 1500 words		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the role of the health or social care professional.	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.
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

Unit Code:	QU026035		
Title:	Research Skills for Health or Care		
Unit level:	Level 3	Unit Credit:	6
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD3-Application of skills • GD4-Use of information • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Research diary ~ 500 words Research proposal ~ 500 words Report ~ 1500 words Evaluation ~ 250 words		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand research methods and their uses for health or care.	1.1 Evaluate the use of different research methods for a specific research purpose.
2 Be able to plan a research project.	2.1 Establish research aims related to the research topic. 2.2 Produce a detailed research proposal with specific timescales and milestones for completion of the research. 2.3 Justify its relevance for the subject area.
3 Be able to carry out a research project.	3.1 Carry out research that adheres to: <ol style="list-style-type: none"> a) the research proposal b) ethical guidelines c) agreed timescales.
4 Be able to produce a report on research using a standard format.	4.1 Report on research using a standard format.

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

Access to HE Diploma Unit

Unit Code:	QU026037		
Title:	Research: Extended Writing Project for Health or Care		
Unit level:	Level 3	Unit Credit:	6
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD3-Application of skills • GD4-Use of information • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Practical investigations, report including at least one graph, chart and table ~ 1250 word scientific report based on investigations, including at least one graph, chart and table Worksheets ~ 750 words		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to plan an extended writing project 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.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	3.3 Produce a body of work which meets the brief and includes complex ideas.
4 Be able to present the project.	4.1 Write coherently in a conventional style, appropriate to the knowledge domain. 4.2 Reference all sources using a recommended style of referencing.
5 Be able to evaluate own writing project.	5.1 Evaluate own writing in relation to project brief. 5.2 Identify recommendations for the future.

Optional Units: Graded Academic Subject Content

Access to HE Diploma Unit

Unit Code:	QU018205		
Title:	An Introduction to Health and Disease		
Unit level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand different concepts of health.	1.1 Explain different definitions of health.
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

Unit Code:	QU025825		
Title:	Dementia Awareness		
Unit level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD5-Communication and presentation • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Short answer questions ~ 500 words Academic poster ~ 500 words Case study ~ 500 words		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand what dementia is.	1.1 Explain what is meant by the term 'dementia'. 1.2 Analyse the key functions of the brain that are affected by dementia. 1.3 Evaluate how other impairments may be mistaken for dementia.
2 Understand key features of theoretical models of dementia.	2.1 Explain the social model of dementia. 2.2 Explain the medical model of dementia. 2.3 Explain why dementia should be viewed as a disability.
3 Know common forms of dementia and their causes.	3.1 Evaluate the risk factors for common causes of dementia. 3.2 Explain the likely signs and symptoms of common types of dementia. 3.3 Analyse prevalence rates for common types of dementia.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>4 Understand the impact of dementia on the individual and others and society.</p>	<p>4.1 Evaluate the impact of dementia on the lives of the individual with dementia and others around them.</p>

Access to HE Diploma Unit

Unit Code:	QU026109		
Title:	Duty of Care in Care Settings		
Unit level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Essay ~ 1500 words		

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand how duty of care contributes to safe practice.	1.1 Explain what it means to have a duty of care in own work role. 1.2 Explain how duty of care relates to duty of candour. 1.3 Explain how duty of care contributes to the safeguarding or protection of individuals.
<p>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:</p> <ul style="list-style-type: none"> • 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. 	

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<ul style="list-style-type: none"> • use their professional judgement about whether to inform patients about near misses – incidents which have the potential to result in harm but do not. • report errors at an early stage so that lessons can be learned quickly, and patients are protected from harm in the future. • 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. 	
<p>2 Understand how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care.</p>	<p>2.1 Explain conflicts or dilemmas that may arise between the duty of care and an individual's rights.</p> <p>2.2 Explain where to get additional support and advice about conflicts and dilemmas.</p>
<p>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:</p> <ul style="list-style-type: none"> • 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. <p>Learners must know that individual's rights include:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>	

Access to HE Diploma Unit

Unit Code:	QU017815		
Title:	Effective and Reflective Practice		
Unit level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1 Understand how to relate theories of group dynamics, interpersonal skills, advocacy and institutionalisation to the work place.</p>	<p>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.</p>
<p>2 Understand how to be empathic and work with others</p>	<p>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.</p>
<p>3 Understand how to reflect on own practice.</p>	<p>3.1 Critically assess the concept of reflection. 3.2 Analyse your actions with a goal of changing and improving practice.</p>

Access to HE Diploma Unit

Unit Code:	QU025436		
Title:	Equality and Diversity within Care Services		
Unit level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> GD2-Application of knowledge GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Case study ~ 1000 words Short answer questions ~ 500 words		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the terminology used in relation to equality and diversity in care services.	1.1 Evaluate terminology related to equality and diversity used in care services
2 Understand how vocabulary related to equality and diversity impacts on care service users.	2.1 Discuss the impact of vocabulary related to equality and diversity on the self-esteem of service users.
3 Understand the legislation which underpins the implementation of equality and diversity practices within care services.	3.1 Analyse the impact of implementing practices related to equality and diversity in light of a given situation.
4 Understand ways in which individuals with protected characteristics are supported by equality and diversity legislation.	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.

Access to HE Diploma Unit

Unit Code:	QU018799		
Title:	Government Policy in Relation to Current Health Issues		
Unit level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD2-Application of knowledge • GD4-Use of information • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand current health issues.	1.1. Explain and discuss the effects of a current health issue.
2. Understand data related to health conditions.	2.1. Using graphical information such as charts, tables and graphs, explain variations in data with respect to age or ethnicity.
3. Understand Government policy relating to the health issue. E.g. National, NICE guidelines, Public Health England.	3.1. Evaluate Government policy relating to the current 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.

Access to HE Diploma Unit

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

This unit has 4 learning outcomes.

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

Access to HE Diploma Unit

Unit Code:	QU025438		
Title:	Health or Social Care Professions: Ethics and Values		
Unit level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD4-Use of information • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Essay ~ 1500 words		

This unit has 3 learning outcomes.

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

Unit Code:	QU025835		
Title:	Health Psychology		
Unit level:	Level 3	Unit Credit:	6
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
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. 3.2 Analyse theories of pain. For example, gate control theory

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>The learner will:</p>	<p>The learner can:</p> <p>3.3 Explain how social and emotional experiences affect pain management.</p> <p>3.4 Evaluate the main methods of assessing pain.</p> <p>For example, self reports</p> <p>3.5 Discuss the main methods of pain control.</p> <p>For example, medical, behavioural, cognitive methods.</p>
<p>4 Understand patient/practitioner interactions and patient's compliance with medical advice.</p>	<p>4.1 Discuss the behaviour and style adopted by both patient and practitioner and their effect upon interactions.</p> <p>4.2 Analyse reasons why people do not always adhere to medical advice.</p> <p>4.3 Discuss research into ways of improving</p> <p>a) patients' understanding and</p> <p>b) patients' satisfaction in medical consultations.</p>

Access to HE Diploma Unit

Title:	Human Body Systems - Circulation and Gaseous Exchange		
Unit Code:	QU006415		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade Descriptors:	<ul style="list-style-type: none"> • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested Assessment details:	See assessment grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the structure and function of the circulatory system.	1.1 Describe the structure of the heart and circulatory system in mammals. 1.2 Describe and explain a cardiac cycle. 1.3 Explain the control of the heart beat. 1.4 Explain the transport of oxygen and carbon dioxide in the blood.
2 Understand the structure and function of the respiratory system.	2.1 Describe and explain the structures of the respiratory system. Describe and explain diffusion and the mechanism of gaseous exchange. 2.3 Describe and explain the properties of the respiratory surface including an analysis of the importance of surface area to volume ratio.
3 Understand how to complete a scientific investigation on heart and breathing rate.	3.1 Describe in detail a safe method and present reliable results from an investigation on heart and breathing rate. 3.2 Analyse findings by producing a scientific report which utilises the results of the scientific investigation.

Access to HE Diploma Unit

Unit Code:	QU025404		
Title:	Inclusivity and Disability		
Unit level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Exam ~ two hours closed book		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand definitions of disability and everyday use of terminology related to disability.	1.1 Summarise definitions of disability and everyday use of terminology related to disability. 1.2 Compare medical and social models of disability.
2 Understand theoretical approaches and assumptions that underpin definitions of disability.	2.1 Evaluate the theoretical approaches and assumptions that underpin definitions of disability.
3 Understand features of disability according to social class, gender, age and ethnicity.	3.1 Evaluate features of disability according to social class, gender, age and ethnicity.
4 Understand legislation designed to support those with disability.	4.1 Summarise legislation on disability.

Access to HE Diploma Unit

Unit Code:	QU005966		
Title:	Life Course		
Unit level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Report ~ 1500 words		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the five main developmental stages of the life course.	1.1 Critically analyse the five main developmental stages of the life course.
2 Understand the cognitive and behavioural characteristics of each developmental stages of the life course.	2.1 Critically examine the significant cognitive and behavioural characteristics at each developmental stage in the life course.
3 Understand the role of social work intervention and the possible consequences at each developmental stage in the life course.	3.1 Compare and contrast the need of social work intervention at the different developmental stages throughout the life course.

Access to HE Diploma Unit

Unit Code:	QU025400		
Title:	Management of Ill Health		
Unit level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Case study ~ 1500 words		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
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: <ul style="list-style-type: none"> • 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.

Access to HE Diploma Unit

Unit Code:	QU025681		
Title:	Media Perspectives of Health and Social Care		
Unit level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD5-Communication and presentation • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Report ~ 1000 words Case Study ~ 500 words		

This unit has 2 learning outcomes.

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

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

This unit has 4 learning outcomes.

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

Access to HE Diploma Unit

Unit Code:	QU005980		
Title:	Promoting Health		
Unit level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the terms health education and health promotion.	1.1 Explain the terms health education and health promotion.
2 Understand the approaches to health education/promotion.	2.1 Evaluate the approaches used in health education/health promotion.
3 Understand the role of health professionals in promoting health.	3.1 Compare and contrast the health education/promotion role of different health professionals in different settings.
4 Understand how the mass media is used in health promotion.	4.1 Evaluate how the mass media is used in health promotion.

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:	<ul style="list-style-type: none"> GD2-Application of knowledge GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the 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.

Access to HE Diploma Unit

Unit Code:	QU014232		
Title:	Social Work and Disability		
Unit level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD2-Application of knowledge • GD5-Communication and presentation • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

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

Access to HE Diploma Unit

Unit Code:	QU006006		
Title:	Social Work Skills		
Unit level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand how group work including family group conferencing can be used as methods of intervention.	1.1 Analyse the use of group work/family group conferencing as methods of intervention.
2 Understand how counselling/family therapy can be used as methods of intervention.	2.1 Critically evaluate the use of counselling/family therapy as methods of intervention.
3 Understand the differing uses of task centred social work and crisis intervention as methods of intervention.	3.1 Analyse the differing uses of task centred social work and crises intervention as methods of intervention.

Access to HE Diploma Unit

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

This unit has 6 learning outcomes.

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

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

Access to HE Diploma Unit

Unit Code:	QU025683		
Title:	Structure and Contexts of Health and Social Care Delivery		
Unit level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Exam (closed book) ~ 1.5 hours		

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. the demographic change b. technological advances c. user expectations.

Access to HE Diploma Unit

Unit Code:	QU026107		
Title:	Understand Care and Support Planning		
Unit level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD4-Use of information • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Academic poster ~ 500 words Timeline ~ 400 words Case study ~ 700 words		

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand how to work within the care and support planning process.	1.1 Explain the principles and values underpinning effective care and support planning. Principles and values underpinning effective care must include: <ul style="list-style-type: none"> • person centred • needs led • holistic approach • collaboration and full participation • building on strengths • anti-discriminatory practice • promoting social inclusion • recovery focused • effective record keeping 1.2 Explain the tasks associated with each stage of the care and support planning process: <ul style="list-style-type: none"> • assessment of need • planning goals • monitoring progress • reviewing plans

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>2 Understand how to work with others as part of the care and support planning process.</p>	<p>2.1 Explain how to enable an individual to take an active part in the care planning process.</p> <p>2.2 Explain how carers and family members can take an effective part in the care planning process.</p> <p>2.3 Explain how agencies and workers should work together within the care planning process, including why this is important.</p> <p>2.4 Analyse ways of overcoming differences or conflicts that may occur between those involved in the care planning process.</p>

Access to HE Diploma Unit

Unit Code:	QU026111		
Title:	Understand Care of the Elderly		
Unit level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Individual presentation ~ 10 minutes Structured written questions ~ 750 words Role play ~ 5 minutes		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the ageing process.	1.1 Explain changes occurring with age, to include: <ul style="list-style-type: none"> • physical • psychological • emotional • social 1.2 Analyse the needs of the elderly in relation to the ageing process.
2 Know how to adapt communication techniques when caring for elderly individuals.	2.1 Evaluate communication difficulties faced when caring for the elderly. 2.2 Demonstrate how to adapt communication techniques for use with elderly patients.
3 Understand how to care for elderly patients.	3.1 Explain how conditions affect the elderly, to include: <ul style="list-style-type: none"> • dementia • Parkinson's disease • stroke/TIA • arthritis • osteoporosis

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	3.2 Explain how care plans can be used to support elderly individuals.

Access to HE Diploma Unit

Unit Code:	QU006060		
Title:	Understand Social and Physical Aspects of Adult Relationships		
Unit level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD2-Application of knowledge • GD5-Communication and presentation • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand 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.

Mandatory Units: Ungraded

Access to HE Diploma Unit

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

This unit has 5 learning outcomes.

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

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

Access to HE Diploma Unit

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

This unit has 2 learning outcomes.

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

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>methods for the original purpose of the task.</p>

Access to HE Diploma Unit

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

This unit has 4 learning outcomes.

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

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

Optional Units: Ungraded

Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

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

Access to HE Diploma Unit

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

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Give a short presentation about a straight forward 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

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>sensitively or inviting others to contribute their views.</p> <p>2.4 Respond appropriately to questions.</p>

Access to HE Diploma Unit

Unit Code:	QU025278		
Title:	Developing Professional Attributes		
Unit level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Academic subject content/other:	Other		
Suggested assessment details:	SWOT analysis ~ 300 words Essay ~ 1,000 words		

This unit has 4 learning outcomes.

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

Access to HE Diploma Unit

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

This unit has 6 learning outcomes.

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

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>National Early Warning Score Chart.</p> <p>NEWS2 was introduced across the NHS in 2018 and should be the format used for achievement of this criterion.</p> <p>4.2 Interpret the data for one patient and calculate the score correctly.</p>
<p>5 Use health-related charts to record fluid balance.</p>	<p>5.1 Enter the given data for one patient to record fluid intake and output.</p> <p>5.2 Calculate the required fluid intake and output for a patient of a given weight over a period of 24 hours.</p> <p>5.3 Calculate the fluid balance for a given patient over a 24 hour period.</p>
<p>6 Understand the need for accurate documentation within a health setting.</p>	<p>6.1 Explain the requirement for accurate recording of data in health-related charts.</p> <p>6.2 Analyse implications of not recording data accurately in a health setting.</p>

Access to HE Diploma Unit

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

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
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: <ul style="list-style-type: none"> • 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

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	the audience and communicate effectively.
4. Review the presentation.	4.1 Check timings, spelling, transitions and make any necessary corrections to ensure that the presentation is fit for purpose.
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.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1. Understand ways of using ICT to present information.</p>	<p>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.</p>
<p>2 Be able to use a range of ICT software applications to present information.</p>	<p>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.</p>
<p>3 Be able to integrate ICT software to present information.</p> <p>E.g. embedding a chart produced in a spreadsheet into a document or presentation.</p>	<p>3.1 Plan how to present integrated information using a range of ICT formats.</p> <p>Range should include presentation, spreadsheet and word processing software.</p> <p>3.2 Present information to meet a specific brief.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	3.3 Save information in a structured format so it can be found easily and justify choice.

Access to HE Diploma Unit

Unit Code:	QU028487		
Title:	Promoting Wellbeing and Building Resilience		
Unit level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Academic subject content/other:	Other		
Suggested assessment details:	Report ~ 1500 words		

This unit has 4 learning outcomes.

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

Access to HE Diploma Unit

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

This unit has 5 learning outcomes.

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

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>5 Be able to retrieve information from a range of sources.</p>	<p>5.1 Retrieve information from a range of written texts using a range of reading skills.</p> <p>5.2 Scan source material, critically evaluating information, selecting accurate and detailed notes to suit purpose.</p> <p>5.3 Demonstrate the use of a recognised referencing system for retrieved information.</p>

Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to plan a project to promote sustainability within a specific sector.	1.1 Identify a project to promote sustainability within a chosen sector, justifying your choice. Produce a project plan for own project including: <ul style="list-style-type: none"> • Aims and objectives • Time scales • Methods • Resources required • Any health and safety considerations. 1.2
2. Be able to carry out a sustainability project.	2.1 Carry out a sustainability project. 2.2 Produce a report on the findings of the sustainability project.
3. Be able to review the success of a sustainability project.	3.1 Evaluate the extent to which the project has met the aim and objectives. 3.2 Evaluate the extent to which the project has met the aim and objectives.

Access to HE Diploma Unit

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

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the importance of sustainability within a specific sector.	1.1 Explain what is meant by sustainability. Explain the importance of supporting environmental sustainability within a chosen sector. 1.2 Explain environmental sustainability within a chosen sector.
2. Know how environmental sustainability can be supported within the chosen sector.	2.1 Describe environmental issues relevant to a chosen sector. 2.2 Describe the impact of the chosen sector on the environment. Explain how these environmental issues could be minimised within a chosen sector. 2.3 Analyse factors to consider when working towards environmental sustainability in a chosen sector. 2.4
3. Know how the 3 Rs of sustainability can be applied within the chosen sector.	3.1 Explain the 3 Rs of sustainability. 3.2 Analyse ways that a chosen sector can implement the 3 Rs of sustainability.
4. Understand the importance of waste management within the chosen sector.	4.1 Explain the importance of having a waste management strategy within a chosen sector. 4.2 Explain environmental hazards or risks that could be caused by poor waste management within a chosen sector.

Access to HE Diploma Unit

Unit Code:	QU025609		
Title:	Work Placement		
Unit level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Academic subject content/other:	Other		
Suggested assessment details:	Evaluation of Work Placement, Evaluation of Structure, Evaluation of Work Experience ~ 1500 words in total		

This unit has 3 learning outcomes.

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

7. What to do next

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

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

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

8. Gateway Qualifications

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

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

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

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

9. Appendix

Appendix 1: Exemplar Pathway – Social Care

Mandatory Units: Graded Academic Subject Content

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

Graded Units: Research

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

Optional Units: Graded Academic Subject Content

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

Mandatory Units: Ungraded

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

Optional Units: Ungraded

Unit Code	Unit Title	Level	Credits
QU025837	Drug Calculations and Health Related Charts	3	3
QU025278	Developing Professional Attributes	3	3

Appendix 2: Exemplar Pathway – Social Work Skills

Mandatory Units: Graded Academic Subject Content

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

Graded Units: Research

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

Optional Units: Graded Academic Subject Content

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

Mandatory Units: Ungraded

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

Optional Units: Ungraded

Unit Code	Unit Title	Level	Credits
QU025278	Developing Professional Attributes	3	3
QU025450	Presenting Information Using ICT	2	3

Appendix 3: Exemplar Pathway – Social Work and Disability

Mandatory Units: Graded Academic Subject Content

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

Graded Units: Research

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

Optional Units: Graded Academic Subject Content

Unit Code	Unit Title	Level	Credits
QU026109	Duty of Care in Care Settings	3	3
QU025436	Equality and Diversity within Care Services	3	3
QU018796	Government Policy in Relation to Current Social Welfare Issues	3	3
QU025438	Health or Social Care Professions: Ethics and Values	3	3
QU025404	Inclusivity and Disability	3	3
QU005966	Life Course	3	3
QU014232	Social Work and Disability	3	3

Mandatory Units: Ungraded

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

Optional Units: Ungraded

Unit Code	Unit Title	Level	Credits
QU018346	Academic Reading Skills	3	3
QU007560	Communication - Speaking and Listening	3	3

Appendix 4: Exemplar Pathway – Health and Social Care

Mandatory Units: Graded Academic Subject Content

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

Graded Units: Research

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

Optional Units: Graded Academic Subject Content

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

Mandatory Units: Ungraded

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

Optional Units: Ungraded

Unit Code	Unit Title	Level	Credits
QU025837	Drug Calculations and Health Related Charts	3	3
QU025450	Presenting Information Using ICT	2	3



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