

# DIPLOMA GUIDE



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## Access to HE Diploma (Humanities and Social Sciences)

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

Website: <https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/>

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## 1. Diploma Information

### 1.1 Overview of the Access to Higher Education Diploma

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

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

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

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

### 1.2 About this Diploma

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The diploma allows learners to undertake study related to humanities and social science topics. Learners will have the opportunity to develop skills which will enable progression to a range of degree level programmes including a focus on English language and literature, history, politics and philosophy which underpin most humanities degrees. Many learners join humanities and social science degrees after following A level study, so the diploma will place the Access to HE learners on a level with those who have followed A level studies.

Learners will complete mandatory units which cover an introduction to history skills, English language and literature and an introduction to psychology, criminology and sociology to cover the social sciences background knowledge but then they will be able to research an area of interest to them in more depth. They will study a range of optional units covering aspects of English language and literature, key events in history and have the opportunity to investigate specific aspects of sociology, psychology, crime and law.

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

### 1.3 Purpose

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

### 1.4 Aims

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The qualification aims to:

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

### 1.5 Objectives

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The objective of the Diploma is to enable learners to:

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

### 1.6 Sector Subject Area

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11.2 Sociology and Social Policy

### 1.7 Target groups

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

## 1.8 Delivery methods

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Delivery methods for this diploma can include:

- Face to face
- Blended learning

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

If the optional unit **Introduction to a Pre-20th Century Drama** is chosen, learners wishing to progress onto a literature degree should study key writers such as Shakespeare.

Assessment methods will include essays, projects, presentations, self-evaluation, group discussions, SWOT analysis, case studies, short answer questions, literature review, exams, reports.

## 1.9 Achievement methodology

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

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

## 1.10 Geographical coverage

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This qualification has been approved by for delivery in England.

## 1.11 Progression opportunities

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Progression routes are into a range of degrees including:

- BA (Hons) Humanities
- BA (Hons) Arts and Humanities (Creative Writing)
- BA (Hons) English Language and Literature
- BA (Hons) English Literature
- BA (Hons) English Literature and Creative Writing
- BA (Hons) History
- BA (Hons) History and Politics
- BSc (H) Criminological Psychology
- BSc (H) Psychology and Criminology
- BSc (H) Police Studies with Criminological Psychology
- Psychology BSc (Hons)
- BA (Hons) Social Psychology
- BA (Honours) Social Sciences
- BA (Honours) Social Sciences (Sociology)
- BA (Honours) Social Sciences (Psychology)



- BSc (Hons) Sociology
- BA (Honours) Criminology
- BA (Honours) Social Sciences (Criminology)BA Liberal Arts
- BA in Education

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

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

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

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

## 2. Learner Entry Requirements

### 2.1 Age

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

### 2.2 Prior qualifications

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

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

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

### 2.3 Prior skills/knowledge/understanding

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

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

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

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

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

- adapting assessment materials
- adaptation of the physical environment for access purposes
- adaptation to equipment
- assessment material in an enlarged format or Braille
- permitting readers, signers, scribe, prompter, practical assistant
- changing or adapting the assessment method
- extra time, e.g. assignment extensions
- transcript

- use of assistive software where the software does not influence the learners' ability to demonstrate the skills, knowledge or understanding e.g. use of spellchecker in an English assessment
- using assistive technology
- use of CCTV, coloured overlays, low vision aids
- use of a different assessment location
- use of ICT/responses using electronic devices.

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

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

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

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

## **2.5 Additional requirements/guidance**

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

## **2.6 Recruiting learners with integrity**

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

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

## 3. Achieving the Access to HE Diploma

### 3.1 Qualification specification

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

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

### 3.2 Rules of Combination

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

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

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

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

Learners must complete 12 credits must be taken from the mandatory group. A maximum of 6 credits must be taken from the Research optional group and a minimum of 3 credits from both the Humanities and Social Sciences optional groups. The remaining 21 credits can be

taken from either the Humanities or Social Sciences optional groups. Learners must complete 15 credits of ungraded units with 9 credits from the Mandatory ungraded group and 6 credits from the optional ungraded group.

### Mandatory Units: Graded Academic Subject Content

Learners must achieve 12 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment methods	Assessment Volume
QU014145	History Skills	3	3	Academic	2, 4, 7	Literature review	1500 words
QU025905	Introduction to English Language and Literature	3	3	Academic	1, 2, 5, 7	Essay	1500 words
QU018292	Introduction to Psychology	3	3	Academic	2, 7	Essay	1500 words
QU014030	Introduction to Sociology	3	3	Academic	1, 2, 7	Exam (closed book)	2 hours

### Graded Units: Research

Learners must achieve 6 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment methods	Assessment Volume
QU026350	Humanities - Research Skills	3	6	Academic	1, 2, 3, 4, 7	Research diary Research proposal Report Evaluation	500 words 500 words 1500 words 250 words
QU026348	Humanities Research Project - Methodology	3	6	Academic	2, 3, 4, 6, 7	Research project	Research plan 200 words, research report 2,500 words, evidence of research carried out (questionnaires) 300 words

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment methods	Assessment Volume
QU026104	Research Skills for Social Science	3	6	Academic	1, 2, 3, 4, 7	Research diary Research proposal Report Evaluation	500 words 500 words 1500 words 250 words
QU007950	Social Research Methods	3	6	Academic	2, 4, 5, 7	Project including observation Interview Questionnaire	1500 words and 500 words observation report 15 minutes interview and 250 words notes 250 words questionnaire

### Optional Graded Units: Humanities

Learners must achieve a minimum of 3 credits and a maximum of 24 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment methods	Assessment Volume
QU025888	English Literature - Prose Criticism	3	6	Academic	1, 2, 5, 7	Individual Presentation 2 x Text Analysis	10 minutes 1000 words x 2
QU014899	Introduction to a Pre-20th Century Drama	3	6	Academic	1, 2, 5, 7	Essay Review of a performance	2 hours open book 1500 words
QU026360	Introduction to Literature: Responding to Poetry	3	6	Academic	1, 2, 5, 7	Reading diary Essay	1500 words 1500 words
QU026346	Introduction to Philosophy	3	3	Academic	2, 7	Structured questions	1500 words
QU006987	Introduction to Religious Thought	3	3	Academic	1, 7	Essay	1500 words
QU025884	Introduction to the History of English	3	3	Academic	1, 2, 5, 7	Essay Timeline Translation	800 words 500 words 150-200 words

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment methods	Assessment Volume
QU006927	Political Philosophy	3	6	Academic	1, 2, 5, 7	Exam Essay	2 hour closed book 1500 words
QU010484	Political Processes	3	3	Academic	1, 7	Essay	1500 words
QU011215	Social Change & Reform in 19th Century Britain	3	3	Academic	2, 7	Timeline 2 x case studies	500 words 2 x 500 words
QU026357	Study of a Specified Historical Event	3	6	Academic	1, 2, 7	Literature review Essay	1000 words 2000 words
QU014443	Techniques in Creative Writing	3	3	Academic	3, 5, 6, 7	Portfolio, prose, verse, reflective account	Portfolio of annotated prose and verse (at least two of each), 500 words
QU025893	The Study of Non Fiction Texts	3	6	Academic	2, 5, 7	Evaluation Article Text Analysis of minimum of 3 texts	500 words 1000 words 1500 words
QU006791	Women's History 1832-1918	3	6	Academic	1, 2, 7	Essay Academic poster	2000 words 500 words plus a 5 minute presentation
QU025899	World War One - The Trenches and The Home Front 1914/18	3	6	Academic	1, 7	Essay Individual presentation	2000 word 10-minute presentation including bibliography and supporting evidence

### Optional Graded Units: Social Sciences

Learners must achieve a minimum of 3 credits and a maximum of 24 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment methods	Assessment Volume
QU005844	Aspects of Social Psychology	3	3	Academic	1, 2, 7	Case studies	2 x 750 words
QU025692	Atypical Development and Abnormal Behaviour	3	3	Academic	1, 7	Report	1500 words
QU006046	Child Development	3	3	Academic	2, 7	Exam (closed book)	2 hours closed book
QU017095	Cognitive Psychology	3	3	Academic	1, 2, 7	Exam (closed book)	2 hours closed book
QU011218	Culture and Identity	3	3	Academic	1, 2, 7	Literature review	1500 words
QU014787	Education Studies: Socio-Economic Factors in Educational Achievement	3	3	Academic	1, 2, 5, 7	Report	1500 words
QU006877	Globalisation	3	3	Academic	2, 5, 7	2 x case studies, individual presentation with questions	2 x 500 words, 10 minutes with 5 minutes questions
QU010482	Human Rights for the Twenty First Century	3	3	Academic	2, 7	Essay	1500 words
QU018992	Introduction to Criminology	3	6	Academic	1, 2, 4, 5, 7	Short answer questions and case studies (open book exam) Report	2 hour (open book exam) 1000 word
QU014710	Introduction to Social Policy	3	3	Academic	1, 2, 7	Short answer questions Case study	750 words 750 words
QU006605	Introduction to the Sociology of Crime and Deviance	3	3	Academic	2, 4, 7	Literature Review	1500 words
QU026240	Media and Society	3	3	Academic	1, 2, 7	Report	1500 words
QU014245	Poverty and Social Exclusion	3	3	Academic	2, 7	Exam	1.5 hours open book
QU025627	Social Inequality	3	3	Academic	2, 5, 7	Exam	1 hour open book



Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment methods	Assessment Volume
QU007094	Sociology of Health	3	6	Academic	1, 2, 7	Case study Report Literature review	750 words 2000 words 1000 words
QU025357	Sociology of the Family	3	3	Academic	2, 7	Essay	1500 words
QU019963	The Psychology of Criminal Investigation	3	3	Academic	1, 2, 7	Report	1500 words

**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
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
QU026344	References and Reliability of Sources	3	3	Other	Literature review	1500 words including recognised form of referencing and bibliography

### Optional Units: Ungraded

Learners must achieve 6 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment methods	Assessment Volume
QU007486	Application of Number - Presenting and interpreting information	3	3	Other	2 controlled examinations	2 x 60 minutes
QU018346	Academic Reading Skills	3	3	Other	Exam	1.5 hours closed book
QU017819	Being a Reflective Learner	3	3	Other	Reflective accounts	1500 words
QU010767	Introduction to the Grammar of English	3	3	Other	Structured questions	1500 words
QU028487	Promoting Wellbeing and Building Resilience	3	3	Other	Report	1500 words
QU033854	Sustainability Project	3	3	Academic	Report, including project plan and reflection	1000 words
QU033880	The Fundamentals of Environmental Sustainability	3	3	Academic	Report	1500 words
QU025750	Understand Published Research for Social Scientists	3	3	Other	Critical review of 2 articles (1 qualitative and 1 quantitative)	1500 words

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### 3.3 Additional completion requirements

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

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

### 3.4 Recognition of Prior Learning

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

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

## 4. Access to HE Units of Assessment

### 4.1 Unit specification

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

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

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

### 4.2 Academic subject content

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

### 4.3 Graded and ungraded units

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

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

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

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

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

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

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

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

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

## 4.4 Revisions to Access to HE Units of Assessment

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

## 5. Assessment and Quality Assurance

### 5.1 Provider requirements

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

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

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

### 5.2 Staffing requirements

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Providers are required to ensure that:

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

### 5.3 Facilities and resources

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

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## 5.4 Quality Assurance Requirements

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

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

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

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## 5.5 Additional requirements/guidance

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

## 6. Unit Details

### Mandatory Units: Graded Academic Subject Content

#### Access to HE Diploma Unit

<b>Unit Code:</b>	QU014145		
<b>Title:</b>	History Skills		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade Descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD4-Use of information</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic subject content		
<b>Assessment details:</b>	Refer to assessment grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand how to select relevant historical source material.	1.1 Identify and select different types of historical source material. 1.2 Distinguish between primary and secondary sources and assess their respective value.
2. Understand how to use historical knowledge which demonstrates an understanding of the period.	2.1 Analyse the similarities and differences between a range of sources in the explanation of an historical event or period. 2.2 Apply source material evidence appropriately to historical writing. 2.3 Apply appropriate referencing methods to historical sources.
3. Understand how to differentiate and evaluate source material.	3.1 Evaluate the quality of the sources using knowledge of the historical context.



### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025905		
<b>Title:</b>	Introduction to English Language and Literature		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade Descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD5-Communication and presentation</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic subject content		
<b>Assessment details:</b>	Essay ~ 1500 words		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Be able to analyse a range of texts with understanding of language use.	1.1 Explain how the selection of language used contributes to purpose and meaning in three literary texts, including at least one poem and one short story.  1.2 Analyse how features of language can influence interpretation of texts.  Features include rhyme, rhythm, alliteration and punctuation.  1.3 Explain how narrative strategies can influence interpretation of text.  For example, use of persona, use of third person.
2 Understand the structure of a short text.	2.1 Identify structural devices used in a short text.  2.2 Comment on the impact of structural devices used within text.  For example, stanza, octave and flashback.
3 Understand the role of social and historical background in literary interpretation.	3.1 Explain how factors external to literary text can influence meaning.

### Access to HE Diploma Unit

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

This unit has 2 learning outcomes.

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

### Access to HE Diploma Unit

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

This unit has 4 learning outcomes.

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

## Graded Research Units

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU026350		
<b>Title:</b>	Humanities - Research Skills		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade Descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD3-Application of skills</li> <li>• GD4-Use of information</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Assessment details:</b>	Research diary ~ 500 words Research proposal ~ 500 words Report ~ 1500 words Evaluation ~ 250 words		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand research methods and their uses.	1.1 Evaluate the use of different research methods for a specific research purpose.
2 Be able to plan a research project.	2.1 Establish research aims related to the research topic. 2.2 Produce a detailed research proposal with specific timescales and milestones for completion of the research. 2.3 Justify its relevance for the subject area.
3 Be able to carry out a research project.	3.1 Carry out research that adheres to: 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
<b>The learner will:</b>	<b>The learner can:</b>
	4.2 Evaluate findings in relation to the research aims. 4.3 Use an accepted method of referencing source material.
5 Be able to evaluate a research project.	5.1 Evaluate a research proposal and its procedures. 5.2 Evaluate methods used to research the subject area.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU026348		
<b>Title:</b>	Humanities Research Project - Methodology		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade Descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD3-Application of skills</li> <li>• GD4-Use of information</li> <li>• GD6-Autonomy/Independence</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic subject content		
<b>Assessment details:</b>	Research project: Research plan ~ 200 words, Research report ~ 2,500 words, Evidence of research carried out (questionnaires) ~ 300 words		

This unit has 5 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to plan a research project.	1.1 Identify and agree a research topic located within a knowledge domain relevant to the named diploma. 1.2 Produce and explain the aims of the research. 1.3 Develop, test, evaluate and refine appropriate research methodology. 1.4 Identify any ethical, practical or safety issues and how these will be managed/overcome.
2. Be able to conduct research.	2.1 Use a valid and appropriate method of investigation. 2.2 Identify and conduct detailed research from a wide range of sources. 2.3 Review research and relevant theory.
3. Be able to interpret research findings.	3.1 Interpret findings and draw appropriate conclusions.
4. Know how to present research findings.	4.1 Produce a research report. 4.2 Select and use the most appropriate format to present results.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
	4.3 Summarise information coherently in a conventional style, appropriate to the knowledge domain. 4.4 Reference all findings using a recommended style of referencing.
5. Be able to evaluate own research project.	5.1 Reflect on the project design and methodologies. 5.2 Evaluate findings in relation to aims, previous research and relevant theory. 5.3 Identify recommendations for the future.

### Access to HE Diploma Unit

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

This unit has 5 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand research methods and their uses.	1.1 Evaluate the use of different research methods for a specific research purpose.
2 Be able to plan a research project.	2.1 Establish research aims related to the research topic. 2.2 Produce a detailed research proposal with specific timescales and milestones for completion of the research.  It should be noted that where learners are conducting primary research, their suggested research project should be scrutinised prior to commencement to check that ethical considerations have taken place. In addition, agreement from the interviewees must be obtained to ensure compliance with the General Data Protection Regulations, 2018. 2.3 Justify its relevance for the subject area.



3 Be able to carry out a research project.	3.1 Carry out research that adheres to: a) the research proposal b) ethical guidelines c) agreed timescales.
4 Be able to produce a report on research using a standard format.	4.1 Report on research using a standard format. 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

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

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the different methods of social research.	1.1 Explain the use of observations, interviews and questionnaires in social research.
2. Understand a range of social research methods.	2.1 Evaluate three areas for primary research. 2.2 Justify the use of observation, interview or questionnaire for each aim. 2.3 Review material and information pertinent to research. 2.4 Produce completed observation, interview and questionnaire.
<p>It should be noted that where learners are conducting primary research, their suggested research project should be scrutinised prior to commencement to check that ethical considerations have taken place. In addition, agreement from the interviewees must be obtained to ensure compliance with the General Data Protection Regulations, 2018.</p>	
3. Understand how to reflect on social research methodology.	3.1 Discuss and draw conclusions from data gathered through observation, interview and questionnaire. 3.2 Critically evaluate the use of observation, interview and questionnaire methods of investigation.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	3.3 Clarify any ethical considerations associated with the research and use appropriate protocols as needed.

## Optional Graded Units: Humanities

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025888		
<b>Title:</b>	English Literature - Prose Criticism		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade Descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD5-Communication and presentation</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Assessment details:</b>	Individual presentation ~ 10 minutes 2 x text analysis ~ 2 x 1000 words		

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand literature in terms of genre and literary devices in relation to set texts.	1.1 Recognise and analyse the writer's use of language in set texts. 1.2 Discuss how the writer has used literary techniques and conventions in the set texts. 1.3 Analyse the use of features of text including <ul style="list-style-type: none"> <li>• theme</li> <li>• plot</li> <li>• imagery</li> <li>• character.</li> </ul>
2 Understand and respond to explicit and implicit meanings in set texts.	2.1 Analyse own and other readers' opinions and judgements on set texts in relation to explicit and implicit meanings.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU014899		
<b>Title:</b>	Introduction to a Pre-20th Century Drama		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade Descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD5-Communication and presentation</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Assessment details:</b>	Refer to assessment grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the context of a pre-20th century drama.	1.1 Analyse the historical and theatrical background of a play. 1.2 Discuss the conventions of drama at that period.
2. Understand how the play is structured.	2.1 Analyse the shape and effects of the plot and subplots. 2.2 Analyse the presentation of the major themes and patterns of themes in the play.
3. Understand the language of the play.	3.1 Analyse how the choice of language contributes to the meanings and effects of the play. 3.2 Comment on the uses and effects of imagery and other poetic techniques. 3.3 Analyse explicit and implicit meanings in texts.
4. Understand how to respond critically to the play.	4.1 Evaluate own and others' responses to an interpretation of different aspects of the play as text or performance. 4.2 Analyse how characters are presented and developed.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU026360		
<b>Title:</b>	Introduction to Literature: Responding to Poetry		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade Descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD5-Communication and presentation</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Assessment details:</b>	Reading diary ~ 1500 words Essay ~ 1500 words		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand that poets bring a range of techniques to the production of poems.	1.1 Evaluate the following techniques in poems: a) imagery b) sound patterns c) tone d) narrative viewpoint e) structure f) rhyme g) rhythm h) mood.
2. Understand poetry's genre.	2.1 Compare and contrast two contrasting genres of poetry.
3. Understand the cultural, political and period context of poetry.	3.1 Evaluate and analyse the importance of context in poems.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU026346		
<b>Title:</b>	Introduction to Philosophy		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade Descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD6-Autonomy/Independence</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic subject content		
<b>Assessment details:</b>	Structured questions ~ 1500 words		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand how philosophical arguments are constructed.	1.1 Analyse the structure of arguments. 1.2 Identify and evaluate weak and strong arguments.
2 Understand philosophical vocabulary.	2.1 Apply philosophical terminology appropriately.
3 Understand the main concepts in moral, political and epistemological philosophy.	3.1 Explain moral philosophical concerns. 3.2 Evaluate different ideas of 'freedom'. 3.3 Investigate the 'problems' of knowledge.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU006987		
<b>Title:</b>	Introduction to Religious Thought		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade Descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Assessment details:</b>	Refer to assessment grid		

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand key features of the major religions.	1.1 Differentiate between key features of major belief systems.
2 Understand the definitions and functions of religion.	2.1 Critically assess definitions and functions of religion for the individual and society.
3 Understand the concept and implications of fundamentalism.	3.1 Critically assess the concept of fundamentalism with reference to two religions.
4 Understand the development of New Age beliefs and the rise of the occult genre.	4.1 Critically evaluate the relationship between the decline of formal religion and the rise of new spirituality.



### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025884		
<b>Title:</b>	Introduction to the History of English		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade Descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD5-Communication and presentation</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Assessment details:</b>	Timeline ~ 500 words Translation ~ 150-200 words Essay ~ 800 words		

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the historical events which influenced the development of languages in the British Isles.	1.1 Explain the chronology of invasions and their influence on the emergence of English in the British Isles.
2 Be able to read a text from an earlier period of English.	2.1 Translate, using supporting reference material, a short text from one of the following periods: Old English, Middle English, Early Modern English.
3 Understand how Standard English developed.	3.1 Analyse the main social, political and linguistic processes which led to the development of a standard form of English in the British Isles.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU006927		
<b>Title:</b>	Political Philosophy		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade Descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD5-Communication and presentation</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Assessment details:</b>	Refer to assessment grid		

This unit has 5 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand Niccolo Machiavelli's position on virtue, cruelty and human nature.	1.1 Analyse the moral and political implications of Machiavelli's position in "The Prince". 1.2 Evaluate contemporary political issues for evidence of "dirty hands" reasoning.
2 Understand John Locke's social contract theory.	2.1 Evaluate the plausibility of social contract theory. 2.2 Evaluate arguments about consent. 2.3 Evaluate arguments for the rights and responsibilities of citizens.
3 Understand Karl Marx's materialist account of historical change, alienation and ideology.	3.1 Evaluate the plausibility of communist theory. 3.2 Assess Marxist arguments against the liberal state.
4 Understand John Stuart Mill's Harm Principle and its application to expressive freedom.	4.1 Apply the harm principle to a moral or political scenario and draw conclusions. 4.2 Analyse paternalist and liberal arguments for individual freedoms.
5 Understand that there are a range of interpretations of key thinkers in political philosophy.	5.1 Analyse the plausibility of the various interpretations of some key thinkers.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU010484		
<b>Title:</b>	Political Processes		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade Descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Assessment details:</b>	Refer to assessment grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the similarities and differences between political systems.	1.1 Evaluate different models of democracy. 1.2 Analyse alternative models of political organisation.
2 Understand political participation in the British and American electoral systems.	2.1 Compare and contrast the British and American electoral systems in respect of political participation.
3 Understand checks and balances that may be placed upon political power in Britain and the US.	3.1 Evaluate the restrictions on executive power in the US and Britain.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU011215		
<b>Title:</b>	Social Change & Reform in 19th Century Britain		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade Descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic subject content		
<b>Assessment details:</b>	Refer to assessment grid		

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the main developments in provision for the poor.	1.1 Analyse the developments of the Poor Law. 1.2 Assess the impact of Poor Law Reform.
2. Understand the major developments in social reform in the 19th Century.	2.1 Analyse three main areas within social reform. 2.2 Assess potential reasons for change in the three areas identified.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU026357		
<b>Title:</b>	Study of a Specified Historical Event		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade Descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Assessment details:</b>	<p>Literature review ~ 1000 words Essay ~ 2000 words</p> <p>The learner could study any significant event within history for example: the Colonisation of Africa, the Industrial Revolution, abolition of the monasteries, abolition of slavery, World War 1 or 2, Crimean War, War of the Roses, the Gunpowder Plot, the French Revolution, the Black Death or the Great Depression. The topic must be agreed with the tutor.</p>		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to make use of secondary evidence to investigate a given historical topic.	1.1 Analyse secondary evidence in relation to a given historical theme. 1.2 Use a range of additional secondary sources to expand knowledge of topic.
2. Be able to make use of primary evidence to develop a deeper understanding of related events.	2.1 Analyse primary sources in relation to specific questions. 2.2 Analyse comparisons and contrasts between differing interpretations.
3. Be able to explore historical causation within events over time.	3.1 Explain relationship between long and short-term events leading to historical change.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU014443		
<b>Title:</b>	Techniques in Creative Writing		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade Descriptors:</b>	<ul style="list-style-type: none"> <li>• GD3-Application of skills</li> <li>• GD5-Communication and presentation</li> <li>• GD6-Autonomy/Independence</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic subject content		
<b>Assessment details:</b>	Refer to assessment grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand how to produce writing in prose and verse for a specific audience and purpose.	1.1 Produce prose writing which demonstrates signs of originality, appropriate sense of audience and effective stylistic features. 1.2 Produce verse writing which demonstrates some originality and competence in using form, structure and linguistic techniques.
2 Understand the lexical and grammatical forms and structures in poetry and prose writing.	2.1 Analyse the use of lexical and grammatical forms and structures in a piece or pieces of own prose writing. 2.2 Analyse and evaluate the effectiveness of own manipulation and development of these aspects in the works stated above.
3 Recognise a range of stylistic and linguistic choices available to writers.	3.1 Analyse the effectiveness of specific literary or linguistic techniques used in own prose writing. 3.2 Analyse the effectiveness of at least four specific literary or linguistic techniques used in own verse writing.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025893		
<b>Title:</b>	The Study of Non Fiction Texts		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade Descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD5-Communication and presentation</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Assessment details:</b>	Text analysis of minimum of 3 texts ~ 1500 words Article ~ 1000 words Evaluation ~ 500 words		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the language and style of a range of non-fiction texts.	1.1 Explain language features used in three different types of non-fiction texts. 1.2 Analyse the effectiveness of linguistic and stylistic features used within the three non-fiction texts.
2. Understand structural and presentational techniques used in non-fiction texts.	2.1 Analyse the ways in which authors use structural and presentational techniques to convey meaning and ideas within the three non-fiction texts. 2.2 Critically analyse the effectiveness of three non-fiction texts, identifying strengths and weaknesses.
3. Be able to apply techniques used in non-fiction texts to produce a piece of own non-fiction writing.	3.1 Apply features and techniques found in non-fiction texts to produce own non-fiction article, including: <ul style="list-style-type: none"> <li>• linguistic features</li> <li>• stylistic features</li> <li>• structural and presentational techniques.</li> </ul> 3.2 Analyse and evaluate own non-fiction text.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU006791		
<b>Title:</b>	Women's History 1832-1918		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade Descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Assessment details:</b>	Refer to assessment grid		

This unit has 5 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the differing approaches to the study of women's history.	1.1 Critically assess the different perspectives.
2. Understand the factors which contributed to change and continuity in the experience of women in the 19th and early 20th century.	2.1 Analyse the advantages and disadvantages for women caused by industrial and agricultural changes. 2.2 Critically assess the experiences of women from different social classes and locations.
3. Understand the significance of marriage in the experience of 19th and early 20th century women.	3.1 Critically assess the relative legal positions of married and single women. 3.2 Evaluate the significance of changes in legislation of the period.
4. Understand the ways in which women challenged the social structures in the economic, social and political spheres throughout the period.	4.1 Analyse the contribution to women's issues made by the following women: a) Annie Besant b) Josephine Butler c) Caroline Norton.  All three women must be included in evidence
5. Understand the differing views of the Suffragists and the Suffragettes.	5.1 Analyse the strengths and weaknesses of the different positions adopted by the Suffragists and the Suffragettes.



### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025899		
<b>Title:</b>	World War One - The Trenches and The Home Front 1914/1918		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade Descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic subject content		
<b>Assessment details:</b>	2000 word essay + 10-minute presentation including bibliography and supporting evidence		

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the reality of war for soldiers in the trenches.	1.1 Assess the effects of the war on the soldiers in the trenches as popularly portrayed in film, television or literature. 1.2 Evaluate arguments by revisionist historians who challenge the traditional portrayal of life in the trenches.
2 Understand the effects of the war on the class system and the role of women on the home front.	2.1 Evaluate the effects of the war on the class system in Britain. 2.2 Evaluate how the war impacted on the role of women on the home front.

## Optional Graded Units: Social Sciences

### Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand factors affecting prejudice.	1.1 Analyse prejudice in relation to theories, factors affecting prejudice and ways to reduce prejudice.
2 Understand pro and anti-social behaviour.	2.1 Critically evaluate factors affecting pro and anti-social behaviour.
3 Understand social influence in relation to conformity, compliance and obedience.	3.1 Evaluate social influences with particular reference to conformity, compliance and obedience.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025692		
<b>Title:</b>	Atypical Development and Abnormal Behaviour		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade Descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Assessment details:</b>	Report ~ 1500 words		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the problems associated with defining abnormality.	1.1 Discuss the difficulties associated with psychologists' attempts at defining abnormality.
2 Understand the symptoms and causes of an abnormal and developmental disorder in relation to models of abnormality.	2.1 Describe the symptoms of one abnormal and one developmental disorder. 2.2 Evaluate the cause of the disorders. 2.3 Relate the causes of these disorders to models of abnormality.
3 Understand how an abnormal or developmental disorder is treated.	3.1 Explain one method for treating an abnormal or developmental disorder. 3.2 Evaluate the effectiveness of the treatment method identified.
4 Understand the effects of an abnormal or developmental disorder on the individual and others.  Others may include family, friends or carers or wider society.	4.1 Discuss the effects of an abnormal or developmental disorder on the individual and others.



### Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

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

### Access to HE Diploma Unit

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

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand cognitive psychology.	1.1 Explain the key concepts, methods and applications of research in cognitive psychology.
2 Understand how the memory works.	2.1 Explain how information travels through the three main components of memory - sensory, short-term and long-term memory.
3 Understand theories of perception.	3.1 Explain at least one of the key theories of perception.
4 Understand cognitive explanations for neurological disorders.	4.1 Explain cognitive explanations for neurological disorders e.g. autism, Alzheimer's.

### Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand concepts of culture, sub culture and mass culture.	1.1 Analyse the concepts of culture, sub culture and mass culture. 1.2 Analyse the concepts of high and low culture.
2 Understand the significance of age, class, gender and ethnicity in relation to the acquisition of cultural norms and values.	2.1 Examine the inter-relationship between identity, socialisation and culture. 2.2 Analyse the concepts of norms and roles in sociological explanations. 2.3 Analyse the main agencies of social influence in the development of identity and culture.
3 Understand how the production and consumption of cultural products influences the values attached to them.	3.1 Analyse the link between culture and identity in a modern society. 3.2 Analyse the ways in which the media and leisure industries influence cultural identity.

### Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

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



### Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the main features of globalisation.	1.1 Critically consider the main features of globalisation.
2. Understand the causes and effects of different aspects of globalisation.	2.1 Critically assess the causes and effects of different aspects of globalisation.
3. Understand the impact of globalisation on contemporary society.	3.1 Evaluate the impact of globalisation on contemporary society.

### Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the modern history of the concept of universal human rights in the West.	1.1 Analyse the historical and political context which led to the development of the idea of universal human rights throughout the twentieth century in the West.
2 Understand contemporary human rights issues.	2.1 Explain how the concept of universal human rights may be applied to contemporary contested social issues.
3 Understand arguments for and against the existence and protection of universal human rights.	3.1 Evaluate arguments for and against the existence and protection of universal human rights.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU018992		
<b>Title:</b>	Introduction to Criminology		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade Descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD4-Use of information</li> <li>• GD5-Communication and Presentation</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Assessment details:</b>	Short answer questions and case studies (open book exam) ~ 2 hour (open book exam) Report ~ 1000 words		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand theories of criminality.	1.1 Explain biological theories of criminality.  <i>Additional details:</i> <i>Genetic and psychological theories.</i>  1.2 Explain individualistic theories of criminality.  <i>Additional details</i> <i>Learning and psychodynamic/psychological theories</i>  1.3 Explain sociological theories of criminality.  <ul style="list-style-type: none"> <li>• Social structure theories</li> <li>• Social reaction theory</li> <li>• Interactionism</li> <li>• Realism</li> </ul> 1.4 Analyse the development of criminological theories.

	<p>Include the timeline, how theories are established and evolve.</p>
<p>2 Understand causes of criminality.</p>	<p>2.1 Analyse situations of criminality.</p> <p><i>Include:</i></p> <ul style="list-style-type: none"> <li>• <i>Forms of crime</i></li> <li>• <i>Individual criminal behaviour</i></li> <li>• <i>Offending behaviour</i></li> <li>• <i>Differentiation between offending and delinquent/anti-social behaviour</i></li> <li>• <i>Potential and actual criminal</i></li> </ul> <p>2.2 Explain the likely cause of criminality.</p> <p>2.3 Evaluate the suitability of criminological theories to explain causes of criminality.</p>
<p>3 Know traditional approaches used to respond to criminal activity.</p>	<p>3.1 Evaluate traditional approaches to responding to crime.</p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>random patrol and response</i></li> <li>• <i>stop and search</i></li> <li>• <i>investigation and detection</i></li> <li>• <i>intensive enforcement.</i></li> </ul> <p>3.2 Analyse policing approaches used to solve a specific crime.</p>
<p>4 Understand the factors that affect victims, witnesses and vulnerable people and how this may impact on their need for support</p>	<p>4.1 Explain how crime impacts on victims, witnesses and the vulnerable.</p> <p>4.2 Explain how technology can be used by criminals to target vulnerable people.</p> <p>4.3 Explain why victims, witnesses and vulnerable people may be reluctant to report crimes committed against them.</p> <p>4.4 Explain how to use legislation, guidelines of good practice and service standards to support and protect victims, witnesses and vulnerable people.</p>



### Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

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

### Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the social construction and relativity of crime and deviance.	1.1 Differentiate between crime and deviance. 1.2 Analyse the social construction of crime and deviance.
2 Understand the measurement, extent of and distribution of crime.	2.1 Evaluate the reliability and validity of official statistics, self-report and victim surveys. 2.2 Examine and interpret over- and under-representation of different social groups in crime statistics.
3 Understand sociological explanations and theories of crime and deviance.	3.1 Evaluate explanations and theories of crime and deviance.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU026240		
<b>Title:</b>	Media and Society		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade Descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic subject content		
<b>Assessment details:</b>	Essay ~ 1500 words		

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the structure of the media, aspects of ownership and control.	1.1 Discuss the structure of the media including aspects of ownership and control. 1.2 Analyse the consequences of ownership and control of the media.
2 Understand theoretical approaches to the media.	2.1 Evaluate two theoretical approaches to the media.
3 Understand issues of impartiality and bias.	3.1 Evaluate current issues of impartiality and bias, including the concept of 'fake news' and its agenda.
4 Understand the debate about the power of the media.	4.1 Discuss the debate about the power of the media.



### Access to HE Diploma Unit

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

This unit has 4 learning outcomes.

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

### Access to HE Diploma Unit

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

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand and recognise what is meant by social inequality.	1.1 Explain what is meant by social inequality. 1.2 Explain the meaning of 'life chances'. 1.3 Explain the social distribution of inequality by social class, gender, ethnicity.
2 Be able to interpret statistics related to social inequality.	2.1 Analyse a range of statistics which relate to social inequalities.
3 Understand sociological perspective of social inequality.	3.1 Critically evaluate the major sociological themes of inequality.
4 Be able to apply theoretical models for social inequality to one area of social life.	4.1 Critically evaluate a range of theoretical models for social inequality in one area of social life.

### Access to HE Diploma Unit

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

This unit has 6 learning outcomes.

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

### Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

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

### Access to HE Diploma Unit

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

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the contribution of psychology to areas of criminal investigation.	1.1 Evaluate research into the following areas of criminal investigation: <ul style="list-style-type: none"> <li>• Eye witness testimony</li> <li>• Identity parades</li> <li>• Police questioning</li> <li>• Offender profiling.</li> </ul> 1.2 Assess the implications of the findings in these areas.
2 Understand psychological influences on jury behaviour.	2.1 With reference to relevant psychological research, discuss how the characteristics of the defendant may influence jury behaviour.  2.2 Analyse psychological influences, other than the defendant, on the decision making process of a jury.  For example: age of victim, type of crime, whether jury resonates with situation

## Mandatory Units: Ungraded

### Access to HE Diploma Unit

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

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Be able to record information from a range of sources.	1.1 Use note-taking skills to prioritise key points from a range of sources.
2 Be able to plan and develop a structured framework for extended writing, including an introduction, main body and conclusion.	2.1 Develop a detailed essay plan for an extended piece of writing, which organises meaning and ideas coherently and effectively. 2.2 Include detailed planning for an introduction, main body and conclusion to the essay.
3 Be able to proofread and edit own writing effectively.	3.1 Produce an essay draft which shows evidence of proofreading and editing.
4 Be able to present information and opinion in a written format, using language, style and conventions appropriate to academic writing.	4.1 Communicate with clarity and detail to convey meaning and ideas effectively. 4.2 Write following conventions of sentence structure, punctuation, paragraphing, spelling and grammar. 4.3 Use appropriate style and register which shows an awareness of audience.
5 Be able to understand and use a standard form of referencing.	5.1 Use accurately a standard form of referencing that reflects a range of sources.

### Access to HE Diploma Unit

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

This unit has 4 learning outcomes.

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

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	4.3 Analyse the nature of study in Higher Education.



### Access to HE Diploma Unit

<b>Unit Code:</b>	QU026344		
<b>Title:</b>	References and Reliability of Sources		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Assessment details:</b>	Literature review 1500 words including recognised form of referencing and bibliography		

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the difference between primary and secondary sources.	1.1 Evaluate the difference between primary and secondary sources.
2 Understand the value of a variety of primary source materials as evidence.	2.1 Analyse primary sources for a specific context. 2.2 Evaluate the primary sources, taking into account: authorship, purpose, audience, and underlying values and beliefs.
3 Understand the uses and limitations of secondary sources.	3.1 Compare and evaluate secondary sources considering the following: use of sources, 'facts', background material, interpretation.

## Optional Units: Ungraded

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU018346		
<b>Title:</b>	Academic Reading Skills		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Assessment details:</b>	Please refer to assessment grid.		

This unit has 3 learning outcomes.

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

### Access to HE Diploma Unit

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

This unit has 2 learning outcomes.

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

### Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Demonstrate the process of reflection to review personal learning from study.	1.1 Analyse and evaluate personal learning progress over a course of study. 1.2 List and order personal priorities related to study and learning.
2. Demonstrate the process of reflection to review participation in group learning.	2.1 Analyse own contribution to group learning situations over a course of study.
3. Demonstrate the process of reflection to review being an independent learner.	3.1 Evaluate personal ability to become an independent learner. 3.2 Analyse own optimum learning styles and conditions.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU010767		
<b>Title:</b>	Introduction to the Grammar of English		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Assessment details:</b>	Refer to assessment grid		

This unit has 6 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand what is meant by grammar.	1.1 Explain how the term "grammar" is used in the study of language. 1.2 Analyse at least four grammatical rules of sentence formation in English.
2 Understand word classes.	2.1 Analyse how words are classified according to form, function and meaning. 2.2 Analyse six morphological rules in English.
3 Understand phrase classes.	3.1 Analyse four types of phrase in terms of structure and function. 3.2 Analyse the phrases in a simple sentence.
4 Understand clause components in sentence structure.	4.1 Analyse the clause structure in a straightforward example of a compound and complex sentence. 4.2 Analyse the clause structure of a range of complex and compound structures.
5 Understand function classes in straightforward sentence structures.	5.1 Identify the function classes in a straightforward sentence. 5.2 Analyse at least four typical sentence structures in English.
6 Understand the grammatical structures in a text.	6.1 Analyse text in terms of one of the following: form classes, function classes and clause structure.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU028487		
<b>Title:</b>	Promoting Wellbeing and Building Resilience		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Review Date:</b>	31/07/2023		
<b>Grade Descriptors:</b>	• Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Assessment details:</b>	Report ~ 1500 words		

This unit has 4 learning outcomes.

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

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	4.2 Analyse the types of support available from different sources.

### Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

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



### Access to HE Diploma Unit

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

This unit has 4 learning outcomes.

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

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025750		
<b>Title:</b>	Understand Published Research for Social Scientists		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Assessment details:</b>	Critical review of 2 articles (1 qualitative and 1 quantitative) ~ 1500 words		

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the difference between quantitative and qualitative research methods.	1.1 Using a range of examples taken from related social science studies, explain the difference between qualitative and quantitative research.
2 Understand the different methods in social science research.	2.1 Evaluate the main research methods available to the researcher. 2.2 Explain how a researcher selects an appropriate research methodology
3 Understand ethical considerations involved in social science research.	3.1 Explain, using selected examples, the ethical considerations that need to be considered when undertaking research.
4 Understand the validity of a piece of social science research.	4.1 Evaluate the validity of a research study, making suggestions for improvements to research methodology.

## 7. What to do next

For existing centres please contact your named Development Manager or Development Officer. For organisations, not yet registered as a Gateway Qualifications centre please contact:

Tel: 01206 911211

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

## 8. Gateway Qualifications

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

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

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

