

# DIPLOMA GUIDE



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## Access to HE Diploma (Psychology and Sociology)

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 sociology and psychology. Learners will have the opportunity to develop skills which will enable progression to a range of degree level programmes including a focus on sociology/social policy and psychology and psychosocial topics. Many learners join these types of degrees after following A level study, so the diploma will place the Access to HE learners on a level with those who have followed A level studies.

Learners will complete mandatory units which cover an introduction to sociology and psychology, 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 sociology and social policy and have the opportunity to investigate specific aspects of psychology.

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.

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## 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.

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## 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.

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## 1.6 Sector Subject Area

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1.3 Health and Social Care

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## 1.7 Target groups

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



## 1.8 Delivery methods

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Delivery methods for the Access to HE Diploma (Psychology and Sociology) can include:

- Face to face
- Blended learning

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

When planning courses, it is important that the mandatory units Approaches to Psychology and Introduction to Sociology are completed before undertaking any other psychology or sociology units as they provide the underpinning knowledge that learners will require for further study.

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.

The ungraded unit Understand Published Research for Social Scientists should be delivered before undertaking the research project unit.

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

## 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:

- Psychology BSC (Hons)
- BA (Hons) Social Psychology
- BA (Honours) Social Sciences
- BA (Honours) Social Sciences (Sociology)
- BA (Honours) Social Sciences (Psychology)

- BA (Hons) Psychosocial Studies
- BA (Hons) Sociology with Psychosocial Studies
- BSc (Hons) Sociology

## 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 take 12 credits from the Mandatory group. A maximum of 6 credits must be taken from the Research optional group, a minimum of 12 credits must be taken from the Sociology and Social Policy optional group and 12 credits from the Psychology optional unit group with the remaining 3 credits taken from either the Sociology and Social Policy or Psychology graded optional groups.

### 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
QU026334	Approaches to Psychology	3	6	Academic	2, 5, 7	Viva Controlled assessment	15 minutes 1.5 hours closed book
QU007804	Introduction to Sociology	3	6	Academic	2, 7	Essay Exam (closed book)	1500 words 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
QU028701	Research Skills for Psychology or Sociology	3	6	Academic	1, 2, 3, 4, 7	Research diary Research proposal Report Evaluation	500 words 500 words 1500 words 250 words
QU026192	Social Research Methods for Sociology or Criminology	3	6	Academic	2, 4, 5, 7	Project including observation Interview and questionnaire	1500 words, 500 words observation report 15 minutes interview and 250 words notes, 250 words questionnaire

### Optional Graded Units: Sociology and Social Policy

Learners must achieve a minimum of 12 credits and a maximum of 15 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment methods	Assessment Volume
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 including a critical self reflection as an appendix	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
QU028705	Green Criminology	3	3	Academic	1,2,7	Case study Analysis	1000 words, viva 10 minutes plus 10 minutes discussion
QU006605	Introduction to the Sociology of Crime and Deviance	3	3	Academic	2,4,7	Literature Review	1500 words
QU026375	Poverty and Social Inequality	3	6	Academic	2, 5, 7	Academic Poster Individual presentation and Q&A Case Study	500 words 10 minutes plus 5 minutes uestions 1500 words
QU026373	Social Policy	3	6	Academic	1, 2, 7	Controlled assessment - structured questions 2 x case studies	2 hours open book 2 x 750 words
QU007094	Sociology of Health	3	6	Academic	1, 2, 7	Essays x 2	1500 words x 2
QU025357	Sociology of the Family	3	3	Academic	2, 7	Essay	1500 words
QU014492	Sociology of the Media	3	3	Academic	1, 2, 7	Report	1500 words
QU018124	Valuing Diversity: Types, Bases and Impact of Discrimination	3	6	Academic	1, 2, 4, 7	Controlled assessment Report Individual presentation	1.5 hour open book 1000 words 10 minutes

### Optional Graded Units: Psychology

Learners must achieve a minimum of 12 credits and a maximum of 15 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment methods	Assessment Volume
QU005844	Aspects of Social Psychology	3	3	Academic	2, 7	Case studies	2 x 750 words
QU025692	Atypical Development and Abnormal Behaviour	3	3	Academic	1, 2, 7	Report	1500 words
QU017095	Cognitive Psychology	3	3	Academic	1, 2, 7	Controlled assessment	1.5 hours closed book
QU006054	Introduction to Early Child Development	3	3	Academic	1, 2, 7	Report Case study	1000 words 500 words
QU025831	Mental Health and Illness	3	3	Academic	1, 2, 7	Report	1500 words
QU026338	The Brain and Neuropsychology	3	6	Academic	1, 2, 7	2 x academic posters Report Individual Presentation	2 x 500 words 1000 words 10 minutes
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
QU025750	Understand Published Research for Social Scientists	3	3	Academic	Essay	1500 words

### Optional Units: Ungraded

Learners must achieve 6 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment methods	Assessment Volume
QU018346	Academic Reading Skills	3	3	Other	Exam (closed book)	1.5 hours closed book
QU007486	Application of Number - Interpreting and Presenting Information	3	3	Other	2 x controlled assessments	2 x 1 hour assessments
QU028487	Promoting Wellbeing and Building Resilience	3	3	Other	Report	1500 words
QU026344	References and Reliability of Sources	3	3	Other	Literature review	1500 words including recognised form of referencing and bibliography
QU033854	Sustainability Project	3	3	Academic	Report, including project plan and reflection	1000 words

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Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment methods	Assessment Volume
QU033880	The Fundamentals of Environmental Sustainability	3	3	Academic	Report	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 this Access to HE Diploma are contained within this Access to HE Diploma Guide.

### 4.2 Academic subject content

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

### 4.3 Graded and ungraded units

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

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

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

The seven grade descriptors are not subject specific. They can, however, through careful selection and in appropriate combinations, be used on all courses, with all units and for all assignments. The descriptors to be used with a particular unit are selected with reference to the main aspects of learner performance that need to be taken into account when

grading decisions are made for that unit. They are formally assigned to the unit when it is validated.

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

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

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

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

#### **4.4 Revisions to Access to HE Units of Assessment**

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

## 5. Assessment and Quality Assurance

### 5.1 Provider requirements

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

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

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

### 5.2 Staffing requirements

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Providers are required to ensure that:

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

### 5.3 Facilities and resources

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

## 5.4 Quality Assurance Requirements

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

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

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

## 5.5 Additional requirements/guidance

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

## 6. Unit Details

### Mandatory Units: Graded Academic Subject Content

#### Access to HE Diploma Unit

<b>Unit Code:</b>	QU026334		
<b>Title:</b>	Approaches to Psychology		
<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>	Viva ~ 15 minutes Controlled assessment closed book ~ 1.5 hours		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the difference between the major schools in psychology and how they have influenced the modern discipline.	1.1 Explain the major school approaches to explaining behaviour. 1.2 Evaluate the impact of these approaches on the development of modern psychological thought.
2 Understand the influence of social and cultural factors on behaviour.	2.1 Assess the relevance of a range of theoretical and research evidence on the influence of social and cultural factors in shaping behaviour.
3 Understand the impact of theory and research in development psychology.	3.1 Evaluate the importance of research and theories in explaining changes in behaviour.



### Access to HE Diploma Unit

<b>Unit Code:</b>	QU007804		
<b>Title:</b>	Introduction to Sociology		
<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>• 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 essential focus of sociological enquiry.	1.1 Evaluate the sociological approach to the study of human behaviour.  1.2 Summarise the similarities and differences between the sociological approach to human behaviour and those of the other social sciences.  1.3 Define a wide range of sociological terminology relating to the topic.
2 Understand the basic concepts of the three major sociological perspectives.	2.1 Evaluate the major elements of argument involved in a) functionalism b) Marxism c) interactionism.  2.2 Evaluate the impact of the perspectives on the focus of research, techniques of data collection and the analysis of data.  2.3 Discuss the political basis of the perspectives.

<p>3 Understand social and economic aspects of demographic trends.</p>	<p>3.1 Critically consider the differences between the concepts of description and explanation.</p> <p>3.2 Discuss the data presented in a pie chart, histogram and graph.</p> <p>3.3 Extract and evaluate data from prescribed sources to illustrate and support argument relating to demographic trends.</p> <p>3.4 Analyse the strengths and limitations of quantitative data.</p>
<p>4 Understand sociological differentials in mortality and morbidity.</p>	<p>4.1 Explain the pattern of social differentials in mortality and morbidity, including social class, gender and ethnicity.</p> <p>4.2 Critically evaluate competing explanations including biological, cultural and artefact</p> <p>4.3 Discuss the need to multifactor explanations.</p>

## Graded Research Units

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU028701		
<b>Title:</b>	Research Skills for Psychology or Sociology		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Review Date:</b>	31/07/2023		
<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 psychology or sociology 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.

	<p>4.2 Evaluate findings in relation to the research aims.</p> <p>4.3 Use an accepted method of referencing source material.</p>
<p>5 Be able to evaluate a research project.</p>	<p>5.1 Evaluate a research proposal and its procedures.</p> <p>5.2 Evaluate methods used to research the subject area.</p>

## Optional Graded Units: Sociology and Social Policy

### 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>	QU028705		
<b>Title:</b>	Green Criminology		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Review Date:</b>	31/07/2023		
<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		
<b>Assessment details:</b>	Case Study Analysis - 1000 words, viva 10 minutes plus 10 minutes discussion		

This unit has 3 learning outcomes.

<p>1 Understand the concepts of 'green crime' and environmental harm.</p>	<p>1.1 Explain differences between 'green crime' and environmental harm.</p> <p>1.2 Analyse the impact of green crime:</p> <ul style="list-style-type: none"> <li>• anthropocentric harm</li> <li>• ecocentric harm.</li> </ul> <p>1.3 Explain the scope and diversity of green crime and environmental harm.</p> <p>This may include:</p> <ul style="list-style-type: none"> <li>• Wildlife, overfishing, animal abuse</li> <li>• Poaching, trafficking, trading</li> <li>• Consumption and waste</li> <li>• Climate change and global warming</li> </ul>
<p>2 Understand the impacts of pollutants on health and the environment.</p>	<p>2.1 Evaluate the impacts of pollutants on health and the environment.</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>• Air pollution</li> <li>• Water pollution</li> <li>• Food pollution</li> <li>• Dirty energy (fossil fuel/nuclear)</li> <li>• Deforestation and its consequences</li> </ul>



<p>3 Understand the importance of politics and legislation to address green criminology.</p>	<p>3.1 Explain the importance of politics and legislation to minimise the impact of green crime.</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>• Treaties and Conferences</li> <li>• Legislation</li> <li>• Considering whether environmental justice is efficient</li> </ul> <p>3.2 Evaluate methods used to control a specific example of green crime.</p> <p>This should consider a high-profile dispute case (i.e. whales fishing legal case between Japan and Australia)</p> <p>3.3 Assess the potential consequences of not controlling green crime on two of the following: wildlife, the farming industry, population, environment.</p>
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### 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.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<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>	QU026375		
<b>Title:</b>	Poverty and Social Inequality		
<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>	Academic poster - 500 words  Individual presentation 10 minutes plus 5 minutes questions  Case study 1500 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 what is meant by social inequality.	1.1 Explain what is meant by social inequality.  1.2 Explain the meaning of 'life chances'.
2 Understand inequalities in the social stratification within today's British society.	2.1 Explain the nature of social stratification in today's British society.  2.2 Explain the social distribution of inequality related to those with a range of Protected Characteristics as defined within equality legislation.  2.3 Analyse a range of statistics related to social inequalities in Britain today.
3 Understand the effects of social inequalities on individual life chances in Britain today.	3.1 Analyse the effects of social inequalities on individual life chances in Britain today,
4 Understand the effects of poverty on life chances.	4.1 Summarise what is meant by the poverty threshold.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
	4.2 Evaluate the effects of poverty on life chances.
5 Be able to apply theoretical models for social inequality to one area of social life.	5.1 Explain major sociological themes of inequality. 5.2 Critically evaluate a range of these models in one area of social life,

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU026373		
<b>Title:</b>	Social Policy		
<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>	Controlled assessment - structured questions 2 hours open book 2 x 750 word case studies		

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 'social policy' within the UK.	1.1 Explain the term 'social policy'. 1.2 Explain the role of 'social policy'. 1.3 Discuss the role of national and local government in relation to social policy.
2 Understand current social welfare issues in the UK.	2.1 Discuss a range of current social welfare issues in the UK. 2.2 Using graphical information related to social welfare issues, explain variations in numbers with respect to at least three Protected Characteristics as defined within equality legislation.
3 Understand recent developments in areas of social policy.	3.1 Critically evaluate a recent change in an area of social policy.
4 Understand Government policy relating to social welfare issues.	4.1 Evaluate Government policy relating to at least two current social welfare issues.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	4.2 Explain the aims of the policy with respect to people with Protected Characteristics as defined by equality legislation.

### 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.

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

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<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>	QU014492		
<b>Title:</b>	Sociology of the Media		
<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 structure of the mass and social media, in particular, aspects of ownership and control.	1.1 Discuss the structure of the mass and social media. 1.2 Analyse the consequences of ownership and control of the media including social media from both organisational and individual perspectives.
2 Understand theoretical approaches to the mass media.	2.1 Evaluate two theoretical approaches to the mass media.
3 Understand issues of impartiality and bias that occur both within mass and social media.	3.1 Evaluate current issues in relationship to impartiality and bias and how this can be influenced by social media.
4 Understand the debate about the power within all forms of media.	4.1 Discuss and draw conclusions concerning the debate of the power of mass media, including social media as an agent for social change.

**Access to HE Diploma Unit**

<b>Unit Code:</b>	QU018124		
<b>Title:</b>	Valuing Diversity: Types, Bases and Impact of Discrimination		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade Descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD4-Use of information</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Assessment details:</b>	Exam ~ 1.5 hour open book Report ~ 1000 words Individual presentation ~ 10 minutes		

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 different types of discrimination.	1.1 Explain different types of discrimination to include: <ul style="list-style-type: none"> <li>a) Direct Discrimination</li> <li>b) Associative Discrimination</li> <li>c) Perceptive Discrimination</li> <li>d) Indirect Discrimination</li> </ul> 1.2 Explain discrimination using at least two sociological and or psychological theories.
2 Understand the basis of discrimination.	2.1 Explain different bases of discrimination using examples from the nine protected characteristics. (Equality Act 2010) 2.2 Analyse and discuss the role discrimination plays within society.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
	2.3 Discuss the ways in which discrimination can be counteracted by agencies or individuals.
3 Understand the impact of discrimination on individuals.	3.1 Evaluate the impact on individuals of direct, indirect, associative and perceptive discrimination.
4 Understand the role of language in social interaction and discrimination.	4.1 Explain how individuals in organisations can discriminate through language.  4.2 Discuss the way language and in particular: a) tone b) choice of words c) assumptions d) non-verbal signals  communicate meaning.

## Optional Graded Units: Psychology

### 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.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<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.	4.1 Discuss the effects of an abnormal or developmental disorder on the individual and others.
Others may include family, friends or carers or wider society.	

### 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.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<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>	QU006054		
<b>Title:</b>	Introduction to Early 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>• 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 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand attachment theory and the effects of privation/deprivation.	1.1 Analyse attachment theory in terms of nativist/empiricist debates. 1.2 Critically appraise Bowlby's research into attachment. 1.3 Evaluate studies into maternal privation/deprivation.
2 Understand the effects of day care on child development.	2.1 Critically discuss the arguments for and against day care.



### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025831		
<b>Title:</b>	Mental Health and Illness		
<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 3 learning outcomes.

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

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU026338		
<b>Title:</b>	The Brain and Neuropsychology		
<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>	2 x 500 words academic poster Report ~ 1000 words Individual presentation ~ 10 minutes		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the structure and function of the brain.	1.1 Explain the structure and function of the brain, including: <ol style="list-style-type: none"> <li>a. temporal lobe</li> <li>b. occipital lobe</li> <li>c. frontal lobe</li> <li>d. parietal lobe</li> <li>e. cerebellum</li> </ol> 1.2 Understand the lateralisation of function in the hemispheres, including: <ol style="list-style-type: none"> <li>a. asymmetrical function</li> <li>b. role of the left hemispheres</li> <li>c. role of the right hemispheres</li> <li>d. role of the corpus callosum</li> </ol> 1.3 Evaluate strengths and weaknesses of lateralisation as an explanation of sex differences between males and females.
2 Understand the role of action potentials and synapses in transmitting information through the nervous system.	2.1 Summarise the structure of a neurone. 2.2 Explain ways in which the membrane specialisation enables the establishment of the resting potential and action potentials (to include: all or nothing, refractory period and salutary conduction).

	<i>To include: all or nothing, refractory period and salutary conduction</i>
3 Understand the processes involved in synaptic transmission.	3.1 Explain the mechanisms of synaptic transmission and the use of agonistic and antagonistic chemicals in modifying this process.
4 Understand how patterns of behaviour are integrated and controlled by the nervous system.	<p>4.1 Discuss the functions of the parasympathetic and sympathetic division of the autonomic nervous system.</p> <p>4.2 Explain the impact of neurological damage on cognitions and behaviour, including:</p> <ul style="list-style-type: none"> <li>a. the symptoms of visual agnosia</li> <li>b. the symptoms of prosopagnosia</li> <li>c. the impact of damage to the pre-frontal cortex</li> </ul>

### 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.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<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.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<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. 4.3 Analyse the nature of study in Higher Education.

### 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>	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 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.

## 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>	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>	QU028487		
<b>Title:</b>	Promoting Wellbeing and Building Resilience		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>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. 4.2 Analyse the types of support available from different sources.

### 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.

### 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.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<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. 1.2 Explain the importance of supporting 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.

## 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.

