

DIPLOMA GUIDE



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Access to HE Diploma (Policing and Criminology)

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 student in order to achieve the Access to HE Diploma. It also contains information specific to managing and delivering the Access to HE Diploma (s) including specific quality assurance requirements.

The guide should be read in conjunction with the Gateway Qualifications Access to HE Provider Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer this Access to HE Diploma you must be a Gateway Qualifications recognised centre and approved to offer Access to HE Diplomas.

If your centre is not yet recognised, or diploma approved, please contact our Development Team to discuss

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

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

Contents

About this Access to HE Diploma guide	3
1. Diploma Information.....	6
1.1 Overview of the Access to Higher Education Diploma	6
1.2 About this Diploma.....	6
1.3 Purpose	7
1.4 Aims	7
1.5 Objectives.....	7
1.6 Sector Subject Area.....	7
1.7 Target groups	8
1.8 Delivery methods.....	8
1.9 Achievement methodology.....	8
1.10 Geographical Coverage.....	8
1.11 Progression Opportunities	8
1.12 Equality, Diversity and Inclusion	9
2. Student Entry Requirements.....	10
2.1 Age.....	10
2.2 Prior Qualifications.....	10
2.3 Prior Skills/Knowledge/Understanding	10
2.4 Access to qualifications for learners with disabilities or specific needs.....	10
2.5 Additional Requirements/Guidance.....	11
2.6 Recruiting Learners with Integrity.....	11
3. Achieving the Access to HE Diploma	12
3.1 Qualification Specification.....	12
3.2 Rules of Combination	12
3.3 Additional completion requirements	21
3.4 Recognition of Prior Learning	21
4. Access to HE Units of Assessment.....	22
4.1 Unit specification	22
4.2 Academic subject content.....	22
4.3 Graded and ungraded units	22
4.4 Revisions to Access to HE Units of Assessment.....	23
5. Assessment and Quality Assurance	24
5.1 Provider Requirements	24
5.2 Staffing Requirements	24
5.3 Facilities and Resources.....	25
5.4 Assessment.....	25

5.5	Quality Assurance Requirements.....	25
5.6	Additional Requirements/Guidance.....	25
6.	Unit Details	26
	Mandatory Units: Graded Academic Subject Content.....	26
	Graded Research Units	36
	Optional Units: Graded Academic Subject Content	40
	Mandatory Units: Ungraded	57
	Optional Units: Ungraded.....	59
7.	What to do next	75
8.	Gateway Qualifications	75
	76	

1. Diploma Information

1.1 Overview of the Access to Higher Education Diploma

The Access to Higher Education (HE) Diploma is a nationally recognised qualification with common requirements relating to the description of student 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 2020.

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

1.2 About this Diploma

The diploma allows learners to undertake study related to policing and criminology topics. Learners will have the opportunity to develop skills which will enable progression to a range of degree level programmes. The mandatory units include a mixture law, criminology and policing units. These include: Crime Statistics, Criminal Investigation and the Criminal Justice System, Ethics and Values within Policing, Foundations of Law, Introduction to Criminology, Introduction to Policing and Professional Interpersonal Skills.

The Rules of Combination have been developed so the majority of the indicative content for the College of Policing requirements are met. A separate mapping document has been created to show where the requirements are met. In addition, it is strongly recommended that those centres wishing to meet the requirements of the College of Policing should take the Study Skills for Higher Education and the Mathematics – Calculations units to meet the literacy and numeracy requirements.

A wider range of units has been included within the optional section than in the original diploma. This includes new units on crime statistics and the power of the police. We have also included a youth justice unit to illustrate the range of policing and a fitness unit to support those who wish to apply for the police service.

Many learners join degrees related to policing and criminology 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.

Ungraded units include units which will support access to higher education whilst supporting study and personal skills. There is only one mandatory unit, Preparation for Higher Education, to allow centres the flexibility to select units that are relevant to their students.

1.3 Purpose

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

1.4 Aims

The qualification aims to:

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

1.5 Objectives

The objective of the Diploma is to enable learners to:

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

1.6 Sector Subject Area

1.4 Public Services

1.7 Target groups

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

1.8 Delivery methods

Face to face
Blended learning
Online delivery

Assessment Methods include: Exam, presentation with supporting materials, report, case study, research and research diary, short answer questions, reflective account, SWOT analysis, project, fitness programmes, role-play activities and peer evaluation, forensic investigation and report, essay, literature review.

The Rules of Combination have been developed so the majority of the indicative content for the College of Policing requirements are met. A separate mapping document has been created to show where the requirements are met. In addition, it is strongly recommended that those centres wishing to meet the requirements of the College of Policing should take the Study Skills for Higher Education and the Mathematics – Calculations units to meet the literacy and numeracy requirements.

1.9 Achievement methodology

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

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

1.10 Geographical Coverage

This qualification has been approved by for delivery in England.

1.11 Progression Opportunities

Following successful completion of the Access to HE Diploma (Policing and Criminology) learners may progress to the following:

- BSc (Hons) Criminological Psychology
- BSc (Hons) Psychology and Criminology
- BSc (Hons) Police Studies with Criminological Psychology
- BSc Forensic Investigation
- BSc/BA Criminology

- Degree Apprenticeships in Policing, Policing Studies or Foundation Degree in Policing Studies
- BA (Hons) Criminology and Criminal Justice
- BA (Hons) Criminology and Law
- BA (Hons) Criminology and Psychology
- BSc (Hons) Professional Policing

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

1.12 Equality, Diversity and Inclusion

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

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

2. Student Entry Requirements

2.1 Age

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

2.2 Prior Qualifications

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

Providers may ask learners for GCSEs as a mark of ability at Level 2 as an appropriate entry requirement to a Level 3 course. This also establishes HEI destination qualifications for Nursing, teaching etc. where these are required as part of the HEI application.

2.3 Prior Skills/Knowledge/Understanding

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

2.4 Access to qualifications for learners with disabilities or specific needs

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

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would disadvantage a student 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 eg use of spellchecker in an English assessment
- using assistive technology
- use of CCTV, coloured overlays, low vision aids
- use of a different assessment location
- use of ICT/responses using electronic devices.

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

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

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

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

2.5 Additional Requirements/Guidance

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

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. As this diploma includes science-based units, a GCSE in science would also be beneficial.

2.6 Recruiting Learners with Integrity

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

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

3. Achieving the Access to HE Diploma

3.1 Qualification Specification

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

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

3.2 Rules of Combination

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

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

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

Learners must complete a total of 60 credits of which 45 credits must be achieved at level 3 from graded units which are concerned with academic subject content and the remaining 15 credits must be achieved at level 3 from units which are ungraded. 27 credits must be taken from the Mandatory Graded group, a maximum of 6 credits must be taken from the Mandatory Graded Research Group and 12 credits must be taken from the Graded Optional group. Learners must complete 3 credits from the Mandatory Ungraded group and 12 credits from the Optional Ungraded group.

Mandatory Units: Graded Academic Subject Content

Learners must achieve 27 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment methods	Assessment Volume
QU032200	Crime Statistics	3	3	A	1, 4, 7	Report	1500 words
QU019010	Criminal Investigation and the Criminal Justice System	3	3	A	1, 5, 7	Preparation notes for role plays Role plays Peer evaluation Written questions	150 words x 2 Role plays x 2 150 words x 2 250 words
QU019958	Ethics and Values within Policing	3	3	A	1, 2, 7	Case studies x 3	750 words x 3
QU018575	Foundations of Law	3	3	A	2, 4, 7	Exam	1.5 hours closed book
QU032353	Introduction to Criminology	3	6	A	1, 2, 4, 5, 7	Short answer questions Case studies x 3 Report	300 words 400 words x 3 1000 words
QU019969	Introduction to Policing	3	6	A	1, 5, 7	Closed book exam Case study Individual presentation Supporting material	1.5 hours 500 words 15 mins 250 words
QU025402	Professional Interpersonal Skills	3	3	A	1, 2, 7	SWOT analysis Case study Reflective account	250 words 750 words 500 words

Graded Units: Research

Learners must achieve 6 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment methods	Assessment Volume
QU032210	Research Skills for Policing or Criminology	3	6	A	1, 2, 3, 4, 7	Research Diary Research Proposal Report Evaluation	500 words 500 words 1500 words 250 words
QU032212	Social Research Methods for Policing or Criminology	3	6	A	1, 2, 4, 5, 7	Project including observation Interview and word notes Interview and questionnaire	1500 words, 500 words observation report 15 mins interview, 250 words (notes) 250 words (questionnaire)

Optional Graded Units

Learners must achieve 12 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment methods	Assessment Volume
QU029057	Aspects of Social Psychology	3	3	A	1, 2, 7	Case studies x 2	750 words x 2
QU032346	Fitness Assessment	3	6	A	1, 2, 3, 4, 7	Report Two fitness programmes planned and delivered Reflective account	1000 words 400 words x 2 -Two fitness programmes - cardiovascular/ strength and endurance planned 500 words
QU019008	Forensic Investigation Procedures	3	6	A	1, 2, 7	Forensic Investigation Forensic Report Individual presentation Supporting materials	1250 words 15 mins 500 words
QU029669	Human Rights for the Twenty-First Century	3	3	A	1, 2, 7	Essay	1500 words
QU018411	Introduction to Criminal Law	3	3	A	1, 2, 7	Exam	1.5 hours open book
QU006605	Introduction to the Sociology of Crime and Deviance	3	3	A	2, 4, 7	Literature Review	1500 words
QU010480	Legislation for Equality and Diversity	3	3	A	1, 2, 7	Case studies	750 words x 2
QU019967	Managing Conflict in a Policing Context	3	3	A	1, 5, 7	Short answer questions	500 words

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment methods	Assessment Volume
						Role Play Peer assessments Reflection	10 mins 150 words 500 words
QU006941	Problems of Order and Control	3	3	A	1, 2, 7	Report	1500 words
QU010476	Sentencing	3	3	A	1, 2, 7	Short answer questions Case study	750 words 750 words
QU019963	The Psychology of Criminal Investigation	3	3	A	1, 2, 7	Report	1500 words
QU006333	The Psychology of Offender Profiling	3	3	A	1, 2, 7	Essay	1500 words
QU032214	The Power of the Police	3	3	A	1, 2, 7	Report including two short case studies	1500 words
QU032791	Violent Crimes	3	3	A	2, 4, 7	Report	1500 words
QU031619	Youth Justice	3	3	A	1, 2, 7	Report	1500 words

Mandatory Units: Ungraded

Learners must achieve 3 credits from this group.

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

Optional Units: Ungraded

Learners must achieve 12 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment methods	Assessment Volume
QU018346	Academic Reading Skills	3	3	O	Exam	1.5 hours closed book
QU025276	Academic Writing Skills	3	3	O	Notes from a range of sources Essay plan Essay	300 words 200 words 1000 words
QU007560	Communication - Speaking and Listening	3	3	O	Presentation Discussion Supporting Materials Peer Evaluation Self-Evaluation	15 mins 20 mins 250 words 150 words 250 words
QU007516	Mathematics - Calculations	3	3	O	Exam	1.5 hours closed book
QU027084	Presenting Information Using ICT	3	3	O	Notes from a range of sources Presentation Presentation lecture notes and handouts	300 words Presentation 200 words
QU018630	Problem Solving in the Workplace	3	3	O	Project - Analyse and propose solutions to at least two workplace	1500 words

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment methods	Assessment Volume
					problems including justification for selected solution	
QU028487	Promoting Wellbeing and Resilience	3	3	O	Report	1500 words
QU026344	References and Reliability of Sources	3	3	O	Literature review	1500 words including recognised form of referencing and bibliography
QU031633	Study Skills for Higher Education	3	3	O	Report Summary Samples of notes Study timetable Revision timetable Essay in controlled conditions Presentation	500 words Approx. 150 words 2 x samples of notes To cover 2 weeks To cover 2 weeks 1.5.hrs 10 minutes including visual aids and appropriate resources
QU033854	Sustainability Project	3	3	A	Report, including project plan and reflection	1000 words

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment methods	Assessment Volume
QU033880	The Fundamentals of Environmental Sustainability	3	3	A	Report	1500 words
QU026155	Writing reports	3	3	O	Report plan Presentation of report plan Report	Plan 2-3 minutes 1000 words

3.3 Additional completion requirements

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. As this diploma includes science-based units, a GCSE in science would also be beneficial.

3.4 Recognition of Prior Learning

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

For further information please refer Annex C, Access to HE Diploma Specification,

<https://www.gatewayqualifications.org.uk/access-diploma-specification-2020/>

4. Access to HE Units of Assessment

4.1 Unit specification

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

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

The units of assessment for this Access to HE Diploma are contained within this Access to HE Diploma Guide.

4.2 Academic subject content

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

4.3 Graded and ungraded units

Graded units – grading operates at unit level and only applies to units which have been approved by Gateway Qualifications within a named Access to HE Diploma. Student 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 student 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 student 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 student 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:

<https://www.qaa.ac.uk/en/access-to-he/access-to-he-resources#>

4.4 Revisions to Access to HE Units of Assessment

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

5. Assessment and Quality Assurance

5.1 Provider Requirements

Providers must be approved by Gateway Qualifications as a 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.gatewayqualifications.org.uk/principles-for-admission-to-access-to-he-diplomas/>
- expertise and resources to provide information, advice and guidance on HE applications and progression opportunities.
- Systems for maintaining secure records of individual learners' registration and achievement
- internal moderation arrangements that meet Gateway Qualification requirements.
- arrangements for internal course monitoring and self-evaluation and feedback
- procedures and criteria for the recognition of prior learning that meet Gateway Qualifications requirements.
- quality assurance procedures relating to the delivery of provision, including transparent processes for handling appeals and complaints.

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

5.2 Staffing Requirements

Providers are required to ensure that:

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

5.3 Facilities and Resources

Depending on the choice of unit, centres will require access to relevant science labs and technical equipment.

5.4 Assessment

Recommended assessment methods for each unit within a diploma are identified in section 3.2 [Rules of Combination](#). To provide greater flexibility for Centres to develop an assessment strategy that meets the needs of their individual learners, Centres can select an alternative assessment method for the units(s) within the diploma using the equivalence guidance published on the website.

The guidance includes the expected assessment volume for different assessment methods and should enable Centres to choose alternatives whilst ensuring that the same rigor of assessment is maintained in comparison to any other three or six credit unit.

5.5 Quality Assurance Requirements

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

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

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

5.6 Additional Requirements/Guidance

The Rules of Combination have been developed so the majority of the indicative content for the College of Policing requirements are met. A separate mapping document has been created to show where the requirements are met. In addition, it is strongly recommended that those centres wishing to meet the requirements of the College of Policing should take the Study Skills for Higher Education and the Mathematics – Calculations units to meet the literacy and numeracy requirements.

6. Unit Details

Mandatory Units: Graded Academic Subject Content

Access to HE Diploma Unit

Title:	Professional Interpersonal Skills		
Unit Code:	QU025402		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade Descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic subject content		
Suggested Assessment details:	Refer to assessment grid.		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how verbal and non-verbal communication is used in a professional interpersonal interaction.	1.1 Analyse the verbal and non-verbal skills used in a range of contexts within a given profession.
2. Understand the importance of an awareness of cultural diversity for a given profession.	2.1 Evaluate the importance of an awareness of cultural diversity across a range of contexts for a given profession.
3. Be able to evaluate own interpersonal skills, analysing strengths and areas to develop.	3.1 Evaluate own interpersonal skills, analysing strengths and areas to develop. 3.2 Evaluate ways of addressing areas to develop.

Indicative Content: Professional Interpersonal Skills

Learning Outcome 1:

N/A

Learning Outcome 2:

Include the concept of unconscious bias and being aware of cultural sensitivity and inclusive practice.

Learning Outcome 3:

Include the concept of reflective practice and the importance of reflection within a specific sector.

Access to HE Diploma Unit

Title:	Introduction to Policing		
Unit Code:	QU019969		
Unit Level:	Level 3	Unit Credit:	6
Grading type:	Graded		
Grade Descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD5-Communication and presentation • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested Assessment details:	Refer to assessment grid.		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand key issues related to policing in 21st century Britain.	1.1 Explain key issues related to policing in 21st century Britain. Indicative Content: May include counter terrorism, Channel programme, budget cuts, loss of police on the street, cyber crime, grooming, dealing with mental health issues, anti-social behaviour, racial unrest, introduction of police and crime commissioners, policing during a national emergency.
2 Understand the importance of good relationships with the public when working in the police force.	2.1 Analyse the importance of the police having a good relationship with the public. 2.2 Evaluate methods used by the police to build and maintain good relationships with the public.
3 Understand how policing supports members of the public.	3.1 Evaluate personal skills and qualities required to assist the public in emergency and non-emergency situations. 3.2 Evaluate the effectiveness of police practice in assisting members of the public in different situations. 3.3 Analyse the impact of crime on victims and witnesses

<p>4 Understand relevant legal and service requirements related to gathering and submitting information.</p>	<p>Explain the application of legislation, national policies, procedures, codes of practice and/or guidelines that relate to:</p> <p>4.1 gathering, submitting, retaining, recording and disseminating information</p> <ul style="list-style-type: none"> • race, diversity and human rights • health and safety • disseminating and disclosing confidential information and contacts. <p>4.2 Explain the importance of maintaining the security, integrity and continuity of information and sources, and how this is achieved for information assurance purposes.</p> <p>4.3 Explain how to distinguish between information and evidence, and the procedures to follow for each.</p>
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Access to HE Diploma Unit

Title:	Introduction to Criminology		
Unit Code:	QU032353		
Unit Level:	Level 3	Unit Credit:	6
Grading type:	Graded		
Grade Descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD4-Use of information • GD5-Communication and presentation • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested Assessment details:	Refer to assessment grid.		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand theories of criminality.	1.1 Explain historical biological theories of criminality. <i>Including genetic theories.</i> 1.2 Explain individualistic theories of criminality. <i>Learning and psychodynamic/psychological theories</i> 1.3 Explain sociological theories of criminality. <ul style="list-style-type: none"> • Social structure theories • Social reaction theory • Interactionism • Realism 1.4 Analyse the development of criminological theories. <i>Include the timeline, how theories are established and evolve.</i>
2 Understand causes of criminality.	2.1 Analyse situations of criminality. <i>Include:</i> <ul style="list-style-type: none"> • <i>Forms of crime</i> • <i>Individual criminal behaviour</i> • <i>Offending behaviour</i> • <i>Differentiation between offending and delinquent/anti-social behaviour</i> • <i>Potential and actual criminal</i> 2.2 Explain the likely cause of criminality.

	2.3 Evaluate the suitability of criminological theories to explain causes of criminality.
3 Know traditional approaches used to respond to criminal activity.	<p>3.1 Evaluate traditional approaches to responding to crime. <i>This includes:</i></p> <ul style="list-style-type: none"> • <i>random patrol and response</i> • <i>stop and search</i> • <i>investigation and detection</i> • <i>intensive enforcement.</i> <p>3.2 Analyse policing approaches used to solve a specific crime.</p>
4 Understand the factors that affect victims, witnesses and vulnerable people and how this may impact on their need for support	<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. Explain why victims, witnesses and vulnerable</p> <p>4.3 people may be reluctant to report crimes committed against them. Explain how to use legislation, guidelines of good practice and service standards to support and protect victims, witnesses and</p> <p>4.4 vulnerable people.</p>

Access to HE Diploma Unit

Title:	Foundations of Law		
Unit Code:	QU018575		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade Descriptors:	<ul style="list-style-type: none"> • GD2-Application of knowledge • GD4-Use of information • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested Assessment details:	Refer to assessment grid.		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the concept of law and its relationship with morality.	1.1 Compare and contrast alternative definitions of law. 1.2 Evaluate the moral and actual basis for law.
2 Understand the reasons and the need for law.	2.1 Analyse the reasons for law and the main problems that could develop without the effective application of law.
3 Understand the development of law and other legal rules.	3.1 Explain how law has developed over the centuries, e.g. Equity, Common Law and Statue Law.
4 Understand the relationship between rights, freedom and law.	4.1 Evaluate the differences between rights and freedom.
5 Understand the need for and role of philosophical contributions to the law.	5.1 Assess the role and need for reform of the law. 5.2 Explain how philosophical contributions can play an appropriate role in reform of the law

Access to HE Diploma Unit

Title:	Ethics and Values within Policing		
Unit Code:	QU019958		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade Descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic subject content		
Suggested Assessment details:	Refer to assessment grid.		

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Understand the culture and values which underpin policing.	1.1	Explain the culture and values which underpin policing.
		1.2	Evaluate how the culture and values which underpin policing are implemented in practice.
2	Understand the code of conduct in policing.	2.1	Analyse the impact of the code of conduct on given situations.
3	Understand that there are practice and ethical dilemmas in policing.	3.1	Analyse different practice dilemmas which arise in policing.
		3.2	Analyse situations which pose ethical dilemmas within policing.

Access to HE Diploma Unit

Title:	Criminal Investigation and the Criminal Justice System		
Unit Code:	QU019010		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade Descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD5-Communication and presentation • GD7-Quality 		
Academic subject content/other:	Academic subject content		
Suggested Assessment details:	Refer to assessment grid.		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the legal framework that criminal law investigators must adhere to secure a criminal conviction.	1.1 Explain the legal framework and criminal law that criminal investigators must adhere to. 1.2 Explain ways in which investigations are undertaken to ensure that they meet the Code of Ethics. 1.3 Explain criminal justice system processes.
2 Know the procedures and the resources available in criminal investigations	2.1 Evaluate the stages of the investigation process, including interviewing and the resources available during a criminal investigation. 2.2 Demonstrate appropriate interview skills using techniques to gain intelligence information.
3 Be able to use communication skills as a professional witness in a mock criminal trial.	3.1 Demonstrate effective communication skills as a professional witness in a mock criminal trial.

Access to HE Diploma Unit

Title:	Crime Statistics		
Unit Code:	QU032200		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade Descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD4-Use of information • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested Assessment details:	Refer to assessment grid.		

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand how crime statistics are created and the factors affecting them.	1.1 Describe how the definition of crime affects official crime statistics. Explain how decisions made about prosecution, cautions or no charge can affect crime statistics. 1.2 1.3 Explain how the 'dark figure' affects official crime statistics.
2 Understand crime statistics published in England and Wales.	2.1 Compare Crime Survey data for England and Wales with other official crime statistics. 2.2 Review limitations of crime statistics. <i>Including the level of unreported crime and public perceptions of crime.</i>

Graded Research Units

Access to HE Diploma Unit

Title:	Social Research Methods for Policing or Criminology		
Unit Code:	QU032212		
Unit Level:	Level 3	Unit Credit:	6
Grading type:	Graded		
Grade Descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD4-Use of information • GD5-Communication and presentation • GD7-Quality 		
Academic subject content/other:	Academic subject content		
Suggested Assessment details:	Refer to assessment grid.		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand 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.
3. Understand how to reflect on social research methodology.	3.1 Discuss and draw conclusions from data gathered through observation, interview and questionnaire. Critically evaluate the use of observation, interview and questionnaire methods of investigation. 3.2

	<p>3.3 Clarify any ethical considerations associated with the research and use appropriate protocols as needed.</p>
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Indicative Content: Social Research Methods for Policing or Criminology

Learning Outcome 1:

N/A

Learning Outcome 2:

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.

Learning Outcome 3:

N/A

Access to HE Diploma Unit

Title:	Research Skills for Policing or Criminology		
Unit Code:	QU032210		
Unit Level:	Level 3	Unit Credit:	6
Grading type:	Graded		
Grade Descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD3-Application of skills • GD4-Use of information • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested Assessment details:	Research diary 500 words, research proposal 500 words, report 1500 words, evaluation 250 words		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand research methods and their uses.	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. 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.
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Optional Units: Graded Academic Subject Content

Access to HE Diploma Unit

Title:	Aspects of Social Psychology		
Unit Code:	QU029057		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade Descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested Assessment details:	Refer to assessment grid.		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the difference between prejudice and discrimination.	1.1 Explain the differences between prejudice and discrimination. 1.2 Analyse prejudice in relation to theories. 1.3 Explain factors affecting prejudice and ways to reduce prejudice.
2 Understand pro and anti-social behaviour.	2.1 Critically evaluate theories of 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

Title:	Fitness Assessment		
Unit Code:	QU032346		
Unit Level:	Level 3	Unit Credit:	6
Grading type:	Graded		
Grade Descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD3-Application of skills • GD4-Use of information • GD7-Quality 		
Academic subject content/other:	Academic subject content		
Suggested Assessment details:	Refer to assessment grid.		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the principles of exercise and fitness testing.	1.1 Explain relevant tests for measuring strength, endurance and cardiovascular fitness. 1.2 Explain the physiological role of exercise to a healthy lifestyle profile.
2. Know the criteria for screening clients pre-exercise.	2.1 Evaluate relevant screening procedures for undertaking an exercise programme.
3. Be able to plan a progressive fitness improvement programme.	3.1 Plan a progressive programme of strength and endurance exercises. 3.2 Plan a progressive programme of cardiovascular exercise.
4. Be able to undertake fitness programmes.	4.1 Undertake fitness programmes to improve: <ul style="list-style-type: none"> • cardiovascular health • endurance and strength.
5. Be able to review the effectiveness of fitness programmes.	5.1 Reflect on the effectiveness of the two fitness programmes. Identify areas for improvement in the design of the fitness programmes. 5.2

Access to HE Diploma Unit

Title:	Forensic Investigation Procedures		
Unit Code:	QU019008		
Unit Level:	Level 3	Unit Credit:	6
Grading type:	Graded		
Grade Descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic subject content		
Suggested Assessment details:	Refer to assessment grid.		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand procedures used to preserve, collect and record forensic evidence from a simulated crime scene.	1.1 Explain the procedures used to preserve, collect and record forensic evidence. Justify the choice of procedures used to preserve, collect and record forensic evidence. 1.2 Explain the analytical techniques used to examine biological, chemical and physical forensic evidence.
2 Know analytical techniques to examine forensic evidence collected from a simulated crime scene.	2.1 Explain the analytical techniques used to examine biological, chemical and physical forensic evidence. Physical evidence – evidence that has not come from a living or once living organism and does not contain chemicals. This could include: <ul style="list-style-type: none"> • ballistics – rifling, ballistic profiling, propellants, micro stamping, calibre wound patterns, trajectory • footwear – oblique lighting, casting, electrostatic lifting, gel lifting, visual analysis and comparison • toolmarks – casting • documents – handwriting (cursive, printing and signatures), printed documents (typewriters, photocopiers, laser printers, ink jet printers), paper, ink

	<ul style="list-style-type: none"> • IT – mobile phones, computers, tablets and CCTV • fibre – identification and analysis – microscopy. <p>2.2 Perform appropriate analytical techniques to examine biological, chemical and physical forensic evidence.</p>
<p>3 Be able to draw conclusions and report on the results of the analysis of forensic evidence.</p>	<p>3.1 Produce a correctly structured forensic expert witness statement/report, showing clear scientific reasoning to draw valid conclusions. <i>Including demonstrate an understanding of the limits of analytical techniques/forensics.</i></p>

Access to HE Diploma Unit

Title:	Human Rights for the Twenty-First Century		
Unit Code:	QU029669		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade Descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic subject content		
Suggested Assessment details:	Refer to assessment grid.		

This unit has 3 learning outcomes.

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

Title:	Introduction to Criminal Law		
Unit Code:	QU018411		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade Descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested Assessment details:	Refer to assessment grid.		

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Understand the concepts of mens rea and actus reus.	1.1	Define mens rea and actus reus and critically evaluate the use of these terms.
2	Understand the concepts of murder and manslaughter.	2.1	Define murder and manslaughter. Analyse the problems caused by attempts to define these concepts with appropriate reference to relevant case law.
3	Understand the general defences in criminal law.	3.1	Explain the defences available to homicide and analyse some of the difficulties that have arisen in applying them.

Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

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

Title:	Legislation for Equality and Diversity		
Unit Code:	QU010480		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade Descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic subject content		
Suggested Assessment details:	Refer to assessment grid.		

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Understand the purpose of equality, rights and citizenship legislation.	1.1	Examine the drivers for and purpose of equality, rights and citizenship legislation.
2	Understand how statutory rights are asserted under equality, rights and citizenship legislation.	2.1	Analyse contemporary equality, rights and citizenship legislation via reference to two groups in society with protected characteristics.
3	Understand the efficacy of equality, rights and citizenship legislation in furthering social justice.	3.1	Evaluate the social, cultural and economic impact of equality, rights and citizenship legislation in furthering social justice.

Access to HE Diploma Unit

Title:	Managing Conflict in a Policing Context		
Unit Code:	QU019967		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade Descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD5-Communication and presentation • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested Assessment details:	Refer to assessment grid.		

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand legislation and other relevant guidance related to managing conflict.	1.1 Summarise legislation, organisational requirements, national guidelines and personal responsibilities that relate to managing conflict. <i>Legislation including Health and Safety at Work Act, Use of Force Policy, Human Rights.</i> <i>National guidelines including Safeguarding issues, duty of care, welfare, restorative justice</i> 1.2 Explain ethical issues related to conflict management.
2 Know how to apply conflict management skills and techniques.	2.1 Explain how to analyse risk to self and others in a conflict situation. 2.2 Evaluate conflict management techniques and when to use them. <i>For example: Betaris Box, TKI assessment, de-escalation techniques</i> Communicate with people in a way that: <ul style="list-style-type: none"> • shows respect for them, their property and their rights • is appropriate to them • is free from discrimination and oppressive behaviour • uses actions and words that signal non-aggression at the appropriate times 2.3

	<ul style="list-style-type: none">• remains alert to verbal and non-verbal communication pertaining to danger cues• uses language and speech, actions, gestures and body language, space and position appropriately.
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Access to HE Diploma Unit

Title:	Problems of Order and Control		
Unit Code:	QU006941		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade Descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic subject content		
Suggested Assessment details:	Refer to assessment grid.		

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Understand problems involved in defining and interpreting statistics on crime.	1.1	Identify and explain in detail the problems involved in defining and interpreting statistics on crime.
2	Understand sociological explanations for the relationship between social class and crime.	2.1	Critically evaluate different sociological explanations for the relationship between social class and crime.
3	Understand sociological approaches to understanding deviance.	3.1	Critically evaluate different sociological approaches to understanding deviance.

Access to HE Diploma Unit

Title:	Sentencing		
Unit Code:	QU010476		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade Descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested Assessment details:	Refer to assessment grid.		

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Understand the main aims of sentencing.	1.1	Evaluate the main aims of sentencing and the outcomes they are attempting to achieve.
2	Understand the various sentences available.	2.1	Explain and assess, with examples, the different types of sentencing available. <i>This could include restorative justice.</i>
3	Discuss the major factors taken into consideration in individual cases.	3.1	Evaluate the general sentencing processes carried out by judges/magistrates.
		3.2	Discuss the major factors taken into consideration in individual cases.
4	Understand the effects of imprisonment.	4.1	Examine and analyse the effects of imprisonment on a defendant.

Access to HE Diploma Unit

Title:	The Power of the Police		
Unit Code:	QU032214		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade Descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested Assessment details:	Refer to assessment grid.		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the powers and limitations of the police in relation to arrest, search and detention.	1.1 Explain the statutory provisions relating to: <ul style="list-style-type: none"> • arrest • search and • detention.
2 Understand the powers of the police in relation to public order and rights of assembly.	2.1 Evaluate the need for stop and search powers. 2.2 Analyse tensions between the individual's right to assemble and the police's duty to preserve order.
3 Be able to analyse the use of police powers.	3.1 Analyse the effect of statutory provisions relating to arrest, search and detention drawing on two relevant cases.

Access to HE Diploma Unit

Title:	The Psychology of Criminal Investigation		
Unit Code:	QU019963		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade Descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested Assessment details:	Refer to assessment grid.		

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the contribution of psychology to areas of criminal investigation.	Evaluate research into the following areas of criminal investigation: <ul style="list-style-type: none"> 1.1 <input type="checkbox"/> Eyewitness testimony <input type="checkbox"/> Identity parades <input type="checkbox"/> Police questioning <input type="checkbox"/> Offender profiling. 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. 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. 2.2

Access to HE Diploma Unit

Title:	The Psychology of Offender Profiling		
Unit Code:	QU006333		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade Descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested Assessment details:	Refer to assessment grid.		

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA
The learner will:		The learner can:
1	Understand the role of profilers within the legal system.	1.1 Critically consider the contribution that profilers make to assist the police in apprehending criminals. 1.2 Evaluate the merits and pitfalls of profilers as experts.
2	Understand a range of profiling approaches.	2.1 Explain and evaluate FBI profiling. 2.2 Explain and evaluate investigative psychology. 2.3 Explain and evaluate geographic profiling.
3	Show an appreciation of critical issues concerning offender profiling.	3.1 Discuss and evaluate issues including differences in frameworks, differences between individual profilers, cultural differences and information gathering techniques.

Access to HE Diploma Unit

Title:	Violent Crimes		
Unit Code:	QU032791		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade Descriptors:	<ul style="list-style-type: none"> • GD2-Application of knowledge • GD4-Use of information • GD7-Quality 		
Academic subject content/other:	Academic subject content		
Suggested Assessment details:	Refer to assessment grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand violent crimes and the problems surrounding "intent".	1.1 Explain the actus reus and mens rea of violent crimes and apply to factual scenarios. 1.2 Evaluate problems concerned with "intent" in a range of violent crimes.
2 Understand defences leading to voluntary manslaughter and related problems.	2.1 Describe and evaluate the defence of loss of control. 2.2 Describe and evaluate the defence of diminished responsibility.
3 Understand the different types of involuntary manslaughter.	3.1 Explain and assess unlawful act manslaughter. 3.2 Explain and assess gross negligence manslaughter.

Access to HE Diploma Unit

Title:	Youth Justice		
Unit Code:	QU031619		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade Descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic subject content		
Suggested Assessment details:	Refer to assessment grid.		

This unit has 2 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Understand the background to the youth justice system	1.1	Explain origins of the youth justice system
		1.2	Analyse how the youth justice system has developed over time.
2	Understand the impact of legislation on youth work practice	2.1	Explain the impact of court orders on aspects of work with young people
		2.2	Evaluate the impact of legislation on inter-agency practice within youth work.

Mandatory Units: Ungraded

Access to HE Diploma Unit

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

This unit has 4 learning outcomes.

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

<p>4 Understand the need to prepare for the transition to Higher Education.</p>	<p>4.1 Analyse the personal and academic qualities needed for successful study in Higher Education. Explain likely practical problems and barriers in moving to higher education and seek strategies for overcoming these.</p> <p>4.2 Explain likely practical problems and barriers in moving to higher education and seek strategies for overcoming these.</p> <p>4.3 Analyse the nature of study in Higher Education.</p>
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Indicative Content: Preparation for Higher Education

Learning Outcome 1:

This can also include Higher and Degree Apprenticeships.

Learning Outcome 2:

N/A

Learning Outcome 3:

N/A

Learning Outcome 4:

N/A

Optional Units: Ungraded

Access to HE Diploma Unit

Title:	Academic Reading Skills		
Unit Code:	QU018346		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Grade Descriptors:	Ungraded		
Academic subject content/other:	Other		
Suggested Assessment details:	Refer to assessment grid.		

This unit has 3 learning outcomes.

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

Access to HE Diploma Unit

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

This unit has 5 learning outcomes.

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

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

This unit has 2 learning outcomes.

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

	<p>interpreting other points of view sensitively or inviting others to contribute their views.</p> <p>2.4 Respond appropriately to questions.</p>
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Access to HE Diploma Unit

Title:	Mathematics - Calculations		
Unit Code:	QU007516		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Grade Descriptors:	Ungraded		
Academic subject content/other:	Academic Subject Content		
Suggested Assessment details:	Refer to assessment grid.		

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand how to tackle problems involving numbers.	1.1 Apply the four number rules to numbers including decimals and fractions within multistage problems. 1.2 Use positive and negative numbers in a practical context. 1.3 Convert numbers within and across unit systems within multi-stage tasks. Calculate answers using a) percentages and reverse percentages b) ratio, direct and inverse proportion 1.4 c) given formulae d) perimeters, areas and volumes of complex shapes e) powers and roots f) common units of measurement. 1.5 Summarise the method of calculation and the processes used. 1.6 Carry out processes in a proper order to a degree of accuracy appropriate to the task, clearly showing methods.
2 Understand how to use estimation and check results.	2.1 Use procedures including estimation to check results and evaluate the effects of accumulating errors in calculations. 2.2 Explain the upper and lower bounds of accuracy for given results.

Access to HE Diploma Unit

Title:	Presenting Information Using ICT		
Unit Code:	QU027084		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Grade Descriptors:	Ungraded		
Academic subject content/other:	Other		
Suggested Assessment details:	Refer to assessment grid.		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand ways of using ICT to present information.	1.1 Find and analyse examples of information presented through ICT. 1.2 Explain which forms of presentation suit different types of information. 1.3 Analyse examples of information presented with clear layout and style. 1.4 Explain the importance of copyright when presenting information.
2 Be able to use a range of ICT software applications to present information.	2.1 Present text information for a given purpose using a variety of features in word processing software. 2.2 Present information for a given purpose using a variety of features in spreadsheet software. 2.3 Present information for a given purpose using a variety of features in presentation software.
3 Be able to integrate ICT software to present information.	3.1 Plan how to present integrated information using a range of ICT formats. Range should include presentation, spreadsheet and word processing software. 3.2 Present information to meet a specific brief.

	<p>3.3 Save information in a structured format so it can be found easily and justify choice.</p>
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Indicative Content: Presenting Information Using ICT

Learning Outcome 1:

N/A

Learning Outcome 2:

N/A

Learning Outcome 3:

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

Access to HE Diploma Unit

Title:	Problem Solving in the Workplace		
Unit Code:	QU018630		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Grade Descriptors:	Ungraded		
Academic subject content/other:	Other		
Suggested Assessment details:	Refer to assessment grid.		

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Understand factors that may influence problem solving in the workplace.	1.1	Analyse factors which influence the choice of solution for problems.
2	Know how to solve problems in the workplace.	2.1	Analyse the nature of specific workplace problems.
		2.2	Explain the actions that need to be taken to solve the workplace problems.
		2.3	Analyse the potential consequences and impact of proposed actions.
3	Be able to apply solutions to workplace problems.	3.1	Select preferred solution to workplace problems.
		3.2	Justify the choice of solution.

Access to HE Diploma Unit

Title:	Promoting Wellbeing and Building Resilience		
Unit Code:	QU028487		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Grade Descriptors:	Ungraded		
Academic subject content/other:	Other		
Suggested Assessment details:	1500 word report		

This unit has 4 learning outcomes.

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

Access to HE Diploma Unit

Title:	References and Reliability of Sources		
Unit Code:	QU026344		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Grade Descriptors:	Ungraded		
Academic subject content/other:	Other		
Suggested Assessment details:	Refer to assessment grid.		

This unit has 3 learning outcomes.

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

Title:	Study Skills for Higher Education		
Unit Code:	QU031633		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Grade Descriptors:	Ungraded		
Academic subject content/other:	Other		
Suggested Assessment details:	Refer to assessment grid.		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to manage and organise own study time.	1.1 Produce a personal schedule of study to accommodate own time constraints. 1.2 Devise a strategy for prioritising and organising coursework to meet deadlines
2 Know how to prepare for exams effectively	2.1 Prepare a revision timetable for exams 2.2 Evaluate strategies to support effective revision based on own learning preferences
3 Be able to retrieve information from reliable sources.	3.1 Retrieve information from a range of reliable written sources using a range of reading skills. 3.2 Scan source material, evaluating information to create accurate and detailed notes to suit purpose. 3.3 Demonstrate the use of a recognised referencing system for retrieved information.
4 Present information using a range of approaches.	4.1 Present information using different formats for academic purposes. <i>This must include academic speaking.</i>

Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to plan a project to promote sustainability within a specific sector.	1.1 Identify a project to promote sustainability within a chosen sector, justifying your choice. Produce a project plan for own project including: 1.2 <ul style="list-style-type: none"> • Aims and objectives • Time scales • Methods • Resources required • Any health and safety considerations.
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.
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Access to HE Diploma Unit

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

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the importance of sustainability within a specific sector.	1.1 Explain what is meant by sustainability. 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.

<p>3. Know how the 3 Rs of sustainability can be applied within the chosen sector.</p>	<p>3.1 Explain the 3 Rs of sustainability.</p> <p>3.2 Analyse ways that a chosen sector can implement the 3 Rs of sustainability.</p>
<p>4. Understand the importance of waste management within the chosen sector.</p>	<p>4.1 Explain the importance of having a waste management strategy within a chosen sector.</p> <p>4.2 Explain environmental hazards or risks that could be caused by poor waste management within a chosen sector.</p>

Access to HE Diploma Unit

Title:	Writing reports		
Unit Code:	QU026155		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Grade Descriptors:	Ungraded		
Academic subject content/other:	Other		
Suggested Assessment details:	Refer to assessment grid.		

This unit has 5 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Understand the significance of the report title in determining the content.	1.1	Analyse the requirements of the question or task.
		1.2	Analyse the main points which must be covered, omitting irrelevant detail.
2	Be able to plan and present the plan for a report.	2.1	Produce a plan for a report.
		2.2	Present the plan for the report.
3	Be able to structure a report.	3.1	Produce an introduction which sets out how the subject will be dealt with in the report.
		3.2	Use evidence and examples to strengthen information provided in the report.
		3.3	Use linking sentences in paragraphs to produce a cohesive report.
		3.4	Provide a conclusion which sums up the main findings of the report.
4	Be able to write in an appropriate style.	4.1	Write in a detached, balanced, and objective manner.
		4.2	Write formal English avoiding emotive language and colloquialisms.
5	Know the conventions for acknowledging sources.	5.1	Acknowledge the work of other authors both during the report and in a list of references.
		5.2	Use recognised approaches for acknowledging sources.

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:

Website: www.gatewayqualifications.org.uk

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

8. Gateway Qualifications

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

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

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

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

