

# DIPLOMA GUIDE



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## Access to HE Diploma (Social Work)

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](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 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

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The diploma allows learners to undertake study related to the social work sector which is very diverse. Learners will have the opportunity to develop skills which will enable progression to a range of degree level programmes including a focus on knowledge and skills related to social work practice with a range of optional units.

### 1.3 Purpose

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

### 1.4 Aims

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The qualification aims to:

- reintroduce learners to education recognising prior skills and experience and the particular needs of those returning to learn
- offer learners a responsive, supportive return to learn experience at a level appropriate for entry to HE
- develop the appropriate skills such as study skills that are necessary to enable learners to succeed in their HE career

- address issues of widening participation and social inclusion
- raise student awareness of the opportunities that a return to study and lifelong learning can bring.

## 1.5 Objectives

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The objective of the Diploma is to enable learners to:

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

## 1.6 Sector Subject Area

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1.2 Nursing and Subjects and Vocations Allied to Medicine

## 1.7 Target groups

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- a) Adults who, because of social, educational or individual circumstances may have achieved few, if any, prior qualifications and wish to progress to HE.
- b) Adults who have gone straight into industry (perhaps following apprenticeship routes) who wish to progress to HE.
- c) To provide preparation for study in UK HEIs.

## 1.8 Delivery methods

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Face to face Blended learning Online.

Work placements would also be beneficial to widen opportunities.

Assessment methods Case studies, presentations, short answer questions, essay, report, exam, literature review, controlled assessment, academic poster, information booklet, factsheets.

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

- BA/BSc Social Work
- MA/MSc Social Work (for those who are graduates)
- BA/BSc Social Policy
- BSc Social Sciences
- BA/BSc Criminology
- BA Law
- BA Youth and Community Work
- BA/BSc Psychology
- BSc Health and Social Care
- BSc Sociology
- BSc Social Studies BSc Politics

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

## 1.12 Equality, Diversity and Inclusion

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

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

## 2. Student 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.

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

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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 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**

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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 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

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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.

## Academic Units

### Mandatory Graded Units

Learners must achieve 12 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment methods	Assessment Volume
QU029625	Essential Practice Skills - Social Work	3	3	Academic	2, 7	3 x case studies	3 x 500 words
QU025409	Safeguarding Children, Young People and Vulnerable Adults	3	3	Academic	1, 2, 7	Case studies	2 x 750 words
QU031797	Understanding Social Work Practice	3	6	Academic	1, 2, 7	Controlled assessment (closed book) Reflective diary	2 hours 1500 words

### Optional 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
QU031614	Research Skills for Social Work	3	6	Academic	1, 2, 3, 4, 7	Research diary, research proposal, report, evaluation	500 words, 500 words, 1500 words, 250 words
QU029630	Extended Project - Social Work	3	6	Academic	2, 4, 5, 6, 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: Social Work

Learners must/may achieve 27 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment methods	Assessment Volume
QU018276	Aspects of Cognitive Psychology	3	3	Academic	1, 2, 7	Exam	2 hour closed book
QU029057	Aspects of Social Psychology	3	3	Academic	1, 2, 7	Case study with structured guidance	1500 words
QU025692	Atypical Development and Abnormal Behaviour	3	3	Academic	1, 2, 7	Report	1500 words
QU006046	Child Development	3	3	Academic	2, 7	Report	1500 words
QU029768	Child Protection and Legislation	3	3	Academic	1, 2	Factsheets x 2 Written response to case study	450 words x 2 600 words
QU011218	Culture and Identity	3	3	Academic	1, 2, 7	Literature review	1500 words
QU025825	Dementia Awareness	3	3	Academic	1, 5, 7	Short answer Academic poster Case study	500 words 500 words 500 words
QU017815	Effective and Reflective Practice	3	3	Academic	2, 7	Reflective account Report	750 words 750 words
QU025436	Equality and Diversity within Care Services	3	3	Academic	2, 7	Short answers question Essay	500 words 1000 words
QU014008	Ethnic Diversity and Health	3	3	Academic	1, 7	Essay	1500 words
QU018796	Government Policy in Relation to Current Social Welfare Issues	3	3	Academic	2, 4, 7	Project	1500 words
QU029770	Inclusive Practice in Social Work	3	3	Academic	1, 2, 7	Case Study Video and transcript supported by tutor observation record	750 words 5 minutes, transcript and tutor observation record
QU014030	Introduction to Sociology	3	3	Academic	1, 2, 7	Information booklet	1500 words

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment methods	Assessment Volume
QU006605	Introduction to the Sociology of Crime and Deviance	3	3	Academic	2, 4, 7	Literature Review	1500 words
QU025681	Media Perspectives of Health and Social Care	3	3	Academic	1, 2, 5, 7	Report Case study	1000 words 500 words
QU030824	Mental Health and Illness	3	3	Academic	1, 2, 7	Case study	1500 words
QU014245	Poverty and Social Exclusion	3	3	Academic	2, 7	Exam	1.5 hours open book
QU031623	Professional Practice in a Digital World	3	3	Academic	1, 2, 5, 7	Information booklet	1500 words
QU025627	Social Inequality	3	3	Academic	2, 5, 7	Exam, case study	1 hour open book, 750 words
QU029616	Social Influence, Conformity and Obedience	3	3	Academic	1, 2, 7	Case Studies x 3	1500 words
QU026373	Social Policy	3	6	Academic	1, 2, 7	Academic poster including verbal explanation and witness statement Essay	1500 words 1500 words
QU029611	Social Stratification	3	3	Academic	2, 7	Short answer questions	1500 words
QU031800	Social Work and Disability	3	6	Academic	2, 7	2 x case studies	2 x 1500 words
QU007094	Sociology of Health	3	6	Academic	1, 2, 7	Report, literature review, self-evaluation	1500 words, 1000 words, 500 words
QU029049	Sociology of the Family	3	3	Academic	2, 7	Essay	1500 words
QU029780	Understanding Published Research in Health and Social Care	3	3	Academic	1, 7	Review of a research article	1500 words
QU031625	Understand how Youth Work and/or Social Work can Support Young People's Mental Health and Wellbeing	3	6	Academic	1, 2, 5, 7	Academic poster x 2 Report	2 x 750 words 1500 words

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment methods	Assessment Volume
QU031621	Understand how to Support Young People who are Lesbian, Gay, Bisexual, Transgender or Questioning (LGBTQ+)	3	3	Academic	1, 2, 7	Report	1500 words
QU006060	Understanding Social and Physical Aspects of Adult Relationships	3	3	Academic	2, 5, 7	Case study Short answer questions Individual presentation	750 words 250 words 10 minutes
QU026111	Understand Care of the Elderly	3	3	Academic	1, 5, 7	Individual presentation Structured written questions Role play	10 minutes 750 words 5 minutes
QU031617	Understanding Youth and Popular Culture	3	3	Academic	1, 2, 4, 7	Report Individual presentation	1000 words 500 words
QU018124	Valuing Diversity: Types, Bases and Impact of Discrimination	3	6	Academic	1, 2, 4, 7	Exam, report, individual presentation	1.5 hour open book, 1000 words, 10 minutes



## Ungraded Units

### 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
QU018318	Study Skills	3	3	Other	Study Plan Worksheets Reflective account Assignment planning	300 words 500 words 500 words 250 words

**Optional Units: Ungraded**

Learners must achieve 6 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment methods	Assessment Volume
QU018346	Academic Reading Skills	3	3	Other	Exam	1.5 hours closed book
QU007560	Communication - Speaking and Listening	3	3	Other	Oral presentation Group discussion Self-evaluation	15 minutes 15-20 minutes and supporting materials 500 words 200 words
QU025278	Developing Professional Attributes	3	3	Other	SWOT analysis Professional development plan Essay	200 words 300 words 1000 words
QU027084	Presenting Information Using ICT	3	3	Other	Notes from a range of sources Presentation Presentation lecture notes and handouts	300 words Presentation 200 words
QU018352	Presentation Skills	3	3	Other	Notes from a range of sources Presentation Presentation lecture notes and handouts	300 words 200 words 1000 words
QU018630	Problem Solving in the Workplace	3	3	Other	Project	1500 words - Analyse and propose solutions to at least two workplace problems including justification for selected solution

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment methods	Assessment Volume
QU025796	Professional Interpersonal Skills	3	3	Other	SWOT analysis Case study Reflective account	250 words 750 words 500 words
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
QU033880	The Fundamentals of Environmental Sustainability	3	3	Academic	Report	1500 words
QU026155	Writing reports	3	3	Other	Report plan Presentation of report plan Report	Plan 2-3 minutes 1000 words

### 3.3 Additional completion requirements

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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.

### 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. 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:

<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 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.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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Depending on the choice of unit, centres will require access to relevant software, hardware and technical equipment.

### 5.4 Assessment

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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

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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.

### 5.6 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>Title:</b>	Essential Practice Skills - Social Work		
<b>Unit Code:</b>	QU029625		
<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>Suggested Assessment details:</b>	Refer to assessment grid		

This unit has 3 learning outcomes.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand what is meant by essential qualities and skills in social work.	1.1. Explain what is meant by essential qualities and skills in social work.
2. Understand what makes an effective social worker.	2.1. Explain in detail the main skills and qualities important in the practice of social work.
3. Understand three key skills or qualities that are vital to effective social work.	3.1. Describe and evaluate their own practice, in the light of these chosen skills or qualities This could include effective listening skills and/or giving a non judgmental response.

### Access to HE Diploma Unit

<b>Title:</b>	Safeguarding Children, Young People and/or Vulnerable Adults		
<b>Unit Code:</b>	QU025409		
<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>Suggested Assessment details:</b>	2 x 750 word case studies		

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 what 'safeguarding' is.	1.1 Explain the concept of safeguarding children, young people and vulnerable adults. 1.2 Explain the duties of a specific professional role related to safeguarding children, young people and/or adults. 1.3 Explain 'significant harm' in the context of safeguarding.
2 Understand how to recognise abuse.	2.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding. <i>Include coercive behaviours, interpersonal violence and domestic abuse.</i> 2.2 Discuss ways in which an individual's health, well-being and development can be damaged by an abusive situation.
3 Understand the legal framework involved in safeguarding children, young people and vulnerable adults.	3.1 Analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children, young people and/or vulnerable adults.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	3.2 Explain what is meant by partnership working in the context of safeguarding.

## Optional Graded Units: Research

### Access to HE Diploma Unit

<b>Title:</b>	Research Skills for Social Work		
<b>Unit Code:</b>	QU031614		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade Descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD3-Application of skills</li> <li>• GD4-Use of information</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested 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
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. It should be noted that where learners are conducting primary research, their suggested research project should be scrutinised prior to commencement to check that ethical considerations have taken place. In addition, agreement from the interviewees must be obtained to ensure compliance with the General Data Protection Regulations, 2018. 2.3 Justify its relevance for the subject area.
3 Be able to carry out a research project.	3.1 Carry out research that adheres to: a) the research proposal b) ethical guidelines c) agreed timescales.

Learning Outcomes	Assessment Criteria
The Learner Will:	The Learner Can:
<p>4 Be able to produce a report on research using a standard format.</p>	<p>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.</p>
<p>5 Be able to evaluate a research project.</p>	<p>5.1 Evaluate a research proposal and its procedures. 5.2 Evaluate methods used to research the subject area.</p>

### Access to HE Diploma Unit

<b>Title:</b>	Extended Project - Social Work		
<b>Unit Code:</b>	QU029630		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade Descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD4-Use of information</li> <li>• GD5-Communication and presentation</li> <li>• GD6-Autonomy/Independence</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested 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 Be able to work within the conventions of a specific subject.	1.1 Define a subject specific topic of investigation.  1.2 Define the aims & limits of this investigation within the conventions of the chosen subject area.  1.3 Process subject specific sources according to the conventions of the chosen discipline.
2 Be able to demonstrate extensive subject specific knowledge.	2.1 Explain the details, and analyse the nature of, the subject specific material under consideration.  2.2 Evaluate the relevance of the subject specific material to the topic.
3 Be able to construct sustained argument in an extended piece of work.	3.1 Sustain a logical argument in an extended piece of work using terminology consistent with subject specific conventions.
4 Be able to present work in forms consistent with the conventions of the specific subject, including an appropriate form of academic citation.	4.1 Present the finished project in a form consistent with subject specific conventions.  4.2 Use academic citation / referencing appropriate to the form of the extended project & to the specific academic discipline.

## Optional Units: Graded Academic Subject Content

### Access to HE Diploma Unit

<b>Title:</b>	Aspects of Cognitive Psychology		
<b>Unit Code:</b>	QU018276		
<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		

This unit has 4 learning outcomes.

Learning Outcomes		Assessment Criteria	
The learner will:		The learner can:	
1	Understand the function of the nervous system in relation to perception.	1.1	Explain the processes of visual perception in the nervous system in humans.
2	Understand the different theories/models in relation to perception.	2.1	Explain sensation and perception and evaluate theories of perception.
3	Understand the development of investigations into human memory.	3.1	Outline the development of investigations into human memory
		3.2	Evaluate the multi-store theory of memory and the levels of processing theory.
4	Understand the factors involved in forgetting .	4.1	Evaluate different theories of forgetting.

### Access to HE Diploma Unit

<b>Title:</b>	Aspects of Social Psychology		
<b>Unit Code:</b>	QU029057		
<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>Suggested Assessment details:</b>	Case study with structured guidance 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 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

<b>Title:</b>	Atypical Development and Abnormal Behaviour		
<b>Unit Code:</b>	QU025692		
<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>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 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.

#### **Indicative Content: Atypical Development And Abnormal Behaviour**

##### **Learning Outcome 4:**

Others may include family, friends or carers or wider society.

### Access to HE Diploma Unit

<b>Title:</b>	Child Development		
<b>Unit Code:</b>	QU006046		
<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>Suggested Assessment details:</b>	Refer to assessment grid.		

This unit has 3 learning outcomes.

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

### Access to HE Diploma Unit

<b>Title:</b>	Child Protection and Legislation		
<b>Unit Code:</b>	QU029768		
<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> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested 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 what is meant by child abuse.	1.1. Explain the types of abuse that generate concerns about child protection issues.
2. Know the possible indicators of child abuse.	2.1. Explain the range of indicators of child abuse.
3. Understand ways to promote the welfare of children and reduce the risks of child abuse.	3.1. Explain ways in which professionals work to reduce the incidence of child abuse utilising relevant legislation.

### Access to HE Diploma Unit

<b>Title:</b>	Culture and Identity		
<b>Unit Code:</b>	QU011218		
<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>Suggested 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 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>Title:</b>	Dementia Awareness		
<b>Unit Code:</b>	QU025825		
<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>• GD5-Communication and presentation</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested Assessment details:</b>	Short answer questions	500 words	
	Academic poster	500 words	
	Case study	500 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 what dementia is.	1.1 Explain what is meant by the term 'dementia'. 1.2 Analyse the key functions of the brain that are affected by dementia. 1.3 Evaluate how other impairments may be mistaken for dementia.
2 Understand key features of theoretical models of dementia.	2.1 Explain the social model of dementia. 2.2 Explain the medical model of dementia. 2.3 Explain why dementia should be viewed as a disability.
3 Know common forms of dementia and their causes.	3.1 Evaluate the risk factors for common causes of dementia. 3.2 Explain the likely signs and symptoms of common types of dementia. 3.3 Analyse prevalence rates for common types of dementia.
4 Understand the impact of dementia on the individual and others and society.	4.1 Evaluate the impact of dementia on the lives of the individual with dementia and others around them.

### Access to HE Diploma Unit

<b>Title:</b>	Effective and Reflective Practice		
<b>Unit Code:</b>	QU017815		
<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>Suggested 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 how to relate theories of group dynamics, interpersonal skills, advocacy and institutionalisation to the work place.	1.1 Evaluate theories of group dynamics and interpersonal skills. 1.2 Evaluate advocacy skills. 1.3 Identify and illustrate institutionalisation in the work place.
2 Understand how to be empathic and work with others	2.1 Critically assess working as part of a team and maintaining good communication. 2.2 Evaluate successful and unsuccessful ways of coping with pressure. 2.3 Critically assess the concept of empathy.
3 Understand how to reflect on own practice.	3.1 Critically assess the concept of reflection. 3.2 Analyse your actions with a goal of changing and improving practice.

### Access to HE Diploma Unit

<b>Title:</b>	Equality and Diversity within Care Services		
<b>Unit Code:</b>	QU025436		
<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>Suggested Assessment details:</b>	Case study 1000 words  Short answer questions 500 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 terminology used in relation to equality and diversity in care services.	1.1	Evaluate terminology related to equality and diversity used in care services
2	Understand how vocabulary related to equality and diversity impacts on care service users.	2.1	Discuss the impact of vocabulary related to equality and diversity on the self-esteem of service users.
3	Understand the legislation which underpins the implementation of equality and diversity practices within care services.	3.1	Analyse the impact of implementing practices related to equality and diversity in light of a given situation.
4	Understand ways in which individuals with protected characteristics are supported by equality and diversity legislation.	4.1	Critically evaluate the extent and limitations of equality and diversity legislation in relation to supporting those with protected characteristics in a given situation.

### Access to HE Diploma Unit

<b>Title:</b>	Ethnic Diversity and Health		
<b>Unit Code:</b>	QU014008		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade Descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic subject content		
<b>Suggested Assessment details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the concepts of "race" and "ethnicity."	1.1 Explain the biological, as opposed to the cultural, basis for differentiating groups. 1.2. Explain the significance of race as a social definition.
2. Understand the historical roots of racial inequality & subsequent discrimination.	2.1. Analyse the explanations of the historical roots of racism. 2.2. Explain the differences between cultural and institutional racism, giving clear examples of each.
3. Understand the issues surrounding ethnic minorities and social disadvantage in British society today.	3.1. Evaluate factors contributing to ethnic disadvantage. 3.2 Describe sociological explanations of racism.
4. Understand the implications of ethnicity in relation to inequality in health care.	4.1. Compare and contrast, with examples, recent accounts of ethnic disadvantage in health care provision.



### Access to HE Diploma Unit

<b>Title:</b>	Government Policy in Relation to Current Social Welfare Issues		
<b>Unit Code:</b>	QU018796		
<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>Suggested Assessment details:</b>	See assessment grid		

This unit has 4 learning outcomes.

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

### Access to HE Diploma Unit

<b>Title:</b>	Inclusive Practice in Social Work		
<b>Unit Code:</b>	QU029770		
<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>Suggested Assessment details:</b>	Refer to assessment grid		

This unit has 2 learning outcomes.

<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	
<b>The learner will:</b>		<b>The learner can:</b>	
1	Understand the basis of discrimination and oppression.	1.1	Discuss factors leading to discrimination and oppression.
2	Understand how to promote inclusive practice in professional context.	2.1	Reflect on factors that can promote inclusive practice in a social work context.

### Access to HE Diploma Unit

<b>Title:</b>	Introduction to Sociology		
<b>Unit Code:</b>	QU014030		
<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>Suggested Assessment details:</b>	Refer to assessment grid		

This unit has 4 learning outcomes.

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

### Access to HE Diploma Unit

<b>Title:</b>	Introduction to the Sociology of Crime and Deviance		
<b>Unit Code:</b>	QU006605		
<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>Suggested 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>Title:</b>	Media Perspectives of Health and Social Care		
<b>Unit Code:</b>	QU025681		
<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>Suggested Assessment details:</b>	Refer to assessment grid		

This unit has 2 learning outcomes.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the public image of health and/or social care services and professions.	1.1 Evaluate the extent to which the public perception of health and/or social care services and professions within the UK is driven by the media. 1.2 Analyse the impact of positive and negative media reports on health and social care services and professions.
2. Understand media bias and impartiality related to the health and social care sector.	2.1 Identify bias and impartiality within health and social care reporting. 2.2 Explain reasons for bias and impartiality within media reports related to health and social care.

### Access to HE Diploma Unit

<b>Title:</b>	Mental Health and Illness		
<b>Unit Code:</b>	QU030824		
<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>Suggested 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 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  <i>Different perspectives include medical, psychodynamic, behaviourist, cognitive and humanistic theories.</i>
3	Be able to analyse the concept of mental ill health and mental wellbeing from key stakeholder's perspectives	3.1	Analys the concept of mental ill health and mental wellbeing from both the professional and service user/carer perspective

### Access to HE Diploma Unit

<b>Title:</b>	Poverty and Social Exclusion		
<b>Unit Code:</b>	QU014245		
<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>Suggested Assessment details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

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

### Access to HE Diploma Unit

<b>Title:</b>	Professional Practice in a Digital World		
<b>Unit Code:</b>	QU031623		
<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>Suggested Assessment details:</b>	Refer to assessment grid		

This unit has 2 learning outcomes.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand how the concepts of digitalisation and digital transformation impact professional practice.	1.1 Explain types of digital communities. 1.2 Describe key purposes of professional practice in the context of digitalisation and digital transformation. 1.3 Analyse how digitalisation and digital transformation impacts professional practice.
2 Understand key principles in relation to professional practice in digital spaces and places.	2.1 Explain principles of professional practice in relation to: <ol style="list-style-type: none"> <li>safeguarding in digital spaces</li> <li>ethical considerations related to engaging with people in digital spaces</li> <li>non-formal education and informal learning in digital spaces</li> <li>how professional practice can combat digital inequality and the digital divide.</li> </ol>



### Access to HE Diploma Unit

<b>Title:</b>	Social Inequality		
<b>Unit Code:</b>	QU025627		
<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>Suggested Assessment details:</b>	Exam	1 hour open book	
	Case study	750 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 and recognise what is meant by social inequality.	1.1	Explain what is meant by social inequality.
		1.2	Explain the meaning of 'life chances'.
		1.3	Explain the social distribution of inequality by social class, gender, ethnicity.
2	Be able to interpret statistics related to social inequality.	2.1	Analyse a range of statistics which relate to social inequalities.
3	Understand sociological perspective of social inequality.	3.1	Critically evaluate the major sociological themes of inequality.
4	Be able to apply theoretical models for social inequality to one area of social life.	4.1	Critically evaluate a range of theoretical models for social inequality in one area of social life.

### Access to HE Diploma Unit

<b>Title:</b>	Social Influence, Conformity and Obedience to Authority		
<b>Unit Code:</b>	QU029616		
<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>Suggested 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 'Social Influence'.	1.1	Explain key studies and concepts in social influence e.g. social loafing, bystander intervention.
2	Understand psychological explanations for obedience to authority	2.1	Explain two main psychological approaches to obedience to authority.
3	Understand psychological explanations for conformity.	3.1	Explain two main psychological approaches to conformity.

### Access to HE Diploma Unit

<b>Title:</b>	Social Policy		
<b>Unit Code:</b>	QU026373		
<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>Suggested 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 '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.
		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>Title:</b>	Social Stratification		
<b>Unit Code:</b>	QU029611		
<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>Suggested 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 different perspectives on class structure.	1.1	Assess sociological explanations of class structure.
2	Understand sociological explanations for demographic differences across the class structure.	2.1	Evaluate the significance of demographic differences and the sociological explanations for these differences.
		2.2	Discuss problems in attributing differential morbidity/mortality rates to class position in relation to the current situation in UK society.

### Access to HE Diploma Unit

<b>Title:</b>	Social Work and Disability		
<b>Unit Code:</b>	QU031800		
<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>Suggested Assessment details:</b>	See assessment grid		

This unit has 4 learning outcomes.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand current debates and concepts within disability.	1.1 Outline legal definitions of disability. 1.2 Explain current attitudes related to a chosen disability and approaches taken to diagnose, treat or support the disability.
2 Understand the impact of disability.	2.1 Evaluate the potential impact of a specific disability on an individual and their family/carer(s), with reference to a case study. <i>Consider both positive and negative impact.</i>
3 Understand the primary function of social worker involvement with people who have a disability.	3.1 Explain the purpose of social work intervention for individuals who have a disability and their family/carer(s). <i>Learners should refer to two individuals with different disabilities. One should be an adult and one should be a child.</i>
4 Understand the diversity of support available for people who have a disability.	4.1 Analyse the diverse support provision which supports individuals with a specific disability and their family/carer(s).

**Indicative Content: Social Work and Disability**

**Learning Outcome 1:**

*Disability could relate to physical or mental difficulties or learning difficulties.*

**Learning Outcome 2:**

*Learners may choose to look at a disability related to a child or an adult.*

**Learning Outcome 3:**

*Learners may choose to use a child or an adult with a disability as the focus of their response.*

**Learning Outcome 4:**

*Learners must look at support available to a child and an adult with different disabilities.*

### Access to HE Diploma Unit

<b>Title:</b>	Sociology of Health		
<b>Unit Code:</b>	QU007094		
<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>Suggested 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. <i>Define social constructs of health and illness</i>
3	Understand the relationship between health, social class, gender, ethnicity and age.	3.1	Explain the relationship between health and social class, with particular reference to gender, ethnicity and age.
4	Understand the differing explanations for the differences in health patterns.	4.1	Evaluate contrasting theories to explain the differences in health patterns utilising consensus, conflict and social action theories.
5	Understand the medicalisation of mental illness and the social construction of mental illness.	5.1	Explain the nature of mental as opposed to physical illness.
		5.2	Explain the medicalisation of mental illness.
6	Understand competing sociological explanations of mental illness.	6.1	Evaluate sociological explanations of mental illness.

### Access to HE Diploma Unit

<b>Title:</b>	Sociology of the Family		
<b>Unit Code:</b>	QU029049		
<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>Suggested Assessment details:</b>	Essay 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 different family structures.	1.1 Critically examine historical and contemporary notions of family.
2 Understand different theoretical approaches to the family.	2.1 Compare and assess a range of sociological perspectives of the family.
3 Understand sociological factors on the notion of family.	3.1 Evaluate a range of factors that have produced these changes.

#### Indicative Content: Sociology of the Family

##### Learning Outcome 3:

This may include age, culture, class or ethnicity.



### Access to HE Diploma Unit

<b>Title:</b>	Understanding Published Research in Health and Social Care		
<b>Unit Code:</b>	QU029780		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade Descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested 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 difference between quantitative and qualitative research methods.	1.1 Using examples taken from a health or social care study explain the difference between qualitative and quantitative research.
2. Understand the different methods in health and social care research.	2.1 Evaluate the main research methods used. 2.2 Explain how a particular method/s was selected. 2.3 Make suggestions for improvements to the research methodology.
3. Understand ethical issues involved in health and social care research.	3.1. Explain any ethical considerations relating to the research.

### Access to HE Diploma Unit

<b>Title:</b>	Understand how Youth Work and/or Social Work can Support Young People's Mental Health and Wellbeing		
<b>Unit Code:</b>	QU031625		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade Descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD5-Communication and presentation</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic subject content		
<b>Suggested 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 issues affecting young people's mental health and wellbeing	1.1 Summarise social, emotional, physical and psychological issues that may affect young people's mental health and wellbeing 1.2 Explain factors that may affect the needs of young people;s mental health and wellbeing
2 Understand how to support young people's mental health and wellbeing	2.1 Evaluate sources of information, agencies and support services which can help young people in relation to mental health and wellbeing 2.2 Explain how to help build self-confidence, independence and self-esteem in young people 2.3 Explain how to support young people to express their views, anxieties and feelings about their support needs, without fear of prejudice or judgement
3 Understand legal frameworks and guidance in relation to young people 's mental health and wellbeing	3.1 Analyse how legal frameworks and guidance protect young people's mental health and wellbeing
4 Understand the role of the youth worker or social worker in	4.1 Analyse how youth workers or social workers can support young

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
supporting young people's mental health and wellbeing	people to develop positive mental health

### Access to HE Diploma Unit

<b>Title:</b>	Understand how to Support Young People who are Lesbian, Gay, Bisexual, Transgender or Questioning (LGBTQ+)		
<b>Unit Code:</b>	QU031621		
<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>Suggested Assessment details:</b>	Refer to assessment grid		

This unit has 2 learning outcomes.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand issues that affect young people who are lesbian, gay, bisexual, transgender and/or questioning (LGBTQ+).	1.1 Explain personal, psychological, social, physical and health issues that may affect young people who are LGBTQ+. 1.2 Explain how young LGBTQ+ people can be affected by the following: a) Homophobia b) Transphobia c) Heterosexism. 1.3 Explain why “coming out” is important for LGBTQ+ young people.
2 Understand how to support young people who are LGBTQ+.	2.1 Explain how to support young people who are LGBTQ+. 2.2 Evaluate how a range of organisations can support LGBTQ+ young people.

### Access to HE Diploma Unit

<b>Title:</b>	Understanding Social and Physical Aspects of Adult Relationships		
<b>Unit Code:</b>	QU006060		
<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>Suggested Assessment details:</b>	See assessment grid		

This unit has 2 learning outcomes.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand adult relationships.	1.1 Define sexuality and adult relationships. 1.2 Evaluate how three key characteristics contribute to a successful relationship.
2 Understand issues relating to adult relationships.	2.1 Assess the impacts of the law on different types of adult relationships. 2.2 Discuss and evaluate the following methods of contraception: a) Contraceptive pill b) Male and female condoms c) Intrauterine systems d) Natural methods e) Male and female sterilisation f) Injectable contraception g) Emergency contraception. 2.3 Critically discuss moral issues relating to either contraception or adult relationships.

### Access to HE Diploma Unit

<b>Title:</b>	Understand Care of the Elderly		
<b>Unit Code:</b>	QU026111		
<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>• GD5-Communication and presentation</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic subject content		
<b>Suggested Assessment details:</b>	Individual presentation, 10 minutes; structured written questions, 750 words, role play 5 minutes		

This unit has 3 learning outcomes.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand the ageing process.	1.1 Explain changes occurring with age, to include: <ul style="list-style-type: none"> <li>• physical</li> <li>• psychological</li> <li>• emotional</li> <li>• social</li> </ul> 1.2 Analyse the needs of the elderly in relation to the ageing process.
2 Know how to adapt communication techniques when caring for elderly individuals.	2.1 Evaluate communication difficulties faced when caring for the elderly. 2.2 Demonstrate how to adapt communication techniques for use with elderly patients.
3 Understand how to care for elderly patients.	3.1 Explain how conditions affect the elderly, to include: <ul style="list-style-type: none"> <li>• dementia</li> <li>• Parkinson's disease</li> <li>• stroke/TIA</li> <li>• arthritis</li> <li>• osteoporosis</li> </ul> 3.2 Explain how care plans can be used to support elderly individuals.

### Access to HE Diploma Unit

<b>Title:</b>	Understanding Youth and Popular Culture		
<b>Unit Code:</b>	QU031617		
<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>• GD4-Use of information</li> <li>• GD5-Communication and presentation</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested 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 youth cultures and popular subcultures	1.1 Explain key features of youth cultures and popular subcultures 1.2 Analyse why these cultures developed 1.3 Evaluate the role of the media in the development of popular youth cultures
2 Understand sociological theory relating to youth cultures and popular subcultures.	2.1 Evaluate at least two sociological theories from different perspectives which link to the development of youth and popular subcultures.

### Access to HE Diploma Unit

<b>Title:</b>	Valuing Diversity: Types, Bases and Impact of Discrimination		
<b>Unit Code:</b>	QU018124		
<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>Suggested Assessment details:</b>	Exam (1.5 hour open book), Report (1000 words), Presentation (10 minutes)		

This unit has 4 learning outcomes.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
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. 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.



Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	4.2 Discuss the way language and in particular: <ul style="list-style-type: none"> <li>a) tone</li> <li>b) choice of words</li> <li>c) assumptions</li> <li>d) non-verbal signals</li> </ul> communicate meaning.

## Mandatory Units: Ungraded

### Access to HE Diploma Unit

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

This unit has 5 learning outcomes.

Learning Outcomes		Assessment Criteria	
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

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

This unit has 4 learning outcomes.

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

Learning Outcomes	Assessment Criteria
<b>The learner will:</b>	<b>The learner can:</b>
	4.3 Analyse the nature of study in Higher Education.

<b>Indicative Content: Preparation for Higher Education</b>
<b>Learning Outcome 1:</b>
This can also include Higher and Degree Apprenticeships.

### Access to HE Diploma Unit

<b>Title:</b>	Study Skills		
<b>Unit Code:</b>	QU018318		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Grade Descriptors:</b>	• Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested Assessment details:</b>	Refer to assessment grid.		

This unit has 5 learning outcomes.

<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	
<b>The learner will:</b>		<b>The learner can:</b>	
1	Know how to manage and organise study time.	1.1	Produce, revise and evaluate a personal schedule of study that accommodates own time constraints.
		1.2	Where necessary, prioritise and reschedule study plan explaining changes.
		1.3	Prioritise and meet assignment deadlines, negotiating new deadlines if needed.
		1.4	Devise a strategy for organising coursework.
2	Know how to participate in learning activities.	2.1	Prepare efficiently for tutorials and classroom activities.
		2.2	Participate appropriately in classroom activities.
3	Understand assignment requirements.	3.1	Analyse assignment effectively identifying aims and objectives.
		3.2	Determine suitable format for assignment, effectively explaining decisions made.
4	Understand learning preferences.	4.1	Analyse different methods of learning.
		4.2	Analyse methods of identifying own learning preferences.
5	Be able to retrieve information from a range of sources.	5.1	Retrieve information from a range of written texts using a range of reading skills.
		5.2	Scan source material, critically evaluating information, selecting

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	<p>accurate and detailed notes to suit purpose.</p> <p>5.3 Demonstrate the use of a recognised referencing system for retrieved information.</p>

## Optional Units: Ungraded

### Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

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

### Access to HE Diploma Unit

<b>Title:</b>	Communication - Speaking and Listening		
<b>Unit Code:</b>	QU007560		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Grade Descriptors:</b>	• Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested Assessment details:</b>	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.	1.1 Speak clearly using language, tone and style appropriately to the purpose, subject, audience and situation. 1.2 Present information in a structured sequence so that ideas and concepts are easily followed by the audience. 1.3 Use appropriate supporting material to illustrate presentation. 1.4 Respond appropriately and sensitively to questions from the audience.
2 Take part in discussions.	2.1 Give and obtain information and exchange ideas in discussion on both familiar and unfamiliar subjects. 2.2 Organise contributions to match the demands of the discussion, use vocabulary precisely, deal with sensitive issues appropriately and take account of the audience, subject, situation and purpose of the discussion and own role in it. 2.3 Take forward the discussion and create opportunities for others to contribute by asking follow up questions, listening to and interpreting other points of view sensitively or inviting others to contribute their views.



Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	2.4 Respond appropriately to questions.

### Access to HE Diploma Unit

<b>Title:</b>	Developing Professional Attributes		
<b>Unit Code:</b>	QU025278		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Grade Descriptors:</b>	• Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested Assessment details:</b>	SWOT analysis (200 words), professional development plan (300 words), essay (1,000 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 positive and negative professional attributes.	1.1	Evaluate both positive and negative professional attributes.
		1.2	Link positive attributes to the role of a professional.
2	Be able to reflect on own professional attributes and areas for development.	2.1	Produce SWOT analysis of own professional attributes.
		2.2	Evaluate SWOT analysis.
		2.3	Produce an individual professional development plan linked to the SWOT analysis.
3	Understand which attributes are considered important by employers in a specific sector and are valued in the workplace.	3.1	Analyse which professional attributes are valued highly by employers within a specific sector.
		3.2	Analyse why these professional attributes are important in a sector specific workplace.
4	Understand the link between professional attributes and emotional intelligence.	4.1	Analyse the links between professional attributes and emotional intelligence.

## Access to HE Diploma Unit

<b>Title:</b>	Presenting Information Using ICT		
<b>Unit Code:</b>	QU027084		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Grade Descriptors:</b>	• Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested Assessment details:</b>	<b>Notes from a range of sources</b> <b>Presentation (word processed, spreadsheet, presentation)</b> <b>Presentation lecture notes and handouts</b>	<b>300 words</b> <b>Presentation</b> <b>200 words</b>	

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.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	3.3 Save information in a structured format so it can be found easily and justify choice.

<b>Indicative Content: Presenting Information Using ICT</b>
<p><b>Learning Outcome 3:</b></p> <p>E.g. embedding a chart produced in a spreadsheet into a document or presentation.</p>

### Access to HE Diploma Unit

<b>Title:</b>	Presentation Skills		
<b>Unit Code:</b>	QU018352		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Grade Descriptors:</b>	• Ungraded		
<b>Academic subject content/other:</b>	Other (ungraded)		
<b>Suggested Assessment details:</b>	Timed presentation		

This unit has 4 learning outcomes.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Develop and plan a structured presentation.	1.1 Demonstrate skills to plan a timed presentation. 1.2 Develop the structure for a presentation.
2 Conduct research for a presentation from a number of sources.	2.1 Identify topic and aims of research. 2.2 Select appropriate resources from different sources. 2.3 Select appropriate information pertinent to the topic.
3 Demonstrate ability to deliver a presentation on a complex subject.	3.1 Convey information on a chosen topic in the form of a presentation to a group. 3.2 Demonstrate effective use of audio-visual aids appropriate to the topic. 3.3 Demonstrate appropriate eye contact and body language. 3.4 Respond effectively to questions and challenges.
4 Evaluate own skills and performance.	4.1 Critically evaluate own presentation. 4.2 Critically evaluate own delivery of the presentation. 4.3 Identify strategies for improvement.

### Access to HE Diploma Unit

<b>Title:</b>	Problem Solving in the Workplace		
<b>Unit Code:</b>	QU018630		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Grade Descriptors:</b>	• Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested 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 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

<b>Title:</b>	Professional Interpersonal Skills		
<b>Unit Code:</b>	QU025796		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Grade Descriptors:</b>	• Ungraded		
<b>Academic subject content/other:</b>	Academic subject content		
<b>Suggested Assessment details:</b>	SWOT analysis - 250 words, case study - 750 words, reflective account - 500 words		

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.

### Access to HE Diploma Unit

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

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>Title:</b>	References and Reliability of Sources		
<b>Unit Code:</b>	QU026344		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Grade Descriptors:</b>	• Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested 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>Grade Descriptors:</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
The learner will:	The learner can:
1. Be able to plan a project to promote sustainability within a specific sector.	1.1 Identify a project to promote sustainability within a chosen sector, justifying your choice. Produce a project plan for own project including: <ul style="list-style-type: none"> <li>• Aims and objectives</li> <li>• Time scales</li> </ul> 1.2 <ul style="list-style-type: none"> <li>• Methods</li> <li>• Resources required</li> <li>• Any health and safety considerations.</li> </ul>
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. Evaluate the extent to which the project has met the aim and objectives. 3.2

### 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 Level:</b>	Level 3
<b>Grading type:</b>	Ungraded		
<b>Grade Descriptors:</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.

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

### Access to HE Diploma Unit

<b>Title:</b>	Writing reports		
<b>Unit Code:</b>	QU026155		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Grade Descriptors:</b>	• Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested Assessment details:</b>	Report plan - Plan Presentation of report plan - 2-3 minutes Report - 1000 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 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:

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.



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