DIPLOMA GUIDE

Access to Higher Education

gateway qualifications

Access to Higher Education Diploma (Primary Teaching)

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This qualification guide covers the following qualification:

Qualification Number	Learning Aim Code	Diploma Title	Validation Period
QAAQ004788	40014939	Access to Higher Education Diploma (Primary Teaching)	1 August 2024 – 31 July 2029

Version/Date	Change Detail	Section/Page Reference
1.0 March 2024	n/a	n/a
1.1 April 2024	Changes to the Equity, Diversity and Inclusion Policy	Pg10
1.2 November 2024	Amendment to Learning Outcome 2 of unit QU034782 Human Anatomy and Physiology	Pg43
1.3 January 2025	Amendment of column heading of assessment tables (removal of "Suggested" from assessment method column)	Pg14-21

About this Access to HE Diploma Guide

This Access to HE Diploma Guide is intended for Tutors, Assessors, Internal Quality Assurers, Quality Managers and other staff working at or affiliated with Gateway Qualifications' Access to HE approved providers or prospective providers.

It sets out what is required of the learner in order to achieve the Access to HE Diploma. It also contains information specific to managing and delivering the Access to HE Diploma 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 Gateway Qualifications website, which contain more detailed guidance on assessment and verification practice.

In order to deliver this Access to HE Diploma, your organisation must be a Gateway Qualifications recognised provider and approved to offer this Access to HE Diploma.

If your organisation is not yet recognised, or approved for this, please contact our Development Team to discuss.

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

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

Contents

1. Diploma Information

1.1   Overview of the Access to HE Diploma

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

- a level 3 qualification, regulated by the Quality Assurance Agency for Higher Education (QAA)
- a unitised qualification, based on units of assessment which are structured in accordance with the Access to Higher Education unit specification
- a credit-based qualification, operated in accordance with the terms of the Access to Higher Education Diploma Specification
- a graded qualification, as determined by the Access to Higher Education 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 2024. The specification for the achievement of the Access to HE Diploma states that:

- the total credit achievement is 60 credits
- of these 60 credits, 45 must be achieved at level 3 from graded units containing academic subject content
- the remaining 15 credits may be achieved at level 2 or 3 from ungraded units.

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

1.2   About this Diploma

The Diploma provides learners with a wide choice of units to support progression into Primary Teaching degree programmes. The mandatory group of units ensures that learners have a good understanding of themes relevant to Primary Teaching including key topics in Child Development: Personal, Social and Emotional, National Curriculum Planning, Safeguarding Children, Young People and/or Vulnerable Adults, The Impact of Motivational Techniques on Behaviour Management in Education, Understanding and Using Inclusive Teaching and Learning Approaches and Understanding Assessment in Learning.

In addition to the graded units, learners must choose from a selection of mandatory and optional ungraded units to support underpinning skills for work within the sector and for further academic study.

1.3 Purpose

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

1.4 Aims

The qualification aims to:

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

1.5 Objectives

The objective of the Diploma is to enable learners to:

- satisfy the general academic requirements for entry to Higher Education
- prepare for Higher Education level study generally and in subject areas appropriate to an intended Higher Education 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

13.1 Teaching and Lecturing.

1.7 Target Groups

The target groups of this Diploma are as follows:

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

These specified target groups are appropriate to the proposed Diploma because it offers the following:

- Strong academic study skills that are built into the design of the Diploma and provide a thorough grounding to support progression.
- A lean delivery model in terms of units so learners are not overwhelmed.
- Ability to study a range of subjects as A-level learners do prior to choosing a focus for Higher Education.

The Diploma will address the learning needs of these target groups with underpinning skills to support academic study and provide a level 3 qualification linked to their proposed Higher Education study. A broad range of knowledge will be acquired to support an understanding of Primary Teaching including, a range of topics such as, Assessment for Learning, Behaviour Management in a Learning Environment, Multicultural Education and Supporting Numeracy Development, ensuring that the learner is fully prepared for progression onto the relevant degrees.

1.8   Delivery Methods

Delivery methods for the Access to Higher Education Diploma (Primary Teaching) can include:

- Face to face
- Blended learning
- Online learning.

A work placement would be beneficial to learners.

Depending on the choice of units, assessment methods could include: academic poster, report, written questions and answers, open and closed book exams, worksheets, investigation, essay, project, creation of a scheme of work and lesson plans, viva, presentation, practical classroom activity, case study, professional discussion, practical demonstration, reflective journal, professional development plan, literature review and SWOT analysis.

1.9   Achievement Methodology

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

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

Learners will complete a planned, balanced and coherent programme of study, through which they will be able to acquire subject knowledge and develop academic skills that are relevant to the intended progression route(s). The units include a balance of units that allow the learners to study a broad range of topics until they have fully decided on their preferred route at degree level. The ungraded units have been chosen to support both progression into Higher Education and also allow learners to develop skills relevant to the subject area.

1.10   Geographical Coverage

This qualification has been approved for delivery in England. If a provider based in Wales would like to offer this qualification, please contact Gateway Qualifications.

1.11 Progression Opportunities

The rules of combination include both mandatory and optional units. Stakeholders including Access to HE providers, subject experts and Higher Education Institute (HEI) representatives have reviewed and provided feedback on the appropriateness and coherency of the rules of combination, including the balance and mix of mandatory and optional units, for the intended progression route(s). All units are subject to the unit review process as part of the Diploma development process, this includes as a minimum a review by a subject expert in terms of the academic challenge of the level and content and a review to ensure the unit meets QAA format specifications. Monitoring of standards will be managed through the quality assurance and moderation process.

Following successful completion of the Access to Higher Education Diploma (Primary Teaching) learners may progress to the following:

- BA (Hons) Childhood
- BA (Hons) Childhood and Youth Studies
- BA (Hons) Children's Care, Learning and Development
- BA (Hons) Early Years Education
- BA (Hons) Education Studies
- BA (Hons) Primary Education
- BA (Hons) Primary Education with QTS
- BA (Hons) Primary Teaching
- BA (Hons) Social Work
- BA (Hons) Special Educational Needs and Disabilities
- BA (Hons) Youth Work
- BEd (Hons) Education and Childhood Studies
- BSc (Hons) Mental Health and Wellbeing
- BSc (Hons) Psychology and Sociology
- BSc (Hons) Sociology

The qualification does not provide guaranteed entry to UK Higher Education.

1.12 Equity, Diversity and Inclusion

At Gateway Qualifications we aim to create an environment which celebrates differences and strives for equitable opportunities and outcomes for all. More than a mere commitment, this Equity, Diversity, and Inclusion Policy stands as a framework, informing every aspect of the work we do. It is our aim to support our staff and learners, including apprentices, of all abilities, ensuring the development, delivery, and awarding of qualifications in a fair and inclusive manner.

For full details please see the Equity, Diversity and Inclusion Policy.

2. Learner Entry Requirements

2.1   Age

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

2.2   Prior Qualifications

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

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

2.3   Prior Skills/Knowledge/Understanding

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

2.4   Access to Qualifications for Learners with Disabilities or Specific Needs

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

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

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

- adapting assessment materials
- adapting 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 learner's ability to demonstrate the skills, knowledge or understanding, e.g. use of spellchecker in an English assessment
- using assistive technology
- use of closed-circuit television (CCTV), coloured overlays, low vision aids
- use of a different assessment location
- use of information and communications technology (ICT)/responses using electronic devices.

It is important to note that not all 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 adjustments specified above.

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

2.5 Additional Requirements/Guidance

Learners must have a UK, including the Channel Islands and Isle of Man, address (including BFO) to be registered on an Access to HE Diploma.

2.6 Integrity in Learner Recruitment

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

3. Achieving the Access to HE Diploma

3.1 Qualification Specification

The generic requirements for the Access to HE Diploma are that:

- learners must achieve a total of 60 credits, of which 45 credits must be achieved at level 3 from graded units that are concerned with academic subject content and the remaining 15 credits can be achieved at level 2 or level 3 from units which are ungraded.
- all learners must register for at least one 6-credit or one 9-credit unit as part of their programme of study; this can be a graded or ungraded unit.
- the maximum number of credits that can be made up from 6-credit or 9-credit units is 30 credits; this can be from graded and ungraded 6-credit and 9-credit units.

The approved rules of combination for this Diploma 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 6 weeks (42 days) of starting their course, and units must be selected within 12 weeks from starting their course.

3.2 Rules of Combination

The structure sets out the units required to achieve the Access to HE Diploma, consisting of:

- Graded Academic Subject Content mandatory units – level 3
- Graded Academic Subject Content optional units – level 3
- Research Graded Academic Subject Content units – level 3
- Ungraded units – level 2/3.

Learners must achieve 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. All learners must register for at least one 6-credit or one 9-credit unit as part of their programme of study; this can be a graded or ungraded unit. The

maximum number of credits that can be made up from 6-credit or 9-credit units is 30 credits; this can be from graded and ungraded 6-credit and 9-credit units.

Mandatory Units: Graded Academic Subject Content

Learners must complete 24 credits from the mandatory graded units.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034572	Child Development: Personal, Social and Emotional	3	6	Academic	Essay Exam	1500 words 2 hours open book
QU034598	National Curriculum Planning	3	3	Academic	Glossary, 4 weeks' Scheme of Work with review of delivery	1500 words maximum
QU034650	Safeguarding Children, Young People and/or Vulnerable Adults	3	3	Academic	Case studies x 2	750 words x 2
QU034670	The Impact of Motivational Techniques on Behaviour Management in Education	3	3	Academic	Report	1500 words
QU034682	Understanding and Using Inclusive Teaching and Learning Approaches	3	6	Academic	Microteach Rationale Evaluation	15mins 1500 words 1000 words
QU034684	Understanding Assessment in Learning	3	3	Academic	Report Assessment resources x 3 Evaluation	750 words 100 words x 3 250 words

Optional Units: Research Graded Academic Subject Content

Learners must achieve 6 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034638	Research Project for Education - Methodology	3	6	Academic	Research plan Research report Evidence of research carried out	200 words 2500 words 300 words
QU034646	Research Skills for Education	3	6	Academic	Research diary Research proposal Report Evaluation	500 words 500 words 1500 words 250 words

Optional Graded Units

Learners must achieve 15 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034558	Assessment for Learning	3	3	Academic	Report Case study	750 words 750 words
QU034562	Behaviour Management in a Learning Environment	3	3	Academic	Report	1500 words
QU034608	Fundamental Chemistry	3	6	Academic	Investigation with report Exam	1500 words 1.5 hours open book
QU034610	Fundamental Physics: Theory	3	3	Academic	Exam	2 hours closed book

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034782	Human Anatomy and Physiology	3	6	Academic	Exam Academic posters x 3	1.5 hours open book 500 words x 3
QU034616	Inclusivity and Disability in Education	3	3	Academic	Exam Individual presentation and Q&A	1 hour closed book 10 minutes and 5 minutes Q&A
QU034618	Introduction to English Language and Literature	3	3	Academic	Exam	2 hours closed book
QU034632	Multicultural Education	3	3	Academic	Report	1500 words
QU034738	Skills for the E-learning Environment	3	6	Academic	Project including a range of interactive e-resources, scheme of work, reviews of materials and Wiki or Blog to reflect on learning	2000 words maximum plus resources
QU034596	Socio-Economic Factors in Educational Achievement	3	3	Academic	Essay	1500 words
QU034656	Special Educational Needs Awareness	3	3	Academic	Individual presentation Timeline Case study	10 minutes 500 words 500 words
QU034658	Study of a Specified Historical Event	3	3	Academic	Literature review	1500 words
QU034662	Supporting Numeracy Development	3	3	Academic	Report Activity plans x 3 Reflection	700 words 200 words x 3 200 words

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034664	Supporting the needs of ESOL Learners	3	3	Academic	ESOL lesson plan Discussion paper to outline rationale for decisions within the lesson plan	300 words 1200 words
QU034666	Teaching Experience: Observations and Activities	3	3	Academic	Observational analysis Classroom activity Reflection	750 words 10 minutes 500 words
QU034668	Teaching Resources	3	3	Academic	Resources review essay, production of resources/teaching materials	1000 words, three resources or teaching materials 500 words maximum
QU034686	Understanding Play as a Tool for Learning	3	3	Academic	Academic posters x 2 Report	500 words x 2 500 words
QU034688	Understanding the Importance of Physical, Cognitive and Language Development of Young Children	3	6	Academic	Academic posters x 2 Case study Structured questions	750 words x 2 750 words 750 words

Mandatory Units: Ungraded

Learners must achieve 3 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034710	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 and personal statement 750 words* Prepared Q&A 250 words (*4000 characters or roughly 450 word UCAS limit for personal statement)

Optional Units: Ungraded

Learners must achieve 12 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034692	Academic Writing Skills	3	3	Other	Notes from a range of sources Essay plan Essay	300 words 200 words 1000 words
QU034694	Application of Number - Interpreting and Presenting Information	3	3	Other	Exam	2 hours closed book

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034696	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
QU034700	Computer Data Protection	3	3	Other	Structured questions Case study analysis	750 words 750 words
QU034702	Developing Professional Attributes	3	3	Other	SWOT Analysis Professional development plan Essay	200 words 300 words 1000 words
QU034706	Mathematics - Calculations	3	3	Other	Exam	2 hours closed book
QU034708	Optimising Examination Performance	3	3	Other	Examination preparation plan Examination paper from another unit Reflective journal	500 words 1-2 hours 800 words
QU034712	Presentation Skills	3	3	Other	Notes from a range of sources Presentation Presentation lecture notes and handouts	300 words 200 words 1000 words
QU034714	Presenting Information Using ICT	3	3	Other	Notes from a range of sources Presentation Presentation lecture notes and handouts	300 words Presentation 200 words

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034716	Problem Solving in the Workplace	3	3	Other	Project - analyse and propose solutions to at least two workplace problems including justification for selected solution	1500 words
QU034718	Professional Interpersonal Behaviours	3	3	Other	SWOT Analysis Case study Reflective account	250 words 750 words 500 words
QU034720	Promoting Wellbeing and Building Resilience	3	3	Other	Report	1500 words
QU034722	References and Reliability of Sources	3	3	Other	Literature review	1500 words including recognised form of referencing and bibliography
QU034726	Spreadsheets	3	3	Other	Portfolio of evidence	Spreadsheet and 500 words supporting notes
QU034728	Statistics	3	3	Other	Exam	2 hour closed book
QU034730	Study Skills for Higher Education	3	3	Other	Report Summary Samples of notes Study timetable Revision timetable Essay in controlled conditions Presentation	500 words Approx. 150 words Samples of notes x 2 To cover 2 weeks To cover 2 weeks 1.5.hrs 10 minutes including visual aids and appropriate resources

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034732	Sustainability Project	3	3	Other	Project plan Report Reflection	250 words 1000 words 250 words
QU034734	The Fundamentals of Environmental Sustainability	3	3	Other	Report	1500 words
QU034736	Writing Reports	3	3	Other	Report plan Presentation of report plan Report	Plan 2-3 minutes 1000 words

3.3 Additional Completion Requirements

Learners will probably require a pass in Maths and English at GCSE level or Functional Skills at level 2 to progress onto a degree course. Providers should guide learners to ensure they are aware of Higher Education course entry requirements.

3.4 Recognition of Prior Learning

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

For further information, please refer to Annex C, Access to Higher Education Diploma Specification:

[The Access to Higher Education Diploma Specification, July 2023 (qaa.ac.uk) - Applicable to new students registering from 1 August 2024](#)

3.5 Credit Accumulation and Transfer

A maximum of 30 credits will be permitted to be exempted from this Diploma on the basis of relevant prior certificated achievement; a maximum of 30 credits at level 2 (where applicable) or level 3 may be awarded through the accreditation of prior experiential learning.

3.6 Credit Values and Notional Learning Hours

The credit value of a unit indicates the number of credits that may be awarded to a student for the successful achievement of all the learning outcomes of that unit. The determination of the credit value of a unit is a matter of professional judgement for AVAs, exercised within their validation processes. These judgements are made on the basis of 'notional learning hours', where one credit represents those learning achievements that can be demonstrated in 10 notional learning hours. The concept of 'notional learning hours' therefore takes into account all learning which may be relevant to the achievement of the learning outcomes, including directed and private study, practical and project work, assignments and assessment time.

4. Access to HE Units of Assessment

4.1 Unit Specification

A common unit specification applies to all units within 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
- type of unit (academic subject content or not).

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

4.2 Academic Subject Content

A unit is classified as having academic subject content if the knowledge and skills covered within the unit 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 maths, or study skills.

4.3 Graded and Ungraded Units

Graded Academic Subject Content units

Grading operates at unit level and only applies to units that have been approved by Gateway Qualifications within a named Access to HE Diploma. Learner achievement for graded units is recorded as pass, merit or distinction for each unit, as set out in the QAA Access to Higher Education Grading Scheme, 2024 (available via the link below) - Applicable to new learners registering from 1 August 2024. Graded units will also satisfy the criteria of academic subject content.

There is a common set of broad, generic grading standards which are used as the basis for all grading judgements on all courses. The three grading standards relate to different aspects of performance that are relevant to the assessment of a learner's readiness for higher education:

1. Knowledge and Understanding
2. Subject Specific Skills
3. Transferable Skills

All three grading standards are used with every graded unit and across every assignment within a graded unit.

Each of the three grading standards includes a set of more detailed component items which describe types of performance associated with the standard. For each component item there are parallel statements at merit and distinction, which describe increasingly demanding standards of achievement. (The distinction grade does not introduce new or 'higher level' capabilities or skills compared with merit.) When tutors use the standards for the grading of a particular unit, they select the most appropriate sub-components of the standards. In the case of Grading Standard 3 (Transferable Skills), tutors also choose at least two out of the three components, before selecting the relevant sub-components. All three sub-components must be used across the Diploma, and component b (see The Access to HE Grading Scheme Section B: The Grading Standards) must be used for all research project units. This allows the generic framework to be tailored to the specific nature of different subjects.

Grading standards and units

- In units with more than one assignment it is not permissible to award a grade to each assignment; grading takes place at the level of the unit only.
- In units with more than one assignment, it is not permissible to use individual assignments to grade individual grading standards (for example, assignment one cannot be used to grade only Knowledge and Understanding with assignment two used to grade both Subject skills and Transferable skills).
- The choice of sub-components at unit level is normally made during the construction of the unit assessment plan and should be appropriate to cover the range of individual assignments. Therefore, the sub-components are not assigned when a unit is validated.
- Only when all assignments for an individual unit are assessed and the tutor has determined that the learner has met all the Learning Outcomes and Assessment Criteria for all unit assignments (and therefore has passed the unit) will grading of the unit take place. Grades for individual assignments must not be awarded.
- A grade indicator for each grading standard is awarded at pass, merit or distinction. The tutor will review all assignments associated with the individual unit and determine if the learner has demonstrated the standard for the grades of merit or distinction or whether the outcome remains as a pass.
- The tutor must record in writing their justification for the grade indicator awarded for each grading standard.
- The tutor reviews the three grade indicators that have been awarded for the unit and determines the overall grade for the unit. The overall grade is a recommendation to the awards board, where it will be considered and confirmed by the Board.

The full grading standards specification can be accessed via the following link, which also provides detailed information on grading:

[Access to Higher Education Diploma Specification and Grading Scheme 2024 (qaa.ac.uk)](#)

Ungraded Units

Ungraded units are either achieved or not achieved. Ungraded units will satisfy the criteria of study skills or academic subject content and will be level 2 or level 3 units.

4.4   Revisions to Access to HE Units of Assessment

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

5. Assessment and Quality Assurance

5.1   Provider Requirements

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

- the main base is in the UK, including the Channel Islands and Isle of Man,
- 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 Diploma delivery
- there are appropriate facilities and resources at each site, and for each mode of delivery
- staff have the professional competence and skills necessary to teach and assess the units available on the Diploma
- arrangements for providing pre-course guidance to applicants and criteria for selection and admission to Access to HE courses, which are consistent with QAA's requirements with respect to admissions
- the expertise and resources to provide information, advice and guidance on higher education applications and progression opportunities are available
- systems are in place for maintaining secure records of individual learners' registration and achievement
- internal moderation arrangements meet Gateway Qualifications' requirements
- arrangements are in place for internal course monitoring and self-evaluation and feedback
- procedures and criteria for the recognition of prior learning meet Gateway Qualifications' requirements
- quality assurance procedures are in place relating to the delivery of provision, including transparent processes for handling appeals and complaints.

Providers should refer to the Gateway Qualifications Access to Higher Education Provider Handbook for further information on providers requirements.

5.2   Staffing Requirements

Providers are required to ensure that:

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

5.3   Facilities and Resources

There are no specific requirements for this diploma.

5.4   Assessment

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

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

Through the Diploma guides, standardisation activities and moderation, Gateway Qualifications will provide information about unit content, delivery and assessment methods to ensure the required standards of achievement are fulfilled, whenever and wherever the Diploma is delivered.

5.5   Quality Assurance Requirements

Gateway Qualifications applies a Quality Assurance model to the Access to HE Diploma of:

- internal assessment and internal verification by the provider
- moderation by Gateway Qualifications consisting of provider moderation and sampling.

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

5.6   Additional Requirements/Guidance

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

6. Unit Details

Mandatory Units: Graded Academic Subject Content

Access to HE Diploma Unit

Title:	Child Development: Personal, Social and Emotional
Unit Code:	QU034572
Unit Level:	Level 3 **Credit Value:** 6
Grading Type:	Graded
Academic Subject Content/Other:	Academic Subject Content
Assessment Details:	Refer to Assessment Grid

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the holistic nature of child development.	1.1. Summarise different aspects of child development.
	1.2. Discuss how personal and external factors can influence child development.
2. Know how behavioural models relate to child development and the impact of parental style.	2.1. Discuss the principles of behaviourism.
	2.2. Compare and contrast different behavioural theories in relation to child development.
	2.3. Evaluate the impact of parental style on child development.
3. Know about attachment theory and the effects of privation/deprivation.	3.1. Analyse attachment theory in terms of nativist/empiricist debates.
	3.2. Compare Bowlby's research into attachment with other theories.
4. Understand cognitive models in relation to child development.	4.1. Compare and contrast theories of cognitive development in child development.

Indicative Content:
AC 3.1 & 3.2: Theories and relationships, social learning.

Access to HE Diploma Unit

Title:	National Curriculum Planning		
Unit Code:	QU034598		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the meaning of terminology used in National Curriculum documents.	1.1. Summarise terminology used in National Curriculum documents in a given context.
2. Understand the interaction of subject matter under a topic heading within the National Curriculum.	2.1. Explain how National Curriculum subject areas can be linked within a topic area.
3. Know the planning process within the primary classroom.	3.1. Develop a scheme of work in order to teach a topic to a given age group, showing introduction and ordered progression in a detailed way.
	3.2. Explain how children could be organised for learning.
	3.3. Summarise resources used for different activities.
	3.4. Develop learning outcomes/evidence to be expected from children and its presentation.
	3.5. Discuss how learning will be assessed and recorded.

Indicative Content:
AC 2.1: Guidance: a scheme of work to back up the explanation.

Access to HE Diploma Unit

Title:	Safeguarding Children, Young People and/or Vulnerable Adults
Unit Code:	QU034650
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded
Academic Subject Content/Other:	Academic Subject Content
Assessment Details:	Refer to Assessment Grid

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand what 'safeguarding' is.	1.1. Explain the concept of safeguarding children, young people, and vulnerable adults.
	1.2. Explain 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. Know how to recognise abuse.	2.1. Describe the possible symptoms, indicators and behaviours that may cause concern in the context of safeguarding.
3. Be able to analyse how the legal framework protects children, young people and vulnerable adults.	3.1. Analyse how legislation, national and local guidelines, policies and procedures for safeguarding, dictate day to day work with either children and young people and/or vulnerable adults.
	3.2. Examine the importance of partnership working in the context of safeguarding.

Indicative Content:
AC 2.1: Include coercive behaviours, interpersonal violence, and domestic abuse.

Access to HE Diploma Unit

Title:	The Impact of Motivational Techniques on Behaviour Management in Education
Unit Code:	QU034670
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Know how the teacher's approach and behaviour can influence classroom management and individual behaviour.	1.1. Analyse how different approaches to teaching can impact on learners' behaviour and classroom management.
	1.2. Summarise the behaviours of an effective teacher.
2. Understand motivational models.	2.1. Summarise different motivational models.
	2.2. Explain how they can be used in practice.
3. Understand the relationship between the motivation of learners and classroom management.	3.1. Evaluate the effectiveness of specific motivational models in changing behaviour.
	3.2. Evaluate whether motivation and self-concept have links to classroom management.

Access to HE Diploma Unit

Title:	Understanding and Using Inclusive Teaching and Learning Approaches		
Unit Code:	QU034682		
Unit Level:	Level 3	Credit Value:	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand inclusive teaching and learning approaches in education and training.	1.1. Describe features of inclusive teaching and learning.
	1.2. Compare the strengths and limitations of teaching and learning approaches used to meet individual learner needs.
2. Understand ways to create an inclusive teaching and learning environment.	2.1. Explain why it is important to create an inclusive teaching and learning environment.
	2.2. Explain why it is important to meet individual learner needs by selecting different: • teaching and learning approaches • resources • assessment methods.
	2.3. Explain ways to engage and motivate learners.
3. Be able to plan inclusive teaching and learning.	3.1. Devise an inclusive teaching and learning plan.
	3.2. Justify how individual learner needs will be met through the selection of: • teaching and learning approaches • resources • assessment methods.
4. Be able to deliver an inclusive teaching and learning activity.	4.1. Use teaching and learning approaches, resources and assessment methods to meet individual learner needs.

		4.2.	Communicate with learners in ways that meet their individual needs.
		4.3.	Provide constructive feedback to learners to meet their individual needs.
5.	Be able to evaluate the delivery of inclusive teaching and learning.	5.1.	Review the effectiveness of own delivery of inclusive teaching and learning activity.
		5.2.	Identify areas for improvement in own delivery of inclusive teaching and learning.

Access to HE Diploma Unit

Title:	Understanding Assessment in Learning	
Unit Code:	QU034684	
Unit Level:	Level 3	**Credit Value:** 3
Grading Type:	Graded	
Academic Subject Content/Other:	Academic Subject Content	
Assessment Details:	Refer to Assessment Grid	

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand assessment methods used in the learning environment.	1.1. Explain a range of assessment methods used in educational settings.
	1.2. Evaluate three of the assessment methods researched.
	1.3. Select one of the assessment methods researched and explain how this method could be adapted to promote inclusivity and supports the individual learner needs.
2. Understand the value of the assessment cycle.	2.1. Explain the assessment cycle.
	2.2. Analyse the use of the assessment cycle in a specific subject area or for a particular age group.
3. Be able to create resources to support assessment.	3.1. Develop possible resources to use in a specific subject area or for a specific age group for each of the following: a) initial assessment b) formative assessment c) summative assessment.
	3.2. Evaluate the effectiveness of the resources created in supporting assessment processes.

Optional Units: Research Graded Academic Subject Content

Access to HE Diploma Unit

Title:	Research Project for Education - Methodology		
Unit Code:	QU034638		
Unit Level:	Level 3	Credit Value:	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 5 learning outcomes.

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

5. Be able to evaluate own research project.	5.1.	Reflect on the project design and methodologies.
	5.2.	Evaluate findings in relation to aims, previous research and relevant theory.
	5.3.	Identify recommendations for the future.

Access to HE Diploma Unit

Title:	Research Skills for Education		
Unit Code:	QU034646		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

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. Explain the use of different research methods for a specific research purpose.
2. Be able to plan a research project.	2.1. Establish research aims related to the research topic.
	2.2. Produce a detailed research proposal with specific timescales and milestones for completion of the research.
	2.3. Justify its relevance for the subject area.
3. Be able to carry out a research project.	3.1. Carry out research that adheres to: a) the research proposal b) ethical guidelines c) agreed timescales.
4. Be able to produce a report on research using a standard format.	4.1. Report on research using a standard format.
	4.2. Evaluate findings in relation to the research aims.
	4.3. Use an accepted method of referencing source material.
5. Be able to evaluate a research project.	5.1. Evaluate a research proposal and its procedures.
	5.2. Evaluate methods used to research the subject area.

Optional Units: Graded Academic Subject Content

Access to HE Diploma Unit

Title:	Assessment for Learning		
Unit Code:	QU034558		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to develop an assessment system to support learner's achievement and progression.	1.1. Analyse current ways of assessing and supporting learners in the learning environment.
	1.2. Develop an alternative method of assessment for a specific purpose/individual need.
	1.3. Evaluate the effectiveness of the assessment method.
2. Be able to use feedback techniques.	2.1. Explain three different styles of feedback relevant to a specific subject area.
	2.2. Analyse a written assignment, producing written feedback.
	2.3. Evaluate own skills in providing feedback.
3. Understand the importance of assessment records in supporting learning.	3.1. Clarify different methods of recording assessment.
	3.2. Discuss the importance of assessment records from an organisational perspective.
	3.3. Evaluate the effectiveness of assessment records in supporting learners.

Access to HE Diploma Unit

Title:	Behaviour Management in a Learning Environment		
Unit Code:	QU035190		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Know about behavioural issues in the learning environment.	1.1. Analyse challenging behaviour seen in the learning environment.
	1.2. Summarise the impact of challenging behaviours on the learning environment.
2. Know how approaches to behaviour management used in the learning environment may support classroom management.	2.1. Summarise approaches to behaviour/classroom management.
	2.2. Explain how to manage learners with challenging behaviours.
	2.3. Clarify the key roles in an organisation to make initiatives work.
3. Be able to apply behavioural approaches to a specific situation.	3.1. Analyse approaches used to support behaviour management in a given situation.

Access to HE Diploma Unit

Title:	Fundamental Chemistry
Unit Code:	QU034608
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded
Academic Subject Content/Other:	Academic Subject Content
Assessment Details:	Refer to Assessment Grid

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand chemical nomenclature both inorganic and organic.	1.1. Determine names by IUPAC nomenclature and formulae of inorganic compounds.
	1.2. Determine names by IUPAC nomenclature and formulae of organic compounds.
2. Understand the use of analytical techniques in chemical analysis.	2.1. Explain different types of spectroscopy and their applications.
	2.2. Explain chromatography and its uses.
3. Understand how to balance chemical equations.	3.1. Explain chemical equations and how to balance them.
4. Understand the basics of chemical bonding.	4.1. Explain different types of chemical bonding, relating them to the position of the elements in the Periodic Table.
5. Understand how to use chemical equipment.	5.1. Describe the use of a variety of equipment found in a chemistry laboratory.
	5.2. Analyse errors in an experiment to suggest ways of improvement.
6. Be able to relate chemistry to own life.	6.1. Analyse how chemistry is used in everyday situations such as the home or the body.

Access to HE Diploma Unit

Title:	Fundamental Physics: Theory		
Unit Code:	QU034610		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	
The learner will:	**The learner can:**	
1. Understand forces in action.	1.1.	Explain types of forces acting in given situations.
	1.2.	Find the position of centre and gravity of a uniform body, justifying the answer.
	1.3.	Analyse and identify key forces acting on the human body in a given situation.
2. Understand static and hydrostatic pressure.	2.1.	Explain situations in which different combinations of forces and areas create different pressures.
	2.2.	Analyse the movement of gases in relation to atmosphere pressure.
	2.3.	Explain how pressure changes are accommodated by biological systems.
3. Understand the fundamental concepts of electricity.	3.1.	Explain the relationship between current, voltage and resistance.
	3.2.	Calculate the electrical resistance of various components.
	3.3.	Explain how electricity is generated.
	3.4.	Evaluate how electrical concepts are put to use in a given medical device or procedure.
4. Understand the fundamental concepts of radiation.	4.1.	Distinguish between the properties of alpha, beta and gamma radiation.
	4.2.	Explain sources of environmental radiation: a) natural sources b) man-made sources.

	4.3. Analyse health effects of environmental radiation.

Access to HE Diploma Unit

Title:	Human Anatomy and Physiology		
Unit Code:	QU034782		
Unit Level:	Level 3	Credit Value:	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		**The learner can:**	
1.	Understand the structure and function of the heart and circulatory system.	1.1.	Explain the main components of the blood.
		1.2.	Explain the basic anatomy of the heart.
		1.3.	Explain the anatomy of arteries, veins and capillaries.
		1.4.	Explain the function of the circulatory system with reference to the main blood vessels.
2.	Be able to relate the structure of the digestive system to its functions.	2.1.	Explain the gross anatomy of the digestive system.
		2.2.	Define the overall function of each part of the digestive system.
		2.3.	Explain the different types of enzymes found in the digestive system.
		2.4.	Investigate experimentally one example of enzyme action and analyse the findings.
3.	Understand the structure and function of the skeleton.	3.1.	Identify and describe the main parts of the skeleton.
		3.2.	Explain the nature of position of the various joints.
		3.3.	Discuss the movement brought about at joints.
4.	Understand the structure and function of the respiratory system.	4.1.	Explain the gross and microscopic structure of the respiratory system.
		4.2.	Explain breathing in terms of changes in volume and pressure.
		4.3.	Identify the adaptations of the gas exchange surface.

5. Understand the structure and function of the kidney in excretion.	5.1. Explain the gross and microscopic structure involved in the formation of urine in the kidney.
	5.2. Explain the process involved in the formation of urine in the kidney.
	5.3. Explain the role of ADH in the process of osmoregulation.

Indicative Content:
AC 3.1: Include axial appendicular ribcage, girdles and limbs. Only a few common bone names should be introduced.
AC 3.2: E.g. forearm.

Access to HE Diploma Unit

Title:	Inclusivity and Disability in Education		
Unit Code:	QU034616		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand definitions of disability and inclusivity.	1.1. Summarise definitions of disability and inclusivity.
	1.2. Define terminology used in everyday interactions which is related to disability.
	1.3. Compare medical and social models of disability.
	1.4. Explain features of inclusivity.
2. Be able to evaluate theoretical approaches and assumptions that underpin definitions of disability.	2.1. Evaluate the theoretical approaches and assumptions that underpin definitions of disability.
3. Understand how features of gender, age and ethnicity relate to disability.	3.1. Describe links between gender, age, ethnicity and disability.
4. Understand legislation designed to support inclusivity.	4.1. Summarise legislation which supports inclusivity.

Access to HE Diploma Unit

Title:	Introduction to English Language and Literature		
Unit Code:	QU034618		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Know how language is used in a range of texts.	1.1. Explain how the selection of language used contributes to purpose and meaning in three literary texts, including at least one poem and one short story.
	1.2. Analyse how features of language can influence interpretation of texts
	1.3. Explain how narrative strategies can influence interpretation of text.
2. Be able to analyse the structure of a short text.	2.1. Identify structural devices used in a short text.
	2.2. Analyse the impact of structural devices used within text.
3. Understand the role of social and historical background in literary interpretation.	3.1. Explain how factors external to literary text can influence meaning.

Indicative Content:
AC 1.2: Features include rhyme, rhythm, alliteration and punctuation.
AC 1.3: For example, use of persona, use of third person.
AC 2.2: For example, stanza, octave and flashback.

Access to HE Diploma Unit

Title:	Multicultural Education
Unit Code:	QU034632
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded
Academic Subject Content/Other:	Academic Subject Content
Assessment Details:	Refer to Assessment Grid

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the multicultural education domain.	1.1. Explain issues of multicultural education.
2. Understand legal requirements for multicultural education.	2.1. Explain legal requirements within multicultural education.
	2.2. Explain the rights of children within multicultural education.
3. Be able to analyse how legal requirements inform multicultural education.	3.1. Analyse legal requirements impacting on a specific issue related to multicultural education.

Access to HE Diploma Unit

Title:	Skills for the E-Learning Environment		
Unit Code:	QU034738		
Unit Level:	Level 3	Credit Value:	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 7 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to create an e-learning resource for use within a scheme of work.	1.1. Develop an e-learning resource.
	1.2. Evaluate the benefits for using the e-learning resource with learners rather than a more conventional resource.
	1.3. Embed the e-resource into a scheme of work.
2. Be able to use a spreadsheet application.	2.1. Use formulae and functions within a spreadsheet.
	2.2. Develop an interactive chart using spreadsheet data.
	2.3. Analyse data and link/copy into a word or presentation document.
3. Know how to use the Creative Commons Licence guidelines when using resources.	3.1. Explain the Creative Commons Licence guidelines, using examples from two resources: • a website • an image.
	3.2. Use the CCL logos and statements to mark an original piece of own work as free to share and modify for educational purposes.

4. Be able to use word processing software and presentation software to add interest, interactivity and accessibility into e-resources.	4.1. Use word processing or presentations software to: a) develop a video clip and audio file b) insert a video clip and edited audio file into a presentation c) add a table to word processing software d) insert images into a document.
	4.2. Analyse how this supports differing learning styles.
5. Be able to create an interactive resource for e-assessment.	5.1. Develop an interactive resource for e-assessment.
	5.2. Evaluate the effectiveness of the resource.
6. Understand how to make materials inclusive and accessible to different learning styles and learner needs.	6.1. Explain how to adapt an existing resource to ensure it is inclusive and accessible to different learning styles and learner needs.
7. Be able to create and manage online and communication tools effectively.	7.1. Manage and moderate a discussion board.
	7.2. Create a Wiki or Blog to reflect on own learning.
	7.3. Record own podcast and make available online.
	7.4. Use contact software to manage an email distribution group.

Indicative Content:

AC 2.1: For example: SUM, AVERAGE, MAX, MIN.

Access to HE Diploma Unit

Title:	Socio-Economic Factors in Educational Achievement		
Unit Code:	QU034596		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

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

Access to HE Diploma Unit

Title:	Special Educational Needs Awareness	
Unit Code:	QU034656	
Unit Level:	Level 3	**Credit Value:** 3
Grading Type:	Graded	
Academic Subject Content/Other:	Academic Subject Content	
Assessment Details:	Refer to Assessment Grid	

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand a range of Special Educational Needs affecting learners in education.	1.1. Discuss a range of Special Educational Needs encountered within mainstream education.
2. Understand how children with Special Educational Needs are identified and supported, in line with the SEND reforms.	2.1. Describe the process of assessing the education, health and/or care requirements of learners with Special Educational Needs.
	2.2. Explain how support arrangements are implemented in mainstream education.
3. Be able to analyse a particular Special Educational Need impacts on learning.	3.1. Analyse how a Special Educational Need impacts on the learning process.

Indicative Content:
AC 1.1: Should include specific learning difficulties, disabilities and neurodiversity (could also include ADHD).

Access to HE Diploma Unit

Title:	Study of a Specified Historical Event
Unit Code:	QU034658
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded
Academic Subject Content/Other:	Academic Subject Content
Assessment Details:	Refer to Assessment Grid

This unit has 3 learning outcomes.

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

Access to HE Diploma Unit

Title:	Supporting Numeracy Development		
Unit Code:	QU034662		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand current national and organisational requirements for numeracy.	1.1. Explain the aims and importance of learning provision for numeracy development.
	1.2. Summarise the national requirements for numeracy, including age-related expectations of learners as relevant to the setting.
2. Understand barriers to developing numeracy skills.	2.1. Explain barriers to developing numeracy skills.
	2.2. Explain the impact of barriers to the development of numeracy skills.
3. Be able to support the development of numeracy skills.	3.1. Plan three numeracy activities for a group of learners.
	3.2. Demonstrate how to implement the planned activities.
4. Be able to review own practice in supporting the development of numeracy skills.	4.1. Reflect on own strengths in supporting numeracy.
	4.2. Reflect on areas to develop in supporting numeracy.

Access to HE Diploma Unit

Title:	Supporting the needs of ESOL Learners		
Unit Code:	QU034664		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the needs and opportunities of ESOL learners in the learning environment.	1.1. Explain how the needs of ESOL learners differ from non ESOL learners.
	1.2. Explain how bilingualism can enhance the classroom environment.
	1.3. Discuss the importance of aspects of English language for ESOL learners: • Word recognition • Phonic skills development • Personal interaction with words • Handwriting skills • Composition skills • Punctuation and spelling development.
2. Be able to use best practice approaches to plan learning opportunities for ESOL learners.	2.1. Plan an effective ESOL lesson for either a class or an individual, including three of the following teaching approaches: • Visual learning • Group activities • Public (in class) speaking opportunities • Use of scaffolding using native language.
	2.2. Justify choice of teaching approaches.
3. Be able to adapt teaching and learning resources to meet the needs of ESOL learners.	3.1. Adapt traditional English teaching resources for an ESOL activity.
	3.2. Use technology to adapt an English resource for an ESOL activity.

| 4. Know how to use daily lived experiences to enhance learning for ESOL learners. | 4.1. Evaluate how the everyday lives of ESOL learners can be used to support learning activities. |
| | 4.2. Analyse how to integrate words and signs from the local community into the teaching and learning experience. |

Indicative Content:

AC 3.1: Such as word, sorting, or matching cards.

Access to HE Diploma Unit

Title:	Teaching Experience: Observations and Activities
Unit Code:	QU034666

Unit Level:	Level 3	**Credit Value:**	3

Grading Type:	Graded
Academic Subject Content/Other:	Academic Subject Content
Assessment Details:	Refer to Assessment Grid

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand classroom organisation and management techniques.	1.1. Explain ways in which learners are grouped for activities.
	1.2. Reflect upon a teacher's classroom management methods.
	1.3. Analyse a teacher's use of various resources.
	1.4. Analyse teacher/learner interaction.
2. Understand how individual learners' needs are met.	2.1. Analyse how individual learners' needs are met using examples.
3. Know how to design a learning activity.	3.1. Design an activity to be undertaken with a small group of learners.
	3.2. Analyse the designed activity as a learning resource.

Indicative Content:
Teacher can be referenced as tutor throughout the unit.

Access to HE Diploma Unit

Title:	Teaching Resources		
Unit Code:	QU034668		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand teaching resources used in the classroom.	1.1. Explain a range of teaching resources that could be used in the classroom.
	1.2. Evaluate the effectiveness of three different teaching resources used in the classroom.
2. Understand the importance of using resources in teaching.	2.1. Evaluate how teaching resources contribute to and impact learning.
3. Be able to prepare resources and teaching materials.	3.1. Produce three different teaching resources for a specific topic.
	3.2. Evaluate the effectiveness of the designed resources, suggesting alternatives and changes as appropriate.

Indicative Content:
AC 2.1: Could include discussions around differentiation, behaviour management, group work, special educational needs, flipped learning, project based learning.

Access to HE Diploma Unit

Title:	Understanding Play as a Tool for Learning
Unit Code:	QU034686
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded
Academic Subject Content/Other:	Academic Subject Content
Assessment Details:	Refer to Assessment Grid

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the importance of creating and maintaining a safe environment in play.	1.1. Explain the features to create and maintain a safe environment in play.
	1.2. Assess an activity used to support physical development for safety.
2. Know how to support children's development through play.	2.1. Explain different theories of how children learn basic concepts.
	2.2. Describe a range of play activities that promote development of: a) creativity and imagination b) cognition c) communication and language skills d) physical skills.
3. Know how to promote inclusivity through play.	3.1. Evaluate different inclusive strategies used to promote one aspect of child development through play.

Access to HE Diploma Unit

Title:	Understanding the Importance of Physical, Cognitive and Language Development of Young Children
Unit Code:	QU034688		
Unit Level:	Level 3	Credit Value:	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		**The learner can:**	
1.	Understand the stages of cognitive development of children.	1.1.	Describe stages of cognitive development of children.
		1.2.	Evaluate the importance of these stages to the development of children.
2.	Understand the stages of language development of children.	2.1.	Describe stages of the development of language in children.
		2.2.	Evaluate the importance of these stages to the development of language in children.
3.	Understand the physical growth and development of children and how this relates to other aspects of development.	3.1.	Describe the stages of physical development of children.
		3.2.	Evaluate factors that impact on physical development.
4.	Understand the importance of communication on a child's development.	4.1.	Analyse why communication is important in the development of language, intellect and physical growth.

Mandatory Units: Ungraded

Access to HE Diploma Unit

Title:	Preparation for Higher Education		
Unit Code:	QU034710		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to 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. Be able to complete a Higher Education application form.	2.1. Complete an application form with attention to detail, meeting a given deadline.
	2.2. Summarise and evaluate personal experiences, achievements and goals, communicating these clearly in a personal statement.
3. Be able to prepare 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 use of previous experience and recent study.
4. Be able to plan and prepare for the transition to Higher Education.	4.1. Analyse the personal and academic qualities needed for successful study in Higher Education.

	4.2.	Explain likely practical problems and barriers in moving to Higher Education and seek strategies for overcoming these.
	4.3.	Analyse the nature of study in Higher Education.

Optional Units: Ungraded

Access to HE Diploma Unit

Title:	Academic Writing Skills
Unit Code:	QU034692
Unit Level:	Level 3

Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to analyse a specific question in the context of a particular subject area.	1.1. Interpret the meaning and implications of the specific question.
	1.2. Identify terms and concepts relevant to an understanding of the specific question.
2. Be able to produce a written response in an appropriate format.	2.1. Devise a detailed plan for a written response to the specific question.
	2.2. Use the plan to write a coherent and logical response to the specific question.
	2.3. Present the response in an appropriate format.
3. Be able to use language, style and conventions appropriate to academic writing.	3.1. Write accurately following accepted written language conventions.
	3.2. Use appropriate style and register showing an awareness of audience.
	3.3. Use accurately a standard form of referencing reflecting a range of sources.

Access to HE Diploma Unit

Title:	Application of Number - Interpreting and Presenting Information		
Unit Code:	QU035152		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Know how to obtain and interpret mathematical and statistical information.	1.1. Within a complex task, identify and evaluate possible sources of data.
	1.2. Justify the choice of data collection procedures giving reasons for choosing a particular sample and methods used.
	1.3. Justify the chosen methods of recording data.
	1.4. Interpret the main characteristics of the data in relation to the task.
2. Be able to present mathematical and statistical data.	2.1. Use a range of appropriate and effective techniques to present accurately.
	2.2. Use correct axes, scales and conversions.
	2.3. Justify choice and use of presentation techniques and methods for the original purpose of the task.
3. Be able to evaluate how errors can be made when collecting and recording data.	3.1. Evaluate actual or possible sources of error in collecting and recording data.
	3.2. Check answers using alternative methods of calculation.

Access to HE Diploma Unit

Title:	Communication - Speaking and Listening
Unit Code:	QU034696

Unit Level:	Level 3	**Credit Value:**	3

Grading Type:	Ungraded
Academic Subject Content/Other:	Other
Assessment Details:	Refer to Assessment Grid

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	
The learner will:	**The learner can:**	
1. Be able to 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 relevant supporting material to illustrate presentation.
	1.4.	Respond sensitively to questions from the audience.
2. Be able to 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 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.
	2.4.	Respond appropriately to questions.

3. Be able to reflect on own performance in presentations and discussions.	3.1. Reflect on own performance:
	    a) in the presentation
	    b) in the discussion.

	3.2. Identify areas for improvement in speaking and listening activities.

Access to HE Diploma Unit

Title:	Computer Data Protection
Unit Code:	QU034700
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded
Academic Subject Content/Other:	Other
Assessment Details:	Refer to Assessment Grid

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to analyse the application of current UK legislation relating to the use and protection of data.	1.1. Explain the purpose of legislation related to data protection.
	1.2. Explain current legislation relating to the use and protection of data when using computers.
2. Understand the need for control of data to ensure that it is accurate and secure.	2.1. Explain the need for control of data to ensure that it is accurate and secure.
	2.2. Use examples to examine when data should or should not be controlled.
3. Be able to analyse how data protection legislation is applied in different contexts.	3.1. Analyse examples of the application of current data protection legislation in: a) a work context b) a study context.

Access to HE Diploma Unit

Title:	Developing Professional Attributes		
Unit Code:	QU034702		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to evaluate differences 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 a 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. Be able to analyse 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. Be able to analyse the link between professional attributes and emotional intelligence.	4.1. Analyse the links between professional attributes and emotional intelligence.

Access to HE Diploma Unit

Title:	Mathematics - Calculations		
Unit Code:	QU034706		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to tackle problems involving numbers.	1.1. Apply the four number rules to numbers including decimals and fractions within multistage problems.
	1.2. Use positive and negative numbers in a practical context.
	1.3. Convert numbers within and across unit systems within multi-stage tasks.

	1.4. Calculate answers using:
	   a) percentages and reverse percentages
	   b) ratio, direct and inverse proportion
	   c) given formulae
	   d) perimeters, areas and volumes of complex shapes
	   e) powers and roots
	   f) common units of measurement.

2. Be able to explain the methods of calculations and processes used.	2.1. Summarise the method of calculation and the processes used.
	2.2. Explain the importance of carrying out processes in a suitable order to a degree of accuracy appropriate to the task.
3. Know how to use estimation and check results.	3.1. Use procedures including estimation to check results.
	3.2. Evaluate the effects of accumulating errors in calculations.
	3.3. Explain the upper and lower bounds of accuracy for given results.

Access to HE Diploma Unit

Title:	Optimising Examination Performance		
Unit Code:	QU034708		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to effectively prepare for an examination.	1.1. Produce an effective and realistic preparation plan.
	1.2. Identify priorities in the preparation plan.
	1.3. Reflect on the plan's effectiveness to identify future improvements.
2. Be able to complete competent answers, which demonstrate subject knowledge.	2.1. Follow all instructions accurately to complete the correct number and combination of questions.
	2.2. Include the salient aspects in answers, with the accuracy and detail required by the subject.
	2.3. Show in answers an in-depth understanding of the arguments/problems, as required by the subject.
	2.4. Apply knowledge or learning coherently in support of arguments and/or to resolve problems.
3. Know how to minimise common examination pitfalls.	3.1. Identify common pitfalls in examination performance.
	3.2. Evaluate potential strategies to avoid examination pitfalls.
4. Know how to minimise stress to enhance examination performance.	4.1. Recognise own stressors.
	4.2. Develop strategies to minimise own stressors.

Access to HE Diploma Unit

Title:	Presentation Skills		
Unit Code:	QU034712		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	
The learner will:	**The learner can:**	
1. Know how to develop and plan a structured presentation.	1.1.	Plan a timed presentation.
	1.2.	Develop the structure for a presentation.
2. Know how to conduct research for a presentation from a range of different sources.	2.1.	Identify topic and aims of research.
	2.2.	Select relevant resources from different sources.
	2.3.	Select information pertinent to the topic.
3. Be able 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.	Use audio-visual aids effectively relevant to the topic.
	3.3.	Use eye contact and body language suitable for the audience.
	3.4.	Respond effectively to questions and challenges.
4. Be able to evaluate own skills and performance.	4.1.	Evaluate own presentation analysing strengths and areas to develop.
	4.2.	Evaluate own delivery of the presentation.
	4.3.	Evaluate strategies for improvement.

Access to HE Diploma Unit

Title:	Presenting Information Using ICT		
Unit Code:	QU034714		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to analyse 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.
	3.2. Present information to meet a specific brief.
	3.3. Save information in a structured format so it can be found easily and justify choice.

Access to HE Diploma Unit

Title:	Problem Solving in the Workplace
Unit Code:	QU034716
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded
Academic Subject Content/Other:	Other
Assessment Details:	Refer to Assessment Grid

This unit has 3 learning outcomes.

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

Access to HE Diploma Unit

Title:	Professional Interpersonal Behaviours		
Unit Code:	QU034718		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to analyse 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. Explain 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

Title:	Promoting Wellbeing and Building Resilience		
Unit Code:	QU034720		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the 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. Be able to analyse 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. Be able to explore 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.
	4.2. Analyse the types of support available from different sources.

Access to HE Diploma Unit

Title:	References and Reliability of Sources		
Unit Code:	QU034722		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the difference between primary and secondary sources.	1.1. Explain the difference between primary and secondary sources.
2. Be able to use 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. Be able to evaluate the uses and limitations of secondary sources.	3.1. Compare and evaluate secondary sources considering the following: use of sources, 'facts', background material, interpretation.

Access to HE Diploma Unit

Title:	Spreadsheets		
Unit Code:	QU034726		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 7 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Know how to design and store a spreadsheet.	1.1. Design a spreadsheet appropriate to a user's requirements.
	1.2. Create and store the spreadsheet.
	1.3. Evaluate the spreadsheet in terms of meeting the user's needs.
2. Be able to retrieve and modify an existing spreadsheet.	2.1. Modify the spreadsheet design/content in response to user feedback.
3. Be able to print a spreadsheet.	3.1. Print or display whole or part spreadsheets/formulae with a variety of print layout options.
4. Be able to enhance user readability.	4.1. Use suitable formatting options for displaying text and numeric values.
	4.2. Define and use conditional formatting to limit input error and give suitable messages to users.
5. Be able to use spreadsheet functions.	5.1. Develop a spreadsheet solution using a range of mathematical functions.
6. Be able to use graphical facilities.	6.1. Use an appropriate graph type.
	6.2. Draw pie, bar, line graphs with appropriate labels attached.
7. Know how to use additional features within the spreadsheet environment.	7.1. Use advanced sorting, protecting and filtering facilities on a spreadsheet.
	7.2. Analyse data using pivot tables.

Access to HE Diploma Unit

Title:	Statistics		
Unit Code:	QU034728		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to illustrate statistical data.	1.1. Construct a cumulative frequency curve.
	1.2. Construct a histogram.
2. Know how to perform statistical calculations.	2.1. Calculate the median from a cumulative frequency curve.
	2.2. Calculate the lower quartile from a cumulative frequency curve.
	2.3. Calculate the upper quartile from a cumulative frequency curve.
	2.4. Using a histogram calculate the median.
	2.5. Using a histogram calculate the mode.
3. Be able to perform calculations using grouped data.	3.1. Calculate the mean.
	3.2. Calculate the variance.
	3.3. Calculate the standard deviation.
4. Be able to perform correlation calculations.	4.1. Calculate the product-moment coefficient.
	4.2. Calculate the rank correlation coefficient.

Access to HE Diploma Unit

Title:	Study Skills for Higher Education		
Unit Code:	QU034730		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

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

Access to HE Diploma Unit

Title:	Sustainability Project		
Unit Code:	QU034732		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to plan a project to promote sustainability within a specific sector.	1.1. Identify a project to promote sustainability within a chosen sector, justifying choice.
	1.2. Produce a project plan for own project including: - Aims and objectives - Ethical considerations - Timescales - Methods - Resources required - Any Health and Safety considerations.
2. Be able to carry out a sustainability project.	2.1. Carry out a sustainability project.
	2.2. Produce a report on the findings of the sustainability project.
3. Be able to review the success of a sustainability project.	3.1. Evaluate the extent to which the project has met the aims and objectives.

Access to HE Diploma Unit

Title:	The Fundamentals of Environmental Sustainability
Unit Code:	QU034734
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded
Academic Subject Content/Other:	Other
Assessment Details:	Refer to Assessment Grid

This unit has 4 learning outcomes.

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

Title:	Writing Reports		
Unit Code:	QU034736		
Unit Level:	Level 3	Credit Value:	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	
The learner will:	**The learner can:**	
1. Be able to use the report title to determine 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. Be able to use 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 Providers, please contact your named Development Manager.

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

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

8. Gateway Qualifications

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