DIPLOMA GUIDE

Access to Higher Education

gateway qualifications

Access to Higher Education Diploma (Psychosocial Studies)

Access to HE

Apprenticeships

Digital

Employability & Enterprise

English & Maths

ESOL

Personal & Social Development

Professional Development

Vocational

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This qualification guide covers the following qualification:

Qualification Number	Learning Aim Code	Diploma Title	Validation Period
QAAQ004790	40014940	Access to Higher Education Diploma (Psychosocial Studies)	1 August 2024 – 31 July 2029

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1.0 March 2024	n/a	n/a
1.1 April 2024	Changes to the Equity, Diversity and Inclusion Policy	Pg10
1.2 August 2024	Amendment to assessment method volume for unit QU034936 - Culture and Identity	Pg15
1.3 January 2025	Amendment of column heading of assessment tables (removal of "Suggested" from assessment method column)	Pg14-20
1.4 April 2025	Addition of unit – Work Experience and Professional Development	Pg20 & 74
1.5 July 2025	Correction of unit code for Application of Number - Interpreting and Presenting Information	Pg17 & 55

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/

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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 Psychosocial Studies degree programmes. The mandatory group of units ensures that learners have a good understanding of themes relevant to Psychosocial Studies including key topics in Psychology and Sociology. They will have the opportunity to research into an area of interest in either psychology or sociology.

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

11.2 Sociology and Social Policy.

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 Psychosocial Studies including, a range of topics such as, Aspects of Social Psychology, Child Development: Personal, Social and Emotional, Cognitive Psychology, Mental Health and Illness, Social Inequality and Social Psychology, 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 (Psychosocial Studies) can include:

- Face to face
- Blended learning
- Online learning.

It is recommended that if learners undertake the Social Psychology unit, they should not undertake Aspects of Social Psychology unit and vice versa.

It is also recommended that if learners undertake Mental Health and Illness unit, they should not undertake the Atypical Development and Abnormal Behaviour unit and vice versa.

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 (Psychosocial Studies) learners may progress to the following:

- BA (Hons) Early Years Education
- BA (Hons) Psychosocial Studies
- BA (Hons) Social Psychology
- BA (Hons) Social Sciences
- BA (Hons) Social Sciences (Psychology)
- BA (Hons) Social Sciences (Sociology)
- BA (Hons) Social Work
- BA (Hons) Sociology with Psychosocial Studies
- BSc (Hons) Counselling
- BSc (Hons) Psychology
- BSc (Hons) Psychology and Counselling
- BSc (Hons) Psychology and Sociology
- BSc (Hons) Social Work
- 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 6 credits from the mandatory graded units.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU035000	Introduction to Psychology	3	3	Academic	Essay	1500 words
QU035002	Introduction to Sociology	3	3	Academic	Viva Controlled assessment	10 minutes including Q&A and witness statement 30 minutes open book

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
QU035056	Research Skills for Psychosocial Studies	3	6	Academic	Research diary Research proposal Report Evaluation	500 words 500 words 1500 words 250 words
QU035082	Social Research Methods for Psychosocial Studies	3	6	Academic	Project including observation Interview Questionnaire	1500 words and 500 words observation report 15 minutes interview and 250 words notes 250 words questionnaire

Optional Units: Graded Academic Subject Content

Learners must achieve 33 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034904	Aspects of Social Psychology	3	3	Academic	Case studies x 2	750 words x 2
QU034906	Atypical Development and Abnormal Behaviour	3	3	Academic	Report	1500 words
QU035110	Biological Psychology: The Brain	3	6	Academic	Academic posters x 2 Report Individual presentation inc Q&A and supporting notes	500 words x 2 1000 words 10 minutes inc 5 minutes Q&A and supporting notes
QU034572	Child Development: Personal, Social and Emotional	3	6	Academic	Essay Exam	1500 words 2 hours open book
QU034912	Cognitive Psychology	3	3	Academic	Controlled assessment	2 hours closed book
QU034918	Counselling and Person-Centred Theory	3	3	Academic	Individual presentation with Q&A and supporting notes	15 minutes plus 5 minutes Q&A and supporting notes
QU034936	Culture and Identity	3	3	Academic	Controlled assessment	2 hours closed book
QU034792	Introduction to Criminology	3	6	Academic	Short answer questions Case studies x 3 Report	300 words 400 words x 3 1000 words
QU034798	Introduction to the Sociology of Crime and Deviance	3	3	Academic	Report	1500 words
QU035010	Mental Health and Illness	3	3	Academic	Report	1500 words

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU035020	Personality	3	3	Academic	Essay	1500 words
QU035028	Poverty and Social Exclusion	3	3	Academic	Exam	2 hours closed book
QU034650	Safeguarding Children, Young People and/or Vulnerable Adults	3	3	Academic	Case studies x 2	750 words x 2
QU035078	Social Inequality	3	3	Academic	Report	1500 words
QU035304	Social Psychology	3	6	Academic	Report Presentation with supporting documents	1500 words 15 mins with 250 words
QU035086	Sociology of the Family	3	3	Academic	Report	1500 words
QU035140	Valuing Diversity: Types, Bases and Impact of Discrimination	3	3	Academic	Exam	2 hours closed book

Mandatory Unit: 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
QU034704	Inclusivity and Disability	3	3	Other	Exam Presentation with supporting notes	1 hour closed book 10 minutes
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
QU034732	Sustainability Project	3	3	Other	Project plan Report Reflection	250 words 1000 words 250 words

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034734	The Fundamentals of Environmental Sustainability	3	3	Other	Report	1500 words
*QU036448	Work Experience and Professional Development	3	3	Other	Reflective journal	1500 words
QU034736	Writing Reports	3	3	Other	Report plan Presentation of report plan Report	Plan 2-3 minutes 1000 words

***QU036448 - Work Experience and Professional Development unit is available for delivery from 01/08/2025.**

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

No specific resources are required to deliver 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:	Introduction to Psychology		
Unit Code:	QU035000		
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 role of research in psychology.	1.1. Explain commonly used research methods.
	1.2. Explain the significance of research to psychology.
	1.3. Explain a range of ethical issues related to psychology.
2. Know main features of different perspectives in psychology.	2.1. Outline the range of approaches and perspectives in psychology.
	2.2. Analyse one approach in psychology, describing the main features of this perspective.
3. Be able to analyse a topic of interest to psychologists.	3.1. Analyse a topic of interest to psychologists from two different viewpoints.

Access to HE Diploma Unit

Title:	Introduction to Sociology		
Unit Code:	QU035002		
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. Be able to evaluate the relationship between society and human behaviour.	1.1. Evaluate how social factors affect society and individuals.
2. Be able to compare and contrast approaches/perspectives to sociology.	2.1. Compare and contrast two sociological approaches/perspectives.
3. Be able to evaluate the types of research methods used in sociology.	3.1. Evaluate two different types of research methods used in sociological research.
4. Understand the importance of ethics in research.	4.1. Explain the importance of two ethical issues raised within sociological research.

Optional Units: Research Graded Academic Subject Content

Access to HE Diploma Unit

Title:	Research Skills for Psychosocial Studies		
Unit Code:	QU035056		
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.

Access to HE Diploma Unit

Title:	Social Research Methods for Psychosocial Studies		
Unit Code:	QU035082		
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 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand different methods of social research.	1.1. Explain the use of observations, interviews and questionnaires in social research.
2. Be able to use a range of social research methods.	2.1. Evaluate three areas for primary research.
	2.2. Justify the use of observation, interview or questionnaire for each research aim.
	2.3. Review material and information pertinent to research.
	2.4. Produce completed observation, interview or questionnaire.
3. Be able to reflect on social research methodology.	3.1. Discuss and draw conclusions from data gathered through observation, interview or questionnaire.
	3.2. Evaluate the use of observation, interview or questionnaire methods of investigation.
	3.3. Clarify any ethical considerations associated with the research and use appropriate protocols as needed.

Indicative Content:
AC 2.2 and onwards: Learners must use at least two methods of collecting data.

Optional Units: Graded Academic Subject Content

Access to HE Diploma Unit

Title:	Aspects of Social Psychology		
Unit Code:	QU034904		
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 factors affecting prejudice.	1.1. Analyse prejudice in relation to theories and factors affecting prejudice.
	1.2. Explain ways to reduce prejudice.
2. Understand pro and anti-social behaviour.	2.1. Evaluate factors affecting pro and anti-social behaviour.
3. Be able to evaluate social influence in relation to conformity, compliance and obedience.	3.1. Evaluate social influences with particular reference to conformity, compliance and obedience.

Indicative Content:

AC 1.1 and 1.2:

- Students firstly need to define 'prejudice' and differentiate it from discrimination.
- They should explore how authoritarian personality, realistic conflict theory, stereotyping (individual and group), social identity theory and conformity explain prejudice.
- Conformity forms a big part of factors affecting prejudice. Students can explore social norms (Minard, 1952, Pettigrew, 1959, Rogers and Frantz, 1962).
- They need to explore steps that are advocated to remove/reduce prejudice, for example, non-competitive contact between in and out groups on terms of equal status or the pursuit of common, superordinate goals that are obtainable if there is cooperation.
- Consider the jigsaw classroom technique and robbers cave experiment.

AC 2.1: • Students firstly must define pro-social and anti-social behaviour. • In exploring pro-social behaviour, students can look at evolutionary psychology views, the norm of reciprocity, egoistic reasons and altruistic reasons. • Students should also look at the situational influences too, the bystander effect for example. • In exploring anti-social behaviour, they can explore the nature vs nurture argument and then explore the impact of poor education, unemployment, ill-health, poverty, child development and family problems.
AC 3.1: • Students firstly must define conformity, compliance and obedience. • Students can explore normative conformity and informational conformity. They can look at non-conformity. • Students must be able to differentiate between the authority involved in obedience versus the social pressures of conformity.

Access to HE Diploma Unit

Title:	Atypical Development and Abnormal Behaviour		
Unit Code:	QU034906		
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 problems associated with defining abnormality.	1.1. Discuss the difficulties associated with psychologists' attempts at defining abnormality.
2. Understand the causes and symptoms of an abnormal and developmental disorder in relation to models of abnormality.	2.1. Evaluate the cause of abnormal and developmental disorders.
	2.2. Relate the causes of these disorders to models of abnormality.
	2.3. Describe the symptoms of one abnormal and one developmental disorder.
3. Understand how an abnormal or developmental disorder is treated.	3.1. Explain one method for treating an abnormal or developmental disorder.
	3.2. Evaluate the effectiveness of the treatment method identified.
4. Be able to analyse the effects of an abnormal or developmental disorder on the individual and others.	4.1. Analyse the effects of an abnormal or developmental disorder on the individual and others.

Indicative Content:
AC 4.1: Others may include family, friends or carers or wider society.

Access to HE Diploma Unit

Title:	Biological Psychology: The Brain		
Unit Code:	QU035110		
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. Know the structure and function of the brain.	1.1. Explain the structure and function of the brain, including: a) temporal lobe b) occipital lobe c) frontal lobe d) parietal lobe e) cerebellum.
	1.2. Understand the lateralisation of function in the hemispheres, including: a) asymmetrical function b) role of the left hemispheres c) role of the right hemispheres d) role of the corpus callosum.
	1.3. Evaluate strengths and weaknesses of lateralisation as an explanation of sex differences between males and females.
2. Understand the role of action potentials and synopses in transmitting information through the nervous system.	2.1. Summarise the structure of a neurone.
	2.2. Explain ways in which the membrane specialisation enables the establishment of the resting potential and action potentials.
3. Understand the processes involved in synaptic transmission.	3.1. Explain the mechanisms of synaptic transmission and the use of agonistic and antagonistic chemicals in modifying this process.
4. Understand how patterns of behaviour are integrated and controlled by the nervous system.	4.1. Discuss the functions of the parasympathetic and sympathetic division of the autonomic nervous system.

	4.2. Explain the impact of neurological damage on cognitions and behaviour, including: a) the symptoms of visual agnosia b) the symptoms of prosopagnosia c) the impact of damage to the pre-frontal cortex.

Indicative Content:
AC 2.2: To include: all or nothing, refractory period and saltatory conduction.

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 & AC 3.2: Theories and relationships, social learning.

Access to HE Diploma Unit

Title:	Cognitive Psychology		
Unit Code:	QU034912		
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 cognitive psychology.	1.1. Explain the key concepts, methods and applications in cognitive psychology.
2. Understand how memory works.	2.1. Explain how information travels through the three main components of memory - sensory, short-term and long-term memory.
3. Understand perception theory.	3.1. Explain at least one of the key theories of perception.
4. Be able to apply cognitive explanations to neurological disorders.	4.1. Apply cognitive explanations to neurological disorders.

Indicative Content:
AC 4.1: E.g, Autism, Alzheimer.

Access to HE Diploma Unit

Title:	Counselling and Person-Centred Theory		
Unit Code:	QU034918		
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 philosophy underpinning the person-centred approach to the counselling process.	1.1. Explain the philosophy underpinning person-centred approach to counselling.
2. Understand the main concepts associated with the person-centred approach to counselling.	1.2. Explain the main concepts associated with the person-centred approach to counselling.
3. Know the main differences between humanistic person-centred approaches and other approaches to counselling.	1.3. Analyse the main differences between humanistic person-centred approaches and other approaches to counselling.

Access to HE Diploma Unit

Title:	Culture and Identity		
Unit Code:	QU034936		
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 concepts of culture, subculture and mass culture.	1.1. Explain the concepts of culture, subculture and mass culture.
	1.2. Explain the concepts of high and low culture.
2. Understand the significance of age, class, gender and ethnicity in relation to the acquisition of cultural norms and values.	2.1. Examine the inter-relationship between identity, socialisation and culture.
	2.2. Explain the concepts of norms and roles in sociological explanations of cultural norms.
	2.3. Explain the main agencies of social influence in the development of identity and culture.
3. Analyse significant influences on the consumption of cultural products and the values attached to them.	3.1. Analyse the link between culture and identity in a modern society.
	3.2. Analyse the ways in which the media and leisure industries influence cultural identity.

Access to HE Diploma Unit

Title:	Introduction to Criminology		
Unit Code:	QU034792		
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 theories of criminality.	1.1. Explain historical biological theories of criminality.
	1.2. Explain individualistic theories of criminality.
	1.3. Explain sociological theories of criminality: • Social structure theories • Social reaction theory • Interactionism • Realism.
	1.4. Describe the development of criminological theories.
2. Be able to analyse causes of criminality.	2.1. Analyse situations of criminality.
	2.2. Explain with evidence the likely cause of criminality.
	2.3. Evaluate the validity of criminological theories to explain causes of criminality.
3. Be able to evaluate traditional approaches used to respond to criminal activity.	3.1. Evaluate traditional approaches to responding to crime.
	3.2. Assess policing approaches used to solve a specific crime.
4. Understand the factors that affect victims, witnesses and vulnerable people and how this may impact on their need for support.	4.1. Explain how crime impacts on victims, witnesses and the vulnerable.
	4.2. Explain why victims, witnesses and vulnerable people may be reluctant to report crimes committed against them.

	4.3. Explain how legislation, guidelines of good practice and service standards are used to support and protect victims, witnesses and vulnerable people.

Indicative Content:
AC 1.1: Including genetic theories.
AC 1.2: Learning and psychodynamic/psychological theories.
AC 1.4: Include the timeline, how theories are established and evolve.
AC 2.1: Include: • forms of crime • individual criminal behaviour • offending behaviour • differentiation between offending and delinquent/anti-social behaviour • potential and actual criminal.
AC 3.1: This includes: • random patrol and response • stop and search • investigation and detection • intensive enforcement.

Access to HE Diploma Unit

Title:	Introduction to the Sociology of Crime and Deviance		
Unit Code:	QU034798		
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 social construction and relativity of crime and deviance.	1.1. Differentiate between crime and deviance.
	1.2. Analyse the social construction of crime and deviance.
2. Be able to evaluate the measurement, extent of, and distribution of crime.	2.1. Evaluate the reliability and validity of official statistics, self-report and victim surveys in respect of crime.
	2.2. Analyse evidential and/or possible reasons for over and under-representation of different social groups in crime statistics.
3. Be able to evaluate sociological explanations and theories of crime and deviance.	3.1. Evaluate sociological explanations and theories of crime and deviance.

Access to HE Diploma Unit

Title:	Mental Health and Illness		
Unit Code:	QU035010		
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 problems in defining abnormal and normal behaviour.	1.1. Explain the difficulties in defining abnormality and normality.
2. Understand the different psychological explanations given for the cause of a particular mental illness.	2.1. Explain the causes of a particular mental illness from different perspectives within psychology.
3. Be able to analyse the concept of mental ill health and mental wellbeing from key stakeholder's perspectives.	3.1. Analyse the concept of mental ill health and mental wellbeing from both the professional and service user/carer perspective.
4. Be able to examine the perception of mental ill health in society.	4.1. Appraise how mental ill health is viewed and understood by society today and how this has changed over time.

Indicative Content:
AC 2.1: Different perspectives include medical, psychodynamic, behaviourist, cognitive and humanistic theories.
AC 3.1: To include family/friends
AC 4.1: Stigma and discrimination should be discussed. Could also include how mental health is viewed in different cultures.

Access to HE Diploma Unit

Title:	Personality		
Unit Code:	QU035020		
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 how personality can be measured.	1.1. Explain idiographic and nomothetic approaches to the measurement of personality.
2. Be able to evaluate major theoretical approaches to personality development.	2.1. Evaluate approaches to personality including type, trait and psychodynamic theories, with reference to relevant research studies.
3. Be able to analyse the development and use of personality testing in psychology.	3.1. Analyse the use of personality tests with reference to relevant research studies.

Access to HE Diploma Unit

Title:	Poverty and Social Exclusion		
Unit Code:	QU035028		
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 nature of social stratification in today's British society.	1.1. Explain the nature of social stratification in today's British society.
2. Be able to analyse the effects of social inequalities on individual life chances in Britain today.	2.1. Analyse the effects of social inequalities on individual life chances in Britain today.
	2.2. Examine the concept of social exclusion.
3. Be able to evaluate the effects of poverty on life chances.	3.1. Evaluate the effects of poverty on life chances.
4. Understand the poverty threshold.	4.1. Summarise what is meant by the poverty threshold.
	4.2. Explain the poverty trap.

Access to HE Diploma Unit

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:	Social Inequality		
Unit Code:	QU035078		
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 and recognise what is meant by social inequality.	1.1. Explain what is meant by social inequality.
	1.2. Explain the meaning of 'life chances'.
	1.3. Explain the distribution of inequality by social class, gender, and ethnicity.
2. Be able to interpret statistics related to social inequality.	2.1. Analyse a range of statistics which relate to social inequalities.
3. Understand sociological perspective of social inequality.	3.1. Discuss the major sociological explanations of inequality.
	3.2. Evaluate one sociological explanation as it applies to a chosen area of inequality.
4. Be able to apply theoretical models for social inequality to one area of social life.	4.1. Evaluate a range of theoretical models for social inequality in one area of social life.

Indicative Content:
If learners are also studying Sociology of Health unit, health should not be used as a context for this unit.

Access to HE Diploma Unit

Title:	Social Psychology		
Unit Code:	QU035304		
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 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand social psychological theories of the self and identity.	1.1. Explain social psychological theories of the self and identity to include those of: a) Mead b) Cooley c) Bem d) Tajfel.
	1.2. Explain 'individual' and 'relational' concepts of the self and how these are prioritised in different cultures.
2. Understand theories of social influence.	2.1. Explain the difference between 'conformity' and 'obedience'.
	2.2. Evaluate research on conformity to social norms.
	2.3. Explain what is meant by 'deindividuation' in relation to crowds of people.
	2.4. Evaluate Milgram's experiments on obedience, particularly in respect of the ethics involved.
3. Know about theories of affiliation and personal relationships.	3.1. Explain the human need to affiliate.
	3.2. Analyse factors that influence affiliation and the development of personal relationships.
	3.3. Analyse factors that may lead to the break up of a personal relationship.

Access to HE Diploma Unit

Title:	Sociology of the Family		
Unit Code:	QU035086		
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 family structures and marriage practices across time, culture and ethnicity.	1.1. Explain family structures historically and within a variety of cultures and ethnicities.
	1.2. Explain marriage practices historically and within a variety of cultures and ethnicities.
2. Understand different theoretical perspectives of family.	2.1. Compare and contrast a range of sociological perspectives of the family.
3. Be able to evaluate conjugal roles and changes in these roles.	3.1. Evaluate conjugal roles and factors that have produced changes in these roles.

Access to HE Diploma Unit

Title:	Valuing Diversity: Types, Bases and Impact of Discrimination		
Unit Code:	QU035140		
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 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand different types of discrimination.	1.1. Explain different types of discrimination to include: a) Direct discrimination b) Associative discrimination c) Perceptive discrimination d) Indirect discrimination e) Institutional discrimination.
	1.2. Explain discrimination using at least one sociological and one psychological theory.
2. Understand the basis of discrimination.	2.1. Explain different bases of discrimination using examples from the nine protected characteristics.
3. Be able to analyse discrimination within society.	3.1. Analyse the role discrimination plays within society.
	3.2. Discuss ways in which discrimination can be counteracted by agencies or individuals.
4. Be able to evaluate the impact of discrimination on individuals.	4.1. Evaluate the impact on individuals of direct, indirect, associative, perceptive, and institutional discrimination.
5. Understand the role of language in social interaction and discrimination.	5.1. Explain how individuals and organisations can discriminate through language.

	5.2. Discuss the way language communicates meaning, in particular through: a) tone b) choice of words c) assumptions d) non-verbal signals.

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	**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:	QU034694		
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:	Inclusivity and Disability		
Unit Code:	QU034704		
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 definitions of disability and everyday use of terminology related to disability.	1.1. Summarise definitions of disability and everyday use of terminology related to disability.
	1.2. Compare medical and social models of disability.
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 features of disability according to social class, gender, age and ethnicity.	3.1. Explain features of disability according to social class, gender, age and ethnicity.
4. Understand legislation designed to support those with disability.	4.1. Summarise legislation related to disability.

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:	Work Experience and Professional Development		
Unit Code:	QU036448		
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 benefits of work experience within relevant sector.	1.1. Outline the key benefits of work experience.
	1.2. Explain how work experience can enhance employability and career progression.
2. Understand own tasks and responsibilities within the work setting.	2.1. Summarise own key responsibilities within the work setting.
	2.2. Develop a detailed rationale for prioritising own tasks in terms of importance.
	2.3. Identify the key policies and legislation that apply at the work placement in relation to your roles and responsibilities.
	2.4. Explain the safeguarding process at the work placement.
3. Be able to reflect on own practice and from this develop a personal and professional development plan.	3.1. Explain the importance of self-reflection and awareness in personal and professional growth.
	3.2. Summarise strengths and areas for development in personal and professional practice.
	3.3. Develop a personal and professional development plan.

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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