

# **Access to Higher Education Diploma ROC & Units (Humanities) and Social Science) (Humanities) (Social Science) (Social Care)**

## Humanities and Social Science

### Rules of Combination

For the award of the Access to Higher education Diploma, learners must achieve 60 credits	
Level 3 credits from graded units with academic subject content	45
Level 2 or 3 credits from ungraded units	15
Total credit required	60

#### Mandatory requirements – graded units – 45 credits

Learners must achieve the following graded units - 45 Credits	
Units	L3 Graded credits
Units to the value of nine credits from each of three modules	27
Units from any module	12
Investigative Project/Extended Essay	6

#### Mandatory requirements – ungraded units – 15 credits

Learners must achieve the following ungraded units – 15 credits		
Units	L3 ungraded credits	Level 2 credits
Academic Skills	3	
Units from the Study Skills module	6	
Unit from the Mathematics module		6

Other requirements
Learners must complete at least two time constrained assessments, one of which must be closed book and unseen.

## Humanities

### Rules of Combination

For the award of the Access to Higher education Diploma, learners must achieve 60 credits	
Level 3 credits from graded units with academic subject content	45
Level 2 or 3 credits from ungraded units	15
Total credit required	60

#### Mandatory requirements – graded units – 45 credits

Learners must achieve the following graded units - 45 Credits	
Units	L3 Graded credits
Units to the value of nine credits from each of three modules	27
Units from any module	12
Investigative Project/Extended Essay	6

#### Mandatory requirements – ungraded units – 15 credits

Learners must achieve the following ungraded units – 15 credits		
Units	L3 ungraded credits	Level 2 credits
Academic Skills	3	
Units from the Study Skills module	6	
Unit from the Mathematics module		6

Other requirements
Learners must complete at least two time constrained assessments, one of which must be closed book and unseen.

## Social Care

### Rules of Combination

For the award of the Access to Higher education Diploma, learners must achieve 60 credits	
Level 3 credits from graded units with academic subject content	45
Level 2 or 3 credits from ungraded units	15
Total credit required	60

#### Mandatory requirements – graded units – 45 credits

Learners must achieve the following graded units - 45 Credits	
Units	L3 Graded credits
Units from the Health Care module	9
Units from the Social Work module	9
Units from the Social Policy and/or Sociology module	6
Units from any module	15
Investigative Project/Extended Essay	6

#### Mandatory requirements – ungraded units – 15 credits

Learners must achieve the following ungraded units – 15 credits		
Units	L3 ungraded credits	Level 2 credits
Academic Skills	3	
Units from the Study Skills module	3	
Units from the Mathematics module		9

Other requirements
Learners must complete at least two time constrained assessments, one of which must be closed book and unseen.

## Social Sciences

### Rules of Combination

For the award of the Access to Higher education Diploma, learners must achieve 60 credits	
Level 3 credits from graded units with academic subject content	45
Level 2 or 3 credits from ungraded units	15
Total credit required	60

#### Mandatory requirements – graded units – 45 credits

Learners must achieve the following graded units - 45 Credits	
Units	L3 Graded credits
Units to the value of nine credits from each of three modules	27
Units from any module	12
Investigative Project/Extended Essay	6

#### Mandatory requirements – ungraded units – 15 credits

Learners must achieve the following ungraded units – 15 credits		
Units	L3 ungraded credits	Level 2 credits
Academic Skills	3	
Units from the Study Skills module	6	
Unit from the Mathematics module		6

Other requirements
Learners must complete at least two time constrained assessments, one of which must be closed book and unseen.

## Modules

Click on a module title to view all units within the module.

Counselling .....	5
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Geography .....	15
Health Care .....	21
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Media and Cultural Studies .....	55
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Social Analytics .....	82
Social Policy .....	86
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Investigative Project / Extended Essay .....	104
Work Experience .....	105
Mathematics L2 ungraded .....	107
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Study Skills L3 ungraded .....	120

## Counselling

### Using Reflection

Level: Three  
Credit Value: 3

### Purpose and Aim

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To assess learners' knowledge and practice of reflection.

### Learning Outcomes

The learner will

### Assessment Criteria

The learner can

1. Understand reflection.

1.1 Explain the purpose of reflection.

1.2 Analyse models of reflection utilised within a specific profession.

2. Be able to use a model of reflection.

2.1 Apply a **model of reflection to reflect on own experience over time.**

### Access to HE Grade Descriptors:

- 2 - Application of Knowledge
- 5 - Communication and Presentation
- 7 – Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Methods:

[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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### Assessment Information:

AC1.2 A minimum of two models .

AC2.1 A given or chosen context that relates to the learner's own work, life and/or learning. The evidence will include reflection over a minimum of 6 months and:

- analysis of the experience
- integration of theoretical knowledge about the issue or experience
- identification of alternative outcomes
- evaluation to identify personal learning.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Understanding Counselling

Level: Three

Credit Value: 6

### Purpose and Aim

To assess learners' knowledge of the theoretical basis for counselling.

#### Learning Outcomes

The learner will

#### Assessment Criteria

The learner can

1. Know what is meant by counselling.	1.1 Define counselling. 1.2 Explain the differences between counselling and other helping interventions.
2. Understand ethical practice in counselling.	2.1 Explain ethical practice in counselling.
3. Understand person centred counselling.	3.1 Explain the role of Maslow's hierarchy of needs in person centred counselling. 3.2 Analyse the person-centred counselling approach 3.3 Explain the role of the counsellor in person centred counselling. 3.4 Explain the techniques used in person centred counselling.
4. Understand a skilled helper model of counselling.	4.1 Analyse a skilled helper model of counselling. 4.2 Explain how individuals are supported with goal setting in the skilled helper model. .
5. Understand a cognitive behavioural model of counselling.	5.1 Analyse a cognitive behavioural model of counselling. 5.2 Explain how goals are formulated to support individuals with:

negative thought patterns



### Learning Outcomes

The learner will

### Assessment Criteria

The learner can

irrational beliefs.

### Access to HE Grade Descriptors:

- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

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### Assessment Methods:

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### Assessment Information:

AC3.2 Analysis of the person centred approach should include Rogers' core conditions.

AC3.4 A minimum of two techniques must be evidenced.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

Assessors must have current knowledge of counselling practice.

### Counselling Skills - Practice

Level: Three

Credit Value: 3

## Purpose and Aim

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To develop the knowledge and skills of learners in counselling in simulated settings only.

### Learning Outcomes

The learner will

### Assessment Criteria

The learner can

<p>1. Be able to use non verbal behaviour in counselling.</p>	<p><b>1.1</b> Explain what is meant by <b>non verbal behaviour</b>.</p> <p><b>1.2</b> Assess non verbal behaviour in a simulated setting.</p> <p><b>1.3</b> Give and receive feedback about the assessment of non verbal behaviour in a simulated counselling setting.</p>
<p>2. Be able to use communication skills in counselling.</p>	<p><b>2.1</b> Explain the skills used in <b>active listening</b>.</p> <p><b>2.2</b> Use active listening skills in a simulated counselling setting.</p> <p><b>2.3</b> Give and receive feedback about the use of active listening in a simulated counselling setting.</p>
<p>3. Understand the role of professional bodies in counselling.</p>	<p><b>3.1</b> Outline the current requirements for practicing as a counsellor in the UK.</p> <p><b>3.2</b> Outline the guidelines from professional bodies in counselling which protect:</p> <p style="padding-left: 40px;">the client</p> <p style="padding-left: 40px;">the counsellor.</p>

### Access to HE Grade Descriptors:

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- 2 - Application of Knowledge
- 5 - Communication and Presentation
- 7 - Quality

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### Assessment Methods:

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- Practice file

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#### **Assessment Information:**

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**Non verbal behaviour** must include:

- kinesics (eg. posture, gesture, clothing)
- voice
- touch
- distance.

**Active listening** must include:

- paraphrasing
- reflection
- summarising
- questioning
- probing
- focusing.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

#### **Assessor Requirements:**

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Assessors of this unit must be occupationally competent in counselling.

## Criminology

### The Origins of Criminology

Level: Three  
Credit Value: 6

## Purpose and Aim

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To enable the learner to understand key elements of classical criminology; the development of a scientific approach to crime; the consensus and conflict modes of criminology; and the emergence of British criminology.

### Learning Outcomes

The learner will

1. Understand key elements of classical criminology.
2. Understand the development of the scientific approach to crime.
3. Understand the consensus and conflict models of criminology.
4. Understand the emergence of British criminology.

### Assessment Criteria

The learner can

- 1.1 Analyse the origins of formulations of the nature and problem of crime.
- 2.1 Analyse the development of a scientific approach to crime, particularly the biological model.
- 3.1 Compare and contrast consensus and conflict models of criminology.
- 4.1 Evaluate the development of British criminology.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

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### Assessment Methods:

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### Assessment Information:

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There is no specific assessment information to be used with this unit.

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### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Critical Criminology

Level: Three

Credit Value: 3

### Purpose and Aim

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To enable the learner to understand the arguments of Left Realism; key debates within feminist criminology; arguments regarding human rights and crimes of the state; and other debates regarding the state of criminology.

#### Learning Outcomes

The learner will

1. Understand the arguments of Left Realism.
2. Understand debates within feminist criminology.
3. Understand arguments regarding human rights and crimes of the state.
4. Understand debates regarding the state of criminology.

#### Assessment Criteria

The learner can

- 1.1 Analyse the Left Realism position in criminology.
- 2.1 Analyse feminist positions in criminology.
- 3.1 Evaluate the arguments made in relation to human rights and crimes of the state.
- 4.1 Analyse the state of criminological development.
- 4.2 Compare and contrast criminological theories.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

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#### Assessment Methods:

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Assessment Information:

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None

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Criminology

Level: Three

Credit Value: 3

### Purpose and Aim

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To enable the learner to understand what is meant by crime, the social concept of criminality and the various measures of crime.

#### Learning Outcomes

The learner will

1. Understand what is meant by criminality
2. Understand the social construction of criminality

#### Assessment Criteria

The learner can

- 1.1 Differentiate between 'crime' and 'deviance'.
- 1.2 Explain the difference between 'formal' and 'informal' social control.
- 1.3 Define the terms 'norms', 'values' and 'socialisation'.
- 2.1 Analyse stereotypes relating to criminal activity.
- 2.2 Analyse the accuracy of official crime statistics.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

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### Assessment Methods:

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### Assessment Information:

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AC2.1 A minimum of three criminal stereotypes.

AC2.2 To include definitions of "dark figure", "reported crime" and "recorded crime".

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### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## The Criminology of Prisons

Level: Three  
Credit Value: 3

### Purpose and Aim

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To enable the learner to understand the functions of imprisonment; the different kinds of prisons and their costs; and the effects of imprisonment and the increase in the prison population.

### Learning Outcomes

The learner will

1. Understand the philosophical, social and official functions of imprisonment.
2. Know the difference between categories of prison and their relative costs.
3. Understand the effects of imprisonment and the increase in the prison population.

### Assessment Criteria

The learner can

- 1.1 Explain the contrasting philosophies reflected within the operation of the prison system.
- 2.1 Define the categories of UK prisons.
- 2.2 Explain the differing costs of prison for the categories in AC 2.1.
- 3.1 Evaluate the costs and effects of imprisonment on the individual and society.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Methods:

---

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### Assessment Information:

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There is no specific assessment information to be used with this unit.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Geography

### World Population Growth and its Consequences



Level: Three  
Credit Value: 6

### Purpose and Aim

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To enable the learner to understand the factors affecting world population growth; demographic statistics and decision making; the impact of growth on third world development; and the factors affecting the importance and consequences of migration.

### Learning Outcomes

The learner will

1. Understand the factors affecting the growth of world population and the consequences of that growth.
2. Understand the importance of a range of demographic statistics to economic development and political decision-making.
3. Understand the impact of population growth on Third World Development.
4. Understand the factors affecting migrations of people.

### Assessment Criteria

The learner can

- 1.1 Describe the growth of world population.
- 1.2 Explain the factors affecting the trends in world population growth.
- 1.3 Evaluate the consequences of predicted future world population trends.
- 2.1 Explain how a variety of demographic statistics are used in economic development and political decision-making.
- 3.1 Describe the pattern of population growth in less developed countries.
- 3.2 Assess the roles of culture, tradition and attitudes to family size in relation to population growth.
- 3.3 Evaluate the link between poverty and population growth.
- 3.4 Explain strategies for alleviating poverty through population growth limitation.
- 4.1 Describe the factors affecting migrations of people.
- 4.2 Analyse the consequences of migration in relation to a specific historical or current case study.

#### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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Assessment Information:

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AC1.2 A minimum of two factors.

AC2.1 Minimum two sets of statistics.

AC3.1 A minimum of two less developed countries.

AC3.4 A minimum of two possible strategies.

AC4.1 A minimum of two factors.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

#### **Sustainable Cities in both More and Less Economically Developed Countries**

Level: Three

Credit Value: 3

## Purpose and Aim

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To enable the learner to understand the concept of sustainability, the range of problems faced by different countries, different approaches to making cities more sustainable, and how to assess sustainable solutions.

### Learning Outcomes

The learner will

1. Understand the concept of sustainability in an urban context.
2. Understand the range of problems faced by More Economically Development Countries (MEDCs) and Less Economically Developed Countries (LEDCs).
3. Understand different approaches to making cities more sustainable.
4. Be able to assess the success of sustainable solutions.

### Assessment Criteria

The learner can

- 1.1 Define the term 'sustainability'.
- 1.2 Explain the relevance and importance of sustainability in cities.
- 2.1 Analyse the transport problems in cities in MEDCs and LEDCs.
- 2.2 Analyse the issue of waste disposal in cities.
- 3.1 Describe approaches for making cities more sustainable in both MEDCs and LEDCs.
- 3.2 Compare and contrast solutions using technologies used in MEDCs and those using the skills of indigenous population in LEDCs.
- 4.1 Evaluate a scheme to tackle urban waste disposal issues.
- 4.2 Evaluate a scheme to tackle transport problems in cities.

### Access to HE Grade Descriptors:

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- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Methods:

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- Case study
- Written question & answer/test/exam
- Essay

- Oral question and answer
- Written exercise
- Group discussion

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Assessment Information:

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AC 3.1 A minimum of two approaches.

AC 4.1-4.3 For one MEDC and one LEDC.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Spatial Inequalities and Segregation in the Western World

Level: Three

Credit Value: 6

### Purpose and Aim

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To enable the learner to understand the internal morphology of a city; the geographical concepts relating to the socio-economic inequalities within cities; and the patterns and forces of ethnic segregation within cities.

### Learning Outcomes

The learner will

1. Understand the internal morphology of a city.

### Assessment Criteria

The learner can

- 1.1 Evaluate the use and application of models of urban land use.

## Learning Outcomes

The learner will

2. Understand geographical concepts relating to socio-economic inequalities within cities.
3. Understand patterns and forces of ethnic segregation within cities.

## Assessment Criteria

The learner can

- 1.2 Apply Herbert's Model of Land Use to the Central Business District (C.B.D.).
- 1.3 Assess the limitations of models when applied to present-day cities.
- 2.1 Describe criteria for determining the socio-economic inequalities that exist within cities.
- 2.2 Explain the spatial location of socio-economic and environmental inequalities and deprivation that exist within a city.
- 2.3 Evaluate possible causal links between socio-economic and environmental inequalities.
- 2.4 Evaluate the reasons for socio-economic inequalities.
- 3.1 Explain the locations of, and reasons for ethnic segregation within cities.
- 3.2 Apply the theories of ethnic segregation to a city.
- 3.3 Explain the relationship between ethnic segregation and socio-economic inequality.

Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
  - 2 - Application of Knowledge
  - 4 - Use of Information
  - 5 - Communication and Presentation
  - 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

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Assessment Information:

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AC 1.2 A minimum of two models of urban land use.

AC 3.1 A minimum of two cities.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Health Care

### Public Health and the Environment

Level: Three

Credit Value: 3

### Purpose and Aim

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To understand the effect of environmental factors on physical and mental health and the regimes for the promotion of good health.

#### Learning Outcomes

The learner will

1. Understand the contribution of environmental factors to good health and ill-health.

#### Assessment Criteria

The learner can

- 1.1 Analyse the impact of a range of environmental factors on physical health.
- 1.2 Analyse the impact of a range of environmental factors on mental health.

## Learning Outcomes

The learner will

## Assessment Criteria

The learner can

2. Understand regimes for the promotion of good health.

1.3 Analyse statistics of birth and death rates in the context of environmental factors.

2.1 Evaluate programmes of preventative medicine and its effect on public health.

## Access to HE Grade Descriptors:

- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 5 - Communication and Presentation
- 7 - Quality

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## Assessment Methods:

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## Assessment Information:

AC1.1 A minimum of three e.g. pollution, housing, employment etc.

AC1.2 A minimum of three e.g. housing, employment, support agencies.

AC2.1 A minimum of three programmes e.g. screening, genetic counselling, vaccination, immunisation.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

## Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Health Care

Level: Three  
Credit Value: 3

### Purpose and Aim

To enable the learner to understand the development and structure of health care in the UK.

#### Learning Outcomes

The learner will

1. Understand the development of health care in the UK .
2. Understand the current structure for the delivery of health care in the UK.

#### Assessment Criteria

The learner can

- 1.1 Explain the development of health care in the UK.
- 2.1 Explain the current structure of health care services in the UK.

#### Access to HE Grade Descriptors:

- 1 - Understanding of the Subject
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

#### Assessment Methods:

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#### Assessment Information:

A.C1.1 Since 1945 and to include reference to the Beveridge Report.

AC1.2 since 1945



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### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

### Health, Behaviour and Education

Level: Three  
Credit Value: 6

### Purpose and Aim

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The purpose of the unit is to ensure that learners understand what is meant by the terms 'health' and 'health education', and the factors that can affect health.

### Learning Outcomes

The learner will

### Assessment Criteria

The learner can

1. Understand how health is defined.	1.1 Explain a range of models of health to include:  biomedical sociological holistic models.
2. Understand how environmental factors affect health.	2.1 Explain factors in the environment that affect mental and physical health.
3. Understand how behaviour affects the health of individuals.	3.1 Explain how different behaviours can affect personal health. 3.2 Analyse a dynamic of an individual's lifestyle that would affect their health.

### Learning Outcomes

The learner will

4. Understand the function of health education.

### Assessment Criteria

The learner can

- 4.1 Explain what is meant by health education.
- 4.2 Explain what is meant by the following levels of health education:
  - primary
  - secondary
  - tertiary.
- 4.3 Evaluate the impact of a current health education campaign.

### Access to HE Grade Descriptors:

- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Methods:

[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

From September 2021, centre devised assessments are permitted for all units on all Agored Cymru Access to HE Diplomas.

All assessment evidence completed As part Of an Agored Cymru Access To HE Diploma Is subject To external moderation.

### Assessment Information:

AC2.1 A minimum of four environmental factors.

AC3.1 To include both positive and negative patterns of behaviour.

If not specifically stated in the assessment information, a **plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## The Effects of Lifestyle on Health

Level: Three  
Credit Value: 3

### Purpose and Aim

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To enable the learner to understand the effects of lifestyle on the health of individuals, and the community.

#### Learning Outcomes

The learner will

1. Understand the dietary goals required to maintain health.
2. Understand how exercise is beneficial to maintain physical fitness.
3. Understand the changing patterns of health and disease in a community.

#### Assessment Criteria

The learner can

- 1.1 Summarise nutritional requirements across the stages of development.
- 1.2 Summarise current NHS Wales guidelines for balanced nutrition.
- 1.3 Explain diseases associated with malnutrition.
- 2.1 Explain the benefits of physical exercise.
- 2.2 Evaluate the effectiveness of aerobic and anaerobic exercise.
- 3.1 Evaluate the relationship between health harming behaviours and health and wellbeing.
- 3.2 Analyse the personal and social implications of sexually transmitted infections.

#### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

#### **Assessment Methods:**

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#### **Assessment Information:**

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AC1.1 Evidence must include reference to at least two of the following:

- breast feeding
- infancy from birth to one year
- early years from one to three years
- childhood from four to seven years
- puberty from 8–12 years
- adolescence from 13–16 years
- adults.

AC1.3 A minimum of two deficiency diseases.

AC2.1 Evidence must include reference to scientific data.

AC3.1 May include alcohol, smoking and/or other drugs.

AC3.2 A minimum of two implications.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

#### **Assessor Requirements:**

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

#### **Communication for Healthcare Work**

Level: Three  
Credit Value: 3

## Purpose and Aim

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To enable the learner to understand the importance of good communication skills in a healthcare work environment.

### Learning Outcomes

The learner will

### Assessment Criteria

The learner can

1. Understand effective communication between individuals and healthcare workers.	1.1 Explain the effects of positive and negative communication styles in the first contact between individuals and healthcare workers. 1.2 Explain the role of verbal and non-verbal communication in health work.
2. Understand the importance of attending and listening.	2.1 Explain barriers to effective listening and attending. 2.2 Explain the differences between passive and active listening.
3. Understand confidentiality in health care.	3.1 Explain the responsibilities of health care workers in relation to confidentiality.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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### Assessment Information:

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AC2.1 A minimum of four barriers.

AC3.1 Evidence must include the ethical and legal responsibilities.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

### Biopsychosocial Approach to Health

Level: Three  
Credit Value: 3

### Purpose and Aim

---

To understand definitions, the way environmental factors and behaviour affect health.

#### Learning Outcomes

The learner will

#### Assessment Criteria

The learner can

- |  |  |
|--|--|
| 1. Understand definitions of health.                       | 1.1 Evaluate models of health.<br>1.2 Analyse views of what it means to be healthy.  |
| 2. Understand the way environmental factors affect health. | 2.1 Explain factors in the environment that influence health.<br>2.2 Compare how an environmental factor can affect both mental and physical health. |

### Learning Outcomes

The learner will

3. Understand the effect of behaviour on the health of individuals.

### Assessment Criteria

The learner can

- 3.1 Explain how behaviours affect personal health.
- 3.2 Analyse how one dynamic of an individual's lifestyle affects their health.

### Access to HE Grade Descriptors:

- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Methods:

[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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### Assessment Information:

AC1.1 To include biomedical, holistic and sociological approaches.

AC1.2 To include his/her personal views.

AC2.1 A minimum of two factors.

AC3.1 A minimum of two behaviours.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

### Endogenous and Exogenous Causes of Illness and Disease

Level: Three  
Credit Value: 6

## Purpose and Aim

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To enable the learner to understand the causes of endogenous and exogenous illnesses and diseases, the body's defence against exogenous causes, and the meaning of genetic screening and its implications.

### Learning Outcomes

The learner will

1. Understand the exogenous causes of illness and diseases.

2. Understand the body's defences against disease.

3. Understand the endogenous causes of illness and diseases.

### Assessment Criteria

The learner can

- 1.1 Explain the meaning of 'transmissible diseases'.
- 1.2 Explain how disease is spread.
- 1.2 Describe the groups of pathogens responsible for causing disease and illness.
- 1.3 Describe an illness caused by one of the groups of pathogens in 1.3.

- 2.1 Explain the body's natural defences against disease.
- 2.2 Compare and contrast active and passive immunity.
- 2.3 Describe the different types of vaccinations available.
- 2.4 Describe programs of vaccination currently carried out.

- 3.1 Explain what is meant by 'hereditary diseases'.
- 3.2 Explain what is meant by 'non-chromosomal congenital defects'.
- 3.3 Select one condition that is either hereditary or congenital.
- 3.4 Analyse the significant symptoms of the condition identified in 3.3.



### Learning Outcomes

The learner will

4. Understand what is meant by 'genetic screening' and the implication that screening has for those screened.

### Assessment Criteria

The learner can

- 4.1 Define what is meant by the term 'genetic screening'.
- 4.2 Identify the applications of genetic screening.
- 4.3 Investigate conditions covered by each application identified in 4.2.

### Access to HE Grade Descriptors:

- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Methods:

[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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### Assessment Information:

AC1.3 A minimum of five groups of pathogens.

AC2.4 At least two programs of vaccinations.

AC4.2 A minimum of three applications.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

### Understanding Mental Ill-Health

Level: Three  
Credit Value: 3

## Purpose and Aim

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The aim of this unit is to enable the learner to understand the models and conditions relating to mental ill-health, the attitudes towards those with mental ill-health, and its management and/or treatment.

### Learning Outcomes

The learner will

1. Understand attitudes towards people with mental ill-health.

2. Understand mental ill-health.

### Assessment Criteria

The learner can

1.1 Analyse public and media attitudes towards people with mental ill-health.

1.2 Analyse the impact of stereotyping and discrimination of people with mental ill-health.

2.1 Analyse the consequences of mental ill-health issues.

for individuals  
for family members.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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### Assessment Information:

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AC2.1 A minimum of two mental ill-health problems.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

### Current Issues in Health Care

Level: Three  
Credit Value: 3

### Purpose and Aim

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To provide the learner with an opportunity to develop an understanding of the current issues in healthcare.

#### Learning Outcomes

The learner will

**1.** Understand challenges within the health care sector.

**2.** Understand leading causes of death.

#### Assessment Criteria

The learner can

- 1.1** Discuss the challenges and concerns of a public health related issue.
- 1.2** Explain current data that supports the discussion for 1.1.
- 2.1** Analyse evidence that indicates how significant health conditions are in contributing to the burden of disease in the UK.

## Learning Outcomes

The learner will

## Assessment Criteria

The learner can

**2.2** Evaluate two risk factors that impact on these diseases.

## Access to HE Grade Descriptors:

- 1 - Understanding of the Subject
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

## Assessment Methods:

[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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## Assessment Information:

AC2.1 May include at least two of the following:

- Heart Disease
- Dementia
- Stroke
- Cancer.

AC 2.2 At least two risk factors.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

## Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Communicable and Non-Communicable Diseases

Level: Three

Credit Value: 3

## Purpose and Aim

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To enable the learner to understand the concept of communicable and non-communicable diseases, an example of a non-communicable disease and the roles of immunity as a defence against disease.

### Learning Outcomes

The learner will

### Assessment Criteria

The learner can

<p>1. Understand the concept of communicable and non-communicable disease.</p>	<p>1.1 Explain the differences between communicable and non-communicable diseases.</p> <p>1.2 Explain the roles of pathogens as the cause of communicable diseases.</p> <p>1.3 Explain the importance of the transmission cycle in communicable diseases.</p>
<p>2. Understand the causes of heart disease as an example of a non-communicable disease.</p>	<p>2.1 Explain the functioning of a healthy heart.</p> <p>2.2 Explain how physical and physiological changes contribute to the symptoms of heart disease.</p> <p>2.3 Assess the relative importance of contributory risk factors in heart disease.</p>
<p>3. Understand the roles of non-specific and specific immunity in the defence against disease.</p>	<p>3.1 Compare the roles of non-specific and specific branches of the immune system.</p> <p>3.2 Explain the functions of the B and T cells in defence against pathogens.</p>

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Methods:

---

[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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### Assessment Information:

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AC 1.3 A minimum of one example.

AC 2.1 i.e. the cardiac cycle and its control.

AC 2.3 A minimum of three risk factors.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

### History

#### Understanding History: Continuity and Change

Level: Three

Credit Value: 3

#### Purpose and Aim

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To enable the learner to understand concepts and consequences of continuity and change over time; to understand the different interpretations of these changes, and to be able to evaluate different types of historical source material.

### Learning Outcomes

The learner will

1. Understand concepts of change and continuity over time.
2. Understand the causes and consequences of historical events.
3. Understand different interpretations of key historical events.

Access to HE Grade Descriptors:

- 
- 1 - Understanding of the Subject
  - 4 - Use of Information
  - 5 - Communication and Presentation
  - 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Information:

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AC 1.1 A minimum of two changes and two continuities.

AC 2.1 A minimum of two events.

AC 3.1 A minimum of two different interpretations of the events analysed.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

### Use of Historical Sources

Level: Three

Credit Value: 3

### Purpose and Aim

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This unit enables learners to understand the use of primary sources in historical research.

### Assessment Criteria

The learner can

- 1.1 Analyse the main changes and continuities of a specific historical context.
- 2.1 Analyse the causes and consequences of specific historical events.
- 3.1 Analyse different historical interpretations of historical events.

#### Learning Outcomes

The learner will

1. Be able to extract information from a range of historical sources.
2. Understand the importance of setting primary evidence in its historical context.
3. Understand bias and selectivity in historical sources.

#### Assessment Criteria

The learner can

- 1.1 Evaluate the content of primary and secondary historical sources.
- 2.1 Explain the historical context in which the primary evidence evaluated in AC1.1 was produced'.
- 3.1 Analyse a range of historical sources in terms of:
  - a. bias and selectivity
  - b. reliability and validity.

Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Information:

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AC1.1 A minimum of two primary sources and two secondary

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

#### Historical Factors

Level: Three  
Credit Value: 3



## Purpose and Aim

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This unit enables the learner to understand the effects of a range of factors on an identified period in history and reach a judgement on their relative importance.

### Learning Outcomes

The learner will

1. Understand the impact of specific factors on a particular event or period in history.
2. Be able to compare different factors and reach a judgement on their relative importance.

### Assessment Criteria

The learner can

- 1.1 Analyse specific factors which have impacted on a particular event or period in history.
- 2.1 Evaluate the factors identified in 1.1 against one another for relative importance.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Information:

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AC 1.1 A minimum of three factors to include individuals, ideologies, organisations and / or other events.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## History of Wales: The Development of Settlements

Level: Three  
Credit Value: 3

## Purpose and Aim

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This unit enables learners to understand the reasons for the development and growth of a settlement and to compare this with developments in other countries or regions.

### Learning Outcomes

The learner will

1. Understand the development and growth of settlements in Wales.

### Assessment Criteria

The learner can

- 1.1 Evaluate settlements of national or local interest in Wales.
- 1.2 Evaluate the origins of place names of settlements in Wales.
- 1.3 Evaluate the location of settlements in Wales
- 1.4 Analyse the influence of social, economic and cultural factors on the historical growth of settlements in Wales.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Information:

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AC 1.1 - 1.4 At least two settlements.

1.3 including an assessment of how location influenced the development settlements.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Historical Debate

Level: Three

Credit Value: 3

## Purpose and Aim

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This unit enables learners to understand different debates and conclusions reached in the study of history.

### Learning Outcomes

The learner will

1. Understand how historians evaluate historical evidence from distinct perspectives.
2. Understand distinct approaches to historical writing in relation to a historical context.

### Assessment Criteria

The learner can

- 1.1 Explain how historians evaluate historical evidence from distinct perspectives.
- 2.1 Evaluate distinct approaches to historical writing in relation to a specified historical context.

Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Information:

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AC 2.1 A minimum of two approaches.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Law

### The Nature of Law in Society

Level: Three

Credit Value: 3

#### Purpose and Aim

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To enable the learner to understand why society needs law, the classification of law and the need for law to change as society changes.

#### Learning Outcomes

The learner will

1. Understand why society needs law.
2. Understand the classification of law.
3. Understand why law needs to change.

#### Assessment Criteria

The learner can

- 1.1 Explain the meaning of 'law'.
- 1.2 Analyse the necessity for a reliable system of law.
- 2.1 Explain the legal differences between public and private law.
- 2.2 Analyse the role and function of civil law within the legal system.
- 2.3 Analyse the role and function of criminal law within the system.
- 3.1 Explain how law needs to change as society changes.
- 3.2 Compare and contrast a range of values and the law.
- 3.3 Evaluate the responsiveness of the English and Welsh legal system to changes in society.

#### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

#### Assessment Information:

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AC 3.2 – to include moral, political and religious values.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

#### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Courts and Alternative Dispute Resolution

Level: Three  
Credit Value: 6

### Purpose and Aim

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To enable the learner to understand the role of criminal and civil law and the appeal process; and to understand arbitration and the role of tribunals.

#### Learning Outcomes

The learner will

1. Understand the role of civil and criminal law and the appeal process.
2. Understand arbitration and the role of tribunals.

#### Assessment Criteria

The learner can

- 1.1 Explain the differences between civil and criminal law.
- 1.2 Explain the structure of the courts in the English and Welsh Legal System.
- 1.3 Compare the procedures used in criminal and civil court cases.
- 1.4 Evaluate the appeal process in the English and Welsh Legal System.
- 2.1 Explain the use of tribunals for settling disputes.
- 2.2 Evaluate alternative methods of settling disputes other than through the courts.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Information:

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AC1.2 To include their composition and jurisdiction.

AC1.3 To include the role of the Crown Prosecution Service.

AC2.2 A minimum of two methods.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Sources of Law

Level: Three

Credit Value: 3

### Purpose and Aim

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To enable the learner to understand sources from which law is created.

#### Learning Outcomes

The learner will

1. Know the sources from which the law is created.

#### Assessment Criteria

The learner can

- 1.1 Explain the legislative process.
- 1.2 Explain the practice of Judicial Precedent.
- 1.3 Evaluate the rules that control the ways in which judges interpret legislation.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Information:

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There is no specific assessment information to be used with this unit.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Criminal Law - Homicide

Level: Three

Credit Value: 3

### Purpose and Aim

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To enable the learner to understand the main principles of law relating to homicide: including Actus Reus, and the defences available to the person charged with murder, and to enable the learner to carry out investigations in relation to legal principles.

#### Learning Outcomes

The learner will

1. Understand the main principles of criminal law as it relates to homicide.
2. Understand the defences available to a person charged with murder.
3. Be able to carry out investigations in relation to legal principles.

#### Assessment Criteria

The learner can

- 1.1 Explain the distinction between murder and voluntary and involuntary manslaughter.
- 2.1 Select appropriate authorities to illustrate how the legal principles relating to the special defences operate.
- 3.1 Apply the legal principles to a range of scenarios.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 – Application of Knowledge

- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Information:

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AC 2.1 To include a minimum of two examples.

AC 3.1 To include a minimum of two examples.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## The Criminal Law

Level: Three

Credit Value: 6

### Purpose and Aim

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To enable the learner to understand the role of criminal law and the nature of criminal liability, and the role and range of sentences available to the courts.

#### Learning Outcomes

The learner will

1. Understand the role of the criminal law and nature of criminal liability.

#### Assessment Criteria

The learner can

- 1.1 Explain the aims and purposes of the criminal law.
- 1.2 Explain the elements required to establish liability through the use of case law.
- 1.3 Assess the general defences to criminal liability.



## Learning Outcomes

The learner will

2. Understand the role and range of sentences available to the courts.

## Assessment Criteria

The learner can

- 1.4 Apply the law to a given situation and advise accordingly.
- 2.1 Explain the types of sentences available to the courts.  
2.2 Explain the various factors which may affect sentencing.
- 2.2 Evaluate the different types of sentences available to the courts and how these are implemented.

## Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 – Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

## Assessment Information:

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AC1.1 A minimum of three main aims.

AC1.2 A minimum of five types of crime.

AC1.5 e.g. Homicide, non-fatal offences, offences against property.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

## Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Literature

### Shakespearean Drama

Level: Three

Credit Value: 3

## Purpose and Aim

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To enable the learner to understand the language of a Shakespearean play and the background to Shakespeare's theatre.

### Learning Outcomes

The learner will

1. Understand the language of a Shakespearean play.

2. Understand the literary and historical background to Shakespeare's theatre.

3. Understand a Shakespearean play.

### Assessment Criteria

The learner can

1.1 Explain the language techniques used in a Shakespearean play.

1.2 Explain the main features of style in a Shakespearean play.

2.1 Analyse the conventions of contemporary staging and late 16th Century/early 17th Century literary and dramatic tradition.

3.1 Analyse the literary effects of a named Shakespeare play.

3.2 Evaluate a named Shakespeare play.

## Access to HE Grade Descriptors:

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- 2 - Application of Knowledge
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Information:

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AC1.2 A minimum of three features.

AC2.1 A minimum of four conventions.

AC3.2 A minimum of four conventions.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Introduction to Literature

Level: Three

Credit Value: 6

### Purpose and Aim

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To enable the learner to understand the range of literary forms, the structure of poems, the development of characters, the use of language and vocabulary.

#### Learning Outcomes

The learner will

1. Be able to distinguish between literary forms.
2. Understand the content and themes of specific texts.
3. Understand ways in which structure and character are achieved.
4. Know how language is used.
5. Be able to convey a personal response to the texts.

#### Assessment Criteria

The learner can

- 1.1 Explain the differences between a range of texts.
- 1.2 Analyse the differences in 1.1 through comparison of form.
- 2.1 Evaluate the content and themes of the texts in 1.1.
- 3.1 Analyse the structure of two poems.
- 3.2 Analyse the development of characters in a named text.
- 3.3 Explain the significant elements in narrative development in a named text.
- 4.1 Analyse the effectiveness of a range of language techniques in a range of texts.
- 4.2 Evaluate the writers' choice of vocabulary in relation to the effects which are achieved in the texts of 4.1.
- 5.1 Respond to named texts based on the evaluation of the texts.

#### Access to HE Grade Descriptors:

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- 2 - Application of Knowledge
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Information:

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- AC1.1 To include poetry, a novel, short story and a play.  
 AC2.1 With detailed reference being made to the texts.  
 AC3.1 In terms of length, rhyme and form.  
 AC3.2 Through detailed reference to the text.  
 AC3.3 Through detailed reference to the text.  
 AC4.1 Of imagery, such as metaphor, simile and personification to include, poetry, a novel, short story and play.  
 AC5.1 A minimum of two texts from a novel, short story, play or poem.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Understanding a Play

Level: Three  
 Credit Value: 3

### Purpose and Aim

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To enable the learner to understand how to analyse a play.

#### Learning Outcomes

The learner will

1. Be able to identify themes and subject matter in a play.
2. Understand the role and function of the characters of a play.
3. Understand stagecraft of a play.

#### Assessment Criteria

The learner can

- 1.1 Analyse the themes of a play.
- 1.2 Analyse the structure of a play.
- 2.1 analyze how characters within a play convey the writer's ideas.
- 2.2 Explain how characters are revealed through the text of a play.
- 3.1 Analyse how the dramatist's ideas in the play are conveyed through aspects of staging.

## Access to HE Grade Descriptors:

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- 2 - Application of Knowledge
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Information:

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AC2.1 and 2.2 A minimum of two characters. If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

AC 2.1 Can include protagonist, antagonist, mentor, sidekick and sceptic

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Understanding a Novel

Level: Three

Credit Value: 3

## Purpose and Aim

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To enable the learner to understand how to analyse a novel.

### Learning Outcomes

The learner will

1. Understand the theme and structure of a novel.
2. Understand the concept of language in a novel.

### Assessment Criteria

The learner can

- 1.1 Analyse the themes of a named novel.
- 1.2 Analyse the structure of a named novel.
- 1.3 Explain the contexts of a named novel in relation to the themes.
- 2.1 Analyse literary techniques in a named novel.
- 2.2 Evaluate how language conveys the author's ideas in a named novel.

### Access to HE Grade Descriptors:

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- 2 - Application of Knowledge
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Information:

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AC1.3 A minimum of two from:

- historical
- political
- sociological
- ideological.

AC2.1 A minimum of two from:

- close analysis of language
- imagery
- symbolism
- character.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Understanding Poetry

Level: Three

Credit Value: 3

### Purpose and Aim

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To enable the learner to understand how to analyse poetry.

## Learning Outcomes

The learner will

1. Understand the themes and structure of a poem.
2. Understand the concept of style in poetry.

## Assessment Criteria

The learner can

- 1.1 Analyse the themes of poems.
- 1.2 Analyse the structure of the poems in 1.1.
- 1.3 Relate the poems in 1.1 to relevant context.
- 1.4 Compare poems identified in 1.1.
- 2.1 Analyse the poetic techniques and forms of poems.
- 2.2 . Explain how language and literary techniques convey the author's ideas in a poem.

## Access to HE Grade Descriptors:

- 2 - Application of Knowledge
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

## Assessment Information:

AC 1.1 A minimum of two poems.

AC 2.1 A minimum of two poems.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

## Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Creative Writing: Writing in a Chosen Genre (new unit)

Level: **Three**

Credit Value: **3**

### Purpose and Aim:

To enable the learner to understand how to study and write in a chosen genre, and to be able to evaluate the written work.

## LEARNING OUTCOMES

## ASSESSMENT CRITERIA

The learner will

- 1.** Be able to undertake a personal study in a chosen genre.
- 2.** Be able to write in the genre.
  
- 3.** Be able to evaluate the finished product.

The learner can

- 1.1** Produce a personal study of a chosen genre.
- 2.1** Produce a detailed plan/synopsis of a proposed writing project.
- 2.2** Use the research from 1.1 to undertake writing in a selected genre.
- 2.3** Observe the appropriate conventions/style of the chosen genre.
- 3.1** Evaluate the ongoing and finished product through the process of re-drafting.

Access to HE Grade Descriptors:

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- 2 - Application of Knowledge
- 3 – Application of Skills
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Information:

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## Media and Cultural Studies

### Culture and Identity

Level: Three

Credit Value: 3

#### Purpose and Aim

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This unit will enable a learner to understand the relationship between culture and identity.

#### Learning Outcomes

The learner will

- 1.** Understand the concepts and theories of culture, subculture, mass culture, and folk culture.

#### Assessment Criteria

The learner can

- 1.1** Analyse the concepts of culture, high culture, mass culture and folk culture.



This unit will enable a learner to understand the relationship between culture and identity.

### Learning Outcomes

The learner will

- 
- 2. Understand the production and consumption of cultural products and the values attached to them.

### Assessment Criteria

The learner can

- 1.2 Evaluate competing theories of culture, sub-culture and mass culture.
- 2.1 Analyse the link between cultural consumption and identity in a modern society.
- 2.2 Analyse the ways in which the power of the media and the leisure industries can determine the range and variety of products and developments in a modern society.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Information:

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AC 1.2 A minimum of two theories

AC 2.2 A minimum of three ways.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Changing Ideas, Changing Images

Level: Three

Credit Value: 6

## Purpose and Aim

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To enable the learner to understand the importance of shared ideas and images in society

### Learning Outcomes

The learner will

1. Understand the importance of shared ideas in society.
2. Understand how shared ideas and images change over time.
3. Understand the influence of the media in transmitting ideas and images.

### Assessment Criteria

The learner can

- 1.1 Analyse the concept of shared ideas and relate to the learners' own experience.
- 1.2 Analyse how shared ideas can hold a society together.
- 2.1 Evaluate ideological change over time and relate it to a learner's own experience.
- 2.2 Analyse the effectiveness of changing ideas in shaping society.
- 3.1 Analyse a range of interpretations of social issues portrayed by different media outlets.
- 3.2 Evaluate the processes by which the media selects material and creates images.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Information:

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There is no specific assessment information to be used with this unit.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Visual Images

Level: Three  
Credit Value: 3

### Purpose and Aim

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To enable the learner to understand the impact of photography and cinema on the mass culture of the 20th Century; and how visual images work on a communicative level.

### Learning Outcomes

The learner will

1. Understand the impact of photography and the illuminated moving image on the mass culture of the 20th Century.
2. Understand how visual images work to convey meanings.

### Assessment Criteria

The learner can

- 1.1 Explain how photography and the illuminated moving image differed from previous forms of representation.
- 2.1 Deconstruct a visual image.
- 2.2 Analyse the ways in which the meaning(s) of the visual image in 2.1 are influenced by different contexts.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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All assessment evidence completed As part Of an Agored Cymru Access To HE Diploma Is subject To external moderation.

### Assessment Information:

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There is no specific assessment information to be used with this unit.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## The Role of the Media

Level: Three  
Credit Value: 3

### Purpose and Aim

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To enable the learner to understand is the role of the 'media' in contemporary society. '

#### Learning Outcomes

The learner will

1. Understand the term 'media'.
2. Understand the role and influence of the media.

#### Assessment Criteria

The learner can

- 1.1 Explain the term 'media'.
- 2.1 Evaluate the role of different types of media in contemporary society.
- 2.2 Analyse how different types of media coverage can influence public perceptions.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Information:

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If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Media, Power and Persuasion

Level: Three

Credit Value: 3

### Purpose and Aim

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To enable a learner to understand the regulatory bodies in media and understand the influence of media ownership and the use of language on bias

#### Learning Outcomes

The learner will

1. Understand the role of regulatory bodies in the regulation of the press.
2. Understand current issues within the media.

#### Assessment Criteria

The learner can

- 1.1 Summarise the role of regulatory bodies in maintaining objectivity in media coverage.
- 2.1 Explain the factors that make an event newsworthy.
- 2.2 Explain how media ownership can influence which events are reported and how.
- 2.3 Explain how the language of news coverage can demonstrate bias.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

#### Assessment Information:

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AC2.1 To include editorial, economic and political factors.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

#### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Ideologies of a British Cinema

Level: Three  
Credit Value: 6

#### Purpose and Aim

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To enable a learner to understand ideologies in British film from 1945 to the present day

#### Learning Outcomes

The learner will

1. Understand the distinctive elements of British cinema from 1945 to the present day.
2. Understand ideas and ideologies in film texts.
3. Understand historical and social conditions represented in British films.

#### Assessment Criteria

The learner can

- 1.1 Explain the main elements of British cinema.
- 1.2 Analyse elements common to British cinema.
- 1.3 Evaluate the representation of 'Britishness'.
- 2.1 Evaluate the ideological messages encoded in British film texts.
- 2.2 Link the ideological meaning to the messages and values represented in British film texts in cinematic discourse.
- 3.1 Evaluate the social reality of the producing culture.

## Learning Outcomes

The learner will

## Assessment Criteria

The learner can

- 3.2** Analyse social change with reference to British cinematic discourse produced between the 1945 and the present day.

## Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

## Assessment Methods:

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## Assessment Information:

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AC1.2 A minimum of four elements in two film texts.

AC1.3 A minimum of four elements in two film texts.

AC2.2 A minimum of four elements in two film texts.

AC2.3 A minimum of two British film texts.

AC3.3 A minimum of two British film texts.

AC4.1 Representation of a range of factors in at least two film texts.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

## Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Politics

### Political Ideology

Level: Three

Credit Value: 3

## Purpose and Aim

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To enable the learner to understand the concept of political ideology, the rationale and principles of a range of ideologies, and the meaning of democracy and citizenship rights.

### Learning Outcomes

The learner will

1. Understand the concept of 'political ideology'.
2. Understand the rationale and principles of a range of political ideologies.
3. Understand the relationship between political ideology, democracy and citizenship rights.

### Assessment Criteria

The learner can

- 1.1 Evaluate the elements that comprise a political ideology.
- 2.1 Assess the features of a range of political ideologies.
- 2.2 Compare and contrast the principles of a range of modern political ideologies.
- 2.3 Assess the connections between political ideologies and contemporary political parties.
- 3.1 Evaluate how different ideologies view the idea of democracy and the concept of citizenship.
- 3.2 Evaluate how these ideologies have shaped the development of ideas on democracy and citizenship.

## Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Information:

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AC 2.1 to include at least two ideologies. For example: liberalism, conservatism, socialism, fascism, anarchism, feminism and environmentalism.

AC 2.2 Minimum of three political ideologies.

AC 3.1 Minimum of three political ideologies.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**



### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Political Influence in the Mass Media

Level: Three  
Credit Value: 3

### Purpose and Aim

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To enable the learner to understand the relationship between politics and the mass media.

#### Learning Outcomes

The learner will

1. Understand key theories relating to political influence of the media.
2. Understand the relationship between political organisations and the mass media.

#### Assessment Criteria

The learner can

- 1.1 Evaluate theories of media in relation to political influence over media content
- 1.2 Evaluate the origins and meaning of "hypodermic" theory.
- 1.3 Evaluate the origins and meaning of "reinforcement" theory.
- 1.4 Explain the origins and meaning of "Agenda Setting".
- 1.5 Explain the implications of the concept of "agenda setting" with regard to media bias.
- 2.1 Evaluate the methods used by the British government to control media output and the social implications of this.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge

- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Information:

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AC 1.1 A minimum of two theories of media

AC 2.1 . A minimum of two methods.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Popular Political Protest

Level: Three

Credit Value: 3

### Purpose and Aim

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To enable the learner to understand the role of radicalism in the development of politics.

#### Learning Outcomes

The learner will

1. Understand the development of middle class radicalism.
2. Understand the origins of working class radicalism.

#### Assessment Criteria

The learner can

- 1.1 Explain the elements of middle class radicalism.
- 1.2 Evaluate the individuals and organisations that influenced the development of middle class radicalism.
- 2.1 Explain issues around which the British Labour movement has organised and protested.
- 2.2 Evaluate the individuals and organisations that shaped the

## Learning Outcomes

The learner will

3. Understand what is meant by the 'new social movements' and the politics of identity.

## Access to HE Grade Descriptors:

- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

## Assessment Methods:

[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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## Assessment Information:

AC1.1 A minimum of two elements.

AC1.2 A minimum of two key individuals and two organisations.

AC2.1 A minimum of two major issues.

AC2.2 A minimum of two key individuals and two organisations.

AC3.1 A minimum of two named pressure groups.

AC3.2 A minimum of three organisations.

AC3.3 A minimum of three strategies.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

## Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

# The British Constitution

Level: Three

Credit Value: 6

## Learning Outcomes

The learner will

1. Know the component parts of the British Constitution.
2. Understand the structure and processes of government in the United Kingdom.
3. Understand the main arguments for and against constitutional reform.

## Assessment Criteria

The learner can

- 1.1 Describe the main features of the constitution.
- 2.1 Explain the structure of the British parliamentary system.
- 2.2 Explain the passage of legislation through Parliament.
- 2.3 Analyse the various influences that can have an effect on the legislative process.
- 2.4 Evaluate the role of the Civil Service within the process of government.
- 3.1 Analyse the characteristics of both written and unwritten constitutions.
- 3.2 Evaluate the arguments for and against the UK having a written constitution.
- 3.3 Explain the role of the monarch within the constitution.
- 3.4 Evaluate selected proposals put forward for reform of the second chamber.
- 3.5 Explain how European Union membership has affected Britain's constitutional arrangements.

## Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

## Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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#### Assessment Information:

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AC1.1 i.e statute, precedent, convention etc.

AC2.3 A minimum of three examples.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

#### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Britain's Electoral Systems

Level: Three

Credit Value: 3

#### Learning Outcomes

The learner will

1. Understand the system for the election of the UK Parliament and its consequences for the nature of Britain's democracy.
2. Understand the systems of elections operating under devolution and their consequences for the changing nature of British democracy.

#### Assessment Criteria

The learner can

- 1.1 Explain the system of election for the Westminster Parliament.
- 1.2 Evaluate the strengths and weaknesses of the 'first past the post' system.
- 1.3 Explain how the system affects the nature of Britain's parliamentary democracy, with particular reference to selected General Elections.
- 2.1 Explain the operation of alternative forms of electoral system.
- 2.2 Evaluate the impact that different electoral systems have had on devolved administrations within the UK.

#### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

#### Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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#### Assessment Information:

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AC1.3 With particular reference to selected general elections.

AC2.1 e.g. Single Transferable Vote, Supplementary Vote, Alternative Vote, Additional Member System, List System, etc.

AC2.2 e.g. London Mayoral, Scotland, Wales and Northern Ireland.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

#### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Psychology

### Social Psychology

Level: Three

Credit Value: 3

#### Purpose and Aim

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To enable the learner to understand the theories of social perception and social influence.

## Learning Outcomes

The learner will

1. Understand prosocial behaviour

2. Understand social influence.

## Assessment Criteria

The learner can

1.1 Explain the benefits of prosocial behaviour.

1.2 Evaluate research into the bystander effect

2.1 Evaluate research into conformity.

2.2 Evaluate research into obedience.

Access to HE Grade Descriptors:

- 1 - Understanding of the Subject
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification. From September 2021, centre devised assessments are permitted for all units on all Agored Cymru Access to HE Diplomas.

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Assessment Information:

AC1.1 To include benefits to the individual and benefits to society

AC1.2 A minimum of two pieces of research.

AC2.1 and 2.2 A minimum of two pieces of research.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Theoretical Approaches to Psychology

Level: Three

Credit Value: 3

### Purpose and Aim

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To enable the learner to understand and critically compare theoretical approaches to psychology using related terminology and identify practical applications.

#### Learning Outcomes

The learner will

1. Understand theoretical approaches to psychology.

Access to HE Grade Descriptors:

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#### Assessment Criteria

The learner can

- 1.1 Critically compare theoretical approaches to psychology.

- 1 - Understanding of the Subject
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification. From September 2021, centre devised assessments are permitted for all units on all Agored Cymru Access to HE Diplomas.

All assessment evidence completed As part Of an Agored Cymru Access To HE Diploma Is subject To external moderation.

Assessment Information:

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AC1.1 A critical comparison requires learners to compare the similarities and differences in the approaches to psychology they have chosen, and further to provide a judgement on which approach may be a better approach to an area of psychology.

To include at least two theoretical approaches. For example:



- psychodynamic
- cognitive
- behavioural
- biological
- socio-cultural
- positive psychology.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Developmental Psychology - Early Socialisation

Level: Three  
Credit Value: 3

### Purpose and Aim

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To enable the learner to understand the development of sociability, attachment formation, and long-term effects on children resulting from early life experiences.

#### Learning Outcomes

The learner will

1. Understand the development of sociability.
2. Understand the factors which contribute to individual differences in attachment.
3. Know the long-term consequences of early deprivation and privation.

#### Assessment Criteria

The learner can

- 1.1 Explain the stages in the development of sociability in the early years of life.
- 2.1 Explain different attachment styles.
- 2.2 Evaluate the factors which contribute to individual differences in attachment styles.
- 3.1 Assess the potential long-term consequences of early traumatic

### Learning Outcomes

The learner will

### Assessment Criteria

The learner can

experience and deprivation  
compared with a secure base.

Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification. From September 2021, centre devised assessments are permitted for all units on all Agored Cymru Access to HE Diplomas.

All assessment evidence completed As part Of an Agored Cymru Access To HE Diploma Is subject To external moderation.

Assessment Information:

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AC1.1 Could include Schaffer and Emerson.

AC2.1 Could include secure, dismissive, fearful/avoidant and anxious.

AC2.2 e.g. parental style, temperament hypothesis.

AC3.1 Could include the particular effects of enrichment, deprivation and separation.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit.

Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Developmental Psychology Adolescence, Adulthood and Senescence

Level: Three

Credit Value: 3

## Purpose and Aim

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To enable the learner to understand theories related to development from adolescence to ageing.

### Learning Outcomes

The learner will

1. Understand the theories of adolescence.
2. Understand the impact of critical life events in adulthood.
3. Understand theories of the ageing process on the individual.

### Assessment Criteria

The learner can

- 1.1 Evaluate theories of emotional and social development in adolescence.
- 2.1 Analyse the impact of critical life events in adulthood.
- 3.1 Evaluate theories relating to the impact of the ageing process on the individual.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification. From September 2021, centre devised assessments are permitted for all units on all Agored Cymru Access to HE Diplomas.

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### Assessment Information:

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AC1.1 At least two theories with reference to social and cultural factors including the influence of peer groups and family roles.

AC2.1 With reference to key theorists (e.g. - Erikson, Levinson, Gould) and including for example marriage, divorce, bereavement, unemployment and retirement.

AC3.1 Including social exchange, mental/physical activity and psycho-social perspectives.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Methods of Psychological Investigation

Level: Three  
Credit Value: 3

### Purpose and Aim

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To enable the learner to understand Methods of investigation in psychology.

#### Learning Outcomes

The learner will

1. Understand psychological methods of investigation.
2. Understand ethical issues in psychology.

#### Assessment Criteria

The learner can

- 1.1 Analyse the advantages and limitations of psychological methods of investigation.
- 2.1 Analyse ethical issues in psychology.

Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

#### Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification. From September 2021, centre devised assessments are permitted for all units on all Agored Cymru Access to HE Diplomas.

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#### Assessment Information:

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AC1.1 To include at least two of the following:

- experimental
- observational
- survey
- clinical (case study)
- content analysis
- correlational.

AC2.1 A minimum of three ethical problems.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

#### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

### Theories of Social Influence

Level: Three

Credit Value: 3

#### Purpose and Aim

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To enable the learner to understand the theories of social influence.

## Learning Outcomes

The learner will

1. Understand conformity.
2. Understand obedience.

## Assessment Criteria

The learner can

- 1.1 Explain social categorisation.
- 1.2 Explain intra-group dynamics.
- 1.3 Evaluate research into conformity.
- 2.1 Evaluate research into obedience.

Access to HE Grade Descriptors:

---

- 1 - Understanding of the Subject
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification. From September 2021, centre devised assessments are permitted for all units on all Agored Cymru Access to HE Diplomas.

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Assessment Information:

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AC1.1 To include the formation and effects of stereotypes, prejudice and discrimination.

AC1.2 To include group cohesion, groupthink, peer pressure and social facilitation.

AC1.3 A minimum of two pieces of research.

AC2.1 A minimum of two pieces of research.

This unit is barred against the following unit:

Social Psychology (PK13CY066)

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Stress and Stress Management

Level: Three  
Credit Value: 3

### Purpose and Aim

---

To enable the learner to understand causes and effects of others, the relationship between stress and personality and coping strategies and mechanisms.

#### Learning Outcomes

The learner will

1. Understand models of stress.
2. Understand causes and effects of stress.
3. Understand the relationship between stress and personality.
4. Understand strategies for coping with stress.

#### Assessment Criteria

The learner can

- 1.1 Evaluate models of stress.
- 2.1 Explain potential causes of stress.
- 2.2 Explain potential effects of stress.
- 3.1 Analyse the relationship between stress and personality.
- 4.1 Analyse strategies for preventing or coping with stress.

Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification. From September 2021, centre devised assessments are permitted for all units on all Agored Cymru Access to HE Diplomas.

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#### Assessment Information:

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- AC1.1 A minimum of two models.  
 AC2.1 A minimum of two causes.  
 AC2.2 A minimum of two effects.  
 AC4.1 A minimum of two coping strategies or mechanisms.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

#### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit.  
 Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

### Abnormal Psychology

Level: Three

Credit Value: 3

#### Purpose and Aim

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To enable the learner to understand medical and psychological models of abnormality.

#### Learning Outcomes

The learner will

1. Understand problems inherent in classifying and defining abnormal behaviour.
2. Understand the psychological explanations of abnormality.

#### Assessment Criteria

The learner can

- 1.1 Explain the problems inherent in the classification of abnormal behaviour.
- 1.2 Explain the problems inherent in defining abnormal behaviour.
- 2.1 Evaluate a range of psychological explanations of abnormality.



Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification. From September 2021, centre devised assessments are permitted for all units on all Agored Cymru Access to HE Diplomas.

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Assessment Information:

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AC1.1 Classification refers to the current WHO International Classification of Diseases (ICD), and the current Diagnostic and Statistical Manual of Mental Disorders (DSM).

AC2.1 To include at least three of the following explanations:

- psychodynamic
- cognitive
- behavioural
- biological
- socio-cultural
- positive psychology.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

---

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Criminal Psychology

Level: Three

Credit Value: 3

## Purpose and Aim

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To enable the learner to understand criminal behaviour and crime and the role of psychology in the courtroom.

### Learning Outcomes

The learner will

1. Understand psychological approaches to crime.
2. Understand the psychological impacts of the treatment of criminal behaviour

### Assessment Criteria

The learner can

- 1.1 Analyse psychological approaches to crime.
- 2.1 Evaluate modifications and punishment methods for the management or treatment of criminal behaviour

## Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification. From September 2021, centre devised assessments are permitted for all units on all Agored Cymru Access to HE Diplomas.

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### Assessment Information:

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AC1.1 At least two approaches

AC2.1 A minimum of one modification method and one punishment method for criminal behaviour - e.g. restorative justice, anger management, imprisonment and token economy. If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

## Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Social Analytics

### Social Analytics

Level: Three  
Credit Value: 3

### Purpose and Aim

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To introduce learners to the application of statistical analysis in relation to data arising from social issues, to better prepare learners for the level of analysis required by undergraduate programmes of study.

### Learning Outcomes

The learner will

1. Know how social issues can be measured and monitored.
2. Be able to carry out statistical tests linked to data sets derived from social issues.

### Assessment Criteria

The learner can

- 1.1 Explain the strengths and weaknesses of methods used to measure and monitor a range of social issues.
- 1.2 Outline the strengths and weaknesses of primary and secondary data.
- 1.3 Design hypotheses and related questions to explore social issues.
- 2.1 Perform 't' tests to compare secondary data sets linked to the range of issues in 1.1
- 2.2 Perform Chi squared tests on data sets related to a social issue.
- 2.3 Perform regression analysis between two variables.

## Learning Outcomes

The learner will

3. Be able to evaluate the outcomes of statistical testing.

## Assessment Criteria

The learner can

- 3.1 Evaluate the reliability and validity of evidence produced from statistical tests.
- 3.2 Draw conclusions from the analysis of the data sets.

Access to HE Grade Descriptors:

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- 3 - Application of Skills
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

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Assessment Information:

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AC 1.1 A minimum of two different methods and two social issues e.g. health, science and crime.

AC 1.3 A minimum of two hypotheses.

AC 2.1 A minimum of two tests.

AC 2.2 A minimum of two tests.

AC 3.1 Evaluate evidence from a minimum of two statistical tests.

AC 3.2 A minimum of two data sets from a range of different issues.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Applying Social Analytics

Level: Three

Credit Value: 3

### Purpose and Aim

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To enable the learner to: represent and interpret data in diagrams, charts and graphs; calculate measures of central tendency and dispersion; use probabilities to solve problems; and to interpret statistically based reports.

#### Learning Outcomes

The learner will

1. Be able to represent and interpret data in statistical diagrams, charts and graphs relating to social issues.
2. Understand the calculation of measures of central tendency and dispersion relating to social issues.
3. Be able to use probabilities to solve problems relating to social issues.

#### Assessment Criteria

The learner can

- 1.1 Construct statistical diagrams to represent data and to compare frequency distributions.
- 1.2 Construct and interpret cumulative frequency curves.
- 2.1 Calculate and interpret arithmetic mean, mode and median for different types of frequency distributions.
- 2.2 Explain selection of measure for particular distributions.
- 2.3 Estimate quartiles and percentiles from a cumulative frequency curve.
- 2.4 Calculate the inter-quartile range.
- 2.5 Find the range of a set of data.
- 2.6 Calculate standard deviation and variance from a set of data.
- 3.1 Calculate the probability of an event occurring.

## Learning Outcomes

The learner will

4. Be able to interpret statistically based reports relating to social issues.

Access to HE Grade Descriptors:

- 
- 3 - Application of Skills
  - 5 - Communication and Presentation
  - 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

## Assessment Criteria

The learner can

- 3.2 Calculate the probability of a combined event occurring.
- 3.3 Draw a tree diagram or contingency table to illustrate the combined probabilities of several events.
- 3.4 Use a theorem of probability theory to solve problems.
- 4.1 Evaluate a range of statistically based reports.

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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Assessment Information:

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**All data should relate to social issues, e.g. health, science or crime.**

AC 1.1 A minimum of 3 different types of statistical diagrams relating to at least two social areas.

AC 3.3 A minimum of three events.

AC 3.4 e.g. Bayes' theorem.

AC 4.1 Range to include a survey and /or poll, and experimental or observational claim.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

## Social Policy

## Social Policy Implementation

Level: Three  
Credit Value: 6

### Purpose and Aim

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To enable the learner to be able to research an area of social policy; to use the findings to assess the impact of the policy, and to compare the policy implementation in a region against national developments. To enable the learner to understand the nature and impact of government policy responses to social problems.

### Learning Outcomes

The learner will

1. Be able to use own secondary research findings to assess the impact of social policy initiative in a region.
2. Be able to assess the social policy implementation against national developments and outcomes.
3. Understand the nature and impact of current government policy responses to social problems.

### Assessment Criteria

The learner can

- 1.1 Evaluate the implementation of an aspect of social policy in a chosen region.
- 2.1 Evaluate an area of social policy against a similar policy in a different region.
- 3.1 Analyse current government social policy perspectives.  
3.2 Analyse the impacts of current government policy responses to social problems. .

### Access to HE Grade Descriptors:

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- 2 - Application of Knowledge
- 5 - Communication and Presentation
- 6 - Autonomy / Independence
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

[Unit Assessment Requirements](#) are not prescribed. **Assessment Information:**

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There is no specific assessment information to be used with this unit.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

## Social and Welfare Policy

Level: Three  
Credit Value: 3

### Purpose and Aim

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To enable the learner to understand social policy perspectives and their application to different areas of welfare provision. Learners will be able to use relevant terminology and concepts in social policy.

### Learning Outcomes

The learner will

1. Understand a political perspective in social policy and its application to different areas of welfare provision.

### Assessment Criteria

The learner can

- 1.1 Explain a political perspective in social policy.
- 1.2 Evaluate the ways in which a political perspective has influenced the nature of welfare provision.
- 1.3 Evaluate critiques from opposing political perspectives.

### Access to HE Grade Descriptors

---

- 2 - Application of Knowledge
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

[Unit Assessment Requirements](#) are not prescribed. Assessment Information:

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There is no specific assessment information to be used with this unit.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**



## Social Work

### Equality and Diversity

Level: Three  
Credit Value: 3

#### Purpose and Aim

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To enable the learner to understand current legislation relating to equal opportunities.

#### Learning Outcomes

The learner will

1. Understand current legislation relating to equal opportunities.
2. Understand ways by which those who experience discrimination can seek solutions.

#### Assessment Criteria

The learner can

- 1.1 Evaluate the current and historical legislation relating to equal opportunities.
- 2.1 Explain the ways in which those who experience discrimination can seek solutions.

#### Access to HE Grade Descriptors:

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- 2 - Application of Knowledge
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

#### Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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Assessment Information:

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AC 2.1 A minimum of two ways, to include through organisational routes, professional bodies, regulatory bodies, legal systems.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Social Services

Level: Three  
Credit Value: 3

### Purpose and Aim

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To enable the learner to understand the structure of social care provision and to be able to relate required approaches to the needs of specified individuals.

#### Learning Outcomes

The learner will

1. Understand the provision and legislation of social care services.

#### Assessment Criteria

The learner can

- 1.1 Explain differences between statutory, third sector and private social care provision.

## Learning Outcomes

The learner will

2. Be able to relate legislation to the provision of social care that meets the needs of specified individuals.

## Assessment Criteria

The learner can

- 1.2 Explain current legislation relating to social care services in Wales.
- 2.1 Evaluate different approaches set out in legislation for the provision of social care to support specified individuals.

Access to HE Grade Descriptors:

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- 2 - Application of Knowledge
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

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Assessment Information:

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AC1.1 A minimum of two differences e.g. governance and accountability, funding mechanisms, roles in safeguarding.

AC1.2 At least two specified laws

AC2.1 A minimum of two different approaches e.g. multi-agency collaboration, the 'active offer', voice and control, co-production.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Social Work Practice

Level: Three

Credit Value: 3

### Purpose and Aim

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To enable the learner to understand the range of social work provision, and the different practice approaches used in social work.

#### Learning Outcomes

The learner will

1. Understand the range of social work provision.
2. Understand different practice approaches used in social work.

#### Assessment Criteria

The learner can

- 1.1 Explain the roles of social work professionals and organisations.
- 1.2 Analyse the range and purpose of social work undertaken with different groups
- 2.1 Explain practice approaches used in social work in specified situations.

#### Access to HE Grade Descriptors:

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- 2 - Application of Knowledge
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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Assessment Information:

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AC1.2 At least two groups.

AC1.1 At least two roles and two organisations

AC 2.1 At least two practice approaches e.g. person centred, solution focussed, strengths based, assessment, safeguarding; and at least two situations.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Social Work Policy and Legislation

Level: Three

Credit Value: 3

### Purpose and Aim

---

This unit introduces learners to the concept of accountability and the purpose of legislation in relation to social work practice.

#### Learning Outcomes

The learner will

1. Understand accountability, uncertainty and conflict in social work.

#### Assessment Criteria

The learner can

- 1.1 Explain accountability in the context of social work.

## Learning Outcomes

The learner will

2. Understand the purposes and implications of legislation in social work.

## Assessment Criteria

The learner can

- 1.2 Explain areas of uncertainty or conflict in relation to the social worker's role.
- 2.1 Explain social workers duties, powers and responsibilities.
- 2.2 Explain the importance of law in determining action in social work using examples.

Access to HE Grade Descriptors:

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- 2 - Application of Knowledge
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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Assessment Information:

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AC1.2 A minimum of two areas of uncertainty or conflict.

AC2.1 A minimum of two of each.

AC2.2 A maximum of one specified law.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Theories of Social Work

Level: Three

Credit Value: 3

### Purpose and Aim

---

To introduce learners to theories that underpin social work practice.

### Learning Outcomes

The learner will

1. Understand theories underpinning social work.

### Assessment Criteria

The learner can

- 1.1 Explain why theories are important in social work.
- 1.2 Analyse named theories
- 1.3 underpinning social work and the purposes they serve.  
Discuss a named theory in relation to a specified social work situation.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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Assessment Information:

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AC 1.2 Minimum of two named theories.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Values of Social Work

Level: Three

Credit Value: 3

### Purpose and Aim

---

To introduce learners to ethical principles and professional values that underpin social work practice.

### Learning Outcomes

The learner will

1. Understand ethical principles and professional values that underpin social work practice.

### Assessment Criteria

The learner can

- 1.1 Explain the terms 'professional ethics' and 'social work values'.



### Learning Outcomes

The learner will

2. Understand the role of reflective practice in promoting ethical practice.

### Assessment Criteria

The learner can

**1.2** Explain the current BASW code of ethics, values and ethical principles that are relevant to a specified frontline social work situation.

**2.1** Evaluate the role of reflective practice in examining values and ethics.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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### Assessment Information:

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If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Sociology

### Education and Social Status

Level: Three  
Credit Value: 3

#### Purpose and Aim

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To enable the learner to understand the relationship between social status and educational attainment.

#### Learning Outcomes

The learner will

1. Understand social status in the U.K.
2. Understand the relationship between social status and educational achievement.

#### Assessment Criteria

The learner can

- 1.1 Outline how social status is defined.
- 2.1 Analyse the relationship between social status and educational attainment.
- 2.2 Evaluate sociological perspectives on educational attainment

#### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

#### Assessment Information:

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AC2.1 With reference to statistical data based on either social class, ethnicity or gender.

AC2.2 A minimum of two perspectives, e.g. Marxism, functionalism, feminism, symbolic interactionism, including selected theories associated with these perspectives'

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

## Sociology of the Family

Level: Three  
Credit Value: 6

### Purpose and Aim

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To enable the learner to understand processes of change to the function of the family with reference to associated sociological theories.

#### Learning Outcomes

The learner will

1. Understand processes of change to the function and structure of the family.
2. Understand explanations for changing roles within the family.
3. Understand diverse family and household types.

#### Assessment Criteria

The learner can

- 1.1 Evaluate processes of change to the structure and functions of the family.
- 2.1 Evaluate explanations for changing roles within the family.
- 3.1 Evaluate diverse family and household types.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

#### Assessment Information:

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AC2.1 A minimum of two explanations with reference to established sociological theories.

AC3.1 A minimum of two types and two sociological explanations per type

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

## The Sociology of Crime and Deviance

Level: Three

Credit Value: 3

## Purpose and Aim

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To enable the learner to understand sociological theories of crime and deviance along with the validity and reliability of associated statistics.

### Learning Outcomes

The learner will

1. Understand sociological explanations of crime and deviance.
2. Understand statistics concerned with distribution of crime.

### Assessment Criteria

The learner can

- 1.1 Evaluate sociological explanations of crime and deviance.
- 2.1 Evaluate the reliability and validity of statistics concerned with the distribution of crime.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Information:

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AC1.1 'With reference to at least two sociological theories, such as those associated with Marxism, symbolic interactionism, functionalism, feminism'

AC2.1 With reference to either social class, gender or ethnicity.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

## Socialisation

Level: Three

Credit Value: 3

## Purpose and Aim

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To enable the learner to understand the way in which society impacts upon the individual through the process of socialisation.

### Learning Outcomes

The learner will

1. Understand socialisation.

### Assessment Criteria

The learner can

- 1.1 Evaluate agents of socialisation.
- 1.2 Analyse the process of socialisation.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Information:

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AC 1.1 With reference to the family for primary socialisation, and any one agent of secondary socialisation, using at least two sociological theories (such as those associated with Marxism, Functionalism, Feminism, Interactionism, Postmodernism or The New Right)

AC1.2 with reference to at least two processes, such as sanctions (positive and negative), imitation, role modelling, shaping of identities such as gender identity, ethnic identity or religious identity, by any agent of socialisation. If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Sociological Perspectives

Level: Three  
Credit Value: 3

## Purpose and Aim

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To introduce learners to the key theoretical perspectives in sociology with reference to social institutions.

### Learning Outcomes

The learner will

1. Understand theoretical perspectives in sociology.
2. Understand sociological explanations of social institutions.

### Assessment Criteria

The learner can

- 1.1 Evaluate sociological perspectives.
- 2.1 Evaluate sociological explanations of social institutions.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Information:

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**AC1.1 At least two perspectives, such as Marxism, Symbolic Interactionism, Feminism, Functionalism, Post Modernism, including theories associated with these perspectives'**

**AC2.1 At least two social institutions (e.g. family, education, religion, health, law, politics, economics).**

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Inequality and Discrimination

Level: Three  
Credit Value: 3

## Purpose and Aim

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To enable the learner to understand inequality and discrimination.

## Learning Outcomes

The learner will

1. Understand social inequality.
2. Understand sociological explanations of discrimination.

## Assessment Criteria

The learner can

- 1.1 Evaluate social inequality.
- 2.1 Evaluate sociological explanations of discrimination.

## Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

## Assessment Information:

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AC1.1 With reference to at least two sociological theories, such as those associated with Marxism, Symbolic Interactionism, Functionalism, Feminism. AC2.1 To include (direct, indirect, societal and individual) with examples.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

## Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Inequalities in Health

Level: Three  
Credit Value: 3

## Purpose and Aim

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To enable the learner to understand social inequalities in health with reference to key statistics and established sociological explanations.

### Learning Outcomes

The learner will

1. Understand social stratification.
2. Understand statistical data that demonstrate health inequalities.
3. Understand established sociological explanations of health inequalities.

### Assessment Criteria

The learner can

- 1.1 Evaluate social stratification.
- 2.1 Analyse statistical data that demonstrates health inequalities.
- 3.1 Evaluate established sociological explanations of health inequalities.

### Access to HE Grade Descriptors:

---

- 1 - Understanding of the Subject
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

From September 2021, centre devised assessments are permitted for all units on all Agored Cymru Access to HE Diplomas.

All assessment evidence completed As part Of an Agored Cymru Access To HE Diploma Is subject To external moderation.

### Assessment Information:

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AC1.1 With reference to either class, gender or ethnicity.

AC2.1 With reference to either class, gender or ethnicity (as in 1.1).

AC3.1 To include at least two explanations (e.g. artefact, material deprivation, natural/social selection, cultural behavioural).

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.



## Investigative Project / Extended Essay

### Access to HE Investigative Project / Extended Essay

Level: Three  
Credit Value: 6

#### Learning Outcomes

The learner will

1. Be able to plan and propose an investigative project/extended essay.
2. Be able to conduct research.
3. Be able to produce an investigative project/extended essay.

#### Assessment Criteria

The learner can

- 1.1 Identify an area for research.
- 1.2 Produce a **research proposal** for an investigative project/extended essay.
- 2.1 Conduct research for an investigative project/extended essay.
- 2.2 Evaluate established resources that address the research topic.
- 3.1 Analyse findings of completed research.
- 3.2 Present the research as an investigative project/extended essay.

#### Access to HE Grade Descriptors:

- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 6 - Autonomy / Independence
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

#### Assessment Methods:

[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

From September 2021, centre devised assessments are permitted for all units on all Agored Cymru Access to HE Diplomas.

All assessment evidence completed As part Of an Agored Cymru Access To HE Diploma Is subject To external moderation.

Unit assessment requirements are no longer prescriptive. They are recommended assessment plans. Centres can devise their own assessment plan for this unit.

#### **Assessment Information:**

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Investigative project/extended essay in this unit is defined as a written account of a piece of research, contextualised by the Access to HE Diploma title, of up to 3000 words.

**AC1.2 Research proposal.** This must include a research question to answer, a rationale, the selection of appropriate forms of research, identifying established secondary resources, collating findings, time scales and analytical methods to be used (500-800 words).

**AC2.1 Conduct research. The investigative project/extended essay must be based on secondary research only.** The forms of research and analytical methodologies selected must be fit for purpose for the area of study. These may include exploratory research, constructive research, empirical research, quantitative research, qualitative research, intersubjectivity, evidence-based research.

**Evidence generated for this unit cannot be used as evidence for any part of the unit 'Academic Skills'.**

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

#### **Assessor Requirements:**

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Work Experience

### **Preparation for Work Placement in a Health and Social Care Setting**

Level: Three

Credit Value: 3

## Purpose and Aim

To enable the learner to understand the concept of the welfare state; how care organisations are classified; the characteristics of an effective carer; and the theory of group dynamics and leadership skills and their implications for care organisations.

### Learning Outcomes

The learner will

### Assessment Criteria

The learner can

1. Understand the concept of the Welfare State.	<b>1.1</b> Define the term Welfare State. <b>1.2</b> Analyse the development of the Welfare State. <b>1.3</b> Analyse an element of welfare benefit.
2. Understand how care organisations are classified.	<b>2.1</b> Evaluate the differences between a range of care settings.
3. Understand the characteristics of an effective carer.	<b>3.1</b> Evaluate the qualities and characteristics of an effective carer. <b>3.2</b> Evaluate possible barriers to effectiveness. <b>3.3</b> Devise strategies to overcome barriers to effectiveness.
4. Understand the theory of group dynamics and leadership styles and their implication for care organisations.	<b>4.1</b> Analyse different leadership styles. <b>4.2</b> Analyse how individuals react within a group. <b>4.3</b> Evaluate the implications of group dynamics and leadership styles for care organisations.

### Access to HE Grade Descriptors:

- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation

- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

**Assessment Methods:**

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

From September 2021, centre devised assessments are permitted for all units on all Agored Cymru Access to HE Diplomas.

All assessment evidence completed As part Of an Agored Cymru Access To HE Diploma Is subject To external moderation.

**Assessment Information:**

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AC1.3 To include advantages and disadvantages.

AC2.1 In the statutory, private and voluntary sectors.

AC3.1 A minimum of four qualities and characteristics.

AC3.2 A minimum of three barriers.

AC3.3 A minimum of three strategies.

AC4.1 A minimum of three different leadership styles.

AC4.2 A minimum of three individuals.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

**Assessor Requirements:**

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Mathematics L2 ungraded

### Numeracy for Health Professionals

Level: Two

Credit Value: 3

## Purpose and Aim

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This unit is intended for learners wanting to progress onto routes allied to nursing.

### Learning Outcomes

The learner will

### Assessment Criteria

The learner can

<b>1.</b> Be able to use non calculator methods to apply the four operations of division, multiplication, addition and subtraction. (N2.1, N2.2)	<b>1.1</b> Apply the four operations ( $\div$ , $\times$ , $+$ , $-$ ) to positive whole numbers. <b>1.2</b> Apply the four operations ( $\div$ , $\times$ , $+$ , $-$ ) in the correct order (BODMAS). <b>1.3</b> Read and understand numbers used in different ways including negative numbers.
<b>2.</b> Be able to calculate fractions, decimals and percentages in the context of a health profession. (N2.2)	<b>2.1</b> State the importance of place value, and decimals. <b>2.2</b> Calculate fractions and percentages of a quantity. <b>2.3</b> Use equivalent fractions and relate to decimals and percentages. <b>2.4</b> Work out fractional and decimal changes. <b>2.5</b> Work out conversions between fractions, decimals and percentages.
<b>3.</b> Understand how to measure quantities in the context of a health profession. (N2.2)	<b>3.1</b> Recognise the fact that measurement is approximate. <b>3.2</b> Choose figures or decimal places that are appropriate to a particular purpose and to an acceptable degree of accuracy.
<b>4.</b> Be able to use estimation to check calculations in the context of a health profession. (N2.2)	<b>4.1</b> Estimate answers to check that calculations are of the correct order.
<b>5.</b> Be able to apply ratios and proportion to practical situations relating to a health profession. (N2.2)	<b>5.1</b> Express proportions as ratios and fractions. <b>5.2</b> Interpret ratios and fractions in practical situations.
<b>6.</b> Be able to operate a calculator efficiently to solve problems in the context of a health profession. (N2.2)	<b>6.1</b> Use a calculator correctly to perform calculations involving division, multiplication, addition and subtraction.

## Learning Outcomes

The learner will

## Assessment Criteria

The learner can

- 6.2** Use the memory and bracket facility of a calculator to plan calculation and evaluate expressions.

## Assessment Methods:

There are no prescribed assessment methods for this unit. Assessments used should be fit for purpose for the unit and learners, and generate evidence of achievement for all the assessment criteria.

## Assessment Information:

There is no specific assessment information to be used with this unit.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

## Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Numeracy for Health Professionals - Scientific Application

Level: Two

Credit Value: 3

## Purpose and Aim

This unit is intended for learners wanting to progress onto routes allied to nursing.

## Learning Outcomes

The learner will

## Assessment Criteria

The learner can

- 1.** Be able to use Système International (SI) units in the context of a health profession. (N2.1)

- 1.1** Quote the appropriate SI unit for the quantity.  
**1.2** Work with multiples and submultiples of SI units.

## Learning Outcomes

The learner will

## Assessment Criteria

The learner can

	<b>1.3</b> Convert units from one multiple or submultiple to another.
<b>2.</b> Be able to use specialised no SI units in common use in the context of a health profession. (N2.1)	<b>2.1</b> Convert from specialised scientific units and imperial measurements (e.g. weight, pressure).
<b>3.</b> Be able to use formulae in the context of a health profession. (N2.2)	<b>3.1</b> Apply formulae written in words to make calculations. <b>3.2</b> Substitute into a formulae to make calculations.
<b>4.</b> Be able to calculate with numbers expressed in index form and standard index form in the context of a health profession. (N3.2.)	<b>4.1</b> Express numbers and use in index form and standard index form with positive and negative powers.
<b>5.</b> Understand how to present and interpret mathematical data and apply to physiological observations. (N2.3, N3.3)	<b>5.1</b> Choose and use ways of presenting data to a reasonable level of accuracy. <b>5.2</b> Follow accepted conventions for labelling these. <b>5.3</b> Highlight the main points of findings.
<b>6.</b> Be able to use statistical terminology and types of charts and graphs used in the context of a health profession. (N2.2, N3.2)	<b>6.1</b> Calculate: a) mean b) mode c) median d) range e) standard deviation. <b>6.2</b> Interpret data from: a) a pie chart b) a bar chart c) a graph d) a line graph e) a scattergraph.

## Assessment Methods:

There are no prescribed assessment methods for this unit. Assessments used should be fit for purpose for the unit and learners, and generate evidence of achievement for all the assessment criteria.

## Assessment Information:

There is no specific assessment information to be used with this unit.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

## Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Data Handling and Probability

Level: Two

Credit Value: 3

## Purpose and Aim

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To give the learners knowledge and skills required in data handling and probability

### Learning Outcomes

The learner will

### Assessment Criteria

The learner can

1. Know suitability of questions for a data collection questionnaire.

1.1 Design questions for a data collection questionnaire.

1.2 Assess the suitability of questions for a specified data collection questionnaire.

2. Be able to organise statistical data.

2.1 Organise data into 2-way tables.

2.2 Group data into class intervals of equal width.

3. Be able to present statistical data.

3.1 Present statistical data using:

bar charts  
line graphs  
pie charts  
scatter graphs  
frequency polygons



## Learning Outcomes

The learner will

## Assessment Criteria

The learner can

	frequency diagrams.
	<b>3.2</b> Interpret graphs and charts.
<b>4.</b> Be able to calculate average and range.	<b>4.1</b> Calculate mean, median mode and range of discrete data. <b>4.2</b> Estimate the mean of grouped data using mid interval value. <b>4.3</b> Compare the mean and range of sets of data.
<b>5.</b> Be able to express the probability of events occurring.	<b>5.1</b> List the outcomes of combined events occurring. <b>5.2</b> Express probabilities in words and numerically. <b>5.3</b> Calculate a missing probability from a set of values. <b>5.4</b> Predict the number of times an outcome will occur in a given number of trials.

## Assessment Methods:

There are no prescribed assessment methods for this unit. Assessments used should be fit for purpose for the unit and learners, and generate evidence of achievement for all the assessment criteria.

## Assessment Information:

There is no specific assessment information to be used with this unit.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

## Other Mappings:

AC1.1 A minimum of four questions. The purpose of the questionnaire should be stated and the question designed to collect relevant data.

AC1.2 A minimum of four questions.

AC2.1 The data set should have a minimum size of 20.

AC2.2 The data set should have a minimum size of 20.

AC3.1 A minimum of one of each type required, created digitally. Scales and axis must be chosen by the learner on at least two occasions. Data could be provided appropriate to the data and purpose. .

AC3.2 A minimum of two.

- AC4.1 The data set should have a minimum size of 20.  
 AC4.2 The data set should have a minimum size of 20.  
 AC4.3 Up to two pairs of sets of data should be compared.  
 AC5.1 For example by using a sample space diagram.  
 AC5.2 A minimum of five probabilities. Numerically could include using decimals, percentages or fractions.  
 AC5.3 Using the principle  $1-P$  as the probability of an event not occurring.  
 AC5.4 Diagrammatic representations could be used to facilitate the prediction.

### Shape, Space and Measure

Level: Two

Credit Value: 3

### Purpose and Aim

To give the learners knowledge and skills required in shape, space and measure.

#### Learning Outcomes

The learner will

#### Assessment Criteria

The learner can

- |  |  |
|--|--|
| 1. Be able to work within and between systems of units.                                | 1.1 Convert between units of measure within the metric system.<br>1.2 Convert between metric and imperial measures.<br>1.3 Select units for estimating or carrying out measurement.              |
| 2. Be able to calculate perimeter, area, volume and surface area of shapes and solids. | 2.1 Calculate perimeter and area of a 2D shape.<br>2.2 Calculate surface area and volume of a 3D shape.  |
| 3. Be able to describe and use the symmetry properties of 2D shapes.                   | 3.1 Demonstrate the symmetry properties of polygons.<br>3.2 Use order of rotational symmetry to determine 2D shape<br>3.3 Transform a shape by reflection, rotation, translation or enlargement. |

### Learning Outcomes

The learner will

4. Be able to calculate and use angle properties.

### Assessment Criteria

The learner can

- 4.1 Calculate angles using the properties of:-

triangles  
quadrilaterals  
intersecting lines  
parallel lines.

- 4.2 Calculate interior and exterior angles of regular polygons.

- 4.3 Use Pythagoras' theorem to find a missing side of a right angled triangle.

5. Be able to use the principles of loci in constructions.

- 5.1 Find and describe regions satisfying a combination of loci.

6. Be able to use bearings.

- 6.1 Indicate the position of an object by using its bearings.

- 6.2 Use bearings to specify direction.

### Assessment Methods:

There are no prescribed assessment methods for this unit. Assessments used should be fit for purpose for the unit and learners, and generate evidence of achievement for all the assessment criteria.

### Assessment Information:

AC1.1 A minimum of four units of measure.

AC1.2 A minimum of three measures.

AC2.1 A minimum of three shapes to include circles and compound shapes.

AC2.2 A minimum of four shapes to include prisms, cylinders, cubes and cuboids.

AC3.1 A minimum of three polygons.

AC3.3 A minimum of two different shapes. Each type of transformation should be carried out at least once but not all need to be used on every shape. Translations should include the use of vectors. Enlargements should use the centre of enlargement.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Algebra and Graphs

Level: Two  
Credit Value: 3

### Purpose and Aim

To give learners knowledge and skills required in algebra and graphs

#### Learning Outcomes

The learner will

#### Assessment Criteria

The learner can

1. Be able to apply the laws of precedence.	1.1 Use brackets and the hierarchy of operations in calculations.
2. Be able to use rules of indices to simplify expressions.	2.1 Use index laws to simplify numerical and algebraic expressions. 2.2 Perform calculations using indices.
3. Be able to solve problems using formulae.	3.1 Describe given situations using algebraic formulae. 3.2 Apply formulae to make calculations.
4. Be able to perform basic operations on simple algebraic expressions and inequalities.	4.1 Manipulate algebraic expressions by expanding brackets and collecting like terms. 4.2 Factorise algebraic expressions by extracting common factors. 4.3 Solve linear equations. 4.4 Solve linear inequalities. 4.5 Change the subject of formulae.
5. Be able to find approximate solutions to formulae.	5.1 Use systematic trial and improvement to find approximate solutions of equations.

### Learning Outcomes

The learner will

6. Know how linear expressions can describe arithmetic sequences.

7. Be able to interpret and plot graphs.

### Assessment Criteria

The learner can

6.1 Identify patterns in sequences of numbers.

6.2 Find the  $n^{\text{th}}$  term of an arithmetic sequence.

6.3 Use the  $n^{\text{th}}$  term of an arithmetic sequence.

7.1 Plot Cartesian coordinates in all four quadrants.

7.2 Identify coordinates of given points.

7.3 Plot and draw straight line graphs.

7.4 Find the coordinates of the midpoint of a line segment.

### Assessment Methods:

There are no prescribed assessment methods for this unit. Assessments used should be fit for purpose for the unit and learners, and generate evidence of achievement for all the assessment criteria.

### Assessment Information:

AC1.1 A minimum of five calculations.

AC2.1 A minimum of five expressions.

AC2.2 A minimum of five calculations.

AC3.1 A minimum of three situations.

AC4.1-4.5 A minimum of five of each.

AC4.1 The expressions should be up to and including the form  $ax$  ( $bx \pm c$ ).

AC4.2 The expressions should include letters and numbers and be up to and including the form  $ax^2 \pm bx$ .

AC4.3 On at least one occasion, an unknown is required on both sides of the equation. At least one of the equations should include brackets. At least one of the equations should include a negative solution.

AC5.1 A minimum of two.

AC6.1-6.3 A minimum of four sequences.

AC6.1 This should also include provision of subsequent terms.

AC7.1-7.3 A minimum of three of each.

AC7.3 Graphs should include:

- those in the form of  $y=mx+C$
- those relating to a context, for example, conversion graphs.

If not specifically stated in the assessment information, a **plural statement in any assessment criterion means a minimum of two.**

## Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Number

Level: Two

Credit Value: 3

## Purpose and Aim

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To give the learners knowledge and skills required in number

### Learning Outcomes

The learner will

1. Be able to calculate using decimals, fractions and percentages.

2. Understand fractions, decimals and percentages.

3. Understand ratios and proportions.

4. Know different types of number.

### Assessment Criteria

The learner can

1.1 Add, subtract, multiply and divide decimals.

1.2 Add, subtract, multiply and divide fractions.

1.3 Use percentages to solve problems.

2.1 Convert between fractions, decimals and percentages.

2.2 Order fractions, decimals and percentages.

3.1 Write ratios in their simplest form.

3.2 Divide a quantity in a given ratio.

3.3 Use proportions to solve problems.

3.4 Use ratios to interpret diagrams drawn to scale.

4.1 Identify prime, square, triangular, cube numbers, multiples and factors from a set of values.

4.2 Find the lowest common multiple and highest common factor of 2 numbers.

### Learning Outcomes

The learner will

### Assessment Criteria

The learner can

	<b>4.3</b> Find the product of prime factors of whole numbers.
<b>5.</b> Be able to approximate values.	<b>5.1</b> Approximate numbers to a given number of significant figures or decimal places.
<b>6.</b> Be able to perform calculations with and without the use of a calculator.	<b>6.1</b> Use a calculator for compound calculations. <b>6.2</b> Use estimation to check answers to calculations. <b>6.3</b> Choose the degree of accuracy appropriate for a particular purpose.
<b>7.</b> Be able to solve problems requiring calculations with negative numbers.	<b>7.1</b> Use calculations involving negative numbers to solve problems.

### Assessment Methods:

There are no prescribed assessment methods for this unit. Assessments used should be fit for purpose for the unit and learners, and generate evidence of achievement for all the assessment criteria.

### Assessment Information:

AC1.1 Numbers of up to two decimal places should be included. For multiplication and division, only one of the values needs to be a decimal number. The calculations should include practical problems.

AC1.3 A minimum of three problems. These should also include finding a percentage of a quantity in order to increase or decrease in real life situations, for example in calculations of:

- VAT
- value of profit or loss
- simple interest.

AC3.1 A minimum of four ratios.

AC3.2 Examples should include contexts, for example: recipes, best buys.

AC3.3 A minimum of three problems.

AC3.4 A minimum of two diagrams. These could be scale drawings or maps.

AC5.1 A minimum of four numbers.

AC6.1-6.3 On a minimum of four occasions.

AC7.1 A minimum of two multistaged problems of a complexity appropriate to the level of the unit.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

## Academic Skills L3 ungraded

### Academic Skills

Level: Three

Credit Value: 3

### Purpose and Aim

To provide opportunities for learners to demonstrate the academic skills needed to complete assessments on Access to Higher Education Diplomas.

#### Learning Outcomes

The learner will

#### Assessment Criteria

The learner can

1. Be able to plan and complete a written academic assessment.	1.1 Plan a written academic assessment showing logical structure. 1.2 Make use of source material. 1.3 Produce a written academic assessment.
2. Be able to plan and deliver an academic presentation.	2.1 Plan an academic presentation with a logical structure for an intended audience. 2.2 Summarise information from a range of sources. 2.3 Deliver an academic presentation using a range of techniques.
3. Be able to participate in an academic discussion.	3.1 Prepare to participate in an academic discussion. 3.2 Participate in an academic discussion. 3.3 Produce a summary of an academic discussion.
4. Be able to take notes.	4.1 Produce notes from a variety of sources.
5. Be able to reference source material.	5.1 Apply referencing in line with established academic conventions to indicate the use of sources.



## Assessment Methods:

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Unit assessment requirements are no longer prescriptive. They are recommended assessment plans. Centres can devise their own assessment plan for this unit.

## Assessment Information:

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AC1.2 Can include digital and non-digital source material.

AC1.3 The **written academic assessment** may be an essay or a report and must be produced for a graded unit with academic subject content.

AC2.1 The **intended audience** must comprise of two people including the assessor.

AC2.3 **Presentation techniques** can be variable and may include digital resources. Learners may deliver a presentation based on an academic poster that they have produced. Delivery can be either face to face or online. Online presentations can be either delivered synchronously or asynchronously. The presentation must be approximately 15 minutes in length.

AC4.1 Sources may include lectures, presentations and written texts.

**Evidence generated for the unit Access to HE Investigative Project / Extended Essay cannot be used for evidence for this unit.**

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

## Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Study Skills L3 ungraded

### Thinking Skills

Level: Three

Credit Value: 3

## Purpose and Aim

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This unit provides learning opportunities for developing thinking skills and embedding these skills across a range of tasks and learning.

### Learning Outcomes

The learner will

1. Understand methods of improving thinking skills.
2. Be able to apply a range of thinking skills.
3. Understand their development in the context of thinking skills.

### Assessment Criteria

The learner can

- 1.1 Describe **methods** of developing thinking skills.
- 1.2 Evaluate a method of developing thinking skills.
- 2.1 Evaluate own thinking skills used in assessments.
- 2.2 Create a reflective portfolio.
- 3.1 Evaluate their progress in terms of reflective practice and thinking skills.

### Assessment Methods:

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There are no prescribed assessment methods for this unit. Assessments used should be fit for purpose for the unit and learners, and generate evidence of achievement for all the assessment criteria.

### Assessment Information:

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AC1.1 A minimum of two methods.

AC2.1 A minimum of two assessments completed for units with academic subject content.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

## Planning and Time Management

Level: Three

Credit Value: 3

## Purpose and Aim

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This unit provides opportunities for the learner to plan, prepare and set targets as part of an overall time management strategy for study.

### Learning Outcomes

The learner will

1. Understand personal planning needs and time management issues.
2. Be able to plan a programme of study.
2. Be able to assess programme/timetables to achieve goals.

### Assessment Criteria

The learner can

- 1.1 Evaluate their own time management skills in relation to study.
- 1.2 Develop a weekly study timetable.
- 1.3 Identify the **problems and solutions** to the implementation of the timetable
- 1.4 Meet deadlines when submitting assessed work.
- 2.1 Review their study plans to establish potential revisions to timetables.

### Assessment Methods:

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Unit assessment requirements are no longer prescriptive. They are recommended assessment plans. Centres can devise their own assessment plan for this unit.

### Assessment Information:

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AC1.2 To consider workload, time available and possible unforeseen circumstances.

AC1.3 A minimum of two **potential problems and solutions**.

AC1.4 Across all formal assessments.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Revision and Exam Skills

Level: Three  
Credit Value: 3

### Purpose and Aim

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The unit will provide the learner with opportunities to develop their examination and revision techniques and overall planning.

#### Learning Outcomes

The learner will

1. Be able to prepare for an examination.
2. Be able to respond to the requirements of an examination.
3. Be able to evaluate revision and examination performance.

#### Assessment Criteria

The learner can

- 1.1 Analyse their strengths and weaknesses in relation to examination strategies.
- 1.2 Develop detailed personal revision strategies/plans to prepare for an examination.
- 2.1 Produce evidence of planning activities undertaken as part of the examination process.
- 2.2 Produce relevant, structured and substantial answers to the questions set within the time allowed.
- 2.3 Communicate answers clearly, concisely and accurately in a required format using necessary conventions.
- 3.1 Evaluate own revision schedule.

### Learning Outcomes

The learner will

### Assessment Criteria

The learner can

- 3.2** Evaluate own stress management skills.
- 3.3** Evaluate own strengths and weaknesses in exams.

### Assessment Methods:

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Unit assessment requirements are no longer prescriptive. They are recommended assessment plans. Centres can devise their own assessment plan for this unit.

### Assessment Information:

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AC2.1: For example, mind-mapping, rough plans.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Academic Writing

Level: Three  
Credit Value: 3

### Purpose and Aim

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To enable the learner to understand how to:

- use punctuation and grammar in writing
- prepare for a piece of extended writing
- bring together ideas and information from different sources
- produce a piece of extended writing.

## Learning Outcomes

The learner will

1. Understand the correct use of punctuation and grammar in writing.
2. Understand how to prepare for a piece of extended writing.
3. Know how to bring together ideas and information from different sources.
4. Be able to produce a piece of extended writing.

## Assessment Criteria

The learner can

- 1.1 Explain the purpose of the following punctuation marks:

colon  
semicolon  
hyphen  
apostrophe.

- 1.2 Give examples of the use of the marks in 1.1 within own writing.

- 1.3 Explain the use of coordinating and subordinating conjunctions.

- 1.4 Explain how to punctuate quoted statements within a piece of writing.

- 1.5 Explain the following grammatical errors:

comma splice  
pleonasm  
run on sentences.

- 1.6 Explain the key features of a well-structured paragraph.

- 2.1 Identify the purpose and audience for a piece of extended writing.

- 2.2 Describe key features of the genre to be used.

- 3.1 Define the term plagiarism.

- 3.2 Make notes from reading on the selected topic.

- 3.3 Record references to reading accessed.

- 4.1 Produce a piece of extended writing which demonstrates the correct use of grammar and punctuation.

## Assessment Methods:

There are no prescribed assessment methods for this unit. Assessments used should be fit for purpose for the unit and learners, and generate evidence of achievement for all the assessment criteria.

## Assessment Information:

AC1.1 The possessive and omission use of the apostrophe must be explained.

AC1.2 A minimum of two examples of each.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

### Digital Information Literacy (new unit)

Level: **Three**

Credit Value: **3**

#### Purpose and Aim:

To understand how search history is used by third parties. To use and evaluate the digital information to complete complex tasks.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will	The learner can
1. Understand techniques used to gather and evaluate digital information.	<b>1.1</b> Explain how search results may be manipulated by a variety of processes. <b>1.2</b> Explain techniques used by third parties to gather information about website users. <b>1.3</b> Explain the advantages and limitations of digital information. <b>1.4</b> Explain ways to evaluate digital information.
2. Be able to search for, evaluate and use digital information to complete a complex task.	<b>2.1</b> Plan a complex task requiring the application of digital information. <b>2.2</b> Use advanced search techniques to obtain the required information. <b>2.3</b> Justify his/her choice of search engine. <b>2.4</b> Evaluate the results of the searches in 3.2. <b>2.5</b> Organise, classify and save the information in a structured format so that it can be applied to the task in 3.1.
3. Be able to use and review digital information to complete a task.	<b>3.1</b> Use digital information found in 2.4 to complete the complex task stated in 2.1.

	<b>3.2</b> Evaluate the appropriateness of the information obtained for the stated task.
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**NOS:**

**Other Mappings:**

**Assessment Methods:**

**Assessment Evidence:**

**Assessment Information:**

2.1 The task should be of a complexity appropriate to the level of the unit and require the application of at least three different items of digital information.

For example: Research for an assignment or enterprise project, research for presentations, research to provide advice and guidance.

**Assessor Requirements:**

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

**Prerequisites:**

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

**Professional Behaviours (new unit)**

Level: Three

Credit Value: 3

**Purpose and Aim**

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To provide opportunities for learners to Identify the professional behaviours relevant to a professional setting



### **Learning Outcomes**

The learner will

### **Assessment Criteria**

The learner can

1. Understand the characteristics required to work in a professional setting.	1.1 Analyse the characteristics required to work in a professional setting with reference to associated principles and concepts of professionalism.
2. Understand effective communication and team working skills.	2.1 Distinguish between effective and ineffective skills with reference to a relevant model for each of the following:  communication teamwork. 2.2 Evaluate the effectiveness of own communication skills, with reference to:  verbal skills non-verbal skills. 2.3 Evaluate own team working skills.
3. Know how to manage risk and deal effectively with problems.	3.1 Summarise the principles of risk management and problem-solving. 3.2 Explain how to solve a problem and manage any associated risk, using an actual or hypothetical problem relevant to a professional setting.
4. Reflect on own skills and develop a personal and professional development plan.	4.1 Evaluate their own skills against those expected in a professional setting using a chosen model of reflective practice. 4.2 Identify own development needs based on evaluations in 4.1. 4.3 Produce a plan to meet personal and professional development objectives based on an evaluation of different options. 4.4 Reflect on own performance against the plan, identifying learning needs for the future throughout the duration of the Access to HE Diploma.

### **Assessment Methods:**

It is recommended that this unit is assessed by way of a reflective learning journal in part or in its entirety.

### **Assessment Information:**

AC1.1 Learners to identify a professional setting associated with their intended progression route

AC4.1 Learners must evaluate the skills they have developed through their particular life experiences. This may include work (paid or voluntary), education, travel, family commitments.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### **Assessor Requirements:**

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.