



## Access to HE Diploma Specification

### Access to HE Diploma (Education and Teacher Training)

## DIPLOMA OVERVIEW

The Level 3 Access to HE Diploma is a nationally recognised qualification regulated by the Quality Assurance Agency for Higher Education (QAA) which is designed to provide preparation for study in higher education (HE) in the UK for adults returning to education.

In order to gain the Access to HE Diploma, learners must achieve a total of 60 credits. Of these 60 credits, 45 credits must be achieved at Level 3 from graded subject specific units. Graded units can be awarded at Pass, Merit or Distinction. The remaining 15 credits must be achieved at Level 2 or Level 3 from study skills units which are ungraded.

### Diploma details:

Diploma title: Access to HE Diploma (Education and Teacher Training)

Learning aim code: 40014174

Validation start date: 1<sup>st</sup> August 2023

Validation end date: 31<sup>st</sup> July 2028

SSA sector code:

- 13 – Education and Training
- 13.1 – Teaching and Lecturing

## DIPLOMA AIMS

The Access to HE Diploma (Education and Teacher Training) offers adult returners a coherent, integrated and supported year of study through which they will gain the knowledge, awareness, skills and confidence necessary for successful undergraduate studying in the intended progression routes for this Diploma. The course aims to provide a balance of essential study skills with specialist subject knowledge to enable the students to be prepared for the academic and practical rigours of undergraduate study in Education and Teacher Training. It must however be noted that the Access to HE Diploma does not provide guaranteed entry to UK Higher Education Institutions.

Its primary aims are:

- To provide HE progression opportunities for adults who, because of social, educational or individual circumstances, do not have the necessary qualifications;
- To give learners a general introduction to the basic concepts, methods, and key areas of knowledge within the core disciplines taken and offer a coherent and stimulating framework within which they can broaden their intellectual outlook and make connections between subject areas;
- To help learners to develop and consolidate the various skills required to enable them to cope successfully with the demands of undergraduate study and to become independent, self-directed learners;
- To establish a positive and supportive learning environment within which learners can build their confidence through successful learning and the sharing of their experience;
- To provide the personal and educational support needed if learners are to pursue their aims within the framework of the course.

## TARGET LEARNERS

- Adults who, because of social, educational or individual circumstances, were unable to participate in or benefit from initial education.

- Adults from groups under-represented in higher education.
- Adults seeking a change of direction because of unemployment or lack of career opportunities in their previous field and who have a demonstrable interest in entering a profession within Education and Teaching.

## POTENTIAL PROGRESSION ROUTES

Learners primarily progress to Higher Education study in areas related to Education and Teacher Training. These may include some of the following areas of Degree level study: Early Childhood Studies, Education Studies, Education, English Language and Literature, Primary Education with QTS, Primary Teaching, Psychology with Education and a wide range of combined and related degrees.

## PROGRESSION AGREEMENTS

OCN London works with local universities to develop progression agreements that benefit all its providers and learners. The following agreements are in place:

- London South Bank University (Partnership agreement)
- Goldsmiths, University of London (Progression agreement)
- St Mary's University, Twickenham (Progression agreement)
- The Institute of Banking and Finance (Progression agreement)
- University of East London (Partnership agreement)

Further information about each agreement can be found [here](#) on the OCN London website.

## ENTRY GUIDANCE

There are no centrally specified formal requirements for qualifications on entry; however there is usually the expectation that the learner will have literacy, communication skills and numeracy at Level 2 or above. In addition to this, it is likely that learners will need to hold GCSEs at grade 9–5/4 (A\*–C) in English and Maths, as these qualifications usually form part of the entry requirements for the degree courses that learners progress to.

## GUIDED LEARNING HOURS

The Access to HE Diploma represents 600 notional Guided Learning Hours (GLH) with courses generally delivered in 450 GLH. This may vary between centres and may depend on whether the course is being delivered through blended learning. It is expected a centre delivering the course will clearly outline the intended delivery in terms of total hours and how this is broken down weekly over the period of study.

## DIPLOMA RESOURCES

The minimum required resources for this Diploma include:

- Access to IT facilities with specialist software as appropriate.
- Access to learning resources and online facilities.
- Access to VLE or other system, such as Microsoft Teams, Google Classroom.
- Access to resources for specialist learner support and reasonable adjustments.
- The same level of facilities and resources should be available at each site where the Diploma is delivered.

## STAFFING REQUIREMENTS

- Staff delivering, assessing or internally moderating on the Access to HE course must have the professional competence and level of subject expertise necessary to deliver

and assess the units available on the Diploma. They should be qualified at Level 4 or above in the named subject, or in a discipline that includes the subject. For example, a tutor with a Social Science degree may be able to teach both Psychology and Sociology.

- Staff should have or be working towards a teaching qualification.
- Staff should have knowledge and understanding of the Access to HE Diploma, including QAA regulations, AVA assessment regulations, the QAA Grading Scheme and the Rules of Combination.
- New staff should be inducted to ensure that they have sufficient information to deliver, assess or internally moderate on the Diploma competently.
- It is desirable that teachers have personal practice experience.

## ASSESSMENT

### Assessment Mechanisms

The Access to HE Diploma assessment mechanism incorporates:

- Assessment tasks which are designed and set by the Centre
- Internal assessment of learner work
- Internal and external moderation of assessment.

There are no additional external assessments for this Diploma.

### Recommended Methods of Assessment

The recommended assessment methods for this Diploma should include a variety of methods which take into consideration the target learners for this Diploma and the appropriateness for the units being assessed. Assessment methods should be valid, reliable, and inclusive and assure equity.

The following assessment methods could be used to assess the units within this Diploma. Please note, it is expected that at least part of one unit is assessed by formal examination taken under timed conditions.

- Case studies
- Oral presentation
- Practical tasks/demonstrations
- Question and answer (written and oral)
- Tests/exams with seen or unseen papers
- Tutor observation
- Worksheets
- Written assignments
- Written essays/reports

This is not an exhaustive list and other methods could be selected with agreement from either OCN London or the Centre Moderator.

## RULES OF COMBINATION

To be awarded the Access to Higher Education Diploma (Education and Teacher Training) learners must achieve a total of 60 credits comprising of:				
Credits required from graded academic subject content units at Level 3				45
Credits required from ungraded units at Level 3 or Level 2				15
Total Credits required				60
Learners must also meet the following Rules of Combination:				
Rule: Units in	Status	Mandatory Credits (see below)	From Optional Credits	Total Credits
Study Skills	Ungraded	3 @ L3	12 @ L2 or L3	15
Subject Specific Units	Graded	6 @ L3	39 @ L3	45

## ADDITIONAL INFORMATION

### Recognition of Prior Learning (RPL)

Overall, the total proportion of credits awarded or exempted through either credit transfer and/or recognition of prior learning must not exceed 30 credits (that is 50 per cent of the credits required for the achievement of the Diploma).

### Barred Combinations of Units

Where unit content between units overlaps by more than 25% of the learning outcomes this would represent an excluded combination of units.

Information on barred combinations for this Diploma can be found on page 8 of this document.

## APPROVED UNITS

### Mandatory Units

Unit ID	Unit Name	Level	Credits
<a href="#">CBA782</a>	Reading and Comprehension of Texts (ungraded)	L3	3
<a href="#">CBA786</a>	Extended Project (graded)	L3	6

### Study Skills (ungraded)

Unit ID	Unit Name	Level	Credits
<a href="#">CBA845</a>	Discursive Writing	L3	3
<a href="#">CBA847</a>	Essay Writing	L3	3
<a href="#">CBA785</a>	Examination Skills: Preparing for and Succeeding in an Examination	L3	3
<a href="#">CBB413</a>	Managing and Improving Own Learning	L3	3
<a href="#">CBA851</a>	Note-taking and Note-making	L3	3
<a href="#">CBB392</a>	Preparation for Higher Education	L3	3
<a href="#">CBB804</a>	Report Writing	L3	3
<a href="#">CBB803</a>	Sourcing and Reading Information	L3	3
<a href="#">CBB805</a>	Speaking and Listening Skills	L3	3
<a href="#">CBA788</a>	Using Information Technology	L3	3
<a href="#">CBA856</a>	Writing Standard English	L3	3

### Subject Specific Units (graded)

Education Studies			
Unit ID	Unit Name	Level	Credits
<a href="#">CBB096</a>	Becoming a Reflective Practitioner	L3	3
<a href="#">CBB723</a>	Children's Behaviour in Early Years Settings	L3	3
<a href="#">CBB716</a>	Children's Books	L3	3
<a href="#">CBB717</a>	Classroom Management	L3	3
<a href="#">CBB718</a>	Current Issues in Education	L3	3
<a href="#">CBB719</a>	Education and Special Educational Needs and Disabilities (SEND)	L3	6
<a href="#">CBA806</a>	Equality, Diversity and Anti-Discriminatory Practice	L3	3
<a href="#">CBB231</a>	Healthy Eating and Wellbeing in Children and Young People	L3	3
<a href="#">CBB720</a>	Inclusive Education	L3	3
<a href="#">CBB232</a>	Language Acquisition	L3	3
<a href="#">CBB722</a>	Literacy and Numeracy in Schools	L3	3

<a href="#">CBB724</a>	Planning and Delivering a Micro-Teaching Session	L3	3
<a href="#">CBB721</a>	Planning within the National Curriculum	L3	3
<a href="#">CBB234</a>	Play and Child Development	L3	3
<a href="#">CBB725</a>	Practice Placement in Education	L3	6
<a href="#">CBB726</a>	Using Digital Technologies in Education	L3	3

English Language and Literature			
Unit ID	Unit Name	Level	Credits
<a href="#">CBB111</a>	A Shakespeare Play	L3	3
<a href="#">CBB783</a>	Autobiographical Writing	L3	3
<a href="#">CBB112</a>	Comparing Two Texts	L3	3
<a href="#">CBB114</a>	Historical Development of the English Language	L3	3
<a href="#">CBB785</a>	Interpreting Poetry	L3	3
<a href="#">CBB786</a>	Response to Literature	L3	3
<a href="#">CBB118</a>	Short Fiction	L3	3
<a href="#">CBB787</a>	Studying a Novel	L3	3
<a href="#">CBB119</a>	Studying a Play	L3	3
<a href="#">CBB800</a>	The English Language in Use	L3	3
<a href="#">CBB122</a>	Writing Drama	L3	3
<a href="#">CBB784</a>	Writing Fiction	L3	3

History			
Unit ID	Unit Name	Level	Credits
<a href="#">CBB776</a>	African Independence from British Rule	L3	3
<a href="#">CBB739</a>	America's Vietnam War	L3	6
<a href="#">CBB777</a>	Apartheid in South Africa	L3	3
<a href="#">CBB740</a>	Historical Interpretation	L3	3
<a href="#">CBB778</a>	History of Immigration and Race Relations in Britain	L3	3
<a href="#">CBB779</a>	India's Independence	L3	3
<a href="#">CBB741</a>	Introduction to Primary and Secondary Sources	L3	3
<a href="#">CBB153</a>	Irish Nationalism, 1801-1922	L3	3
<a href="#">CBB742</a>	Israel and Palestine	L3	3
<a href="#">CBB743</a>	Lenin, Bolsheviks and the Russian Revolution*	L3	3
<a href="#">CBB745</a>	Revolutionary France 1789-1794	L3	3
<a href="#">CBB744</a>	The Black Death	L3	3
<a href="#">CBB746</a>	The Civil Rights Movement in the USA	L3	3
<a href="#">CBB747</a>	The Enlightenment	L3	3
<a href="#">CBB782</a>	The Rise of the Nazi Party in Germany	L3	3

<a href="#">CBB749</a>	The Russian Revolution*	L3	6
<a href="#">CBB750</a>	The Trans-Atlantic Slave Trade	L3	3

Mathematics			
Unit ID	Unit Name	Level	Credits
<a href="#">CBB602</a>	Handling Scientific Data	L3	3
<a href="#">CBB603</a>	Numerical Methods	L3	3

Psychology			
Unit ID	Unit Name	Level	Credits
<a href="#">CBB692</a>	Attachment Theory	L3	3
<a href="#">CBB694</a>	Child Development in Psychology	L3	3
<a href="#">CBB703</a>	Conformity and Obedience in Social Settings	L3	3
<a href="#">CBB697</a>	Developmental Psychology	L3	3
<a href="#">CBB700</a>	Human Memory	L3	3
<a href="#">CBB701</a>	Introduction to Psychology	L3	3
<a href="#">CBB702</a>	Introduction to Social Psychology	L3	3
<a href="#">CBB704</a>	Learning Theories	L3	3
<a href="#">CBB705</a>	Mental Health Conditions	L3	3
<a href="#">CBB132</a>	Prejudice and Discrimination	L3	3
<a href="#">CBB706</a>	Psychological Research: Sources and Ethics	L3	3
<a href="#">CBB691</a>	The Psychology of Aggression	L3	3

Science			
Unit ID	Unit Name	Level	Credits
<a href="#">CBB608</a>	Climate Change	L3	3
<a href="#">CBB587</a>	Patterns in Chemistry	L3	3

Social Policy			
Unit ID	Unit Name	Level	Credits
<a href="#">CBB751</a>	Child Protection and Legislation	L3	3
<a href="#">CBB274</a>	Disability and Social Inclusion	L3	3
<a href="#">CBB275</a>	Mixed Economy of Welfare in UK Society	L3	3
<a href="#">CBB753</a>	Safeguarding and Children's Welfare	L3	3



Sociology			
Unit ID	Unit Name	Level	Credits
<a href="#">CBB728</a>	Families in Society	L3	3
<a href="#">CBB729</a>	Introduction to Sociology	L3	3
<a href="#">CBB731</a>	Research Methods in Sociology	L3	3
<a href="#">CBB732</a>	Social Stratification	L3	3
<a href="#">CBB733</a>	Socialisation	L3	3
<a href="#">CBB727</a>	Sociology of Crime and Deviance	L3	3
<a href="#">CBB734</a>	Sociology of Education	L3	3
<a href="#">CBB735</a>	Sociology of Mass Media	L3	3
<a href="#">CBB736</a>	Sociology of Poverty	L3	3
<a href="#">CBB737</a>	Sociology of Sex and Gender	L3	3

## BARRED COMBINATIONS

\* The following units constitute barred combinations within this Diploma title and must not be delivered together on the same course.

### History

**The Russian Revolution** is barred with **Lenin, Bolsheviks and the Russian Revolution**

## **GUIDANCE AND SUPPORT MATERIALS:**

OCN London devised assignment briefs are available for the following units:

### **Study Skills**

Essay Writing  
Examination Skills: Preparing for and Succeeding in an Examination  
Sourcing and Reading Information  
Note-taking and Note-making  
Preparation for Higher Education  
Reading and Comprehension of Texts  
Report Writing  
Speaking and Listening Skills  
Writing and Delivering Seminar Papers  
Writing Standard English

### **Subject Specific Units**

Developmental Psychology  
Equality, Diversity and Anti-Discriminatory Practice  
Extended Project  
Families in Society  
Handling Scientific Data  
Interpreting Poetry  
Introduction to Psychology  
Introduction to Sociology  
Mixed Economy of Welfare in UK Society  
Safeguarding and Children's Welfare  
Sociology of Crime and Deviance  
Sociology of Education  
Studying a Play

### **Online Learning Materials**

The following online support materials are available:

Essay Writing  
Extended Project  
Sourcing and Reading Information  
Note-taking and Note-making  
Preparation for Higher Education  
Reading and Comprehension of Texts  
Writing Standard English

These online learning materials can be used as part of your teaching or an induction to the course. It is expected that the learners will still receive teaching on these topics and assignments must be set for them by their tutor and assessed by the centre.

The courses can be accessed via the OCN London website or incorporated into your own VLE or online delivery systems. If you have any queries, please contact Sarah Francis ([sarah@ocnlondon.org.uk](mailto:sarah@ocnlondon.org.uk))

All OCN London devised assignment briefs can be found in the [Access Centre Area](#) on the OCN London website (login required).

Further resources and guidance including tutor guidance documents, marketing materials, forms, templates and checklists can be found in the above area of the website (login may be required).

If you are interested in delivering this Diploma, please contact Michelle Wood (Access to HE Development Co-ordinator) at [michelle@ocnlondon.org.uk](mailto:michelle@ocnlondon.org.uk).