



Access to HE Diploma Specification

Access to HE Diploma (Nursing)

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 (Nursing)

Learning aim code: 40011732

Validation start date: 1st August 2019

Validation end date: 31st July 2024

SSA sector code:

- Tier 1: 1 – Health, Public Services and Care
- Tier 2: 1.2 – Nursing and Subjects and Vocations Allied to Medicine

DIPLOMA AIMS

The Access to HE Diploma (Nursing) 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 Nursing. 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 Nursing.

POTENTIAL PROGRESSION ROUTES

Learners primarily progress to Higher Education study in areas related to Nursing. These may include some of the following areas of Degree level study: Adult Nursing, Biological Sciences, Child Nursing, Health and Social Care, Health Promotion and Public Health, Learning Disabilities Nursing, Mental Health Nursing, Midwifery, Occupational Therapy, Public Health 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 Science lab for science-based units.
- 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 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 (Nursing) 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 @ L2 6 @ L3	6 @ L2 or L3	15
Human Biology	Graded	n/a	21 @ L3	21
Subject Specific Units	Graded	3 @ L3	21 @ L3	24

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 7.

APPROVED UNITS

Mandatory Units

Unit ID	Unit Name	Level	Credits
CBA847	Essay Writing (ungraded)	L3	3
CBA782	Reading and Comprehension of Texts (ungraded)	L3	3
CBB305	Arithmetic Skills for Health Studies (ungraded)	L2	3
CBB269	The Role of the Health or Social Care Professional (graded)	L3	3

Study Skills (ungraded)

Unit ID	Unit Name	Level	Credits
CBA785	Examination Skills: Preparing for and Succeeding in an Examination	L3	3
CBA851	Note-taking and Note-making	L3	3
CBB392	Preparation for Higher Education	L3	3
CBB804	Report Writing	L3	3
CBB803	Sourcing and Reading Information	L3	3
CBB805	Speaking and Listening Skills	L3	3
CBA788	Using Information Technology	L3	3
CBA855	Writing and Delivering Seminar Papers	L3	3
CBA856	Writing Standard English	L3	3

Subject Specific Units (graded)

Human Biology (21 @ L3)

Unit ID	Unit Name	Level	Credits
CBB071	Anatomy and Physiology	L3	6
CBB556	Blood*	L3	3
CBB508	Cells	L3	3
CBB553	Genes and Inheritance	L3	3
CBB550	Disease and Immunity	L3	6
CBB032	Homeostasis and Controlling Factors in the Body	L3	3
CBB302	Human Tissues and Systems	L3	3
CBB554	Nutrition, Digestion and Excretion	L3	6
CBB557	The Cardiovascular System*	L3	3
CBB561	The Reproductive System	L3	3
CBB562	Transport and Respiration*	L3	6

Optional Subject Specific (21 @ L3)

Nursing Studies			
Unit ID	Unit Name	Level	Credits
CBB096	Becoming a Reflective Practitioner	L3	3
CBB257	Communication Skills in a Professional Setting	L3	6
CBB258	Dementia Care	L3	3
CBB274	Disability and Social Inclusion	L3	3
CBB259	Ethical Dilemmas	L3	3
CBB260	Health and Community Care	L3	3
CBB235	Health and Wellbeing	L3	3
CBB261	Health Care Provision	L3	3
CBB263	Health Promotion and Health Education	L3	3
CBB276	Introduction to Working with Communities	L3	3
CBB266	Reflection on a Workplace Setting in Health or Social Care	L3	6

Psychology			
Unit ID	Unit Name	Level	Credits
CBB692	Attachment Theory	L3	3
CBB703	Conformity and Obedience in Social Settings	L3	3
CBB698	Health and Illness*	L3	6
CBB699	Health Psychology*	L3	3
CBB701	Introduction to Psychology	L3	3
CBB705	Mental Health Conditions	L3	3
CBB132	Prejudice and Discrimination	L3	3
CBB706	Psychological Research: Sources and Ethics	L3	3
CBB707	Stress and Health*	L3	3

Sociology			
Unit ID	Unit Name	Level	Credits
CBB728	Families in Society	L3	3
CBB262	Health Inequalities*	L3	3
CBB729	Introduction to Sociology	L3	3
CBB267	Sociology of Health*	L3	3
CBB737	Sociology of Sex and Gender	L3	3

Social Policy			
Unit ID	Unit Name	Level	Credits
CBB754	Development of the Welfare State	L3	3
CBB275	Mixed Economy of Welfare in UK Society	L3	3

CAA848	The British Law in Health and Social Care	L3	3
CBB755	The National Health Service	L3	3

Extended Project			
Unit ID	Unit Name	Level	Credits
CBA786	Extended Project	L3	6

BARRED COMBINATIONS

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

Human Biology

Transport and Respiration is barred with the following units:

- Blood
- The Cardiovascular System

Psychology

The following group of units is a barred combination. Only one unit can be delivered from the following:

- Health Psychology
- Health and Illness
- Stress and Health

Sociology

Sociology of Health is barred with **Health Inequalities**

GUIDANCE AND SUPPORT MATERIALS:

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

Study Skills

Arithmetic Skills for Health Studies
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

Anatomy and Physiology
Attachment Theory
Blood
Cells
Communication Skills in a Professional Setting
Development of the Welfare State
Disease and Immunity
Ethical Dilemmas
Extended Project
Families in Society
Health Inequalities
Homeostasis and Controlling Factors in the Body
Human Tissues and Systems
Introduction to Psychology
Introduction to Sociology
Mental Health Conditions
Mixed Economy of Welfare in UK Society
Nutrition, Digestion and Excretion
The Cardiovascular System
The Reproductive System
The Role of the Health and Social Care Professional

Online Learning Materials

The following online support materials are available:

Arithmetic Skills for Health Studies
Cells
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)

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.