

One Awards Provider Guide to Access to HE Unit Development



All units within the QAA Access to HE Diploma share a common unit specification and must provide the following information in a standard template to comply with QAA requirements:

- **Title** – This should be specific and reflect exactly what the unit is about
- **Level** – This can be set at Level 2 or Level 3
- **Credit value** – This can be 3, 6 or 9 – each credit represents 10 notional hours of learning
- **Unit code** – The unique code identifies the unit and is set by One Awards
- **Learning outcomes** – These outcomes follow specific conventions – see ‘General Comments’ below
- **Assessment criteria** – These are specific and measurable criteria where students can demonstrate skills and/or knowledge acquired – see ‘General Comments’ below
- **Grade descriptors** - (for Level 3 graded units only – see One Awards’ Guide to the Assessment and Grading of the Access Diploma)
- **Type of unit** - (whether it is concerned with academic subject content or not)

In addition, One Awards requires the following sections to be completed:

- Assessment strategy guidance
- Indicative content

The information in these sections provides guidance for assessment planning and helps to eliminate wide variations in outcome interpretation, thereby facilitating a standardised approach when awarding grades across diplomas and across providers.

All new units, or ones that undergo major revisions, have to be considered by a validation panel before they can be approved by the Access to HE Committee. The aim of this guide is to help providers complete the unit template to be panel ready.

This guidance relates to QAA Licence Criteria: 59, 62, 80, 83, 87

General comments:

All units are constructed in the same way. They each have a set of defined **Learning Outcomes** which explicitly state the learning that **will** be achieved upon successful completion of the unit. Each Learning Outcome reflects the learner’s acquisition of one of the following: knowledge, understanding or ability and should not incorporate the learning activities or processes involved. Consequently, **all** learning outcomes must begin with one of three verbs, identifying what a learner will **‘Know’**, **‘Understand’** or **‘Be able’** to do. Learning outcomes within a unit should provide a coherent set of statements which relate to each other and to the title and level of the unit. **All Access to HE units must contain learning outcomes that assess both knowledge and skills.** Therefore, it is expected there will be a mix of **‘Understand’** or **‘know’** and **‘Be able to’** to comply with this QAA requirement. The latter can be used to assess academic skills such as analysis and evaluation.

Each Learning Outcome has an associated set of **Assessment Criteria** which define what a learner has to do in order to produce evidence that they have achieved the learning outcome. All of the Assessment Criteria associated with a Learning Outcome

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must be completed, to the required standard, before a learner is deemed to have achieved each Learning Outcome. Similarly, all Learning Outcomes must be achieved for learners to successfully complete a unit.

Assessment Criteria usually begin with a verb which expresses a physical or cognitive action. Although many verbs are used across the various levels of learning, some verbs are associated with particular levels. For example, the verbs **List and State** are usually associated with (although not confined to) Entry or Level 1 learning whilst the verbs **Analyse** and **Evaluate** are more often associated with Level 3 (and above) learning.

Common verbs used in Assessment Criteria include:

Describe	give an account of an idea or situation – normally used at Level 2
Explain	make an idea or situation clear by describing in detail or revealing relevant facts – normally used at Level 2
Identify	say who or what something is – normally used at Levels 1 or 2
Evaluate	judge the value, quality, importance, extent, or condition of something – normally used at Level 3
Assess	determine the nature, ability or quality of something – Normally used at Level 3
Analyse	examine methodically and in detail the constitution or structure of something (especially information), typically for purposes of explanation and interpretation – normally used at Level 3
Demonstrate	give a practical exhibition of how something is performed e.g. a skill or a craft – normally used at Level 2 or Level 3
Outline	broad description or plan showing the essential features of something rather than the detail – normally used at Levels 1 or 2

There are many verbs which could be used so please discuss your specific requirements with the Product Manager, Access to HE at One Awards and/or to the latest guidance from the Regulated Qualifications Framework (RQF).

It is important to remember that verbs, perceived as Level 2 for example, could be used in a Level 3 unit provided that the learning involved is of sufficient complexity and so the use of any of them will ultimately depend on the context of the unit.

Top Tip! Remember: Learning outcomes must articulate what a learner will achieve at the end of the learning experience, and not the learning process or the activities incorporated in the learning process.

Completing the unit template

The next two pages show the One Awards unit template including advice and guidance on how best to complete each section. This is not intended to be exhaustive but simply an illustration of the sort of information that is required. Access to HE Diploma qualifications are special and different to any other qualification currently available via the RQF and so rules which apply to units in other qualifications may not apply to Access to HE units so you should always consult One Awards if you are in any doubt as to what is expected.

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Unit Title: This should be clear, concise and specific
Unit Level: This will be at 2 or 3
Unit Credit Value: This will be 3, 6 or 9 – discuss with One Awards
Unit Type: Academic Subject Content (graded units) / Other (ungraded)
Unit Code: <i>One Awards to complete</i>
Unique Reference Number: <i>One Awards to complete</i>
Unit Review Date: <i>One Awards to complete</i>

This unit is approved for inclusion in the Access to HE Diploma only

Purpose of the Unit:	This section should begin with ‘The purpose of this unit is to enable students to....’ and then you should provide sufficient information to convey what the learners will learn and be able to do upon completion of the unit.	
Grade descriptors to be used for this unit:	<ul style="list-style-type: none"> 1 – Understanding of the subject 2 – Application of knowledge 3 – Application of skills 4 – Use of information 5 – Communication and presentation 6 – Autonomy and/or independence 7 – Quality 	You may choose any from these that are appropriate to the unit. To comply with QAA requirements you must choose at least <u>2</u>, one of which <u>must</u> be Grade Descriptor 7. Select those descriptors which give students the best possible opportunities of achieving the highest grades.

This unit has **(number of LOs - see below)** learning outcomes.

Learning Outcomes:	Assessment Criteria
The learner will:	The learner can:
1. Be able to....	1.1 Explain.... 1.2 Analyse...
2. Know how to...	2.1 Demonstrate.... 2.2 Evaluate....
3. Understand that...	3.1 Analyse.... 3.2 Evaluate...

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Learning Outcomes:	Assessment Criteria
The learner will:	The learner can:
4. Know that...	4.1 Assess.... 4.2 Evaluate...

The combination and use of verbs in both the Learning Outcomes and Assessment Criteria are ultimately determined by the nature and level of the unit. It is good practice to have 2 or more assessment criteria associated with each learning outcome.

ASSESSMENT INFORMATION

One Awards promotes the use of a range of methods to assess the skills and knowledge of learners. Please refer to the Assessment Definitions document (available in the One Awards Handbook) which provides guidance on the use of assessment activities at different levels, the evidence which could be generated from these activities and ways in which the assessment activities could be managed.

When planning assessment tasks for this unit, centres should ensure that the selected assessment methods are relevant to the subject, the assessment criteria and the needs of learners in preparing them for Higher Education.

All assessment practice for this unit should take an active account of equality and diversity issues. Centres should refer to the guidance in the One Awards Access to Fair Assessment Policy (available in the One Awards Handbook).

Completed by One Awards Only

Indicative content

The following content could be used in the delivery of the unit:

Provide specific advice and guidance here which any delivering tutor could follow. This helps providers adopt a more standardised approach to assessment and delivery which in turn helps with recognition of achievement and aligning grading decisions across diplomas and providers.

Information should be provided by learning outcome, examples below:

Learning Outcome 1

Physical, social, emotional development of the child 0-18 years. Risks children and young people are more susceptible to at different ages/stages. Importance of social work knowledge in human growth and development (with reference to Professional Capabilities Framework)

Learning Outcome 2

Physical, learning, neurological and sensory disabilities. Medical and social model of disability. Impact of caring for children with additional needs upon main carers, families, including young carers. Services and systems of support for children with

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disabilities, including statutory framework where a child/young person in a Child in Need because of disability.

Assessment guidance

The following assessment strategy could be used:

You should provide specific advice and guidance here which any delivering tutor could follow. This helps providers adopt a more standardised approach to assessment and delivery which in turn helps with recognition of achievement and aligning grading decisions across diplomas and providers.

Information should be provided for each learning outcome and these should be grouped together, whenever appropriate, to help reduce the number of assessments. As a very general rule of thumb for a 9 credit unit, aim for a maximum of three assessments and for a 3 credit unit, one or two assessments but this will depend upon the number of learning outcomes, and how they are related, examples below:

Learning Outcome 1

Create a handout/pamphlet (500 words) and deliver a presentation which analyses effective strategies of communication with

Learning Outcome 2 & 3

Write a report (1500) words that evaluates effective inter-agency and multi-agency working, making reference to specific working partnerships a social worker might work within. Reference should also be made to keys acts and policies.