



EduQual Award in Access to Hospitals (SCQF Level 6)

QUALIFICATION SUMMARY

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1 Introduction and Summary

The EduQual Award in Access to Hospitals (SCQF Level 6) is a Qualification equivalent to a Regulated Qualifications Framework (RQF) Qualification at Level 6 Qualification. It offers Learners the knowledge and skills needed to develop an understanding of the models, tools and techniques used in access to hospitals. The Qualification has been mapped to the National Occupational Standards in various sectors, and Learners will be able to develop the competencies they need to enter work in this discipline.

The Qualification has been produced to conform to the requirements of the RQF.

2 Aims

The aims of this Qualification will enable Learners to:

- to meet the needs of healthcare company personnel who are required, as part of their employment, to gain access to clinical care areas
- to meet the regulations of Hospital management, thus safeguarding patients and hospital employees.
- to give the person entering the patient treatment area the necessary knowledge to map and develop into his / her area of expertise
- to orientate the company representative to the accepted hospital policies and best practice with reference to department of health regulations and clinical governance.

3 Teaching, Learning and Assessment

Teaching and learning will be undertaken using a range of face-to-face learning, whether online or through tutor directed study, lectures, seminars and tutorials. Learners will be encouraged to develop their skills in self-directed learning, which will take place outside the formal classroom environment. Formative assessments will arise through projects, case studies, research and testing wherever appropriate.

Summative assessment will be through responses to assignments enabling Learners to demonstrate their understanding of the subjects they have studied.

4 Entry Requirements

There are no restrictions to Learner entry.

5 Recognition of Prior Learning (RPL)

RPL (sometimes referred to as APL) may be claimed by a Learner in situations where:

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- The Learner has already studied SCQF / RQF-equivalent Level 4 or 5 Units that are also equivalent to the Learning Outcomes of the Units of this Qualification.
- The Learner can also produce evidence to demonstrate how each of the assessment criteria have already been met.

In such a case, those matching Units can be exempted from study, credits can be claimed, and the evidence supporting the RPL claim can be included in the Learner's portfolio of evidence when claiming the Award.

6 Progression

Centres will need to review the entry profile of Qualifications and / or experience held by applicants, considering whether this profile shows an ability to progress to a higher-level Qualification.

7 Curriculum

The EduQual Award in Access to Hospitals (SCQF Level 6) is an SCQF Level 6 (RQF equivalent Level 3) Qualification consisting of **ONE** Unit, as shown:

EduQual Award in Access to Hospitals (SCQF Level 6) Compulsory Unit		
Unit Title	SCQF Level	Credits
Unit 1: Access to Hospitals	6	3
Total Credits		3

8 National Occupational Standards (NOS)

Some Units in the EduQual Award in Access to Hospitals relate to various National Occupational Standards. For more information on how these Units relate to the NOS Units, please contact us at info@eduqual.org.uk.

9 Learning / teaching methods and strategies

The Learning Outcomes will be achieved by the use of the following learning and teaching methods and strategies:

- A variety of teaching and learning strategies, including lecture, seminar, case study and video.
- Team teaching on specific modules to foster integration between various aspects of accessing hospitals
- Independent and group activities (class and non-class based) through which good practice can be shared and exchanged.
- Live and simulated case studies.
- Speakers and subject specialists.
- Personal and professional self-reflection, including feedback from colleagues and superiors.
- The creation of a learning environment that fosters debate and constructive argument.
- Units which encourage Learners to assess theory and leading-edge practice, with a view to creating new concepts and practices for the future.
- Practical projects which foster originality of thought and enterprise.
- Learner Management Systems (online platforms for delivering, tracking, and managing educational courses or training programmes)

10 Assessment Methods and Strategies

The following assessment strategies will be adopted to achieve the Learning Outcomes:	
Assessments in the form of management reports with a strong practical and professional orientation to the workplace may include:	
•	Case studies which examine key issues relating to access to hospitals
•	Group presentations which present arguments in a coherent and insightful manner
•	Project work carried out and reported upon based on work experience
Formative assessment may include:	
•	Peer review of work between individuals and groups
•	Material presented in class – either individually or as a group – where clarity of argument and evidence is supported with appropriate references
•	Feedback in class situations on topics of current interest
•	Evidence of breadth of research, including internet sources, where appropriate to the curriculum topics covered
Summative assessment may be by assignment which may include work such as:	
•	Observation of performance in the work environment
•	Examining products of work, such as: ○ Individual or group presentations which coherently and concisely present analysis of access to hospitals issues ○ Examination (seen or unseen) ○ Coursework assignments (including problem solving activities, simulations, consultancy projects, individual and group reports, as well as more conventional written forms such as essays and other discursive assignments)
•	Questioning the Learner
•	Reflective forms of assessment (e.g. portfolios, Learner logs, and peer engagement).