

# **Access to HE Diploma Guide**

## **Business Management and Technology**

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## About this Access to HE Diploma guide

This Access to HE Diploma specification is intended for Tutors, Assessors, Internal Quality Assurers, Quality Managers and other staff within Gateway Qualifications Access to HE approved providers/or prospective providers.

It sets out what is required of the student in order to achieve the Access to HE Diploma. It also contains information specific to managing and delivering the Access to HE Diploma (s) including specific quality assurance requirements.

The guide should be read in conjunction with the Gateway Qualifications Access to HE Provider Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer this Access to HE Diploma you must be a Gateway Qualifications recognised centre and approved to offer Access to HE Diplomas.

If your centre is not yet recognised, or diploma approved, please contact our Development Team to discuss

Telephone: 01206 911211

Email: [enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)

Website: <https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/>

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## 1. Diploma Information

### 1.1 Overview of the Access to Higher Education Diploma

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The Access to Higher Education (HE) Diploma is a nationally recognised qualification with common requirements relating to the description of student achievement. The Diploma is:

- a level 3 qualification, regulated by the Quality Assurance Agency (QAA) for Higher Education
- a unitised qualification, based on units of assessment which are structured in accordance with the Access to HE unit specification
- a credit-based qualification, operated in accordance with the terms of the Access to HE credit specification
- a graded qualification, as determined by the Access to HE Grading Scheme

Details of the credit framework and requirements relating to the award of credit are provided within the Quality Assurance Agency Recognition Scheme for Access to Higher Education: The Access to Higher Education Diploma specification 2013.

Individual named Diplomas are identified by separate titles and are validated at by Gateway Qualifications as an Access Validating Agency (AVA) recognised by the Quality Assurance Agency for Higher Education (QAA). Each Diploma has its own approved set of units of assessment, governed by rules of combination, which are appropriate to the subject of the particular Diploma. The common grading requirements apply to all individual Diplomas.

### 1.2 About this Diploma

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The course will provide a fit for purpose curriculum which allows for students to develop foundational knowledge and core skills which would support HE studies. Fit for purpose includes not only the content, but mechanisms of learning and assessment which challenge and develop students' ability to deal with HE work.

### 1.3 Purpose

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The primary purpose of Access to HE Diplomas is to provide higher education progression opportunities for adults who, because of social, education or individual circumstances, may have achieved few, if any, prior qualifications.

### 1.4 Aims

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The qualification aims to:

- reintroduce learners to education recognising prior skills and experience and the particular needs of those returning to learn
- offer learners a responsive, supportive return to learn experience at a level appropriate for entry to HE
- develop the appropriate skills such as study skills that are necessary to enable learners to succeed in their HE career

- address issues of widening participation and social inclusion
- raise student awareness of the opportunities that a return to study and lifelong learning can bring.

## 1.5 Objectives

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The objective of the Diploma is to enable learners to:

- satisfy the general academic requirements for entry to Higher Education
- prepare learners for HE level study generally and in subject areas appropriate to an intended HE course destination
- demonstrate appropriate levels of competence in subject specific skills and knowledge
- demonstrate practical, transferable and academic skills
- develop their confidence and ability to cope with a return to education at an advanced level
- enhance personal and career opportunities
- develop as independent and lifelong learners.

## 1.6 Sector Subject Area

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15.3 Business Management

## 1.7 Target groups

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Adults who, because of social, educational or individual circumstances may have achieved few, if any, prior qualifications and wish to progress to HE.  
Students wishing to progress to a Business/Business Management degree pathway.

## 1.8 Delivery methods

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Delivery methods for the Access to HE Diploma (Business Management and Technology) can include:

The delivery format will be left to the decision of the provider, with support from Gateway Qualifications

Assessment Methods should include:

The course will provide the student with a range of assessment methodology to support preparation to HE. This will include report and essay writing, giving presentations, literature researching, examinations, workbooks, portfolios, practical experiments etc. The assessment calendar will be available at the beginning of the academic year and students will be made aware of the hand in dates. It would be anticipated that some assessment could be completed in electronic formats e.g. electronic portfolios.

## **1.9 Achievement methodology**

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The Diploma will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process.

The qualification is therefore determined by successful achievement of all required unit assessments with no further requirement for additional/terminal assessment.

## **1.10 Geographical Coverage**

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This qualification has been approved by for delivery in England.

## 1.11 Progression Opportunities

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Following successful completion of the Access to HE Diploma () learners may progress to the following:

Business Management and Business related programmes  
ICT related pathways

The qualification does not provide guaranteed entry to UK higher education.

## 1.12 Equality, Diversity and Inclusion

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It is Gateway Qualifications' aim that there shall be equal opportunities and so meet the organisation's legal responsibilities to prevent discrimination.

In accordance it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

## 2. Student Entry Requirements

### 2.1 Age

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The course is designed to meet the needs of adults who have been out of full time education for a significant period of time and who have not achieved some or any formal qualifications. This generally would apply to learners over the age of 19.

### 2.2 Prior Qualifications

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There is no requirement for learners to have achieved prior qualifications or units prior to undertaking this qualification.

Providers may ask learners for GCSEs as a mark of ability at Level 2 as an appropriate entry requirement to a Level 3 course. This also establishes HEI destination qualifications for Nursing, teaching etc. where these are required as part of the HEI application.

### 2.3 Prior Skills/Knowledge/Understanding

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There is no requirement for learners to have prior skills, knowledge or understanding. However, learners would be expected to be able to demonstrate the skills and ability to study at Level 3.

### 2.4 Access to qualifications for learners with disabilities or specific needs

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Gateway Qualifications and recognised providers have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the rigour of the assessment used to evidence the criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would disadvantage a student with a disability, medical condition or learning need.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials
- adaptation of the physical environment for access purposes
- adaptation to equipment
- assessment material in an enlarged format or Braille
- permitting readers, signers, scribe, prompter, practical assistant
- changing or adapting the assessment method
- extra time, e.g. assignment extensions
- transcript

- use of assistive software where the software does not influence the learners' ability to demonstrate the skills, knowledge or understanding eg use of spellchecker in an English assessment
- using assistive technology
- use of CCTV, coloured overlays, low vision aids
- use of a different assessment location
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular learner may be unique to that individual and may not be included in the list of available access arrangements specified above.

Details on how to make adjustments for learners is set out in the Reasonable Adjustment and Special Considerations Policy and Procedures.

## 2.5 Additional Requirements/Guidance

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Learners must have a UK address (including BFO) to be registered on an Access to HE Diploma.

## 2.6 Recruiting Learners with Integrity

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It is vital that providers recruit with integrity. Providers must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs.

The recruitment process must include the provider undertaking the assessment of each potential student and making justifiable and professional judgements about the student's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification.

## 3. Achieving the Access to HE Diploma

### 3.1 Qualification Specification

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The generic requirements for the Access to HE Diploma are that learners must achieve a total of 60 credits of which 45 credits must be achieved at level 3 from graded units that are concerned with academic subject and the remaining 15 credits can be achieved at level 2 or level 3 from units which are ungraded. It is recommended you include no more than 6 ungraded 'academic subject content' credits. The ungraded credits can be mandatory or optional within the Diploma. The approved Rules of Combination for this qualification are detailed below.

Where there is a selection of optional units within the permitted rules of combination, the selection of units to be used to form the Diploma course must be made before the learners are registered. Learners must be registered with Gateway Qualifications within 12 weeks of the start of the course or before application to UCAS, whichever is soonest.

### 3.2 Rules of Combination

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The structure sets out the units required to be achieved the Access to Diploma, comprising of:

- Graded Academic mandatory units – Level 3
- Graded Academic optional units - Level 3
- Graded Research units - Level 3
- Ungraded units – Level 2/3.

Learners must achieve a total of 60 credits and meet unit group requirements.

Learners must complete a total of 60 credits of which 45 credits must be achieved at level 3 from graded units which are concerned with academic subject content and the remaining 15 credits must be achieved at level 3 from units which are ungraded.

### Mandatory Units: Graded Academic Subject Content

Learners must achieve 39 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
QU016671	Business Planning and Budgets	3	6	Academic	1, 2, 4, 5, 7	Report, research review. Presentation and evaluation. SAQ analysis	1500 words 500 words 15 minutes and 250 words 500 words
QU010428	Computerised Accounts	3	3	Academic	3, 4, 7	Report and case study response	1500 words in total x 2
QU006243	Computer Systems – Networks and Communications	3	3	Academic	1, 7	Information leaflet, short answer questions	1500 words in total
QU016681	Effective Business Processes	3	6	Academic	1, 2, 4, 5, 7	Portfolio of evidence	3000 words
QU018222	External Factors Affecting Business	3	3	Academic	2, 7	Presentation, Exam	10 minutes 1 hour
QU011411	IT Applications – Applications Software	3	3	Academic	3, 7	Portfolio of work	1500 words
QU011414	IT Applications – Website Development	3	3	Academic	2, 3, 7	In class computer testing	2 hours
QU018224	Leadership	3	6	Academic	2, 4, 7	Group role play activity with preparation notes, exam	20 minutes 500 words 1.5 hours
QU018262	Marketing	3	3	Academic	2, 4, 7	Evaluation of contemporary marketing campaign, short answer questions	1200 words 300 words
QU011726	Spreadsheets	3	3	Academic	3, 7	Case study analysis, spreadsheet, report	500 words Spreadsheet 1000 words

### Optional Graded Units

Learners must achieve 6 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment methods	Assessment Volume
QU007933	Research Project – Methodology	3	6	Academic	2, 3, 4, 6, 7	Research plan, Report	300 words 3000 words
QU018366	Research: Extended Research Project	3	6	Academic	2, 3, 4, 6, 7	Project plan, Journal and reflection, Project	200 words 600 words 2800 words
QU007912	Research: Extended Writing Project	3	6	Academic	2, 3, 4, 6, 7	Research essay Academic interview	3000 words 15 minutes

**Units: Ungraded**

Learners must achieve 15 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment methods	Assessment Volume
QU018346	Academic Reading Skills	3	3	Other	Examination	1.5 hours closed book
QU025276	Academic Writing Skills	3	3	Other	Notes from a range of sources, Essay Plan, Essay	300 words 200 words 1000 words
QU007486	Application of Number – Interpreting and Presenting Information	3	3	Other	2 x controlled assessments	2 x 60 minutes
QU007560	Communication – Speaking and Listening	3	3	Other	Presentation, Preparation, Group Discussion	5 minutes 250 word notes 15-20 minutes
QU26150	Computer Data Protection	3	3	Other	Structured Questions, Case Study Analysis	750 words 750 words
QU007580	Examination Skills	3	3	Other	2 Examinations, Revision Timetable, Plan	2 x 2 hours 500 words
QU025532	Preparation for Higher Education	3	3	Other	Analysis, UCAS Statement, Preparing for interview questions, Chart	1500 words in total
QU018352	Presentation Skills	3	3	Other	Presentation, Answer Questions, Self Evaluation	5 minutes 5 minutes N/A
QU027084	Presenting Information Using ICT	3	3	Other	Research Notes,	1500 words in total

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment methods	Assessment Volume
					Presentation Handouts, Create Presentation	
QU028487	Promoting Wellbeing and Building Resilience	3	3	Other	Report	1500 words
QU007654	Self Assessment and Personal Tutorial	3	6	Other	SWAT Analysis, Action Plan, Reflective Account	300 words 800 words 2 x 1000 words
QU025609	Work Placement	3	3	Other	Evaluation of Work Placement, Evaluation of Structure, Evaluation of Work Experience	1500 words in total
QU026155	Writing Reports	3	3	Other	Report plan, Presentation of report plan, Report	Plan 2-3 minutes 1000 words

### 3.3 Additional completion requirements

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Learners will probably require a pass in maths and English at Level 2 / GCSE to progress onto a degree course. Delivery providers should make learners aware of HEI course entry requirements.

### 3.4 Recognition of Prior Learning

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Recognition of prior learning is a process that considers if a learner can meet the specified assessment requirements through knowledge, understanding or skills that they already possess and that can contribute towards the attainment of a qualification for which they are undertaking.

For further information please refer Annex C, Access to HE Diploma Specification, <https://www.accesstohe.ac.uk/AboutUs/Publications/Documents/Access-Diploma-Specification.pdf>

## 4. Access to HE Units of Assessment

### 4.1 Unit specification

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A common unit specification applies to all units with Access to HE Diplomas the unit specification follows a standard template covering the following elements:

- title
- level
- credit value
- unit code
- learning outcomes
- assessment criteria
- grade descriptors
- type of unit (academic subject content or not).

The units of assessment for this Access to HE Diploma are contained within this Access to HE Diploma Guide.

### 4.2 Academic subject content

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A unit is classified as having academic subject content, if the unit's knowledge and skills are directly related to the subject of the name of the Access to HE Diploma. Units will not meet the academic subject content requirement if they are principally concerned with personal development, generic English or mathematics, or study skills.

### 4.3 Graded and ungraded units

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**Graded units** – grading operates at unit level and only applies to units which have been approved by Gateway Qualifications within a named Access to HE Diploma. Student achievement for graded units is recorded as Pass, Merit or Distinction for each unit, as set out in the QAA Access to HE Grading Scheme, 2012. Graded units will also satisfy the criteria of academic subject content.

There is a common set of broad generic grade descriptors which are used as the basis for all grading judgements on all courses:

- 1 Understanding the subject
- 2 Application of knowledge
- 3 Application of skills
- 4 Use of knowledge
- 5 Communication and presentation
- 6 Autonomy / Independence
- 7 Quality.

The seven grade descriptors are not subject specific. They can, however, through careful selection and in appropriate combinations, be used on all courses, with all units and for all

assignments. The descriptors to be used with a particular unit are selected with reference to the main aspects of student performance that need to be taken into account when grading decisions are made for that unit. They are formally assigned to the unit when it is validated.

Each of the seven grade descriptors comprises two sets of components, one which describes characteristics or qualities typical of performance at merit, and a parallel set of components which describes typical performance in the same areas at distinction. (There are no components for pass, because a pass grade is gained when a student meets the learning outcomes, but does not achieve the standard required for merit.) Some of these components are more relevant to certain subjects than others and some particular terms are also more relevant for use with particular types of assessment than others. In order to ensure the grade descriptors are relevant for specific assignments, tutors identify the components of the descriptors being used that are most relevant for the particular assignment. The selected components of the descriptors (at merit and distinction) are then included in the assignment brief(s).

The grading scheme is not based on an assumed one-to-one relationship between the grade descriptors and learning outcomes (although it is possible that in some units, because of the way the learning outcomes have been structured, something close to a one-to-one relationship may emerge). In general, however, judgements about student work in relation to grading apply across the work for a unit, whether that unit is assessed through one, or more than one, assignment.

The full Grade Descriptors can be accessed by the following link, which also provides detailed information on grading:

<http://www.accesstohe.ac.uk/AboutUs/Publications/Documents/Access-Grading-Scheme-Section-B.pdf>

## 4.4 Revisions to Access to HE Units of Assessment

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Gateway Qualifications reserves the right to review and amend units of assessment and will issue providers notification of the changes to the units of assessment. Gateway Qualifications undertakes regular unit reviews to ensure currency of units, providers are required to use updated versions where units are replaced.

## 5. Assessment and Quality Assurance

### 5.1 Provider Requirements

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Providers must be approved by Gateway Qualifications as a centre and are required to ensure that:

- the main base is in the UK
- systems are in place to ensure that only learners with a UK address (including BFO) are registered for an Access to HE Diploma
- there are clear arrangements for the day-to-day operational management and coordination of Access to HE delivery.
- there are appropriate facilities and resources at each site, and for each mode of delivery
- staff have the professional competence and skills to teach and assess necessary to teach and assess the units available on the Diploma
- arrangements are in place to provide pre-course guidance to applicants and criteria for selection and admission to Access to HE Diplomas, and are consistent with QAA requirements with respect to admissions.  
<https://www.accesstohe.ac.uk/AboutUs/Publications/Documents/Guidance-admission-of-learners-AHE-07.pdf>.
- expertise and resources to provide information, advice and guidance on HE applications and progression opportunities.
- Systems for maintaining secure records of individual learners' registration and achievement
- internal moderation arrangements that meet Gateway Qualification requirements.
- arrangements for internal course monitoring and self-evaluation and feedback
- procedures and criteria for the recognition of prior learning that meet Gateway Qualifications requirements.
- quality assurance procedures relating to the delivery of provision, including transparent processes for handling appeals and complaints.

Providers should refer to the Gateway Qualifications' Access to HE Provider Handbook for further information on centre requirements.

### 5.2 Staffing Requirements

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Providers are required to ensure that:

- staff have the professional competence and skills to teach and assess necessary to teach and assess the units available on the Diploma
- staff have expertise to provide information, advice and guidance on HE applications and progression opportunities.

### 5.3 Facilities and Resources

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The facilities and resources required for the delivery of this pathway include classrooms, SMART boards, access to ICT facilities.

Alongside this the centre must be able to demonstrate a strong internal quality assurance infrastructure. This includes a robust internal verification procedure and policy, sufficient IQAs, assessment strategy including malpractice and RPL policy. These will be used to compliment those issued by Gateway Qualifications.

### 5.4 Assessment

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Recommended assessment methods for each unit within a diploma are identified in section 3.2 [Rules of Combination](#). To provide greater flexibility for Centres to develop an assessment strategy that meets the needs of their individual learners, Centres can select an alternative assessment method for the units(s) within the diploma using the equivalence guidance published on the website.

The guidance includes the expected assessment volume for different assessment methods and should enable Centres to choose alternatives whilst ensuring that the same rigor of assessment is maintained in comparison to any other three or six credit unit.

### 5.5 Quality Assurance Requirements

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Gateway Qualifications applies a quality assurance model to the Access to HE Diploma of:

- internal assessment and internal verification by the provider
- moderation by Gateway Qualifications comprising of centre moderation and subject moderation.

These processes are set out within Quality Assurance section of the Gateway Qualifications' Access to HE Provider Handbook.

### 5.6 Additional Requirements/Guidance

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There are no additional requirements that Learners must satisfy in order for assessment to be undertaken and the unit/qualification to be awarded.

## 6. Unit Details

### Mandatory Units: Graded Academic Subject Content

#### Access to HE Diploma Unit

<b>Unit Code:</b>	QU016671		
<b>Title:</b>	Business Planning and Budgets		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD4-Use of information</li> <li>• GD5-Communication and presentation</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Know about business plans.	1.1 Explain the purpose of a business plan. 1.2 Outline the relationship between the business plan and business objectives. 1.3 Identify key elements of an effective business plan.
2 Know how to use data to meet business objectives.	2.1 Evaluate methods to determine a business' current market position. 2.2 Analyse how market research data can determine a business' ability to meet current and new market opportunities, including those in the global market place. 2.3 Analyse potential business constraints that could impact on business performance.
3 Understand business strategy and tactics.	3.1 Explain the differences between strategy and tactics. 3.2 Analyse strategies and tactics used in a business.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	3.3 Explain the need to continually analyse and compare business strategies and tactics against business objectives.
4 Understand financial forecasting.	4.1 Define financial forecasting. 4.2 Explain the role of budgets within a business.  4.3 Outline the impact of external funding on strategic financial forecasts and business plans. 4.4 Analyse areas of financial risk to a business. 4.5 Explain methods of improving financial forecasts and plans 4.6 Evaluate different sources of business finance.
5 Know how a business can expand internationally.	5.1 Explain the international business environment in which a selected business operates. 5.2 Describe factors that impact on UK businesses operating overseas. 5.3 Explain the process of international expansion for a selected aspect of a business. 5.4 Propose ways for a UK business to expand internationally.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU010428		
<b>Title:</b>	Computerised Accounts		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD3-Application of skills</li> <li>• GD4-Use of information</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Be able to design, create and enter company account data.	1.1 Design and create company records accurately for nominal accounts, suppliers and customers. 1.2 Enter the initial accounting records for an existing business. 1.3 Input invoices, credit notes and receipts and payments - by means of cash, cheques and credit cards - including VAT. 1.4 Create product records and record stock activity. 1.5 Write off balances and bad debts. 1.6 Construct a trading and profit and loss account and balance sheet in standard formats from trial balance.
2 Be able to recognise and change structure of accounts.	2.1 Create, delete and amend nominal codes. 2.2 Change control accounts. 2.3 Change default layout of financial accounts - Profit and Loss Account and Balance sheet.
3 Be able to create standard and non-standard reports.	3.1 Create and customise a variety of reports, e.g. customer and supplier activity, product activity. 3.2 Use design skills to modify reports of end use quality.
4 Be able to print reports.	4.1 Design and print product valuation.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
	4.2 Print reports created in 3.1 above. 4.3 Print Profit and Loss Accounts and Balance Sheets.
5 Be able to back-up and restore data.	5.1 Back up data to USB or hard disk designating the location. 5.2 Find and restore data.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU006243		
<b>Title:</b>	Computer Systems – Networks and Communications		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>GD1-Understanding the subject</li> <li>GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the characteristics of devices used in external communications.	1.1 Describe the methods and devices used for electronic communication channels.
2. Understand the characteristics of the most common Local Area Network (LAN) designs.	2.1 Describe the advantages and disadvantages of three LAN designs. 2.2 Choose a suitable LAN design for a given application and justify the choice.
3. Understand data transmission fundamentals.	3.1 Identify transmission modes and where they would be used.
4. Understand Wide Area Networks (WAN).	4.1 Identify a range of Public and Private WANs, giving examples of their use. 4.2 Describe the main element of hardware required in a WAN.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU016681		
<b>Title:</b>	Effective Business Processes		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD4-Use of information</li> <li>• GD5-Communication and presentation</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the principles of effective business process design.	1.1 Explain the principles of effective process management that relate to managing business processes. 1.2 Evaluate business process measures that relate to managing business processes in a specific type of business environment. 1.3 Analyse the importance of ensuring that processes and resources are sustainable and cost effective when managing business processes. 1.4 Explain the difference between outputs and outcomes that relate to managing business processes in at least two types of business environments.
2 Understand how to implement new business processes.	2.1 Explain the importance of designing business processes that support an organisation's vision, purpose and values. 2.2 Analyse the importance of communicating business processes effectively to stakeholders and colleagues.
3 Understand how to deal with problems when managing business processes.	3.1 Analyse the importance of contingency planning when managing business processes.  3.2 Compare analytical and problem solving tools that relate to managing business

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
	<p>processes in different business environments.</p> <p>3.3 Evaluate problem solving approaches to issues that can arise when managing business processes in at least two different business environments.</p>

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU018222		
<b>Title:</b>	External Factors Affecting Business		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD4-Use of information</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>		<b>ASSESSMENT CRITERIA</b>	
<b>The learner will:</b>		<b>The learner can:</b>	
1	Understand in what ways a range of external factors can affect business.	1.1	Analyse several ways in which a business can be affected by external factors such as government policy, pressure groups, competition and recession.
2	Understand the social and ethical responsibilities of a business.	2.1	Analyse in detail the social and ethical responsibilities of a business including the objective of Corporate Social Responsibility.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU011411		
<b>Title:</b>	IT Applications – Applications Software		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD3-Application of skills</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand how to manage files and folders.	1.1 Use the features of a Graphical User Interface effectively to navigate and to manipulate computer files. 1.2 Organise study materials and coursework into folders and files using an appropriate hierarchical structure.
2. Be able to create word-processed documents using word processor application.	2.1 Use features and formatting techniques of a word processing package to produce two documents appropriately. 2.2 Use advanced features such as multi-level numbering, column splitting and merging, borders, inserting images with wrap-around text to enhance word-processed document. 2.3 Use template and mail-merge facility to create standard document. 2.4 Use master documents, footnotes and endnotes, indexes, bookmarks and cross-references and table of contents facilities to create large document such as report.
3. Be able to create a spreadsheet document to solve a simple and complex problem.	3.1 Use standard features of a spreadsheet software to solve a specified problem. 3.2 Produce range of effective graphical representation of spreadsheet data such as combination charts, with appropriate titles and data labels. 3.3 Use advanced features of a spreadsheet package such as, absolute references, library functions, users defined functions, multiple worksheets, macros,

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
	and validation of input data to solve a complex problem.
4. Be able to use presentation software application to present information effectively.	<p>4.1 Use a range of features and formatting techniques to produce a presentation that is clear, accurate and effective.</p> <p>4.2 Use advanced features such as multiple slide master, slide transition, timing, movie &amp; sound, animations and speaker notes to enhance and run a presentation.</p>

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU011414		
<b>Title:</b>	IT Applications – Website Development		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD3-Application of skills</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand HTML Basics tags.	1.1 Explain HTML basics. 1.2 Format HTML document using paragraph, page break, centre, spaces and blinking, ordered lists and unordered list. 1.3 Use HTML hyperlinks to navigate between webpages and external links.
2. Be able to design an interactive website.	2.1 Explain the specific purpose and requirements for a website. 2.2 Design a multi-page website to meet stated requirements. 2.3 Evaluate two different designs created to meet a particular specification and justify the one chosen for implementation.
3. Be able to create an Interactive website.	3.1 Build a functional multi-pages interactive website comprising a complex set of linked web pages including dynamic web pages. 3.2 Review the website produced and assess how closely the site matches the original specification and whether it meets the requirements. 3.3 Improve the effectiveness of a website on the basis of a formal review. 3.4 Explain the tools and techniques used in the creation of a website.
4. Understand the factors and constraints that related to	4.1 Explain the various factors that influence the performance of a website.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
production and performance of website.	4.2 Discuss the potential security issues and legal constraints involved in a particular website.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU018224		
<b>Title:</b>	Leadership		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD4-Use of information</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>		<b>ASSESSMENT CRITERIA</b>	
<b>The learner will:</b>		<b>The learner can:</b>	
1	Understand the impact of different leadership attributes and skills on work groups.	1.1	Explain the expected impact of a range of leadership skills and attributes on work groups.
2	Understand a range of current theories, models and principles of leadership and their applicability in a given organisational context.	2.1	Explain how different theories, models and principles of leadership can be used to gain insights into leadership requirements for a given organisational context.
		2.2	Evaluate the usefulness of the theories, models and principles.
3	Understand the development of leadership skills appropriate to specific situations.	3.1	Define the leadership skills needed for a specific situation within an organisation.
		3.2	Identify and explain methods to develop leadership skills that meet the specific requirements of an organisation.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU018262		
<b>Title:</b>	Marketing		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD4-Use of information</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the need for market research and the investigation of consumer behaviour.	1.1 Analyse the purpose of market research and the study of consumer behaviour.
2 Understand how the marketing mix can be used.	2.1 Identify and analyse elements of the marketing mix. 2.2 Analyse methods of promotion differentiating between "above" and "below" the line promotions. 2.3 Critically compare different pricing strategies. 2.4 Analyse the significance of place and different distribution techniques. 2.5 Analyse the role of product in the marketing mix.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU011726		
<b>Title:</b>	Spreadsheets		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD3-Application of skills</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 7 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Know how to design and store a spreadsheet.	1.1 Design a spreadsheet appropriate to a user's requirements. 1.2 Create and store the spreadsheet. 1.3 Evaluate the spreadsheet in terms of meeting the user's needs.
2 Be able to retrieve and modify an existing spreadsheet.	2.1 Modify the spreadsheet design/content in response to user feedback.
3 Know how to print a spreadsheet.	3.1 Print or display whole or part spreadsheets/formulae with a variety of print layout options.
4 Be able to enhance user readability.	4.1 Use suitable formatting options for displaying text and numeric values. 4.2 Define and use conditional formatting to limit input error and give suitable messages to users.
5 Understand spreadsheet functions.	5.1 Develop a spreadsheet solution using a range of mathematical functions.
6 Understand graphical facilities.	6.1 Use an appropriate graph type. 6.2 Draw pie, bar, line graphs with appropriate labels attached.
7 Know how to use additional features within the spreadsheet environment.	7.1 Use advanced sorting, protecting and filtering facilities on a spreadsheet. 7.2 Analyse data using pivot tables.

## Optional Units: Graded Academic Subject Content

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU007933		
<b>Title:</b>	Research Project - Methodology		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD3-Application of skills</li> <li>• GD4-Use of information</li> <li>• GD6-Autonomy/Independence</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to plan a research project.	1.1 Identify and agree a research topic located within a knowledge domain relevant to the named diploma. 1.2 Produce and explain the aims of the research. 1.3 Develop, test, evaluate and refine appropriate research methodology. 1.4 Identify any ethical, practical or safety issues and how these will be managed/overcome.
2. Be able to conduct research.	2.1 Use a valid and appropriate method of investigation. 2.2 Identify and conduct detailed research from a wide range of sources. 2.3 Review research and relevant theory.
3. Be able to interpret research findings.	3.1 Interpret findings and draw appropriate conclusions.
4. Know how to present research findings.	4.1 Produce a research report. 4.2 Select and use the most appropriate format to present results. 4.3 Summarise information coherently in a conventional style, appropriate to the knowledge domain.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
	4.4 Reference all findings using a recommended style of referencing.
5. Be able to evaluate own research project.	5.1 Reflect on the project design and methodologies. 5.2 Evaluate findings in relation to aims, previous research and relevant theory. 5.3 Identify recommendations for the future.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU018336		
<b>Title:</b>	Research: Extended Research Project		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD3-Application of skills</li> <li>• GD4-Use of information</li> <li>• GD6-Autonomy/Independence</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Be able to plan an extended research project	1.1 Identify and agree an extended research project located within a knowledge domain relevant to the named Diploma. 1.2 Produce and explain the aims of the research. 1.3 Develop a project brief 1.4 Identify any ethical, practical or safety issues and how these will be managed/overcome. 1.5 Maintain a record of project progress through all stages of research, development and completion.
2 Be able to conduct research.	2.1 Identify and conduct in-depth research from a wide range of sources.
3 Be able to develop ideas.	3.1 Select appropriate information and/or evidence. 3.2 Analyse the findings and develop ideas. 3.3 Evaluate key research findings and draw appropriate conclusions. 3.4 Produce a body of work which meets the brief outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
4 Be able to present the project.	4.1 Produce a research report. 4.2 Select and use the most appropriate format to present results. 4.3 Summarise information coherently in a conventional style, appropriate to the knowledge domain. 4.4 Reference all sources using a recommended style of referencing.
5 Be able to evaluate own writing project.	5.1 Reflect on the design and methodology of the project 5.2 Evaluate findings in relation to aims, previous research and relevant theories. 5.3 Identify recommendations for the future.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU007912		
<b>Title:</b>	Research: Extended Writing Project		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD3-Application of skills</li> <li>• GD4-Use of information</li> <li>• GD6-Autonomy/Independence</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Be able to plan an extended writing project.	1.1 Identify and agree an extended writing project located within a knowledge domain relevant to the named Diploma. 1.2 Develop a project brief. 1.3 Identify any ethical, practical or safety issues and how these will be managed/overcome. 1.4 Maintain a record of project progress through all stages of research, development and completion.
2 Be able to conduct research.	2.1 Identify and conduct in-depth research from a wide range of sources.
3 Be able to develop ideas.	3.1 Select appropriate information and/or evidence. 3.2 Analyse findings and develop ideas. 3.3 Produce a body of work which meets the brief and includes complex ideas.
4 Be able to present the project.	4.1 Write coherently in a conventional style, appropriate to the knowledge domain. 4.2 Reference all sources using a recommended style of referencing.
5 Be able to evaluate own writing project.	5.1 Evaluate own writing in relation to project brief.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
	5.2 Identify recommendations for the future.

## Ungraded Units

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU018346		
<b>Title:</b>	Academic Reading Skills		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Be able to demonstrate the use of different reading techniques.	1.1 Annotate text after using skimming, scanning and active reading techniques. 1.2 Summarise text after using skimming, scanning and active reading techniques.
2 Explain, with examples, how language used in texts can reveal assumptions and prejudice.	2.1 Identify and explain instances of opinion and bias in text. 2.2 Analyse the use of objective and emotive language in a text.
3 Demonstrate how to apply critical reading techniques to texts.	3.1 Analyse the strengths and weaknesses of an argument from at least two texts. 3.2 Critically evaluate an argument.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025276		
<b>Title:</b>	Academic Writing Skills		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to record information from a range of sources.	1.1 Use note-taking skills to prioritise key points from a range of sources.
2 Be able to plan and develop a structured framework for extended writing, including an introduction, main body and conclusion.	2.1 Develop a detailed essay plan for an extended piece of writing, which organises meaning and ideas coherently and effectively. 2.2 Include detailed planning for an introduction, main body and conclusion to the essay.
3 Be able to proofread and edit own writing effectively.	3.1 Produce an essay draft which shows evidence of proofreading and editing.
4 Be able to present information and opinion in a written format, using language, style and conventions appropriate to academic writing.	4.1 Communicate with clarity and detail to convey meaning and ideas effectively. 4.2 Write following conventions of sentence structure, punctuation, paragraphing, spelling and grammar. 4.3 Use appropriate style and register which shows an awareness of audience.
5 Be able to understand and use a standard form of referencing.	5.1 Use accurately a standard form of referencing that reflects a range of sources.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU007486		
<b>Title:</b>	Application of Number – Interpreting and Presenting Information		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Know how to obtain and interpret mathematical and statistical information.	1.1 Within a complex task, identify and evaluate possible sources of data, e.g. rate of change, trends, probabilities. 1.2 Justify the choice of data collection procedures giving reasons for choosing a particular sample and methods used. 1.3 Evaluate actual or possible sources of error in collecting and recording data. 1.4 Choose and justify the chosen methods of recording data. 1.5 Interpret the main characteristics of the data in relation to the task.
2 Be able to present mathematical and statistical data.	2.1 Choose and use a range of appropriate and effective techniques to present accurately, e.g. the use of probability to describe situations, the presentation and interpretation of upper and lower boundaries of results; statistical diagrams. 2.2 Use correct axes, scales and conversions. 2.3 Justify choice and use of presentation techniques and methods for the original purpose of the task.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU007560		
<b>Title:</b>	Communication – Speaking and Listening		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Give a short presentation about a straight forward subject.	1.1 Speak clearly using language, tone and style appropriately to the purpose, subject, audience and situation. 1.2 Present information in a structured sequence so that ideas and concepts are easily followed by the audience. 1.3 Use appropriate supporting material to illustrate presentation. 1.4 Respond appropriately and sensitively to questions from the audience.
2 Take part in discussions.	2.1 Give and obtain information and exchange ideas in discussion on both familiar and unfamiliar subjects. 2.2 Organise contributions to match the demands of the discussion, use vocabulary precisely, deal with sensitive issues appropriately and take account of the audience, subject, situation and purpose of the discussion and own role in it. 2.3 Take forward the discussion and create opportunities for others to contribute by asking follow up questions, listening to and interpreting other points of view sensitively or inviting others to contribute their views. 2.4 Respond appropriately to questions.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU026150		
<b>Title:</b>	Computer Data Protection		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand current UK legislation relating to the use and protection of data.	1.1 Explain the purpose of legislation related to data protection. 1.2 Evaluate current legislation relating to the use and protection of data when using computers. 1.3 Analyse examples of the application of current data protection legislation.
2 Understand the need for control of data to ensure that it is accurate and secure.	2.1 Evaluate the need for control of data to ensure that it is accurate and secure. 2.2 Use examples to examine when data should or should not be controlled.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU007580		
<b>Title:</b>	Examination Skills		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Be able to plan revision in preparation for examinations.	1.1 Produce an effective and realistic revision plan. 1.2 Set priorities in his/her revision schedule. 1.3 Assess his/her progress and adjust the plan accordingly.
2 Be able to produce answers in time constrained conditions.	2.1 Follow all instructions accurately and complete the correct number and combination of questions. 2.2 Allocate sufficient time to individual questions.
3 Be able to demonstrate competence and/or knowledge in the subject.	3.1 Include the salient aspects in answers, with the accuracy and detail required by the subject. 3.2 Show in answers an in-depth understanding of the issues/arguments/problems, as required by the subject. 3.3 Apply knowledge or learning coherently in support of arguments and/or to resolve problems.
4 Be able to maintain a level of competence in language, processes and presentation as required by the subject.	4.1 Answer in an appropriate style demonstrating careful attention to: - Grammar, punctuation and spelling. - Vocabulary and specialised terminology. - Logical structure. - Presentation. - Processes used in the subject being examined.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025532		
<b>Title:</b>	Preparation for Higher Education		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand how to identify opportunities for Higher Education.	1.1 Use information sources to research Higher Education courses. 1.2 Analyse processes and procedures necessary to gain entry to Higher Education. 1.3 Analyse information on Higher Education courses and make appropriate realistic choices.  This can also include Higher and Degree Apprenticeships.
2 Understand the process of completing a Higher Education application form.	2.1 Complete an application form with excellent attention to detail, meeting a given deadline. 2.2 Summarise and evaluate personal experiences, achievement and goals, communicating these clearly in a personal statement.
3 Understand preparation required for the interview process.	3.1 Conduct further personal research into courses at relevant institutions in preparation for an interview. 3.2 Prepare provisional answers to anticipated questions, making excellent use of previous experience and recent study.
4 Understand the need to prepare for the transition to Higher Education.	4.1 Analyse the personal and academic qualities needed for successful study in Higher Education.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>4.2 Explain likely practical problems and barriers in moving to higher education and seek strategies for overcoming these.</p> <p>4.3 Analyse the nature of study in Higher Education.</p>

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU018352		
<b>Title:</b>	Presentation Skills		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Develop and plan a structured presentation.	1.1 Demonstrate skills to plan a timed presentation. 1.2 Develop the structure for a presentation.
2 Conduct research for a presentation from a number of sources	2.1 Identify topic and aims of research. 2.2 Select appropriate resources from different sources. 2.3 Select appropriate information pertinent to the topic
3 Demonstrate ability to deliver a presentation on a complex subject	3.1 Convey information on a chosen topic in the form of a presentation to a group. 3.2 Demonstrate effective use of audio-visual aids appropriate to the topic. 3.3 Demonstrate appropriate eye contact and body language. 3.4 Respond effectively to questions and challenges.
4 Evaluate own skills and performance.	4.1 Critically evaluate own presentation. 4.2 Critically evaluate own delivery of the presentation. 4.3 Identify strategies for improvement.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU027084		
<b>Title:</b>	Presenting Information Using ICT		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested assessment details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand ways of using ICT to present information.	1.1 Find and analyse examples of information presented through ICT. 1.2 Explain which forms of presentation suit different types of information. 1.3 Analyse examples of information presented with clear layout and style. 1.4 Explain the importance of copyright when presenting information.
2 Be able to use a range of ICT software applications to present information.	2.1 Present text information for a given purpose using a variety of features in word processing software. 2.2 Present information for a given purpose using a variety of features in spreadsheet software. 2.3 Present information for a given purpose using a variety of features in presentation software.
3 Be able to integrate ICT software to present information.	3.1 Plan how to present integrated information using a range of ICT formats.  Range should include presentation, spreadsheet and word processing software. 3.2 Present information to meet a specific brief.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>3.3 Save information in a structured format so it can be found easily and justify choice.</p> <p>E.g. embedding a chart produced in a spreadsheet into a document or presentation.</p>

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU028487		
<b>Title:</b>	Promoting Wellbeing and Building Resilience		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested assessment details:</b>	Refer to assessment grid.		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the physical and psychological impact of pressure and stress on mental wellbeing.	1.1 Explain the physical and psychological impact of pressure and stress on mental wellbeing.
2. Understand the connection between mental wellbeing and resilience.	2.1 Analyse the connection between mental wellbeing and resilience.
3. Understand the factors that can improve wellbeing and build resilience.	3.1 Explain factors that can improve wellbeing. 3.2 Explain factors that can negatively affect wellbeing and how to avoid them. 3.3 Explain the behaviours associated with resilience. 3.4 Explain ways to build resilience.
4. Understand how to manage an individual's mental wellbeing and the support available to them.	4.1 Evaluate the methods for managing and maintaining mental wellbeing and building resilience.  To include practical and theoretical methods such as breathing exercises to reduce stress, mindfulness techniques.  4.2 Analyse the types of support available from different sources.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU007654		
<b>Title:</b>	Self Assessment and Personal Tutorial		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested assessment details:</b>	Refer to assessment grid.		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Be able to assess own strengths and weaknesses as a learner.	1.1 Identify and describe the skills and qualities developed through existing experiences that facilitate the learning process. 1.2 Identify and describe skills and qualities that require significant development. 1.3 Reflect on and use tutor feedback to inform ongoing skills development. 1.4 Set realistic targets for skills development and identify the action necessary for their development.
2 Be able to develop strategies to study successfully in the context of their personal circumstances.	2.1 Identify and describe specific problems if/when they occur. 2.2 Identify and use relevant sources of advice, guidance and information if/when needed with little prompting.
3 Be able to monitor and record own achievement and progress.	3.1 Analyse formative and summative evidence of achievement. 3.2 Keep a portfolio of all evidence of achievement and complete associated recording documentation as required.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU026155		
<b>Title:</b>	Work Placement		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested assessment details:</b>	Refer to assessment grid.		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to analyse own work placement role within a work setting.	1.1 Evaluate own work placement role within the work setting.
2 Understand the structure of the wider organisation.	2.1 Analyse the structure of the wider organisation.
3 Be able to demonstrate how work experience relates to own course of study.	3.1 Evaluate how work experience relates to own course of study. 3.2 Reflect on self-development over the period of the placement.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU026155		
<b>Title:</b>	Writing Reports		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested assessment details:</b>	Refer to assessment grid.		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the significance of the report title in determining the content.	1.1 Analyse the requirements of the question or task. 1.2 Analyse the main points which must be covered, omitting irrelevant detail.
2 Be able to plan and present the plan for a report	2.1 Produce a plan for a report. 2.2 Present the plan for the report.
3 Be able to structure a report.	3.1 Produce an introduction which sets out how the subject will be dealt with in the report. 3.2 Use evidence and examples to strengthen information provided in the report. 3.3 Use linking sentences in paragraphs to produce a cohesive report. 3.4 Provide a conclusion which sums up the main findings of the report.
4 Be able to write in an appropriate style.	4.1 Write in a detached, balanced, and objective manner. 4.2 Write formal English avoiding emotive language and colloquialisms.
5 Know the conventions for acknowledging sources.	5.1 Acknowledge the work of other authors both during the report and in a list of references.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	5.2 Use recognised approaches for acknowledging sources.

## 7. What to do next

For existing Centres please contact your named Development Manager or Development Officer.

For organisations, not yet registered as a Gateway Qualifications Centre please contact:

Gateway Qualifications  
Gateway House  
3 Tollgate Business Park  
Colchester  
CO3 8AB

Tel: 01206 911211

Email: [enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)

## 8. Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation and authorised Access Validating Agency based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF) and by the Quality Assurance Agency for the development and approval of Access to Higher Education Diplomas.



**[enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)**  
**[www.gatewayqualifications.org.uk](http://www.gatewayqualifications.org.uk)**

**Tel: 01206 911 211**

Gateway Qualifications, Gateway House,  
3 Tollgate Business Park, COLCHESTER CO3 8AB

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