

DIPLOMA GUIDE



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Access to HE

Apprenticeships

Digital

Employability &
Enterprise

English & Maths

ESOL

Personal & Social
Development

Professional
Development

Vocational

Access to HE Diploma (Sport Studies)

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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

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

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

The range of units chosen for this Diploma will give a good overall view of the relationship between sport and fitness, focusing the mandatory units on a mixture of the two disciplines. In addition, students will explore business management within the sector. Students will be able to see the links between the two areas and understand how they work together and how reliant they are on each other. The units will allow students to consider their options for further study and then progress onto BA sports studies or sport and exercise undergraduate degrees whilst having given them a flavour of how these elements work together. The ungraded units have been selected to provide underpinning skills which will support academic study but will also provide students with relevant skills to continue onto study in a range of sports studies degrees. It should be noted that the diploma is not science based and so will not provide access to BSc Sports Science degrees.

1.3 Purpose

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

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

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

8.1 Sport, Leisure and Recreation

1.7 Target groups

- a) Adults who, because of social, educational or individual circumstances may have achieved few, if any, prior qualifications and wish to progress to HE
- b) Adults who have gone straight into industry (perhaps following apprenticeship routes) who wish to progress to HE

1.8 Delivery methods

Delivery methods for the Access to HE Diploma (Sport Studies) can include:

Face to face or blended learning. Suggested work related experience as part of the programme to allow learners to widen their understanding of sports studies, which can then influence and enhance the practical investigation unit.

Assessment Methods should include:

Essays, projects, presentations, self-evaluation, case studies, short answer questions, worksheets, production and analysis of complex spreadsheets, data analysis, practical application of skills.

1.9 Achievement methodology

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

This qualification has been approved by for delivery in England.

1.11 Progression Opportunities

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

BA Sports Studies
BA Sport and Exercise
BA Sports Performance and Coaching
BA Physical Education
BA Sport Management

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

1.12 Equality, Diversity and Inclusion

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

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

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

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

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

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

2.6 Recruiting Learners with Integrity

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

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

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 36 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
QU017364	Event management	3	6	Academic	1, 2, 7	Project: Project plan, Project report, Self evaluation	250 words 1000 words 250 words
QU011493	Participation and Performance	3	6	Academic	1, 2, 7	Report, Case study, Individual presentation	1500 words 750 words 10 minutes
QU017333	Psychology for Sports Performance	3	3	Academic	1, 2, 7	Essay	1500 words
QU018310	Research: Practical Investigation Project	3	6	Academic	2, 3, 4, 6, 7	Risk assessment, project diary, project proposal, research review, report, evaluation	500 words, 750 words, 500 words, 750 words, 1500 words, 500 words
QU007828	Social Aspects of Sport	3	3	Academic	1, 2, 7	Preparation notes, Group discussion, Peer review, 2 x case studies	250 words 20 minutes 200 words 2 x 500 words
QU018342	Sport as a Business	3	3	Academic	1, 4, 5, 7	Business Plan and Rationale, Individual Presentation	1000 words 15 minutes
QU017335	Sports Performance Coaching	3	3	Academic	1, 4, 5, 7	Case study, project - coaching session,	750 words 1000 words (plan, deliver and evaluate a coaching session)

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
QU011236	The Acquisition of Sports Skills	3	3	Academic	1, 2, 7	Exam	1.5 hours open book

Optional Graded Units:

Learners must/may achieve 9 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
QU006070	Anatomy and Physiology	3	3	Academic	1, 2, 7	Exam	2 hours closed book
QU006465	Assessment of Fitness	3	6	Academic	1, 2, 7	Project – Two fitness programmes	1500 words - two fitness programmes - cardiovascular and strength and endurance
QU018860	Biomechanics in Sport	3	6	Academic	1, 2, 7	Short answer questions, investigation, report, written feedback	750 words, practical investigation, 750 words, 500 words
QU018340	Careers within the Sports Industry	3	3	Academic	1, 7	Essay	1500 words
QU017329	Impact of Exercise on Body Systems	3	3	Academic	1, 2, 3, 7	Practical project, short written questions	750 words 500 words
QU018338	Plan and Deliver a Strength and Conditioning Session	3	3	Academic	1, 2, 3, 7	Short answer questions (LO1), Project, reflective writing	250 words, Project - screen, plan programme, plan 3 sessions and deliver

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
							1 session, 250 words - reflection
QU007442	Quantitative Methods – Statistics	3	3	Academic	3, 4, 5, 7	Data analysis short answer Qs, create charts and graphs, Worksheets, Case study analysis of data, tree diagrams	500 words 500 words 250 words 250 words
QU018270	Sports Injuries	3	3	Academic	2, 7	Report	1500 words
QU011726	Spreadsheets	3	3	Academic	3, 7	Case study analysis and creation of spreadsheets to meet customer needs, manipulation of data within spreadsheets, create graphs, charts and pivot tables, report	500 words 750 words
QU006034	Understanding Nutrition and Healthy Eating	3	3	Academic	1, 2, 7	Presentation, Short answer questions	10 minutes 10 short answer questions

Units: Ungraded

Learners must achieve 15 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU025276	Academic Writing Skills	3	3	Other	Notes from a range of sources, Essay Plan, Essay	300 words 200 words 1,000 words
QU007560	Communication – Speaking and Listening	3	3	Other	Presentation, Preparation, Group Discussion	5 minutes 250 words notes 15-20 minutes
QU025532	Preparation for Higher Education	3	3	Other	Analysis, UCAS Statement, Preparing for interview questions, Chart	1500 words in total
QU018360	Problem Solving in the Workplace	3	3	Other	Project	1500 words
Qu028487	Promoting Wellbeing and Building Resilience	3	3	Other	Report	1500 words
QU026344	References and Reliability of Sources	3	3	Other	Literature Review - including recognised form of referencing and bibliography	1500 words
QU018318	Study Skills	3	3	Other	Study Plan, Worksheets, Assignment Plan	200 words 250 words 500 words

3.3 Additional completion requirements

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

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

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

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

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

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

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

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

Computers
Exercise and Fitness equipment
Heart rate monitor

5.4 Assessment

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

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

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

Unit Code:	QU017364		
Title:	Event Management		
Unit Level:	Level 3	Unit Credit:	6
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD3-Application of skills • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know how to plan an event for a given target audience.	1.1 Justify the choice of an event for a given target audience. 1.2 Devise an action plan for the event that identifies a. resources required b. SMART targets c. deadlines. 1.3 Evaluate the effectiveness of the action plan.
2 Understand the team qualities needed to effectively deliver the event.	2.1 Analyse the personal skills and qualities needed within a team to effectively plan, promote and deliver the event.
3 Understand the impact of effective promotion on the success of an event.	3.1 Evaluate methods that could be used to promote the event. 3.2 Select a method of promotion and justify the choice.
4 Be able to manage an event.	4.1 Promote an event using chosen method(s). 4.2 Prepare to manage an event. 4.3 Manage an event.

5 Be able to evaluate the management of an event.	5.1 Reflect on the approaches used: a. to plan the event b. to promote the event c. to manage the event.
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Access to HE Diploma Unit

Unit Code:	QU011493		
Title:	Participation and Performance		
Unit Level:	Level 3	Unit Credit:	6
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand key factors affecting participation in sport.	1.1 Analyse the factors determining access to taking part in sports and recreational activities.
2. Understand the use of stereotypes on access to sport.	2.1 Analyse the relationship between the use of stereotypes and attitudes towards participation in sports and recreational activities.
3. Know the major issues involved in the use of performance related drugs in sport.	3.1 Critically review a range of arguments for and against the use of performance related drugs in sport.
4. Know the general effects of the most commonly used performance related drugs.	4.1 Evaluate the enhancing effect of performance related drugs in relation to a sport.

Access to HE Diploma Unit

Unit Code:	QU017333		
Title:	Psychology for Sports Performance		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know the role of psychology in sport.	1.1 Analyse ways in which psychology can be used to improve the sporting performance of an individual or a team. 1.2 Evaluate the main psychological demands of a selected sport, explaining how psychology could support own improvement in a selected sport.
2 Know how motivation affects sporting performance.	2.1 Analyse the impact of motivation on sports performance. 2.2 Evaluate strategies used to improve motivation in sport.
3 Know how personality affects sporting performance.	3.1 Analyse the ways in which an individual's personality can influence sporting performance.
4 Know about controlling aggression in sport.	4.1 Analyse ways in which aggression can affect sporting performance. 4.2 Evaluate the effectiveness of strategies used to control aggression in sport.

Access to HE Diploma Unit

Unit Code:	QU018310		
Title:	Research: Practical Investigation Project		
Unit Level:	Level 3	Unit Credit:	6
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD2-Application of knowledge • GD3-Application of skills • GD4-Use of information • GD6-Autonomy/Independence • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to plan a practical investigation project.	1.1 Identify and agree a practical investigation project, located within a knowledge domain relevant to the named Diploma. 1.2 Produce a hypothesis and clear aims for the investigation project. 1.3 Identify any ethical, practical or safety issues and how these will be managed/overcome. 1.4 Produce a risk assessment. 1.5 Maintain a record of project progress through all stages of research, development and completion.
2 Be able to undertake a practical investigation.	2.1 Carry out research from a wide range of sources. 2.2 Develop an appropriate investigation. 2.3 Identify the variables and explain how they can be controlled, where necessary. 2.4 Carry out the investigation safely, using appropriate practical skills and techniques. 2.5 Analyse the results of the investigation with reference to relevant theory.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
3 Know how to present the project.	3.1 Present the body of work in a style appropriate to the knowledge domain with clear conclusions. 3.2 Use appropriate technical terminology fluently. 3.3 Reference all findings using a recommended style of referencing.
4 Be able to evaluate own research project.	4.1 Reflect on the design and methodology of the project. 4.2 Evaluate the body of work in relation to aims and hypothesis. 4.3 Identify recommendations for the future.

Access to HE Diploma Unit

Unit Code:	QU007828		
Title:	Social Aspects of Sport		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Understand the origins of nationalism in sport.	1.1	Analyse the origins of nationalism in sport.
2	Understand the impact of nationalism in sport.	2.1	Evaluate the impact of nationalism in sport.
3	Know the concept of equity in sport.	3.1	Evaluate the importance of equity in sport with reference to elitism and disability.
4	Understand the notion of fair play in sport.	4.1	Analyse how deviant behaviour can undermine the concept of fair play.

Access to HE Diploma Unit

Unit Code:	QU018342		
Title:	Sport as a Business		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD4-Use of information • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the diversity of businesses in the sport sector.	1.1 Analyse the services different types of businesses in the sport sector offer. 1.2 Analyse consumer spending in the sports sector. 1.3 Evaluate Corporate Responsibility Programmes related to sport.
2 Understand what makes a sports business successful.	2.1 Explain factors that affect the success of sports businesses. 2.2 Evaluate measures that indicate the success of sports businesses.
3 Understand business planning within sports.	3.1 Compare methods of conducting market research to support business planning. 3.2 Analyse sources of advice and support to establish a new sports business. 3.3 Evaluate laws and regulations impacting on running a sports business.

Access to HE Diploma Unit

Unit Code:	QU017335		
Title:	Sports Performance Coaching		
Unit Level:	Level 3	Unit Credit:	6
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD3-Application of skills • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the roles, responsibilities and skills of sports coaches.	1.1 Compare the roles and responsibilities of coaches working in different sports. 1.2 Analyse the skills common to successful sports coaches across different sports.
2 Understand how sports coaches work with athletes to improve sporting performance.	2.1 Evaluate the different strategies and techniques sports coaches use to improve the sporting performance of athletes. 2.2 Explain the importance of the relationship between athlete and coach.
3 Be able to plan a sports coaching session.	3.1 Produce a plan for a coaching session which: <ul style="list-style-type: none"> a) includes aims and objectives b) sets clear targets or goals c) takes account of participants' needs, interests, strengths, abilities, personal characteristics d) includes resources
4 Be able to lead a sports coaching session.	4.1 Deliver a sports coaching session in line with own plan. 4.2 Demonstrate appropriate coaching techniques and strategies. 4.3 Make effective use of resources and equipment.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>5 Be able to assess own coaching.</p>	<p>5.1 Agree a development plan for improving own coaching, with SMART targets.</p> <p>5.2 Review own performance in leading a sports coaching session against aims and objectives in the plan.</p> <p>5.3 Identify areas of strength and areas for improvement using:</p> <ul style="list-style-type: none"> a. own self-assessment b. feedback from others.

Access to HE Diploma Unit

Unit Code:	QU011236		
Title:	The Acquisition of Sports Skills		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the stages, structures and processes involved in the passage of a nerve impulse from origination to motor units.	1.1 Explain the process of a nerve impulse from stimulus to response.
2. Understand the components of Information Processing and Reaction time.	2.1 Explain the relationship between the components of Information processing and their relevance to Reaction time.
3. Be able to relate a variety of learning theories to the sporting situation.	3.1 Critically compare and contrast learning theories in the sports context.
4. Know how to relate a variety of theories of practice and feedback to the stages of learning.	4.1 Explain how theories of practice and feedback are applied within each of the stages of learning.
5. Know how to recognise learning curves and the effect of learning transfer and plateaux upon them.	5.1 Explain the influence of learning transfer and plateaux upon different types of learning curve.

Optional Units: Graded Academic Subject Content

Access to HE Diploma Unit

Unit Code:	QU06070		
Title:	Anatomy and Physiology		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Know the main structures of the skeletal, muscular, circulatory, respiratory and nervous system.	1.1	Name in detail the structural features of the skeletal, muscular, circulatory, respiratory and nervous systems with correct anatomical nomenclature.
2	Understand the key functions of the skeletal, muscular, circulatory, respiratory and nervous systems.	2.1	Analyse the functioning of the skeletal, muscular, circulatory, respiratory, and nervous systems.
3	Understand the relationship between the body systems of the skeletal, muscular, circulatory, respiratory, and nervous systems.	3.1	Analyse the inter-relationship between the functions of the skeletal, muscular, circulatory, respiratory, and nervous systems.
4	Understand the key responses of the skeletal, muscular, circulatory, respiratory, and nervous systems during physical activity.	4.1	Compare and contrast the relevant responses of the skeletal, muscular, circulatory, respiratory and nervous systems to different physical activities.

Access to HE Diploma Unit

Unit Code:	QU006465		
Title:	Assessment of Fitness		
Unit Level:	Level 3	Unit Credit:	6
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the principles of fitness testing.	1.1 Evaluate relevant tests for measuring strength, endurance and cardiovascular fitness.
2. Know the criteria for screening clients pre-exercise.	2.1 Evaluate relevant screening procedures for undertaking an exercise programme.
3. Understand the principles for planning a progressive strength and endurance programme.	3.1 Evaluate and adapt a progressive programme of strength and endurance exercises.
4. Understand the principles for planning a progressive cardiovascular programme.	4.1 Evaluate and adapt a progressive programme of cardiovascular exercise.
5. Understand the value of exercise to a healthy lifestyle.	5.1 Analyse the physiological role of exercise to a healthy lifestyle profile.

Access to HE Diploma Unit

Unit Code:	QU018860		
Title:	Biomechanics in Sport		
Unit Level:	Level 3	Unit Credit:	6
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand Newton's laws.	1.1 Explain Newton's laws of motion. 1.2 Solve problems involving: <ol style="list-style-type: none"> a. a particle on a plane b. connected particles (pulleys) c. connected particles (non-pulleys).
2 Understand biomechanical principles in sporting contexts.	2.1 Explain kinetic principles in sports contexts. 2.2 Explain kinematic principles in sports contexts. 2.3 Explain fluid mechanics in sports contexts.
3 Understand the stability and mobility requirements of the body.	3.1 Evaluate how the joints of the axial and appendicular skeleton work in concert to maximise mobility, whilst optimising stability. 3.2 Evaluate the need for adaptation and compromise to maximise mobility and optimise stability.
4 Be able to record sport performance using biomechanical techniques. A sport performance could be jumping hurdles, swinging a golf club, taking a penalty, taking drop kicks etc.	4.1 Plan a data collection session to record performance. 4.2 Justify techniques used within the recording session. 4.3 Record a performance using biomechanical recording techniques.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>The learner will:</p>	<p>The learner can:</p> <p>The candidate could record own or another person's performance, including that of an actor if appropriate, by using, for example, an app for a mobile device such as Coach's Eye.</p> <p>4.4 Produce written feedback on the recorded performance to identify improvements to practice.</p>

Access to HE Diploma Unit

Unit Code:	QU018340		
Title:	Careers within the Sports Industry		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD4-Use of information • GD5-Communication and presentation • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Know career opportunities within the sports sector.	1.1	Describe career opportunities within the sports sector.
2	Know progression routes within the sports sector.	2.1	Compare and contrast the skills, experience and qualifications required to access progression opportunities within the sports industry.
		2.2	Analyse the importance of personal skills and experience to progression opportunities within the sports industry.
3	Understand how market trends within sport may impact on career opportunities in the sector.	3.1	Analyse the impact of market trends on career progression and opportunities within the sport sector.

Access to HE Diploma Unit

Unit Code:	QU017329		
Title:	Impact of Exercise on the Body Systems		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD3-Application of skills • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to investigate the short-term effects of exercise on the body systems.	1.1 Use appropriate methods and tools to analyse the short-term effects of exercise on <ol style="list-style-type: none"> a. the musculoskeletal system b. the cardiovascular system c. the respiratory system.
2 Understand the long-term effects of exercise on the body systems.	2.1 Evaluate the long-term effects of exercise on: <ol style="list-style-type: none"> a. the musculoskeletal system b. the cardio-respiratory system.
3 Know about exercise energy systems.	3.1 Analyse the characteristics of the aerobic and anaerobic energy systems. 3.2 Evaluate physical activities which use the aerobic and anaerobic energy systems.

Access to HE Diploma Unit

Unit Code:	QU018338		
Title:	Plan and Deliver a Strength and Conditioning Programme		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD3-Application of skills • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the physiology of strength and conditioning.	1.1 Describe the long-term adaptations due to strength and conditioning exercises to the: <ul style="list-style-type: none"> • neuromuscular system • skeletal system • cardiovascular system 1.2 Evaluate the energy system requirements for strength and conditioning exercises. 1.3 Explain the principles of warming up and cooling down used within a strength and conditioning programme.
2 Be able to screen and assess athletes	2.1 Undertake a subjective and objective assessment of an athlete. 2.2 Evaluate how strength and conditioning can be used as a corrective measure following assessment of an athlete.
3 Be able to plan a progressive strength and conditioning programme.	3.1 Design a progressive strength and conditioning exercise programme for an athlete. 3.2 Justify the choice of activities for the exercise programme for the athlete, suggesting alternative approaches.
4 Be able to plan, lead and evaluate a strength and conditioning session.	4.1 Plan a strength and conditioning session for different sports.

	<p>A session for at least three different sports must be planned.</p> <p>4.2 Lead one of the planned sessions.</p> <p>4.3 Evaluate areas for improvement within the session delivered, making use of feedback from athlete(s).</p>
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Access to HE Diploma Unit

Unit Code:	QU007442		
Title:	Quantitative Methods - Statistics		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD3-Application of skills • GD4-Use of information • GD5-Communication and presentation • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to organise and present data.	1.1 Identify data as qualitative, quantitative, discrete or continuous. 1.2 Select the dominant features of data and suggest plausible interpretations. 1.3 Construct suitable charts and diagrams including histograms and line graphs with suitable scales, state the advantages and disadvantages of a wide range of diagrams.
2 Know how to calculate and use averages.	2.1 Calculate the mean, median and mode of grouped data. 2.2 Choose an appropriate average and justify the choice (e.g. Exam marks - mean; Exam grades - median; qualitative data - mode.
3 Know how to calculate and use measures of spread.	3.1 Calculate standard deviation of raw data and grouped data. 3.2 Use mean and standard deviation to compare different data sets.

Access to HE Diploma Unit

Unit Code:	QU018270		
Title:	Sports Injuries		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the different types of injuries related to sports participation.	1.1 Explain the criteria for an overuse injury. 1.2 Explain the criteria for a traumatic injury. 1.3 Analyse why certain injuries are associated with sports performance.
2. Understand how the principles of bone and muscle tissue repair relate to a treatment programme.	2.1 Describe the principles of cellular tissue repair in bone and muscle. 2.2 Relate these principles to a progressive rehabilitative treatment programme.
3. Understand the relevant rules and regulations in sport that relate to health safety and prevention of injury.	3.1 Evaluate the effectiveness of rules and regulations in a specified sport that relate to health safety and injury prevention.
4. Understand the use of RICE as an initial treatment for sports injuries.	4.1 Explain in detail the physiological reasons behind the application of the Rest Ice Compression and Elevation as an initial treatment.
5. Understand the relevance of training methods, equipment, and technique to the prevention of sports injuries.	5.1 Analyse the impact of the following to the potential for injury: a) Training methods b) Equipment relevant to a sport c) Stress loading through body tissues

Access to HE Diploma Unit

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

This unit has 7 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
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.

Access to HE Diploma Unit

Unit Code:	QU006034		
Title:	Understanding Nutrition and Healthy Eating		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the function of food.	1.1 Explain the main functions of food. 1.2 Describe the basic principles of digestion and absorption. 1.3 Describe the components of food and explain how these are needed in every day diets.
2 Understand the relationship between food and health.	2.1 Explain the concept of a balanced diet. 2.2 Assess different sorts of diet.
3 Understand the basic principles of weight control.	3.1 Describe the principles of fat weight loss, lean weight gain and weight maintenance. 3.2 Evaluate the links between exercise and weight control. 3.3 Design appropriate practical exercise sessions.
4 Understand why a balanced diet is required to maximise performance.	4.1 Explain why a balanced diet is required to maximise performance. 4.2 Design a balanced diet to maximise performance in a given activity.

Units: Ungraded

Access to HE Diploma Unit

Unit Code:	QU025276		
Title:	Academic Writing Skills		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Academic subject content/other:	Other		
Suggested assessment details:	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

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

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Give a short presentation about a straightforward 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

Unit Code:	QU025532		
Title:	Preparation for Higher Education		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Academic subject content/other:	Other		
Suggested assessment details:	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

Unit Code:	QU018630		
Title:	Problem Solving in the Workplace		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Academic subject content/other:	Other		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand factors that may influence problem solving in the workplace.	1.1 Analyse factors which influence the choice of solution for problems.
2 Know how to solve problems in the workplace.	2.1 Analyse the nature of specific workplace problems. 2.2 Explain the actions that need to be taken to solve the workplace problems. 2.3 Analyse the potential consequences and impact of proposed actions.
3 Be able to apply solutions to workplace problems.	3.1 Select preferred solution to workplace problems. 3.2 Justify the choice of solution.

Access to HE Diploma Unit

Unit Code:	QU028487		
Title:	Promoting Wellbeing and Building Resilience		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Academic subject content/other:	Other		
Suggested assessment details:	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

Unit Code:	QU026344		
Title:	References and Reliability of Sources		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Academic subject content/other:	Other		
Suggested assessment details:	Refer to assessment grid.		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the difference between primary and secondary sources.	1.1 Evaluate the difference between primary and secondary sources.
2 Understand the value of a variety of primary source materials as evidence.	2.1 Analyse primary sources for a specific context. 2.2 Evaluate the primary sources, taking into account: authorship, purpose, audience, and underlying values and beliefs.
3 Understand the uses and limitations of secondary sources.	3.1 Compare and evaluate secondary sources considering the following: use of sources, 'facts', background material, interpretation.

Access to HE Diploma Unit

Unit Code:	QU018318		
Title:	Study Skills		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Academic subject content/other:	Other		
Suggested assessment details:	Refer to assessment grid.		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know how to manage and organise study time.	1.1 Produce, revise and evaluate a personal schedule of study that accommodates own time constraints. 1.2 Where necessary, prioritise and reschedule study plan explaining changes. 1.3 Prioritise and meet assignment deadlines, negotiating new deadlines if needed. 1.4 Devise a strategy for organising coursework.
2 Know how to participate in learning activities.	2.1 Prepare efficiently for tutorials and classroom activities. 2.2 Participate appropriately in classroom activities.
3 Understand assignment requirements.	3.1 Analyse assignment effectively identifying aims and objectives. 3.2 Determine suitable format for assignment, effectively explaining decisions made.
4 Understand learning preferences.	4.1 Analyse different methods of learning. 4.2 Analyse methods of identifying own learning preferences.
5 Be able to retrieve information from a range of sources.	5.1 Retrieve information from a range of written texts using a range of reading skills. 5.2 Scan source material, critically evaluating information, selecting

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>The learner will:</p>	<p>The learner can:</p> <p>accurate and detailed notes to suit purpose.</p> <p>5.3 Demonstrate the use of a recognised referencing system for retrieved information.</p>

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

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.



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