

# DIPLOMA GUIDE



## Access to HE

Apprenticeships

Digital

English &amp; Maths

## ESOL

## Personal & Social Development



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# Access to HE Diploma (Sport Science)

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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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Learners who choose to undertake this diploma are likely to have a strong interest into how science can support the study of sports. The range of units chosen for this Diploma will give a good overall view of the relationship between sport and science, focusing the mandatory units on a mixture of the two disciplines. 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 sports science or sport and exercise science 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 science degrees.

### 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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8.1 Sport, Leisure and Recreation

## 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.

Adults who have gone straight into industry (perhaps following apprenticeship routes) who wish to progress to HE

## 1.8 Delivery methods

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Delivery methods for the Access to HE Diploma (Environmental 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 science, 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**

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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:

BSc Sports Science  
BSc Sport and Exercise Science  
BSc Sports Performance and Coaching  
BSc Sports Coaching  
BA Sports Studies

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 e.g. 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 36 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 – 2 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
QU017329	Impact of Exercise on Body Systems	3	3	Academic	1, 2, 3, 7	Practical project, Short written questions	750 words 500 words
QU001493	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
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

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
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

**Optional Graded Units:**

Learners must achieve 9 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
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
QU008270	Sports Injuries	3	3	Academic	2, 7	Report	1500 words
QU017335	Sports Performance Coaching	3	6	Academic	1, 2, 3, 7	Case study, project - coaching session, action plan	750 words, 1000 words plan, deliver and evaluate a coaching session, 250 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 word report including data from spreadsheets, graphs and charts, pivot table
QU011236	The Acquisition of Sports Skills	3	3	Academic	1, 2, 7	Exam	1.5 hours open book
QU006034	Understanding Healthy Eating and Nutrition	3	3	Academic	1, 2, 7	Presentation, Short answer written questions	10 minutes 10 questions

### Mandatory Units: Ungraded

Learners must achieve 9 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 1000 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
QU018318	Study Skills	3	3	Other	Study Plan, Worksheets, Assignment Plan	200 words 250 words 500 words



**Specify Group Name Optional Units: Ungraded**

Learners must achieve 6 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU013859	Mathematics for Science	3	3	Other	Exam	1.5 hour open book
QU025280	Optimising Examination Performance	3	3	Other	Examination Preparation, Examination, Reflective Journal	500 words 1-2 hours 800 words
QU010772	Practical Science Skills	3	3	Other	Investigation, Report, Reflection	Practical investigation 750 words 250 words
QU018352	Presentation Skills	3	3	Other	Presentation, Answer Questions, Self Evaluation	5 minutes 5 minutes N/A
QU028487	Promoting Wellbeing and Building Resilience	3	3	Other	Report	1500 words
QU033854	Sustainability Project	3	3	Academic	Report, including project plan and reflection	1000 words
QU033880	The Fundamentals of Environmental Sustainability	3	3	Academic	Report	1500 words
QU017337	Understand Published Research in Sports Science	3	3	Other	Literature Review	1500 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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Computers  
Exercise Equipment  
Sports related equipment relating to the subject matter, eg. Heart rate monitor

### 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>	QU006070		
<b>Title:</b>	Anatomy and Physiology		
<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>• GD2-Application of knowledge</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	
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

<b>Unit Code:</b>	QU006465		
<b>Title:</b>	Assessment of Fitness		
<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>• 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. 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

<b>Unit Code:</b>	QU018860		
<b>Title:</b>	Biomechanics in Sport		
<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>• 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 Newton's laws.	1.1 Explain Newton's laws of motion. 1.2 Solve problems involving: <ul style="list-style-type: none"> <li>a. a particle on a plane</li> <li>b. connected particles (pulleys)</li> <li>c. connected particles (non-pulleys).</li> </ul>
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
The learner will:	The learner can:
	<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

<b>Unit Code:</b>	QU017329		
<b>Title:</b>	Impact of Exercise on the Body Systems		
<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>• GD2-Application of knowledge</li> <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 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
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 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: 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

<b>Unit Code:</b>	QU011493		
<b>Title:</b>	Participation and Performance		
<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>• 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 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

<b>Unit Code:</b>	QU017333		
<b>Title:</b>	Psychology for Sports Performance		
<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>• GD2-Application of knowledge</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 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

<b>Unit Code:</b>	QU007442		
<b>Title:</b>	Quantitative Methods – Statistics		
<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>• 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 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. <input type="checkbox"/> <input type="checkbox"/>
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.
4 Be able to use bivariate data.	4.1 Calculate a coefficient of correlation (e.g. Spearman or Product moment).

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
	4.2 Make statements about the possible causal relationship between variables with strong correlation.
5 Be able to calculate probability.	5.1 Calculate the probability of combined events. 5.2 Construct tree diagrams and use them to solve problems involving combined events. 5.3 Identify events which are independent or mutually exclusive.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU018310		
<b>Title:</b>	Research: Practical Investigation Report		
<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 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
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
<b>The learner will:</b>	<b>The learner can:</b>
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.

## Optional Units: Graded Academic Subject Content

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU007828		
<b>Title:</b>	Social Aspects of Sport		
<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>• GD2-Application of knowledge</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	
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

<b>Unit Code:</b>	QU018270		
<b>Title:</b>	Sports Injuries		
<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>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. 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

<b>Unit Code:</b>	QU017335		
<b>Title:</b>	Sports Performance Coaching		
<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>• 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 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
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: 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
<b>The learner will:</b>	<b>The learner can:</b>
5 Be able to assess own coaching.	5,3 Agree a development plan for improving own coaching, with SMART targets. 5.1 Review own performance in leading a sports coaching session against aims and objectives in the plan. 5.2 Identify areas of strength and areas for improvement using: a. own self-assessment b. feedback from others.

### 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	
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

<b>Unit Code:</b>	QU011236		
<b>Title:</b>	The Acquisition of Sports Skills		
<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>• GD2-Application of knowledge</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. 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.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU006034		
<b>Title:</b>	Understanding Nutrition and Healthy Eating		
<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>• GD2-Application of knowledge</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 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 everyday 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.



## Mandatory Units: Ungraded

### 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.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
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>	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 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

<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>	QU018318		
<b>Title:</b>	Study 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
<b>The learner will:</b>	<b>The learner can:</b>
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
The learner will:	The learner can:
	<p>accurate and detailed notes to suit purpose.</p> <p>5.3 Demonstrate the use of a recognised referencing system for retrieved information.</p>

## Optional Units: Ungraded

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU013859		
<b>Title:</b>	Mathematics for Science		
<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 how to perform calculations with integers, decimals and fractions.	1.1 Make calculations involving integers, decimals and fractions with or without a calculator. 1.2 Give answers to calculations correct to a specified number of decimal places or significant figures. Using accuracy appropriate to the nature of the data.
2. Understand how to perform calculations with percentages.	2.1 With and without a calculator, convert between percentages, decimals and fractions. 2.2 Express one quantity as a percentage of another. 2.3 Find a percentage of a quantity. 2.4 Calculate percentage increase and decrease; direct and inverse problems.
3. Understand how to use standard form, indices and roots.	3.1 Make conversions between ordinary numbers and standard form. 3.2 Use the exponential key and interpret calculator displays. 3.3 Make calculations involving indices and roots.



LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	3.4 Apply index laws to simplify expressions involving powers and roots.
4. Understand how to evaluate formulae.	4.1 Evaluate formulae by substitution using the full range of functions on a scientific calculator.
5. Understand how to calculate area and volume.	5.1 Calculate the surface area of plane geometric figures and the volume of complex geometric figures.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU025280		
<b>Title:</b>	Optimising Examination Performance		
<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 Be able to effectively prepare for an examination.	1.1 Produce an effective and realistic preparation plan. 1.2 Identify priorities in the preparation plan. 1.3 Reflect on the plan's effectiveness to identify future improvements.
2 Be able to complete competent answers, which demonstrate subject knowledge.	2.1 Follow all instructions accurately to complete the correct number and combination of questions. 2.2 Include the salient aspects in answers, with the accuracy and detail required by the subject. 2.3 Show in answers an in-depth understanding of the issues / arguments/problems, as required by the subject. 2.4 Apply knowledge or learning coherently in support of arguments and/or to resolve problems.
3 Understand how to minimise common examination pitfalls.	3.1 Identify common pitfalls in examination performance. 3.2 Evaluate potential strategies to avoid examination pitfalls.
4 Know how to minimise stress to enhance examination performance.	4.1 Recognise own stressors. 4.2 Develop strategies to minimise own stressors.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU010772		
<b>Title:</b>	Practical Science 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 OUTCOME	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Be able to use a range of general laboratory equipment.	1.1 Demonstrate how to use equipment safely and effectively within a laboratory.
2 Be able to use specialised equipment.	2.1 Demonstrate how to carry out a procedure with accuracy.
3 Know how to work with appropriate regard for safety.	3.1 Demonstrate how to carry out practical work in a safe manner. 3.2 Assess the possible safety issues relating to a practical procedure.
4 Understand how to report on investigations.	4.1 Produce an experimental report with use of appropriate terminology. 4.2 Identify a range of ways in which the work could be improved. 4.3 Evaluate the outcomes of the original objective and identify further steps to be taken in the development of work.

### 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>	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>Title:</b>	Sustainability Project		
<b>Unit Code:</b>	QU033854		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Academic subject content		
<b>Suggested Assessment details:</b>	Report, including project plan and reflection – 1,000 words		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to plan a project to promote sustainability within a specific sector.	<p>1.1 Identify a project to promote sustainability within a chosen sector, justifying your choice. Produce a project plan for own project including:</p> <ul style="list-style-type: none"> <li>• Aims and objectives</li> <li>• Time scales</li> <li>• Methods</li> <li>• Resources required</li> <li>• Any health and safety considerations.</li> </ul> <p>1.2</p>
2. Be able to carry out a sustainability project.	<p>2.1 Carry out a sustainability project.</p> <p>2.2 Produce a report on the findings of the sustainability project.</p>
3. Be able to review the success of a sustainability project.	<p>3.1 Evaluate the extent to which the project has met the aim and objectives.</p> <p>3.2 Evaluate the extent to which the project has met the aim and objectives.</p>

### Access to HE Diploma Unit

<b>Title:</b>	The Fundamentals of Environmental Sustainability		
<b>Unit Code:</b>	QU033880		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Academic subject content/other:</b>	Academic subject content		
<b>Suggested Assessment details:</b>	Report – 1500 words		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Know the importance of sustainability within a specific sector.	1.1 Explain what is meant by sustainability. 1.2 Explain the importance of supporting environmental sustainability within a chosen sector.
2. Know how environmental sustainability can be supported within the chosen sector.	2.1 Describe environmental issues relevant to a chosen sector. 2.2 Describe the impact of the chosen sector on the environment. 2.3 Explain how these environmental issues could be minimised within a chosen sector. 2.4 Analyse factors to consider when working towards environmental sustainability in a chosen sector.
3. Know how the 3 Rs of sustainability can be applied within the chosen sector.	3.1 Explain the 3 Rs of sustainability. 3.2 Analyse ways that a chosen sector can implement the 3 Rs of sustainability.
4. Understand the importance of waste management within the chosen sector.	4.1 Explain the importance of having a waste management strategy within a chosen sector. 4.2 Explain environmental hazards or risks that could be caused by poor waste management within a chosen sector.

### Access to HE Diploma Unit

<b>Unit Code:</b>	QU017337		
<b>Title:</b>	Understand Published Research into Sports Science		
<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 Understand the difference between quantitative and qualitative research methods.	1.1 Using a range of examples taken from related sports science studies, explain the difference between qualitative and quantitative research.
2 Understand the different methods in sports science research.	2.1 Evaluate the main research methods available to the researcher. 2.2 Explain how a method/s of research is selected.
3 Understand ethical issues involved in sports science research.	3.1 Explain, using selected examples, the ethical considerations that need to be considered when undertaking research.
4 Understand the validity of a piece of sports science research.	4.1 Evaluate the validity of a piece of research, making suggestions for improvements to research methodology.



## 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:

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.



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