

# DIPLOMA GUIDE



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## Access to HE Diploma (Travel and Tourism)

Access to HE

Apprenticeships

Digital

Employability &  
Enterprise

English & Maths

ESOL

Personal & Social  
Development

Professional  
Development

Vocational

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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 2020.

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

### 1.2 About this Diploma

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The diploma allows learners to undertake study related to travel and tourism topics. Learners will have the opportunity to develop skills which will enable progression to a range of degree level programme. The mandatory units include a range of travel and tourism-based units. These include: Customer Service in the Travel and Tourism Industry, International Travel and Tourism Industry and The Travel and Tourism Industry.

Many learners join degrees related to travel and tourism after following A level study, so the diploma will place the Access to HE learners on a level with those who have followed A level studies. Additional optional units have been developed and are available related to working in the aviation industry, following feedback from centres.

Ungraded units include units which will support access to higher education whilst supporting study and personal skills. There is only one mandatory unit, Preparation for Higher Education, to allow centres the flexibility to select units that are relevant to their students.

### 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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8.2 Travel and Tourism

## 1.7 Target groups

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- 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

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Delivery methods for the Access to HE Diploma (Travel and Tourism) can include:

Face to face  
Blended learning  
Online delivery

Assessment Methods should include: Exam, presentation with supporting materials, report, case study, role-play, research and research diary, reflective account, risk assessment, group discussions.

## 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 (Travel and Tourism) learners may progress to the following:

- BSc (Hons) Travel, Aviation and Tourism Management
- BA (Hons) International Tourism Management
- BA (Hons) Tourism and Travel Management
- BSc (Hons) International Tourism Management
- BA (Hons) Tourism and Events Management
- BA (Hons) Event Management
- BA (Hons) International Hospitality and Tourism Management
- BA (Hons) International Hospitality Management

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. 15 credits must be taken from the Mandatory Graded group, a maximum of 6 credits must be taken from the Optional Research group and the remaining 24 credits must be taken from the Graded Optional group. Learners must complete 15 credits from the Ungraded group - 3 credits must be completed from the mandatory ungraded group and 12 credits must be completed from the optional ungraded group.

### Mandatory Units: Graded Academic Subject Content

Learners must achieve 15 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment methods	Assessment Volume
QU018146	Customer Service in the Travel and Tourism Industry	3	6	A	1, 3, 7	Report Role play Reflective writing	1500 words 10 mins 500 words
QU018148	International Travel and Tourism	3	6	A	1, 5, 7	Exam  Case Study	Open book 1.5 hours 500 words
QU018152	The Travel and Tourism Industry	3	3	A	1, 2, 7	Report	1500 words

### Graded Units: Research

Learners must achieve 6 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment methods	Assessment Volume
QU032179	Research: Practical Investigation Project for Travel and Tourism	3	6	A	2, 3, 4, 6, 7	Risk assessment Project diary Project proposal Research review Report Evaluation	250 words 500 words 250 words 500 words 1250 words 250 words
QU032181	Research Project for Travel and Tourism	3	6	A	2, 3, 4, 6, 7	Research diary Research proposal Report Evaluation	500 words 500 words 1500 words 250 words

### Optional Graded Units

Learners must achieve 24 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment methods	Assessment Volume
QU032198	Airline and Airport Communication	3	3	A	1, 2, 7	Report Role play scenarios x 2 Reflective account	500 words 10 minutes in total 500 words
QU018173	Airline Operations	3	3	A	1, 4, 7	Report	1500 words
QU032194	Airport Services	3	3	A	1, 2, 7	Report Risk assessment	1000 words 500 words
QU018163	Consumer Protection within the Travel and Tourism Industry	3	3	A	1, 2, 7	Short answer questions	1500 words
QU032495	Entrepreneurship in the Travel and Tourism Industry	3	3	A	1, 2, 7	Report	1500 words
QU017364	Event Management	3	6	A	1, 3, 7	Case study analysis Action plan Evaluation	750 words 250 words 500 words
QU032186	Health, Safety, Security and Welfare Systems in the Travel and Tourism Sector	3	3	A	1, 2, 3, 7	Risk assessment with evaluative report	250 words, 750 words, practical activity with at least 10 hazards identified across work products, processes and equipment (min 2 of each)

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment methods	Assessment Volume
QU018159	Leadership and Management Practice for the Travel and Tourism Sector	3	6	A	1, 2, 4, 7	Linear notes Essay plan Essay with reference list	150 words 150 words 1200 - 1500 words
QU032488	Managing Conflict in the Travel and Tourism Sector	3	3	A	1, 5, 7	Short answer questions Role play Case study	500 words 10 minutes 500 words
QU018262	Marketing	3	3	A	2, 4, 7	Project	Project plan - 250 words, project 1000 words, self-evaluation 250 words
QU018165	Niche Tourism	3	3	A	1, 4, 5, 7	Case Study Individual presentation Group discussion	750 words 10 minutes 15 minutes
QU032183	Principles of Food Safety in the Travel and Tourism Sector	3	3	A	1, 2, 7	Report	1500 words
QU020674	Principles of Hospitality Accommodation Management	3	3	A	1, 2, 7	Case study analysis Short answer questions	1000 words 500 words
QU018167	Responsible Tourism	3	3	A	1, 2, 7	Report	1500 words
QU018169	The Cruise Industry	3	3	A	1, 2, 5, 7	Essay	1500 words
QU032188	The UK as a Tourist Destination	3	3	A	1, 2, 4, 7	Report	1500 words
QU032192	UK Travel and Tourism Operations	3	3	A	1, 2, 7	Report	1500 words

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment methods	Assessment Volume
QU020670	Understanding the Hospitality Sector	3	3	A	1, 2, 7	Case study analysis Individual Presentation with peer review Short answer questions	750 words 10 minutes  250 words
QU020666	Understanding the Principles of Supervising Food and Drink Service	3	3	A	1, 2, 7	Report	1500 words
QU032497	Visitor Attractions	3	3	A	1, 2, 7	Report	1500 words

**Mandatory Units: Ungraded**

Learners must achieve 3 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment methods	Assessment Volume
QU025532	Preparation for Higher Education	3	3	O	Research  Application form Personal Statement Prepared Q&A	Review of research, course and decision 500 words  Application form 750 words 250 words

### Optional Units: Ungraded

Learners must achieve 12 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment methods	Assessment Volume
QU018346	Academic Reading Skills	3	3	O	Exam	Closed book 1.5 hours
QU025276	Academic Writing Skills	3	3	O	Notes from a range of sources Essay plan Essay	300 words 200 words 1000 words
QU007560	Communication - Speaking and Listening	3	3	O	Presentation Discussion Supporting Materials Peer Evaluation Self-Evaluation	15 mins 20 mins 250 words 150 words 250 words
QU025278	Developing Professional Attributes	3	3	O	SWOT Analysis Professional development plan Essay	200 words 300 words 1000 words
QU027084	Presenting Information Using ICT	3	3	O	Notes from a range of sources Presentation Presentation lecture notes and handouts	300 words Presentation 200 words
QU018630	Problem Solving in the Workplace	3	3	O	Project - Analyse and propose solutions to at	1500 words



Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment methods	Assessment Volume
					least two workplace problems including justification for selected solution	
QU028487	Promoting Wellbeing and Resilience	3	3	O	Report	1500 words
QU026344	References and Reliability of Sources	3	3	O	Literature review	1500 words including recognised form of referencing and bibliography
QU011467	Spreadsheets	3	3	O	Portfolio of Evidence	Spreadsheet and 500 words supporting notes
QU031633	Study Skills for Higher Education	3	3	O	Study Plan Worksheets Reflective account Assignment planning	200 words 500 words 500 words 250 words
QU033854	Sustainability Project	3	3	A	Report, including project plan and reflection	1000 words
QU033880	The Fundamentals of Environmental Sustainability	3	3	A	Report	1500 words

### **3.3 Additional completion requirements**

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Learners will probably require a pass in maths and English at GCSE level or a Functional Skills qualification in English and Maths to progress onto a degree course.

### **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.gatewayqualifications.org.uk/access-diploma-specification-2020/>

## 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:

<https://www.qaa.ac.uk/en/access-to-he/access-to-he-resources#>

#### **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.gatewayqualifications.org.uk/principles-for-admission-to-access-to-he-diplomas/>
- 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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There are no special requirements or resources required but if the centre has access to realistic work environments related to the topic, this will really enhance the learner experience.

### 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>Title:</b>	Customer Service in the Travel and Tourism Industry		
<b>Unit Code:</b>	QU018146		
<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>• GD3-Application of skills</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic subject content		
<b>Suggested Assessment details:</b>	Refer to assessment grid.		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know how to deliver effective customer service.	1.1 Evaluate the customer service skills required in the travel and tourism sector when communicating with customers: a. face to face b. over the telephone c. using written communication.
2 Understand customer requirements in the travel and tourism sector.	2.1 Analyse customer requirements within the travel and tourism sector including: a. information or advice b. security c. sales
3 Understand customer relations practices within the travel and tourism sector.	3.1 Evaluate the use of customer relations practices within the travel and tourism sector including: a. the use of customer charters b. customer feedback forms c. complaints procedures

<p>4 Be able to develop customer service skills.</p>	<p>4.1 Apply own customer service skills in practical situations. This could be in work placements, site visits or role play situations. Demonstrate use of non-verbal communication skills when dealing with customers.</p> <p>4.2 This could be in work placements, site visits or role play situations. Evaluate own use of customer service skills.</p> <p>4.3 This could be backed up by a video diary, diary, blog or other permanent record.</p>
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### Access to HE Diploma Unit

<b>Title:</b>	International Travel and Tourism		
<b>Unit Code:</b>	QU018148		
<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>• GD5-Communication and presentation</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic subject content		
<b>Suggested Assessment details:</b>	Refer to assessment grid.		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the growth of the travel and tourism sector internationally.	1.1 Analyse the impact of the socio-economic environment and technological advances on the travel and tourism sector. 1.2 Explain how product development and growth has impacted on the travel and tourism sector. 1.3 Analyse how changes in customer motivation and expectations have impacted on the travel and tourism sector.
2 Understand the travel and tourism sector domestically and internationally.	2.1 Explain the aims and objectives of components of the domestic and international travel and tourism industry including: <ul style="list-style-type: none"> <li>• visitor attractions</li> <li>• accommodation</li> <li>• tourist boards</li> <li>• conference and events services.</li> </ul> 2.2 Explain the objectives and funding of commercial and non-commercial organisations within the travel and tourism sector both in the UK and internationally. 2.3 Compare how the expectations of stakeholders differ between

	commercial and non-commercial organisations within the domestic and international travel and tourism sector.
3 Understand the travel and tourism sector in a chosen destination.	<p>3.1 Analyse customer spending in the travel and tourism sector for a chosen destination, drawing on statistical data or other relevant information.</p> <p>3.2 Produce a profile of the inbound and outbound tourism for the chosen destination, drawing on statistical information.</p>

### Access to HE Diploma Unit

<b>Title:</b>	The Travel and Tourism Industry		
<b>Unit Code:</b>	QU018152		
<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>	Report – 1500 words		

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Understand the impact of the travel and tourism industry for a chosen destination.	1.1	Explain the importance of the tourism industry to a specified country and its regional economy
		1.2	Analyse strengths, weaknesses, opportunities and threats for the tourism industry of a specified country.
2	Understand the development process for a new tourist destination.	2.1	Explain the development process for a new tourist destination.
		2.2	Analyse how legislation impacts on the development of a new tourist destination.
3	Understand major travel and tourism organisations.	3.1	Analyse the range of products and services offered by: <ul style="list-style-type: none"> <li>• a major tour operator</li> <li>• a major airline.</li> </ul>
4	Understand the internal structure of the travel and tourism industry.	4.1	Analyse how the internal structure of the travel and tourism industry helps to link the different elements of the industry together. <i>For example, how does hospitality link with airport services or travel agencies?</i>

## Graded Research Units

### Access to HE Diploma Unit

<b>Title:</b>	Research Project for Travel and Tourism		
<b>Unit Code:</b>	QU032181		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade Descriptors:</b>	<ul style="list-style-type: none"> <li>• GD2-Application of knowledge</li> <li>• GD3-Application of skills</li> <li>• GD4-Use of information</li> <li>• GD6-Autonomy/Independence</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic subject content		
<b>Suggested Assessment details:</b>	Refer to assessment grid.		

This unit has 5 learning outcomes.

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

	<p>4.3 Summarise information coherently in a conventional style, appropriate to the knowledge domain.</p> <p>4.4 Reference all findings using a recommended style of referencing.</p>
<p>5. Be able to evaluate own research project.</p>	<p>5.1 Reflect on the project design and methodologies.</p> <p>5.2 Evaluate findings in relation to aims, previous research and relevant theory.</p> <p>5.3 Identify recommendations for the future.</p>

### Access to HE Diploma Unit

<b>Title:</b>	Research: Practical Investigation Project for Travel and Tourism		
<b>Unit Code:</b>	QU032179		
<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
The learner will:	The learner can:
<p>1 Be able to plan a practical investigation project.</p>	<p>1.1 Identify and agree a practical investigation project, located within a knowledge domain relevant to the named Diploma.</p> <p>1.2 Produce a hypothesis and clear aims for the investigation project.</p> <p>1.3 Identify any ethical, practical or safety issues and how these will be managed/overcome.</p> <p>1.4 Produce a risk assessment.</p> <p>1.5 Maintain a record of project progress through all stages of research, development and completion.</p>
<p>2 Be able to undertake a practical investigation.</p>	<p>2.1 Carry out research from a wide range of sources.</p> <p>2.2 Develop an appropriate investigation.</p> <p>2.3 Identify the variables and explain how they can be controlled, where necessary.</p> <p>2.4 Carry out the investigation safely, using appropriate practical skills and techniques.</p>

	2.5 Analyse the results of the investigation with reference to relevant theory.
3 Know how to present the project.	<p>3.1 Present the body of work in a style appropriate to the knowledge domain with clear conclusions.</p> <p>3.2 Use appropriate technical terminology fluently.</p> <p>3.3 Reference all findings using a recommended style of referencing.</p>
4 Be able to evaluate own research project.	<p>4.1 Reflect on the design and methodology of the project.</p> <p>4.2 Evaluate the body of work in relation to aims and hypothesis.</p> <p>4.3 Identify recommendations for the future.</p>

## Optional Units: Graded Academic Subject Content

### Access to HE Diploma Unit

<b>Title:</b>	Airline and Airport Communication		
<b>Unit Code:</b>	QU032198		
<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 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand communication in the airline and airport environment.	1.1 Explain the importance of different people using communication effectively in different aspects of airline and airport environments including: <ul style="list-style-type: none"> <li>• before the passenger arrives at the airport</li> <li>• in the airport</li> <li>• in the air.</li> </ul> Analyse communication methods used by a range of people working in different roles within the airline and airport environment: <ul style="list-style-type: none"> <li>• before the passenger arrives at the airport</li> <li>• in the airport</li> <li>• in the air.</li> </ul>
2 Be able to communicate effectively in scenarios relevant to the airline and airport environment.	2.1 Use communication effectively in scenarios relevant to the aviation industry, using terminology from the airline and airport environment accurately. <i>This can be completed in a real-life or simulated environment. At least two</i>



	<p><i>scenarios must be used. Learners should use airline and airport environment terminology accurately within the context.</i></p> <p><i>Terminology may include: International Air Transport Association (IATA) codes (airline, airport and aircraft codes), common abbreviations, the phonetic alphabet, the 24-hour clock, and time-related codes.</i></p> <p><i>Scenarios may include interactions:</i></p> <ul style="list-style-type: none"> <li>• <i>between colleagues</i></li> <li>• <i>from staff to passengers</i></li> <li>• <i>staff to flight deck</i></li> <li>• <i>staff to emergency departments</i></li> <li>• <i>boarding announcements.</i></li> </ul>
<p>3 Be able to review own communication skills.</p>	<p>3.1 Review own communication skills used in airline and airport environment scenarios.</p> <p>3.2 Identify areas to develop when communicating in airline and airport environment scenarios.</p>

### Access to HE Diploma Unit

<b>Title:</b>	Airline Operations		
<b>Unit Code:</b>	QU018173		
<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>• GD4-Use of information</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic subject content		
<b>Suggested Assessment details:</b>	Refer to assessment grid.		

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1 Know outbound and inbound passenger-handling processes, facilities and services at airports for both</p> <p>a. leisure passengers b. business passengers.</p>	<p>1.1 Analyse the characteristics and needs of different types of passengers at an airport.</p> <p>1.2 Evaluate outbound passenger handling processes and services: a. landside b. airside.</p> <p>1.3 Evaluate inbound passenger handling processes and services: a. airside b. landside</p>
<p>2 Know how airports ensure efficient outbound and inbound passenger flow.</p>	<p>2.1 Analyse reasons for congestion at an airport during normal operations. Evaluate situations which result in major congestion or closure of an airport.</p> <p>2.2 Evaluate the effectiveness of measures used to overcome minor or major congestion problems and minimise potential impact on passengers.</p> <p>2.3</p>

### Access to HE Diploma Unit

<b>Title:</b>	Airport Services		
<b>Unit Code:</b>	QU032194		
<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 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand services and facilities that airports provide for their travelling customers.	Analyse the types of information airports provide for their customers <ol style="list-style-type: none"> <li>1.1               <ul style="list-style-type: none"> <li>• via the internet</li> <li>• en route to the airport</li> <li>• at the terminal.</li> </ul> </li> <li>1.2 Evaluate the importance of communicating information in different formats throughout the passenger journey.</li> </ol>
2 Understand the infrastructure and services that airports provide for airlines.	Explain the importance of the infrastructure and facilities that airports provide for airlines, including: <ol style="list-style-type: none"> <li>2.1               <ul style="list-style-type: none"> <li>• runways and taxiways</li> <li>• navigation aids, airfield and approach lighting</li> <li>• aprons, getaways/airbridges</li> <li>• airport fire and security services.</li> </ul> </li> </ol>
3 Know about potential hazards at airports and how they may be reduced.	<ol style="list-style-type: none"> <li>3.1 Identify key health, safety and security hazards at airports.</li> <li>3.2 Explain how hazards can be reduced in the airport environment.</li> </ol>

### Access to HE Diploma Unit

<b>Title:</b>	Consumer Protection within the Travel and Tourism Industry		
<b>Unit Code:</b>	QU018163		
<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 contractual approach to consumer protection within the travel and tourism sector.	1.1	Evaluate the application of contract law in the consumer field related to the travel and tourism sector.
2	Understand the statutory civil law protection of consumers.	2.1	Evaluate how the main statutory protection of consumers who buy goods and services applies within the travel and tourism industry.
		2.2	Apply knowledge of statutory protection to problem situations within the travel and tourism sector.
3	Understand methods outside of contract law that give remedies to consumers under specific circumstances.	3.1	Clearly identify the main situations when negligence and "product liability" apply.
		3.2	Apply knowledge of these methods to problem situations within the travel and tourism sector.
4	Understand the role of criminal law in consumer protection.	4.1	Evaluate the function of criminal law in consumer protection.
		4.2	Apply knowledge of the main statutory provision to a given problem situation within the travel and tourism sector.

### Access to HE Diploma Unit

<b>Title:</b>	Entrepreneurship in the Travel and Tourism Industry		
<b>Unit Code:</b>	QU032495		
<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 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know how business plans can support a new enterprise within the travel and tourism sector.	1.1 Explain the purpose of a business plan for a new enterprise within the travel and tourism sector. 1.2 Outline the relationship between the business plan and business objectives. 1.3 Identify key elements of an effective business plan.
2 Know how to use data to meet business objectives for a new enterprise within the travel and tourism sector.	2.1 Evaluate methods to determine a business' current market position. Analyse how market research data can determine a business' ability to meet current and new market opportunities, including those in the global marketplace. 2.2 Analyse potential business constraints that could impact on business performance. 2.3
3 Understand financial forecasting.	3.1 Define financial forecasting. Explain the role of planning budgets within a new enterprise in the travel and tourism sector. 3.2 Analyse areas of financial risk to a new enterprise within the travel and tourism sector. 3.3

	3.4 Evaluate different sources of business finance for a new enterprise within the travel and tourism sector.
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### Access to HE Diploma Unit

<b>Title:</b>	Event Management		
<b>Unit Code:</b>	QU017364		
<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>• 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
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. Devise an action plan for the event that identifies 1.2 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.

### Access to HE Diploma Unit

<b>Title:</b>	Health, Safety, Security and Welfare Systems in the Travel and Tourism Sector		
<b>Unit Code:</b>	QU032186		
<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
The learner will:	The learner can:
<p>1 Know UK health and safety regulations, roles and responsibilities in travel and tourism environments.</p>	<p>1.1 Identify UK health and safety legislation, regulations and guidelines which must be followed in travel and tourism environments. Summarise responsibilities under UK health and safety legislation of the:</p> <ul style="list-style-type: none"> <li>• employer</li> <li>• employees.</li> </ul> <p>1.2 Evaluate the role of organisations providing health and safety information relevant to travel and tourism environments.</p> <p>1.3</p>
<p>2 Understand how to operate health, safety, security and welfare systems in a travel and tourism context.</p>	<p>2.1 Explain how to take responsibility for personal and customer health, safety and security in the workplace.</p> <p>2.2 Explain how to ensure that health, safety, security and welfare equipment and resources are maintained to meet statutory requirements.</p>



	<p>Explain how to comply with systems which meet statutory requirements for</p> <p>2.3</p> <ul style="list-style-type: none"> <li>• identifying and reducing hazards</li> <li>• reporting accidents and emergencies</li> <li>• preventing reoccurrences of accidents and emergencies.</li> </ul>
<p>3 Know how to identify hazards and assess risks in a travel and tourism context.</p>	<p>Analyse hazards in a travel and tourism context arising from:</p> <p>3.1</p> <ul style="list-style-type: none"> <li>• work products</li> <li>• processes</li> <li>• equipment.</li> </ul> <p>3.2 Explain how to obtain accurate information relating to identified hazards.</p> <p>3.3 Examine how to assess the significance of the hazards.</p> <p>3.4 Undertake a risk assessment to support the principles of prevention and protection within a travel and tourism context.</p>

### Access to HE Diploma Unit

<b>Title:</b>	Leadership and Management Practice for the Travel and Tourism Sector		
<b>Unit Code:</b>	QU018159		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	6
<b>Grading type:</b>	Graded		
<b>Grade Descriptors:</b>	<ul style="list-style-type: none"> <li>• GD1-Understanding the subject</li> <li>• GD2-Application of knowledge</li> <li>• GD4-Use of information</li> <li>• 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>
<p>1 Understand how leadership styles and motivational theories impact on the responsibilities and performance of a manager in the travel and tourism industry.</p>	<p>Evaluate the skills and attributes of:</p> <p>1.1 a. a leader b. a manager.</p> <p>Evaluate the responsibilities of the manager in:</p> <p>1.2 a. ensuring safety of staff and customers b. ensuring quality requirements are met c. ensuring productivity targets are achieved.</p> <p>Evaluate the responsibilities of the manager in travel and tourism organisations in:</p> <p>1.3 a. ensuring behavioural standards of staff are appropriate b. contributing to the achievement of project and business plans c. applying organisational procedures relating to poor performance and behaviour.</p>

<p>2 Understand the differences and relationships between leadership and management</p>	<p>2.1 Analyse why a manager in the travel and tourism industry needs to display the behaviours of both leadership and management. Evaluate the manager's role in ensuring team objectives and outcomes are met.</p> <p>2.2 Analyse the application of a range of leadership styles.</p> <p>2.3 Identify and prioritise areas for own personal development to improve leadership skills.</p> <p>2.4</p>
<p>3 Understand the role of quality management in travel and tourism organisations.</p>	<p>3.1 Evaluate quality standards for both internal and external customers.</p>

### Access to HE Diploma Unit

<b>Title:</b>	Managing Conflict in the Travel and Tourism Sector		
<b>Unit Code:</b>	QU032488		
<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>• 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 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand legislation and other relevant guidance related to managing conflict.	1.1 Identify UK legislation, organisational requirements, national guidelines and personal responsibilities that relate to managing conflict. <i>Legislation including Health and Safety at Work Act, Human Rights, Equality Act</i> <i>National guidelines including Safeguarding issues, duty of care, welfare</i> 1.2 Explain potential ethical issues that might arise in managing conflict in the workplace.
2 Know how to apply conflict management skills and techniques.	2.1 Explain how to analyse risk to self and others in a conflict situation. 2.2 Evaluate conflict management techniques and when to use them. <i>For example: Betaris Box, TKI assessment, de-escalation techniques</i> 2.3 Communicate with people effectively using verbal and non-verbal communication. <i>Communication should be used in a way that:</i> <ul style="list-style-type: none"> <li>• shows respect for them, their property and their rights</li> <li>• is appropriate to them</li> </ul>

	<ul style="list-style-type: none"><li>• <i>is free from discrimination and oppressive behaviour</i></li><li>• <i>uses actions and words that signal non-aggression at the appropriate times</i></li><li>• <i>remains alert to verbal and non-verbal communication pertaining to danger cues</i></li><li>• <i>uses language and speech, actions, gestures and body language, space and position appropriately.</i></li></ul>
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### Access to HE Diploma Unit

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

This unit has 2 learning outcomes.

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

### Access to HE Diploma Unit

<b>Title:</b>	Niche Tourism		
<b>Unit Code:</b>	QU018165		
<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>• GD4-Use of information</li> <li>• GD5-Communication and presentation</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic subject content		
<b>Suggested Assessment details:</b>	Refer to assessment grid.		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the scale, scope and growth of niche tourism.	1.1 Explain the meaning of niche tourism. Assess the development of niche tourism, referring to 1.2 a. demographic trends b. the role of media and review sites c. key locations d. source regions.
2 Understand the variety of niche tourism choices and providers.	2.1 Evaluate the importance of different types of niche providers in the sector. Critically analyse the roles of different types of niche tourism providers in the sector. 2.2
3 Understand the durability and potential impact of key types of niche tourism.	3.1 Analyse reasons why some niche tourism destinations may only be popular for short periods of time. Evaluate the socio-economic and political trends of different types of niche tourism. 3.2

### Access to HE Diploma Unit

<b>Title:</b>	Principles of Food Safety in the Travel and Tourism Sector		
<b>Unit Code:</b>	QU032183		
<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 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand how organisations offering hospitality in the travel and tourism sector can ensure compliance with food safety legislation.	1.1 Explain the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance. 1.2 Explain how the legislation is enforced.
2 Understand the importance of applying and monitoring good hygiene practice.	2.1 Justify the importance of high standards of personal hygiene. Explain procedures for cleaning and disinfection including the need for workplace and equipment schedules. 2.2 Explain procedures to control contamination and cross-contamination. 2.3 Evaluate methods of waste disposal with particular reference to pest control.
3 Understand how to implement food safety management procedures.	3.1 Explain the consequences for food safety from hazards including: <ul style="list-style-type: none"> <li>• microbes</li> <li>• chemicals</li> <li>• physical hazards</li> <li>• allergens.</li> </ul>



	<p>Evaluate methods and procedures for controlling food safety to include:</p> <p>3.2</p> <ul style="list-style-type: none"><li>• critical control points</li><li>• critical limits</li><li>• corrective actions.</li></ul>
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### Access to HE Diploma Unit

<b>Title:</b>	Principles of Hospitality Accommodation Management		
<b>Unit Code:</b>	QU020674		
<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>	Case study analysis	1000 words	
	Short answer questions	500 words	

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the provision of accommodation services in diverse contexts.	1.1 Explain styles of accommodation offered within the hospitality sector. 1.2 Explain front of house services offered within the hospitality sector Explain the legal and statutory requirements that apply to accommodation services. 1.3 Analyse the roles and responsibilities of staff involved in: 1.4 a. accommodation services b. front of house operations.
2 Understand the impact of current management issues on the effective performance of accommodation services.	2.1 Explain the key aspects of planning and management of accommodation services for a specific hospitality organisation Analyse key operational issues affecting the efficient management and business performance of the accommodation services of a specific hospitality organisation. 2.2

### Access to HE Diploma Unit

<b>Title:</b>	Responsible Tourism		
<b>Unit Code:</b>	QU018167		
<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 impact of developing tourism on destinations.	1.1 Compare and contrast the impact of tourism development on two chosen destinations considering the impact on: <ol style="list-style-type: none"> <li>a. the economy</li> <li>b. social life</li> <li>c. the local environment</li> <li>d. local culture.</li> </ol>
2 Understand the roles of agents involved with responsible tourism development.	2.1 Analyse ways in which agents can promote responsible tourism development. 2.2 Compare and contrast roles of agents from the private, public and voluntary sector.
3 Understand the practices and objectives of responsible tourism development.	3.1 Analyse features of responsible tourism development. 3.2 Evaluate how objectives of responsible tourism development are put into practice.
4 Understand the relationship between responsible tourism development and the travel and tourism industry.	4.1 Evaluate a holiday that incorporates the key features of responsible tourism. 4.2 Evaluate the importance of tourists being educated towards responsible tourism practices.

### Access to HE Diploma Unit

<b>Title:</b>	The Cruise Industry		
<b>Unit Code:</b>	QU018169		
<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>• GD5-Communication and presentation</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic subject content		
<b>Suggested Assessment details:</b>	Refer to assessment grid.		

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Understand the development of the market and employment opportunities in the cruise industry	1.1	Analyse the development, growth and markets of the cruise industry.
		1.2	Analyse employment and progression opportunities in the cruise industry.
2	Understand the variety of cruises available and destinations visited.	2.1	Evaluate destination ports for contrasting cruise itineraries and ships operated by different cruise companies.
		2.2	Analyse products and on-board facilities relating to two types of cruise company ships.
3	Understand the potential impact of the cruise industry	3.1	Explain the potential economic, social and environmental impact of the on-board cruise industry.
		3.2	Analyse the importance of the economic, social and environmental impact of the cruise industry onshore.

### Access to HE Diploma Unit

<b>Title:</b>	The UK as a Tourist Destination		
<b>Unit Code:</b>	QU032188		
<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>• GD4-Use of information</li> <li>• GD7-Quality</li> </ul>		
<b>Academic subject content/other:</b>	Academic Subject Content		
<b>Suggested Assessment details:</b>	Refer to assessment grid.		

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Understand why the UK is a major tourist destination.	1.1	Analyse major significance of location, access and appeal factors on the success of the UK as a tourist destination.
2	Understand key trends in UK tourism.	2.1	Analyse the trends in UK tourist arrivals and departures over the past ten years. Explain how the travel and tourism sector responded to fluctuations in UK tourism through its development of products and services over the last 10 years.
3	Understand risks within the UK tourism industry.	3.1	Analyse risks to the UK travel and tourism sector, including the sector's response to minimising these risks.

### Access to HE Diploma Unit

<b>Title:</b>	UK Travel and Tourism Operations		
<b>Unit Code:</b>	QU032192		
<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 key legislation that affects airports and staff working there.	1.1 Explain the role of regulatory bodies who control UK airports and their operations. 1.2 Summarise key legislation related to airport operations in the UK.
2	Understand the importance of securing passenger property and information in the UK.	2.1 Evaluate the importance of securing passenger data and property. Analyse how passenger data and property is kept secure by airport employees in different roles at different points of the passenger journey. 2.2
3	Understand about equality in an aviation environment in the UK.	3.1 Analyse ways in which the aviation industry in the UK seeks to treat people equally, making reference to different protected characteristics as set out in the Equality Act 2010.
4	Understand retail legislation relevant to an airport environment.	4.1 Analyse ways in which retail staff in airports comply with retail legislation.

### Access to HE Diploma Unit

<b>Title:</b>	Understanding the Hospitality Sector		
<b>Unit Code:</b>	QU020670		
<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>	Case study analysis with Individual Presentation and peer review	750 words & 10 minutes	
	Short answer questions	250 words	

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the characteristics of hospitality markets.	1.1 Explain characteristics of service styles used within the hospitality industry and their benefits and limitations to the organisation. E.g. plate service, platter service, family-style service, silver service 1.2 Explain current trends in service styles and potential developments in the hospitality sector. 1.3 Explain how organisations can respond to the characteristics of hospitality markets.
2 Be able to analyse hospitality markets.	2.1 Analyse current and future micro and macro environment trends within the hospitality sector. 2.2 Evaluate potential areas of opportunity for growth within the sector. 2.3 Analyse direct and indirect sources of competition within the market for a specific organisation,

### Access to HE Diploma Unit

<b>Title:</b>	Understanding the Principles of Supervising Food and Drink Service		
<b>Unit Code:</b>	QU020666		
<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 role of the food and beverage service supervisor	1.1 Evaluate the role of the supervisor in food and beverage services. Explain the importance of effective communication when supervising food and beverage services. 1.2 Evaluate different methods of communication used when supervising food and beverage service. 1.3 Explain how to motivate teams to achieve the required standards of quality.
2 Understand methods of motivating team members.	2.1 Explain how to motivate individuals to achieve the required standards of quality. 2.2 Explain how to motivate teams to achieve the required standards of quality.
3 Understand how to manage the environmental impact of food and beverage operations.	3.1 Analyse the risks posed by the food and beverage operation to the environment. Explain how to manage the impact resources used within food and beverage services may have on the environment including both: 3.2 a. positive impacts b. negative impacts.



<p>4 Understand the importance of stock control within food and beverage services.</p>	<p>4.1 Explain the importance of using approved suppliers.</p> <p>4.2 Explain how effective stock control can contribute to the financial stability of the organisation.</p>
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### Access to HE Diploma Unit

<b>Title:</b>	Visitor Attractions		
<b>Unit Code:</b>	QU032497		
<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 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand how visitor attractions are classified.	1.1 Explain different types of visitor attraction. 1.2 Analyse different visitor attractions according to category, both within and outside the UK.
2 Understand the appeal of visitor attractions.	2.1 Analyse the appeal of two visitor attractions in the local area.
3 Understand how and why visitors are managed at visitor attractions.	3.1 Analyse the measures taken at manmade attractions to manage visitors and why they are needed. 3.2 Analyse visitor management techniques used within natural attractions and why they are needed.

## Mandatory Units: Ungraded

### Access to HE Diploma Unit

<b>Title:</b>	Preparation for Higher Education		
<b>Unit Code:</b>	QU025532		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Grade Descriptors:</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. Analyse processes and procedures necessary to gain entry to Higher Education. 1.2 Analyse information on Higher Education courses and make appropriate realistic choices. 1.3
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. Summarise and evaluate personal experiences, achievement and goals, communicating these clearly in a personal statement. 2.2
3 Understand preparation required for the interview process.	3.1 Conduct further personal research into courses at relevant institutions in preparation for an interview. Prepare provisional answers to anticipated questions, making excellent use of previous experience and recent study. 3.2
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.

	<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>
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### Indicative Content: Preparation for Higher Education

#### Learning Outcome 1:

This can also include Higher and Degree Apprenticeships.

#### Learning Outcome 2:

N/A

#### Learning Outcome 3:

N/A

#### Learning Outcome 4:

N/A

## Optional Units: Ungraded

### Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

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

### Access to HE Diploma Unit

<b>Title:</b>	Academic Writing Skills		
<b>Unit Code:</b>	QU025276		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Grade Descriptors:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested Assessment details:</b>	Notes from a range of sources (300 words), essay plan (200 words), essay (1,000 words)		

This unit has 5 learning outcomes.

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

Access to HE Diploma Unit

<b>Title:</b>	Communication - Speaking and Listening		
<b>Unit Code:</b>	QU007560		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Grade Descriptors:</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. Present information in a structured sequence so that ideas and concepts are easily followed by the audience. 1.2 Use appropriate supporting material to illustrate presentation. Respond appropriately and sensitively to questions from the audience. 1.3 1.4
2 Take part in discussions.	2.1 Give and obtain information and exchange ideas in discussion on both familiar and unfamiliar subjects. 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. Take forward the discussion and create opportunities for others to contribute by asking follow up questions, listening to and 2.2 2.3

	<p>interpreting other points of view sensitively or inviting others to contribute their views.</p> <p>2.4 Respond appropriately to questions.</p>
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### Access to HE Diploma Unit

<b>Title:</b>	Developing Professional Attributes		
<b>Unit Code:</b>	QU025278		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Grade Descriptors:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested Assessment details:</b>	SWOT analysis (200 words), professional development plan (300 words), essay (1,000 words)		

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Understand the difference between positive and negative professional attributes.	1.1	Evaluate both positive and negative professional attributes.
		1.2	Link positive attributes to the role of a professional.
2	Be able to reflect on own professional attributes and areas for development.	2.1	Produce SWOT analysis of own professional attributes.
		2.2	Evaluate SWOT analysis.
		2.3	Produce an individual professional development plan linked to the SWOT analysis.
3	Understand which attributes are considered important by employers in a specific sector and are valued in the workplace.	3.1	Analyse which professional attributes are valued highly by employers within a specific sector.
		3.2	Analyse why these professional attributes are important in a sector specific workplace.
4	Understand the link between professional attributes and emotional intelligence.	4.1	Analyse the links between professional attributes and emotional intelligence.

### Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

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

	<p>3.3 Save information in a structured format so it can be found easily and justify choice.</p>
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### Indicative Content: Presenting Information Using ICT

#### Learning Outcome 1:

N/A

#### Learning Outcome 2:

N/A

#### Learning Outcome 3:

E.g. embedding a chart produced in a spreadsheet into a document or presentation.

### Access to HE Diploma Unit

<b>Title:</b>	Problem Solving in the Workplace		
<b>Unit Code:</b>	QU018630		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Grade Descriptors:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested Assessment details:</b>	Refer to assessment grid.		

This unit has 3 learning outcomes.

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

<b>Title:</b>	Promoting Wellbeing and Building Resilience		
<b>Unit Code:</b>	QU028487		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Grade Descriptors:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<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. 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>	References and Reliability of Sources		
<b>Unit Code:</b>	QU026344		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Grade Descriptors:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested Assessment details:</b>	Refer to assessment grid.		

This unit has 3 learning outcomes.

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

**Indicative Content: References and Reliability of Sources**

**Learning Outcome 1:**

Taking into account referencing systems/software (both free and paid for software - Word, Mendeley).

**Learning Outcome 2:**

N/A

**Learning Outcome 3:**

N/A

### Access to HE Diploma Unit

<b>Title:</b>	Spreadsheets		
<b>Unit Code:</b>	QU011467		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Grade Descriptors:</b>	Ungraded		
<b>Academic subject content/other:</b>	Other		
<b>Suggested Assessment details:</b>	Please Refer to assessment grid.		

This unit has 7 learning outcomes.

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



### Access to HE Diploma Unit

<b>Title:</b>	Study Skills for Higher Education		
<b>Unit Code:</b>	QU031633		
<b>Unit Level:</b>	Level 3	<b>Unit Credit:</b>	3
<b>Grading type:</b>	Ungraded		
<b>Grade Descriptors:</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 manage and organise own study time.	1.1	Produce a personal schedule of study to accommodate own time constraints. Devise a strategy for prioritising and organising coursework to meet deadlines.
2	Know how to prepare for exams effectively	2.1	Prepare a revision timetable for exams
		2.2	Evaluate strategies to support effective revision based on own learning preferences.
3	Be able to retrieve information from reliable sources.	3.1	Retrieve information from a range of reliable written sources using a range of reading skills.
		3.2	Scan source material, evaluating information to create accurate and detailed notes to suit purpose.
		3.3	Demonstrate the use of a recognised referencing system for retrieved information.
4	Present information using a range of approaches.	4.1	Present information using different formats for academic purposes. <i>This must include academic speaking.</i>

### 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>Grade Descriptors:</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.	1.1 Identify a project to promote sustainability within a chosen sector, justifying your choice.  Produce a project plan for own project including:  1.2 <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>
2. Be able to carry out a sustainability project.	2.1 Carry out a sustainability project.  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>	<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>
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### 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>Grade Descriptors:</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
The learner will:	The learner can:
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.

<p>3. Know how the 3 Rs of sustainability can be applied within the chosen sector.</p>	<p>3.1 Explain the 3 Rs of sustainability.</p> <p>3.2 Analyse ways that a chosen sector can implement the 3 Rs of sustainability.</p>
<p>4. Understand the importance of waste management within the chosen sector.</p>	<p>4.1 Explain the importance of having a waste management strategy within a chosen sector.</p> <p>4.2 Explain environmental hazards or risks that could be caused by poor waste management within a chosen sector.</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:

Website: [www.gatewayqualifications.org.uk](http://www.gatewayqualifications.org.uk)

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.



gateway  
qualifications

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