

# DIPLOMA GUIDE



# Access to Higher Education Diploma (Art and Design)

Access to HE

## Apprenticeships

Digital

English &amp; Maths

## ESOL

## Personal & Social Development

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This qualification guide covers the following qualification:

Qualification Number	Learning Aim Code	Diploma Title	Validation Period
QAAQ004746	40014770	Access to Higher Education Diploma (Art and Design)	1 August 2024 – 31 July 2029

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1.1 April 2024	Changes to the Equity, Diversity and Inclusion Policy	Pg10
1.2 January 2025	Amendment of column heading of assessment tables (removal of “Suggested” from assessment method column)	Pg15-20

## About this Access to HE Diploma Guide

This Access to HE Diploma Guide is intended for Tutors, Assessors, Internal Quality Assurers, Quality Managers and other staff working at or affiliated with Gateway Qualifications' Access to HE approved providers or prospective providers.

It sets out what is required of the learner in order to achieve the Access to HE Diploma. It also contains information specific to managing and delivering the Access to HE Diploma 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 Gateway Qualifications website, which contain more detailed guidance on assessment and verification practice.

In order to deliver this Access to HE Diploma, your organisation must be a Gateway Qualifications recognised provider and approved to offer this Access to HE Diploma.

If your organisation is not yet recognised, or approved for this, 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 HE Diploma

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

- a level 3 qualification, regulated by the Quality Assurance Agency for Higher Education (QAA)
- a unitised qualification, based on units of assessment which are structured in accordance with the Access to Higher Education unit specification
- a credit-based qualification, operated in accordance with the terms of the Access to Higher Education Diploma Specification
- a graded qualification, as determined by the Access to Higher Education 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 2024. The specification for the achievement of the Access to HE Diploma states that:

- the total credit achievement is 60 credits
- of these 60 credits, 45 must be achieved at level 3 from graded units containing academic subject content
- the remaining 15 credits may be achieved at level 2 or 3 from ungraded units.

Individual named Diplomas are identified by separate titles and are validated 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 provides learners with a wide choice of units to support progression into Art and Design degree programmes. The mandatory group of units ensures that learners have a good understanding of themes relevant to Art and Design including key topics in Cultural Studies - Modern and Contemporary Studies in Art and Design, The Design Process and Visual Studies. Learners can choose from a variety of optional units linked to Art and Design.

In addition to the graded units, learners must choose from a selection of mandatory and optional ungraded units to support underpinning skills for work within the sector and for further academic study.

### 1.3 Purpose

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The primary purpose of Access to HE Diploma is to provide Higher Education progression opportunities for adults who, because of social, educational 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 learning
- offer learners a responsive, supportive return to learning at a level appropriate for entry to Higher Education
- develop the appropriate skills, such as study skills, necessary to enable learners to succeed in their Higher Education career
- address issues of widening participation and social inclusion
- raise learner 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 for Higher Education level study generally and in subject areas appropriate to an intended Higher Education 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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9.2 Crafts, Creative Arts and Design.

### 1.7 Target Groups

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The target groups of this Diploma are as follows:

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

These specified target groups are appropriate to the proposed Diploma because it offers the following:



- Strong academic study skills that are built into the design of the Diploma and provide a thorough grounding to support progression.
- A lean delivery model in terms of units so learners are not overwhelmed.
- Ability to study a range of subjects as A-level learners do prior to choosing a focus for Higher Education.
- The inclusion of a well-being unit in all Diplomas to support learners through their journey.

The Diploma will address the learning needs of these target groups with underpinning skills to support academic study and provide a level 3 qualification linked to their proposed Higher Education study. A broad range of knowledge will be acquired to support an understanding of Art and Design including, a range of topics such as modern and contemporary studies of art, the design processes used within the sector, graphic design, photography, printmaking, understanding the human figure or using mixed media, ensuring that the learner is fully prepared for progression onto the relevant degrees.

## 1.8 Delivery Methods

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Delivery methods for the Access to Higher Education Diploma (Art and Design) can include:

- Face to face
- Blended learning
- Online learning.

Throughout the diploma, learners should research the work of other artists/designers/specialists in the medium as a way of underpinning knowledge and to use as a means of developing own style. Work placements would also be beneficial and visits to museums would widen opportunities.

It is recommended that providers consider how the mandatory units could be integrated together. Providers may also consider how some of the ungraded units could be combined.

Barred combinations: Centres can only offer either Study Skills for Higher Education or Study Skills for Creative Arts.

Depending on the choice of units, assessment methods could include: academic poster, report, written questions and answers, exam, worksheets, investigation, essay, project, presentation, case study, professional discussion, practical demonstration, reflective journal and professional development plan.

## 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.

Learners will complete a planned, balanced and coherent programme of study, through which they will be able to acquire subject knowledge and develop academic skills that are relevant to the intended progression route(s). The units include a balance of units that allow the learners to study a broad range of topics until they have fully decided on their preferred route at degree level. The ungraded units have been chosen to support both progression into Higher Education and also allow learners to develop skills relevant to the subject area.

## 1.10 Geographical Coverage

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This qualification has been approved for delivery in England. If a provider based in Wales would like to offer this qualification, please contact Gateway Qualifications.

## 1.11 Progression Opportunities

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The rules of combination include both mandatory and optional units. Stakeholders including Access to HE providers, subject experts and Higher Education Institute (HEI) representatives have reviewed and provided feedback on the appropriateness and coherency of the rules of combination, including the balance and mix of mandatory and optional units, for the intended progression route(s). All units are subject to the unit review process as part of the Diploma development process, this includes as a minimum a review by a subject expert in terms of the academic challenge of the level and content and a review to ensure the unit meets QAA format specifications. Monitoring of standards will be managed through the quality assurance and moderation process.

Following successful completion of the Access to Higher Education Diploma (Art and Design), learners may progress to the following:

- BA (Hons) Art and Design
- BA (Hons) Art History
- BA (Hons) Ceramic Design
- BA (Hons) Curating
- BA (Hons) Design
- BA (Hons) Fine Art
- BA (Hons) Fine Art: Drawing
- BA (Hons) Fine Art: Painting
- BA (Hons) Graphic Design
- BA (Hons) Illustration
- BA (Hons) Photography, Video and Digital Imaging
- BA (Hons) Textile Design
- BSc (Hons) Fine Art: Photography
- BSc (Hons) Fine Art: Sculpture

The qualification does not provide guaranteed entry to UK Higher Education.

## 1.12 Equity, Diversity and Inclusion

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At Gateway Qualifications we aim to create an environment which celebrates differences and strives for equitable opportunities and outcomes for all. More than a mere commitment, this Equity, Diversity, and Inclusion Policy stands as a framework, informing every aspect of the

work we do. It is our aim to support our staff and learners, including apprentices, of all abilities, ensuring the development, delivery, and awarding of qualifications in a fair and inclusive manner.

For full details please see the [Equity, Diversity and Inclusion Policy](#).

## 2. Learner 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. Generally, this 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 before undertaking this qualification.

Providers may ask learners for a pass in GCSEs, normally Maths and English, 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 Qualifications has a duty to permit a reasonable adjustment where an assessment arrangement would disadvantage a learner 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 or provide an unfair advantage:

- adapting assessment materials
- adapting 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 learner's ability to demonstrate the skills, knowledge or understanding, e.g. use of spellchecker in an English assessment
- using assistive technology
- use of closed-circuit television (CCTV), coloured overlays, low vision aids
- use of a different assessment location
- use of information and communications technology (ICT)/responses using electronic devices.

It is important to note that not all 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 adjustments specified above.

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

## 2.5 Additional Requirements/Guidance

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Learners must have a UK, including the Channel Islands and Isle of Man, address (including BFO) to be registered on an Access to HE Diploma.

## 2.6 Integrity in Learner Recruitment

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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 an assessment of each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the course 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 content and the remaining 15 credits can be achieved at level 2 or level 3 from units which are ungraded.
- all learners must register for at least one 6-credit or one 9-credit unit as part of their programme of study; this can be a graded or ungraded unit.
- the maximum number of credits that can be made up from 6-credit or 9-credit units is 30 credits; this can be from graded and ungraded 6-credit and 9-credit units.

The approved rules of combination for this Diploma 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 6 weeks (42 days) of starting their course, and units must be selected within 12 weeks from starting their course.

### 3.2 Rules of Combination

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The structure sets out the units required to achieve the Access to HE Diploma, consisting of:

- Graded Academic Subject Content mandatory units – level 3
- Graded Academic Subject Content optional units – level 3
- Research Graded Academic Subject Content units – level 3
- Ungraded units – level 2/3.

Learners must achieve 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. All learners must register for at least one 6-credit or one 9-credit unit as part of their programme of study; this can be a graded or ungraded unit. The

maximum number of credits that can be made up from 6-credit or 9-credit units is 30 credits; this can be from graded and ungraded 6-credit and 9-credit units.

### **Mandatory Units: Graded Academic Subject Content**

Learners must complete 18 credits from the mandatory graded units.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034932	Cultural Studies - Modern and Contemporary Studies in Art and Design	3	6	Academic	Essay Presentation	1000 words 20 minutes inc Q&A
QU035112	The Design Process	3	6	Academic	Reflective journal developing design concepts to design solution	Portfolio of evidence 1500 words
QU035146	Visual Studies	3	6	Academic	Demonstrate understanding of design through a reflective journal to show creative inspiration, process and chronology	Series of storyboards, reflective journal 1000 words including self evaluation

### **Mandatory Unit: Research Graded Academic Subject Content**

Learners must achieve 6 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU035144	Visual Research	3	6	Academic	Project including design of project brief, development of ideas, body of work and presentation of this work Evaluation	Series of storyboards/ portfolio presentation pages documenting the creative process 750 words

## Optional Units: Graded Academic Subject Content

Learners must achieve 21 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034880	3D Design and Production	3	3	Academic	Practical project and reflection	Create illustrations, create test pieces and 3D maquettes, 300 word reflection
QU034914	Colour Theory and Application	3	3	Academic	Report Examples of work using colour theory	750 words Portfolio of evidence
QU034976	Graphic Design	3	3	Academic	Portfolio of evidence  Self reflection	Design portfolio with annotations 500 words reflection
QU035016	Participating in an Exhibition	3	3	Academic	Portfolio of evidence including 'visits book'	1500 words equivalent
QU035054	Photography	3	3	Academic	Portfolio of evidence	1500 words equivalent
QU035052	Printmaking	3	3	Academic	Portfolio of evidence	1500 words equivalent
QU035098	Studies of the Human Figure	3	3	Academic	Portfolio of evidence	1500 words equivalent
QU035106	Textile Printing and Colouring	3	3	Academic	Report Portfolio of work	750 words Portfolio of evidence
QU035120	Typography	3	3	Academic	Portfolio of evidence with annotation	500 words annotations on portfolio of evidence
QU035136	Using Mixed Media	3	3	Academic	Portfolio of evidence	500 words research notes 250 words annotation and portfolio of evidence



### Mandatory Units: Ungraded

Learners must achieve 3 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034710	Preparation for Higher Education	3	3	Other	Research  Application form and personal statement  Prepared Q&A	Review of research, course and decision 500 words Application form and personal statement 750 words* Prepared Q&A 250 words (*4000 characters or roughly 450 word UCAS limit for personal statement)

### Optional Units: Ungraded

Learners must achieve 12 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034692	Academic Writing Skills	3	3	Other	Notes from a range of sources Essay plan Essay	300 words 200 words 1000 words
QU034694	Application of Number - Interpreting and Presenting Information	3	3	Other	Exam	2 hours closed book

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034696	Communication - Speaking and Listening	3	3	Other	Oral presentation Group discussion  Self evaluation	15 minutes 15-20 minutes and supporting materials 500 words 200 words
QU034700	Computer Data Protection	3	3	Other	Structured questions Case study analysis	750 words 750 words
QU034702	Developing Professional Attributes	3	3	Other	SWOT analysis Professional development plan Essay	200 words 300 words 1000 words
QU034704	Inclusivity and Disability	3	3	Other	Exam Presentation with supporting notes	1 hour closed book 10 minutes
QU035164	Introduction to Drawing & Painting	3	3	Other	Annotated portfolio of evidence	500 words annotation Portfolio of evidence
QU034706	Mathematics - Calculations	3	3	Other	Exam	2 hours closed book
QU034708	Optimising Examination Performance	3	3	Other	Examination preparation plan Examination paper from another unit Reflective journal	500 words 1-2 hours 800 words
QU034712	Presentation Skills	3	3	Other	Notes from a range of sources Presentation Presentation lecture notes and handouts	300 words 200 words 1000 words

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034714	Presenting Information Using ICT	3	3	Other	Notes from a range of sources Presentation Presentation lecture notes and handouts	300 words Presentation 200 words
QU034716	Problem Solving in the Workplace	3	3	Other	Project - analyse and propose solutions to at least two workplace problems including justification for selected solution	1500 words
QU034718	Professional Interpersonal Behaviours	3	3	Other	SWOT analysis Case study Reflective account	250 words 750 words 500 words
QU034720	Promoting Wellbeing and Building Resilience	3	3	Other	Report	1500 words
QU034722	References and Reliability of Sources	3	3	Other	Literature review	1500 words including recognised form of referencing and bibliography
QU034726	Spreadsheets	3	3	Other	Portfolio of evidence	Spreadsheet and 500 words supporting notes
QU034730	Study Skills for Higher Education	3	3	Other	Report Summary Samples of notes Study timetable Revision timetable Essay in controlled conditions Presentation	500 words Approx. 150 words Samples of notes x 2 To cover 2 weeks To cover 2 weeks 1.5.hrs 10 minutes including visual aids and appropriate resources

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU035365	Study Skills for the Creative Arts	3	3	Academic	Portfolio of evidence	1500 words equivalent
QU034732	Sustainability Project	3	3	Other	Project plan Report Reflection	250 words 1000 words 250 words
QU034734	The Fundamentals of Environmental Sustainability	3	3	Other	Report	1500 words
QU034736	Writing Reports	3	3	Other	Report plan Presentation of report plan Report	Plan 2-3 minutes 1000 words

### 3.3 Additional Completion Requirements

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Learners will probably require a pass in Maths and English at GCSE level or Functional Skills at level 2 to progress onto a degree course. Providers should guide learners to ensure they are aware of Higher Education course entry requirements.

### 3.4 Recognition of Prior Learning

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

For further information, please refer to Annex C, Access to Higher Education Diploma Specification:

[The Access to Higher Education Diploma Specification, July 2023 \(qaa.ac.uk\) - Applicable to new students registering from 1 August 2024](https://www.qaa.ac.uk/quality-improvement/programmes-for-students/ahed-specification)

### 3.5 Credit Accumulation and Transfer

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A maximum of 30 credits will be permitted to be exempted from this Diploma on the basis of relevant prior certificated achievement; a maximum of 30 credits at level 2 (where applicable) or level 3 may be awarded through the accreditation of prior experiential learning.

### 3.6 Credit Values and Notional Learning Hours

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The credit value of a unit indicates the number of credits that may be awarded to a student for the successful achievement of all the learning outcomes of that unit. The determination of the credit value of a unit is a matter of professional judgement for AVAs, exercised within their validation processes. These judgements are made on the basis of 'notional learning hours', where one credit represents those learning achievements that can be demonstrated in 10 notional learning hours. The concept of 'notional learning hours' therefore takes into account all learning which may be relevant to the achievement of the learning outcomes, including directed and private study, practical and project work, assignments and assessment time.

## 4. Access to HE Units of Assessment

### 4.1 Unit Specification

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A common unit specification applies to all units within 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
- 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 knowledge and skills covered within the unit 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 maths, or study skills.

### 4.3 Graded and Ungraded Units

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#### **Graded Academic Subject Content units**

Grading operates at unit level and only applies to units that have been approved by Gateway Qualifications within a named Access to HE Diploma. Learner achievement for graded units is recorded as pass, merit or distinction for each unit, as set out in the QAA Access to Higher Education Grading Scheme, 2024 (available via the link below) - Applicable to new learners registering from 1 August 2024. Graded units will also satisfy the criteria of academic subject content.

There is a common set of broad, generic grading standards which are used as the basis for all grading judgements on all courses. The three grading standards relate to different aspects of performance that are relevant to the assessment of a learner's readiness for higher education:

1. Knowledge and Understanding
2. Subject Specific Skills
3. Transferable Skills

All three grading standards are used with every graded unit and across every assignment within a graded unit.

Each of the three grading standards includes a set of more detailed component items which describe types of performance associated with the standard. For each component item there are parallel statements at merit and distinction, which describe increasingly demanding standards of achievement. (The distinction grade does not introduce new or 'higher level' capabilities or skills compared with merit.) When tutors use the standards for the grading of a particular unit, they select the most appropriate sub-components of the standards. In the case of Grading Standard 3 (Transferable Skills), tutors also choose at least two out of the three components, before selecting the relevant sub-components. All three sub-components must be used across the Diploma, and component b (see The Access to HE Grading Scheme Section B: The Grading Standards) must be used for all research project units. This allows the generic framework to be tailored to the specific nature of different subjects.

### **Grading standards and units**

- In units with more than one assignment it is not permissible to award a grade to each assignment; grading takes place at the level of the unit only.
- In units with more than one assignment, it is not permissible to use individual assignments to grade individual grading standards (for example, assignment one cannot be used to grade only Knowledge and Understanding with assignment two used to grade both Subject skills and Transferable skills).
- The choice of sub-components at unit level is normally made during the construction of the unit assessment plan and should be appropriate to cover the range of individual assignments. Therefore, the sub-components are not assigned when a unit is validated.
- Only when all assignments for an individual unit are assessed and the tutor has determined that the learner has met all the Learning Outcomes and Assessment Criteria for all unit assignments (and therefore has passed the unit) will grading of the unit take place. Grades for individual assignments must not be awarded.
- A grade indicator for each grading standard is awarded at pass, merit or distinction. The tutor will review all assignments associated with the individual unit and determine if the learner has demonstrated the standard for the grades of merit or distinction or whether the outcome remains as a pass.
- The tutor must record in writing their justification for the grade indicator awarded for each grading standard.
- The tutor reviews the three grade indicators that have been awarded for the unit and determines the overall grade for the unit. The overall grade is a recommendation to the awards board, where it will be considered and confirmed by the Board.

The full grading standards specification can be accessed via the following link, which also provides detailed information on grading:

[Access to Higher Education Diploma Specification and Grading Scheme 2024 \(qaa.ac.uk\)](https://qaa.ac.uk/Access-to-Higher-Education-Diploma-Specification-and-Grading-Scheme-2024)

### **Ungraded Units**

Ungraded units are either achieved or not achieved. Ungraded units will satisfy the criteria of study skills or academic subject content and will be level 2 or level 3 units.

## 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 and are required to ensure that:

- the main base is in the UK, including the Channel Islands and Isle of Man,
- 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 Diploma delivery
- there are appropriate facilities and resources at each site, and for each mode of delivery
- staff have the professional competence and skills necessary to teach and assess the units available on the Diploma
- arrangements for providing pre-course guidance to applicants and criteria for selection and admission to Access to HE courses, which are consistent with QAA's requirements with respect to admissions
- the expertise and resources to provide information, advice and guidance on higher education applications and progression opportunities are available
- systems are in place for maintaining secure records of individual learners' registration and achievement
- internal moderation arrangements meet Gateway Qualifications' requirements
- arrangements are in place for internal course monitoring and self-evaluation and feedback
- procedures and criteria for the recognition of prior learning meet Gateway Qualifications' requirements
- quality assurance procedures are in place relating to the delivery of provision, including transparent processes for handling appeals and complaints.

Providers should refer to the Gateway Qualifications Access to Higher Education Provider Handbook for further information on providers requirements.

### 5.2 Staffing Requirements

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Providers are required to ensure that:

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

### 5.3 Facilities and Resources

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Depending on the choice of unit, centres will require access to relevant art and design resources.

## 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 providers to develop an assessment strategy that meets the needs of their individual learners, providers can select an alternative assessment method for the unit(s) within the Diploma using the equivalence guidance published on the Gateway Qualifications website.

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

Through the Diploma guides, standardisation activities and moderation, Gateway Qualifications will provide information about unit content, delivery and assessment methods to ensure the required standards of achievement are fulfilled, whenever and wherever the Diploma is delivered.

## 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 consisting of provider moderation and sampling.

These processes are set out within the Quality Assurance section of the Gateway Qualifications Access to Higher Education 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>	Cultural Studies – Modern and Contemporary Studies in Art and Design		
<b>Unit Code:</b>	QU034932		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	6
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand key ideas and developments in Art and Design since 1900.	1.1. Explain key theoretical developments in Modern and Contemporary practices of Art and Design.
	1.2. Summarise contextual issues influencing developments in modern and contemporary art and design.
2. Know key works within Modern and Contemporary Art and Design since 1900.	2.1. Research the work of an artist, designer, movement or group from non-Western background using a variety of appropriate sources.
	2.2. Analyse appropriate works of Modern and Contemporary Art and Design.
	2.3. Record research using an appropriate format.
3. Be able to evaluate the importance of other Artists or Designers work.	3.1. Evaluate the importance of using other Artists or Designers work to inform own Art and Design practice.

### Access to HE Diploma Unit

<b>Title:</b>	The Design Process		
<b>Unit Code:</b>	QU035112		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	6
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the stages of the design process.	1.1. Explain and illustrate the stages of the design process.
2. Know how to apply appropriate techniques to solve a design related problem in response to a project brief.	2.1. Apply appropriate techniques in the development of a design project.
	2.2. Produce a range of design concepts in response to the project brief.
	2.3. Develop and justify one concept to form a design solution.
3. Be able to evaluate a design solution in response to a project brief.	3.1. Evaluate the solution in response to the project brief.
	3.2. Recommend improvements to future practice.

### Access to HE Diploma Unit

<b>Title:</b>	Visual Studies		
<b>Unit Code:</b>	QU035146		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	6
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 6 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1. Understand and apply the formal elements of visual language in a practical context.		1.1.	Explain the formal elements of visual language using illustrated examples.
		1.2.	Explore the use of formal elements in own work.
2. Be able to use colour theory and apply to own work.		2.1.	Demonstrate how to mix, match and grade colours to explore basic rules of colour and colour interaction.
		2.2.	Experiment with conventional and non-conventional colour combinations.
		2.3.	Analyse and record the results of the colour experimentation.
3. Be able to explore a range of media to develop design ideas.		3.1.	Experiment with a wide range of media to develop design ideas.
		3.2.	Select and justify ideas for the creation of an appropriate outcome.
4. Be able to use visual studies techniques to create an appropriate outcome.		4.1.	Develop a visually fluent body of work which shows the development of ideas to create an outcome.
		4.2.	Work safely in the studio environment, with regard to all health and safety procedures, including the handling of equipment and hazardous materials.
5. Be able to display own work.		5.1.	Select work for display, justifying choices.
		5.2.	Plan how to safely display work, justifying approaches to be used.
		5.3.	Display work in an appropriate format.
6. Be able to critically evaluate own work.		6.1.	Reflect on own work, using feedback from others.

	6.2. Evaluate the process of creating an outcome.
	6.3. Recommend improvements to future practice of own work.

## Mandatory Unit: Research Graded Academic Subject Content

### Access to HE Diploma Unit

<b>Title:</b>	Visual Research		
<b>Unit Code:</b>	QU035144		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	6
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to research and collate visual information in response to a given theme.	1.1. Record information in response to a given theme in an appropriate format.
	1.2. Analyse visual information from primary and secondary sources to inform the development of own work.
2. Be able to develop ideas from primary and secondary research sources.	2.1. Analyse ideas and justify how they could be used within own work.
	2.2. Use relevant materials, techniques, and processes to develop ideas in own work.
3. Know how to review the importance of visual research in the development of own work.	3.1. Evaluate the process of using visual research in to develop ideas in own work.

## Optional Units: Graded Academic Subject Content

### Access to HE Diploma Unit

<b>Title:</b>	3D Design and Production		
<b>Unit Code:</b>	QU034880		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to use visual research to develop ideas for a 3D outcome.	1.1. Develop ideas for a 3D outcome using appropriate 2D media, materials, and techniques.
2. Be able to translate 2D ideas into 3D using a range of media, materials, and techniques.	2.1. Develop a range of test pieces in 3D using a range of media, materials, and techniques.
3. Be able to select and use appropriate production techniques for the creation of a 3D outcome.	3.1. Demonstrate the use of media, materials, and techniques to produce a 3D outcome.
4. Understand how to evaluate 3D production processes and outcomes.	4.1. Evaluate the process of translating 2D ideas into a 3D outcome.



### Access to HE Diploma Unit

<b>Title:</b>	Colour Theory and Application		
<b>Unit Code:</b>	QU034914		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>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 principles of colour theory and application within a creative practice.		1.1.	Explain the principles of colour theory.
		1.2.	Analyse how colour theory can be applied in a creative practice.
2. Understand colour mixing.		2.1.	Explain the principles of colour mixing.
		2.2.	Explain how to resolve problems that may be encountered whilst engaging in colour mixing.
3. Be able to apply colour in a creative practice.		3.1.	Demonstrate the use of colour in a creative practice.
4. Be able to evaluate the application of colour theory in own work.		4.1.	Evaluate the extent to which own work and practice demonstrates awareness of the use of colour.

### Access to HE Diploma Unit

<b>Title:</b>	Graphic Design		
<b>Unit Code:</b>	QU034976		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>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 use research from primary and secondary sources for a graphic design project.		1.1. Carry out research for a graphic design project using a range of sources.
		1.2. Analyse the work of other graphic designers to inform own ideas, acknowledging your sources.
2. Be able to develop ideas relevant to graphic design based on research.		2.1. Produce innovative thumbnail sketches and visuals.
		2.2. Use a computer to insert text on images.
3. Be able to realise experimental ideas to achieve a final outcome/s.		3.1. Produce graphic outcome/s relevant to research and development that employs use of: <ul style="list-style-type: none"> <li>• hand-rendered techniques</li> <li>• computer-based techniques.</li> </ul>
		3.2. Explore own themes to produce further creative outcomes.
		3.3. Record variations in techniques which have affected own outcomes.
4. Be able to critique own work.		4.1. Evaluate own graphic design outcomes produced in terms of research undertaken.

### Access to HE Diploma Unit

<b>Title:</b>	Participating in an Exhibition		
<b>Unit Code:</b>	QU035016		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>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 various exhibition locations and spaces used to display work.	1.1.	Analyse various exhibition locations and spaces used for exhibiting work.
2.	Be able to select work for an exhibition appropriate to the location and space available.	2.1.	Select work to maximise the use of the exhibition location and space.
		2.2.	Evaluate the selection of work and its appropriateness for the exhibition location and space.
3.	Be able to display work as part of an exhibition.	3.1.	Safely display work as part of an exhibition.
		3.2.	Document own contribution to the participation within an exhibition.
4.	Be able to evaluate the exhibition participation process to inform future practice.	4.1.	Use a range of external feedback from the exhibition to reflect on own practice.
		4.2.	Recommend improvements to future practice.

### Access to HE Diploma Unit

<b>Title:</b>	Photography		
<b>Unit Code:</b>	QU035054		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>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 appreciate the scope of research from primary and secondary sources.		1.1.	Analyse the work of other photographers to inform own ideas.
		1.2.	Reference all research in a bibliography.
2. Be able to explore a range of skills and processes relevant to photography.		2.1.	Demonstrate investigation of the creative potential of the discipline.
		2.2.	Demonstrate use of skills and processes to extend range of outcomes.
3. Be able to develop ideas relevant to photography.		3.1.	Produce visual imagery and samples to develop solutions in response to the project brief.
		3.2.	Analyse use of non-conventional ideas or materials or processes to extend ideas.
4. Be able to realise experimental ideas to achieve a final outcome/s.		4.1.	Produce lens-based outcome/s relevant to research and development.
		4.2.	Explore own personal themes to produce further creative outcomes.
		4.3.	Recognise and reflect on variations in techniques which have affected own outcomes.

### Access to HE Diploma Unit

<b>Title:</b>	Printmaking		
<b>Unit Code:</b>	QU035052		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>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 appreciate the scope of research from primary and secondary sources.		1.1.	Analyse the work of other artists/designers to inform own ideas.
		1.2.	Reference all research in a bibliography.
2. Be able to explore a range of skills and processes relevant to printmaking.		2.1.	Demonstrate investigation of the creative potential of the discipline.
		2.2.	Demonstrate use of skills and processes innovatively to extend range of outcomes.
3. Be able to develop ideas relevant to printmaking.		3.1.	Produce visual imagery and samples to develop solutions in response to the project brief.
		3.2.	Analyse use of non-conventional ideas or materials or processes to extend ideas.
4. Be able to realise experimental ideas to achieve a final outcome/s.		4.1.	Produce print outcome/s relevant to research and development.
		4.2.	Explore own personal themes to further creative outcomes.
		4.3.	Recognise and reflect on variations in techniques which have affected own outcomes.

### Access to HE Diploma Unit

<b>Title:</b>	Studies of the Human Figure		
<b>Unit Code:</b>	QU035098		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>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 visually record the human form using observational drawing techniques.	1.1.	Demonstrate an understanding of measuring systems and proportion in observational studies of the figure.
	1.2.	Interpret the form, volume and solidity of the figure by means of line and tone.
	1.3.	Apply different drawing techniques to record the figure in complex poses.
2. Be able to depict the figure creatively through imaginative application of materials and processes.	2.1.	Demonstrate how to visually record the figure using a diversity of drawing media and techniques, showing a breadth of inventiveness.
	2.2.	Explore the application of non-conventional materials to depict the figure.
3. Be able to apply colour to depict the figure.	3.1.	Apply colour effectively to define aspects of form, space and surface in the figure.
	3.2.	Explore visual variations on the figure study through the application of colour.

### Access to HE Diploma Unit

<b>Title:</b>	Textile Printing and Colouring		
<b>Unit Code:</b>	QU035106		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to evaluate aspects of the creative process.	1.1. Evaluate the creative processes of other artists and designers using textile colouration methods.
	1.2. Evaluate own creative processes in comparison to the work of others.
2. Be able to use materials, techniques and processes in textile printing and colouring.	2.1. Use a range of techniques to demonstrate the application and imaginative exploration of: <ul style="list-style-type: none"> <li>• printing</li> <li>• painting colourisation</li> <li>• dyeing of textiles.</li> </ul>
3. Know health and safety issues related to textile printing and colouring.	3.1. Identify and follow health and safety procedures relevant to working with textiles.

### Access to HE Diploma Unit

<b>Title:</b>	Typography		
<b>Unit Code:</b>	QU035120		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the differences within typography.	1.1. Compare typefaces explaining the differences in form and function.
2. Know formal elements of typography.	2.1. Explain the technical language of letter forms used in own work.
	2.2. Demonstrate control of type through kerning, tracking and grid structures.
3. Be able to use typography in the creation of a design work.	3.1. Experiment with type and letter forms exploring formats, composition and colour.
	3.2. Demonstrate use of different processes, techniques and materials to produce a variety of typographic solutions in answer to a specific brief.
	3.3. Synthesise typography with other design elements i.e colour, texture, image to create coherent design.
	3.4. Select and apply the most appropriate solution to resolve a design piece relevant to a given brief.



### Access to HE Diploma Unit

<b>Title:</b>	Using Mixed Media		
<b>Unit Code:</b>	QU035136		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Graded		
<b>Academic Subject Content/Other:</b>	Academic Subject Content		
<b>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 research from primary and secondary sources.		1.1. Investigate the work of mixed media artists to inform own ideas.	
		1.2. Reference all research within a bibliography.	
2. Be able to explore a range of skills and processes relevant to the specialism.		2.1. Experiment to investigate the creative potential of the discipline.	
		2.2. Use a range skills and processes innovatively to extend range of outcomes.	
3. Be able to utilise research to develop ideas relevant to the specialism.		3.1. Produce visual imagery and samples to develop solutions in response to the project brief.	
		3.2. Analyse use of non-conventional materials, processes or ideas to extend ideas.	
4. Be able to realise experimental ideas to achieve a final outcome/s.		4.1. Produce mixed media outcome/s relevant to research and development, exploring own personal themes to further creative outcomes.	
		4.2. Recognise and reflect on variations in techniques which have affected own outcomes.	

## Mandatory Units: Ungraded

### Access to HE Diploma Unit

<b>Title:</b>	Preparation for Higher Education		
<b>Unit Code:</b>	QU034710		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

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

	4.2. Explain likely practical problems and barriers in moving to Higher Education and seek strategies for overcoming these.
	4.3. Analyse the nature of study in Higher Education.

## Optional Units: Ungraded

### Access to HE Diploma Unit

<b>Title:</b>	Academic Writing Skills		
<b>Unit Code:</b>	QU034692		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to analyse a specific question in the context of a particular subject area.	1.1. Interpret the meaning and implications of the specific question.
	1.2. Identify terms and concepts relevant to an understanding of the specific question.
2. Be able to produce a written response in an appropriate format.	2.1. Devise a detailed plan for a written response to the specific question.
	2.2. Use the plan to write a coherent and logical response to the specific question.
	2.3. Present the response in an appropriate format.
3. Be able to use language, style and conventions appropriate to academic writing.	3.1. Write accurately following accepted written language conventions.
	3.2. Use appropriate style and register showing an awareness of audience.
	3.3. Use accurately a standard form of referencing reflecting a range of sources.

### Access to HE Diploma Unit

<b>Title:</b>	Application of Number - Interpreting and Presenting Information		
<b>Unit Code:</b>	QU034694		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Know how to obtain and interpret mathematical and statistical information.	1.1. Within a complex task, identify and evaluate possible sources of data.
	1.2. Justify the choice of data collection procedures giving reasons for choosing a particular sample and methods used.
	1.3. Justify the chosen methods of recording data.
	1.4. Interpret the main characteristics of the data in relation to the task.
2. Be able to present mathematical and statistical data.	2.1. Use a range of appropriate and effective techniques to present accurately.
	2.2. Use correct axes, scales and conversions.
	2.3. Justify choice and use of presentation techniques and methods for the original purpose of the task.
3. Be able to evaluate how errors can be made when collecting and recording data.	3.1. Evaluate actual or possible sources of error in collecting and recording data.
	3.2. Check answers using alternative methods of calculation.

### Access to HE Diploma Unit

<b>Title:</b>	Communication - Speaking and Listening		
<b>Unit Code:</b>	QU034696		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

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

<p>3. Be able to reflect on own performance in presentations and discussions.</p>	<p>3.1. Reflect on own performance: a) in the presentation b) in the discussion.</p>
	<p>3.2. Identify areas for improvement in speaking and listening activities.</p>

### Access to HE Diploma Unit

<b>Title:</b>	Computer Data Protection		
<b>Unit Code:</b>	QU034700		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1. Be able to analyse the application of current UK legislation relating to the use and protection of data.		1.1.	Explain the purpose of legislation related to data protection.
		1.2.	Explain current legislation relating to the use and protection of data when using computers.
2. Understand the need for control of data to ensure that it is accurate and secure.		2.1.	Explain the need for control of data to ensure that it is accurate and secure.
		2.2.	Use examples to examine when data should or should not be controlled.
3. Be able to analyse how data protection legislation is applied in different contexts.		3.1.	Analyse examples of the application of current data protection legislation in: a) a work context b) a study context.



### Access to HE Diploma Unit

<b>Title:</b>	Developing Professional Attributes		
<b>Unit Code:</b>	QU034702		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>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 evaluate differences 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 a 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. Be able to analyse 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. Be able to analyse 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>	Inclusivity and Disability		
<b>Unit Code:</b>	QU034704		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>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 definitions of disability and everyday use of terminology related to disability.		1.1. Summarise definitions of disability and everyday use of terminology related to disability.	
		1.2. Compare medical and social models of disability.	
2. Be able to evaluate theoretical approaches and assumptions that underpin definitions of disability.		2.1. Evaluate the theoretical approaches and assumptions that underpin definitions of disability.	
3. Understand features of disability according to social class, gender, age and ethnicity.		3.1. Explain features of disability according to social class, gender, age and ethnicity.	
4. Understand legislation designed to support those with disability.		4.1. Summarise legislation related to disability.	

### Access to HE Diploma Unit

<b>Title:</b>	Introduction to Drawing & Painting		
<b>Unit Code:</b>	QU035164		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>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 use and experiment with a range of materials, methods and techniques in painting and drawing.	1.1.	Apply a variety of painting and drawing media and processes selecting appropriate surfaces and supports.
2.	Understand formal two-dimensional principles.	2.1.	Compare examples of work from observational and secondary sources that show an analytical understanding of: <ul style="list-style-type: none"> <li>• line</li> <li>• tone</li> <li>• mark making</li> <li>• positive and negative space.</li> </ul>
3.	Be able to use colour theory principles.	3.1.	Demonstrate mixing of primary and secondary colour, tertiary colour and greys, cool and warm tones.
4.	Be able to use a sketchbook as a means of developing and recording ideas.	4.1.	Produce independent sketchbook research using both primary and secondary sources.
		4.2.	Demonstrate how ideas recorded may influence painting projects.

### Access to HE Diploma Unit

<b>Title:</b>	Mathematics - Calculations		
<b>Unit Code:</b>	QU034706		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to tackle problems involving numbers.	1.1. Apply the four number rules to numbers including decimals and fractions within multistage problems.
	1.2. Use positive and negative numbers in a practical context.
	1.3. Convert numbers within and across unit systems within multi-stage tasks.
	1.4. Calculate answers using: <ul style="list-style-type: none"> <li>a) percentages and reverse percentages</li> <li>b) ratio, direct and inverse proportion</li> <li>c) given formulae</li> <li>d) perimeters, areas and volumes of complex shapes</li> <li>e) powers and roots</li> <li>f) common units of measurement.</li> </ul>
2. Be able to explain the methods of calculations and processes used.	2.1. Summarise the method of calculation and the processes used.
	2.2. Explain the importance of carrying out processes in a suitable order to a degree of accuracy appropriate to the task.
3. Know how to use estimation and check results.	3.1. Use procedures including estimation to check results.
	3.2. Evaluate the effects of accumulating errors in calculations.
	3.3. Explain the upper and lower bounds of accuracy for given results.

### Access to HE Diploma Unit

<b>Title:</b>	Optimising Examination Performance		
<b>Unit Code:</b>	QU034708		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

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

### Access to HE Diploma Unit

<b>Title:</b>	Presentation Skills		
<b>Unit Code:</b>	QU034712		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>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 develop and plan a structured presentation.		1.1.	Plan a timed presentation.
		1.2.	Develop the structure for a presentation.
2. Know how to conduct research for a presentation from a range of different sources.		2.1.	Identify topic and aims of research.
		2.2.	Select relevant resources from different sources.
		2.3.	Select information pertinent to the topic.
3. Be able to deliver a presentation on a complex subject.		3.1.	Convey information on a chosen topic in the form of a presentation to a group.
		3.2.	Use audio-visual aids effectively relevant to the topic.
		3.3.	Use eye contact and body language suitable for the audience.
		3.4.	Respond effectively to questions and challenges.
4. Be able to evaluate own skills and performance.		4.1.	Evaluate own presentation analysing strengths and areas to develop.
		4.2.	Evaluate own delivery of the presentation.
		4.3.	Evaluate strategies for improvement.

### Access to HE Diploma Unit

<b>Title:</b>	Presenting Information Using ICT		
<b>Unit Code:</b>	QU034714		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA
The learner will:		The learner can:
1. Be able to analyse 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.
		3.2. Present information to meet a specific brief.
		3.3. Save information in a structured format so it can be found easily and justify choice.

### Access to HE Diploma Unit

<b>Title:</b>	Problem Solving in the Workplace		
<b>Unit Code:</b>	QU034716		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand factors that may influence problem-solving in the workplace.	1.1. Explain 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>	Professional Interpersonal Behaviours		
<b>Unit Code:</b>	QU034718		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1.	Be able to analyse how verbal and non-verbal communication is used in a professional interpersonal interaction.	1.1.	Analyse the verbal and non-verbal skills used in a range of contexts within a given profession.
2.	Understand the importance of an awareness of cultural diversity for a given profession.	2.1.	Explain the importance of an awareness of cultural diversity across a range of contexts for a given profession.
3.	Be able to evaluate own interpersonal skills, analysing strengths and areas to develop.	3.1.	Evaluate own interpersonal skills, analysing strengths and areas to develop.
		3.2.	Evaluate ways of addressing areas to develop.

### Access to HE Diploma Unit

<b>Title:</b>	Promoting Wellbeing and Building Resilience		
<b>Unit Code:</b>	QU034720		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1.	Understand the physical and psychological impact of pressure and stress on mental wellbeing.	1.1.	Explain the physical and psychological impact of pressure and stress on mental wellbeing.
2.	Be able to analyse 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.	Be able to explore 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.
		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>	QU034722		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>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.	Explain the difference between primary and secondary sources.
2. Be able to use 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. Be able to evaluate the uses and limitations of secondary sources.	3.1.	Compare and evaluate secondary sources considering the following: use of sources, 'facts', background material, interpretation.

### Access to HE Diploma Unit

<b>Title:</b>	Spreadsheets		
<b>Unit Code:</b>	QU034726		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 7 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Know how to design and store a spreadsheet.	1.1. Design a spreadsheet appropriate to a user's requirements.
	1.2. Create and store the spreadsheet.
	1.3. Evaluate the spreadsheet in terms of meeting the user's needs.
2. Be able to retrieve and modify an existing spreadsheet.	2.1. Modify the spreadsheet design/content in response to user feedback.
3. Be able 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. Be able to use spreadsheet functions.	5.1. Develop a spreadsheet solution using a range of mathematical functions.
6. Be able to use 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 Creative Arts		
<b>Unit Code:</b>	QU035365		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>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 to research for a creative arts project.	1.1.	Demonstrate understanding of the use of primary and secondary information.
	1.2.	Research a topic making use of primary and/or secondary data.
	1.3.	Select information for a specific topic, justifying choices.
2. Be able to develop a sketchbook of inspiration and ideas.	2.1.	Develop an organised sketchbook.
	2.2.	Use a sketchbook to collate ideas on a specific topic.
	2.3.	Use a sketchbook to express personal and original ideas, as a basis for final outcomes.
3. Know how to identify influences on own work.	3.1.	Research the work of other related artists.
	3.2.	Evaluate how this may impact on own work.

### Access to HE Diploma Unit

<b>Title:</b>	Study Skills for Higher Education		
<b>Unit Code:</b>	QU034730		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>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.
		1.2.	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. Be able to present information using a range of approaches.		4.1.	Present information using different formats for academic purposes.

### Access to HE Diploma Unit

<b>Title:</b>	Sustainability Project		
<b>Unit Code:</b>	QU034732		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to plan a project to promote sustainability within a specific sector.	1.1. Identify a project to promote sustainability within a chosen sector, justifying choice.
	1.2. Produce a project plan for own project including: <ul style="list-style-type: none"> <li>• Aims and objectives</li> <li>• Timescales</li> <li>• Ethical considerations</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.
3. Be able to review the success of a sustainability project.	3.1. Evaluate the extent to which the project has met the aims and objectives.

### Access to HE Diploma Unit

<b>Title:</b>	The Fundamentals of Environmental Sustainability		
<b>Unit Code:</b>	QU034734		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>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 importance of sustainability within a specific sector.		1.1.	Explain what is meant by sustainability.
		1.2.	Explain the importance of supporting environmental sustainability within a chosen sector.
2. Know how environmental sustainability can be supported within the chosen sector.		2.1.	Describe environmental issues relevant to a chosen sector.
		2.2.	Describe the impact of the chosen sector on the environment.
		2.3.	Explain how these environmental issues could be minimised within a chosen sector.
		2.4.	Analyse factors to consider when working towards environmental sustainability in a chosen sector.
3. Know how the 3 Rs of sustainability can be applied within the chosen sector.		3.1.	Explain the 3 Rs of sustainability.
		3.2.	Analyse ways that a chosen sector can implement the 3 Rs of sustainability.
4. Understand the importance of waste management within the chosen sector.		4.1.	Explain the importance of having a waste management strategy within a chosen sector.
		4.2.	Explain environmental hazards or risks that could be caused by poor waste management within a chosen sector.



### Access to HE Diploma Unit

<b>Title:</b>	Writing Reports		
<b>Unit Code:</b>	QU034736		
<b>Unit Level:</b>	Level 3	<b>Credit Value:</b>	3
<b>Grading Type:</b>	Ungraded		
<b>Academic Subject Content/Other:</b>	Other		
<b>Assessment Details:</b>	Refer to Assessment Grid		

This unit has 5 learning outcomes.

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

## 7. What to do next

For existing Providers, please contact your named Development Manager.

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

Tel: 01206 911211

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

## 8. Gateway Qualifications

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

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

We support flexible, responsive and quality assured learning opportunities whether they are delivered in classroom, at work, in the community or through distance learning.

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