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This qualification guide covers the following qualification:

Qualification Number	Learning Aim Code	Diploma Title	Validation Period
QAAQ004758	40014976	Access to Higher Education Diploma (Economics and Mathematics)	1 August 2024 – 31 July 2029

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1.0 March 2024	n/a	n/a
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)	Pg14-19
1.3 April 2025	Addition of unit – Work Experience and Professional Development	Pg19 & 70

## 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 Economics and Mathematics degree programmes. The mandatory group of units ensures that learners have a good understanding of themes relevant to Economics and Mathematics including key topics in Economics, Statistics and Algebra.

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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2.2 Mathematics and Statistics.

## 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 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 Economics and Mathematics including a range of topics such as, micro and macroeconomics, financial and global markets, how to prepare accounts and budgets and a wide range of maths skills, 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 (Economics and Mathematics) can include:

- Face to face
- Blended learning
- Online learning.

Depending on the choice of units, assessment methods could include: academic poster, business plan, report, preparation of financial statements, written questions and answers, open and closed book exams, worksheets, investigation, Viva, essay, project, presentation, case study, professional discussion, practical demonstration, reflective journal, professional development plan, literature review and SWOT analysis.

## 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 (Economics and Mathematics) learners may progress to the following:

- BSc (Hons) Economics
- BSc (Hons) Economics and Data Science
- BSc (Hons) Economics and Maths
- BSc (Hons) Economics and Statistics
- BSc (Hons) Finance and Maths
- BSc (Hons) Mathematics
- BSc (Hons) Mathematics and Statistics

Learners could also progress onto a degree apprenticeship within the sector, such as:

- Actuarial Technician
- Financial Advisor
- Internal Audit Practitioner
- Investment Operations Specialist
- Paraplanner
- Professional Economist (Integrated degree)

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 15 credits from the mandatory graded units.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034550	Algebra	3	3	Academic	Exam	2 hours closed book
QU034594	Economics	3	6	Academic	Essay Presentation with supporting materials	1500 words 10 minutes, 5 min Q&A and 750 words
QU034864	Further Statistics	3	6	Academic	Exam x 2	2 hours closed book x 2

### 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
QU035044	Research Skills for Economics and Mathematics	3	6	Academic	Research diary Research proposal Report Evaluation	500 words 500 words 1500 words 250 words

### Optional Units: Graded Academic Subject Content

Learners must achieve 24 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034894	Advanced Statistics	3	6	Academic	Exam x 2	2 hours closed book x 2
QU034896	Analysing and Presenting Economic and Business Data	3	3	Academic	Case study analysis Presentation Supporting materials	750 words 15 minutes 250 words
QU034908	Banking and the Economic Environment	3	3	Academic	Presentation with Q&A  Report	10 minutes inc 5 minutes Q&A 750 words
QU034570	Calculus: Differentiation	3	3	Academic	Exam	2 hours closed book
QU034568	Calculus - Integration	3	3	Academic	Exam	2 hours closed book
QU034606	Finance in the Global Economy	3	3	Academic	Report	1500 words
QU034994	Introduction to Financial Markets	3	3	Academic	Essay	1500 words
QU035006	Introduction to Macro Economic Policy	3	3	Academic	Essay x 2	750 words each
QU034996	Introduction to Microeconomics	3	3	Academic	Essay x 2	750 words each
QU034998	Introduction to Risk Management	3	6	Academic	Controlled assessments x 2	1.5 hours open book x 2
QU034628	Logs and Functions	3	3	Academic	Exam	2 hours closed book
QU034630	Matrices	3	3	Academic	Exam	2 hours closed book

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU035012	Numerical Methods for Economics	3	3	Academic	Exam	2 hours closed book
QU034652	Series	3	3	Academic	Exam	2 hours closed book
QU034678	Trigonometry	3	3	Academic	Exam	2 hours closed book

**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
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
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

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034712	Presentation Skills	3	3	Other	Notes from a range of sources Presentation Presentation lecture notes and handouts	300 words 200 words 1000 words
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
QU034728	Statistics	3	3	Other	Exam	2 hour closed book

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
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
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
QU036448	Work Experience and Professional Development	3	3	Other	Reflective journal	1500 words
QU034736	Writing Reports	3	3	Other	Report plan Presentation of report plan Report	Plan 2-3 minutes 1000 words

**\*QU036448 - Work Experience and Professional Development unit is available for delivery from 01/08/2025.**

### 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 \(gaa.ac.uk\) - Applicable to new students registering from 1 August 2024](https://www.gaa.ac.uk/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 \(gaa.ac.uk\)](https://www.gaa.ac.uk)

### 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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No specific resources are required to deliver this Diploma.

## 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>	Algebra		
<b>Unit Code:</b>	QU034550		
<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 what an algebraic expression is.	1.1. Using examples, explain the key components of algebraic expressions.
2. Be able to solve problems with algebraic expressions.	2.1. Simplify an algebraic expression.
	2.2. Expand a bracketed expression.
	2.3. Re-arrange an algebraic expression.
	2.4. Solve a problem involving an algebraic fraction.
3. Be able to solve problems involving equations and inequalities.	3.1. Solve an algebraic equation.
	3.2. Solve an inequality.
	3.3. Solve problems involving polynomial equations.
	3.4. Solve problems involving roots of a polynomial.

#### Indicative Content:

AC 1.1: Key components include: Variables, Constants, Coefficients, terms, factors, Mathematical operations (e.g. addition, subtraction, multiplication, division and exponents), in monomial, binomial, trinomial and polynomial expressions.

AC 2.1: Use distributive, associative and commutative algebraic properties and rules (combine like terms, factor out common terms, simplify fractions, simplify exponents) to reduce the expression to a more manageable and understandable form.

AC 2.2: Multiplying all the terms inside a bracket with that outside a bracket or a set of other brackets, double and triple brackets, with other terms, including indices.

AC 2.3: Change the subject of a formula, inequalities.
AC 2.4: simplification, adding, subtracting, multiplying and dividing algebraic fractions, solving quadratic using factorisation.
AC 3.1: Solve simultaneous equations in two variables by elimination and by substitution, including one linear and one quadratic equation.
AC 3.2: Solve linear and quadratic inequalities in a single variable and interpret such inequalities graphically, including inequalities with brackets and fractions. Express solutions through correct use of 'and' and 'or', or through set notation.
AC 3.3: Manipulate polynomials algebraically, including expanding brackets and collecting like terms, factorisation and simple algebraic division; use of the factor theorem.
AC 3.4: including roots.

### Access to HE Diploma Unit

<b>Title:</b>	Economics		
<b>Unit Code:</b>	QU034594		
<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
<b>The learner will:</b>	<b>The learner can:</b>
1. Know forces of supply and demand on businesses.	1.1. Describe forces of supply and demand on businesses.
	1.2. Analyse specific forces of supply and demand on businesses.
2. Understand Production Costs and Sales.	2.1. Explain Production Costs and Sales.
3. Be able to produce a production and sales analysis for a specific purpose.	3.1. Produce a Production Costs and Sales analysis for a specific purpose.
4. Understand how Governments control the economy.	4.1. Explain national budgetary measures.
5. Be able to investigate commerce and trade.	5.1. Explain the terms commerce and trade for a specific business.
	5.2. Analyse a business to identify trends, and opportunities for improvement.
	5.3. Prepare a national or local business budget for a two-year trend.
6. Understand trading patterns and trading trends.	6.1. Explain a range of different trading patterns.
	6.2. Explain different trading trends.
	6.3. Analyse the effects of external factors on trading patterns and trading trends.

### Access to HE Diploma Unit

<b>Title:</b>	Further Statistics		
<b>Unit Code:</b>	QU034864		
<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
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand how statistical diagrams can be used to support problem solving.	1.1. Explain how statistical diagrams can be used in problem solving activities: <ul style="list-style-type: none"> <li>• Stem and leaf plots</li> <li>• Box and whisker plots.</li> </ul>
2. Be able to interpret statistical diagrams.	2.1. Apply stem and leaf plots to solve a problem.
	2.2. Apply box and whisker plots to solve a problem.
	2.3. Solve problems involving skewness.
3. Be able to work with bivariate data.	3.1. Perform calculations to establish the correlation coefficient.
	3.2. Solve a problem involving linear regression.
4. Be able to solve probability problems.	4.1. Apply a sample space diagram to solve a problem.
	4.2. Apply Venn diagrams to solve a problem.
	4.3. Apply conditional probability to solve a problem.
	4.4. Solve problems involving mutually exclusive events.
	4.5. Solve problems involving independent events.
	4.6. Solve problems with Bayes theorem.
5. Be able to solve problems involving discrete random variables.	5.1. Solve problems involving the probability distribution.
	5.2. Solve problems involving probability functions.

	5.3. Solve problems involving cumulative distribution functions.
	5.4. Calculate the mean of a discrete random variable.
	5.5. Calculate the variance of a discrete random variable.
	5.6. Solve problems involving linear transformations of a discrete random variable.
6. Be able to solve problems involving the normal distribution.	6.1. Use normal tables to solve a problem.
	6.2. Solve problems involving the mean and standard deviation of a normal distribution.

## Mandatory Unit: Research Graded Academic Subject Content

### Access to HE Diploma Unit

<b>Title:</b>	Research Skills for Economics and Mathematics		
<b>Unit Code:</b>	QU035044		
<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 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand research methods and their uses.	1.1. Explain the use of different research methods for a specific research purpose.
2. Be able to plan a research project.	2.1. Establish research aims related to the research topic.
	2.2. Produce a detailed research proposal with specific timescales and milestones for completion of the research.
	2.3. Justify its relevance for the subject area.
3. Be able to carry out a research project.	3.1. Carry out research that adheres to: <ul style="list-style-type: none"> <li>a) the research proposal</li> <li>b) ethical guidelines</li> <li>c) agreed timescales.</li> </ul>
4. Be able to produce a report on research using a standard format.	4.1. Report on research using a standard format.
	4.2. Evaluate findings in relation to the research aims.
	4.3. Use an accepted method of referencing source material.
5. Be able to evaluate a research project.	5.1. Evaluate a research proposal and its procedures.
	5.2. Evaluate methods used to research the subject area.

## Optional Units: Graded Academic Subject Content

### Access to HE Diploma Unit

<b>Title:</b>	Advanced Statistics		
<b>Unit Code:</b>	QU034894		
<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 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about normal distribution.	1.1. Obtain percentages of a normal distribution using standard deviations.
	1.2. Explain what is meant by a skewed distribution.
	1.3. Calculate the z score.
	1.4. Use published tables for the normal distribution to calculate probabilities.
	1.5. Solve problems involving the sampling distribution of a statistic.
2. Know about confidence interval estimation.	2.1. Explain the concept of a confidence interval.
	2.2. Obtain confidence intervals for a Normal mean with variance known.
3. Know about the nature of hypotheses.	3.1. Classify tests as one-tailed or two-tailed.
	3.2. Formulate the experimental/alternative hypothesis and the corresponding null hypothesis.
	3.3. Explain which hypothesis is being tested.
	3.4. Distinguish between type 1 and type 2 error.
4. Be able to solve problems using linear and multiple regression.	4.1. Solve problems involving linear regression.
	4.2. Solve problems involving multiple regression.

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|--|---|
| <p>5. Be able to use non-parametric tests.</p> | <p>5.1. Use the Wilcoxon and Mann Whitney tests correctly by:</p> <ul style="list-style-type: none"><li>a) calculating the statistic</li><li>b) locating the statistic in the tables and</li><li>c) drawing the correct conclusion.</li></ul> |
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### Access to HE Diploma Unit

<b>Title:</b>	Analysing and Presenting Economic and Business Data		
<b>Unit Code:</b>	QU034896		
<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 requirement to present management information.	1.1. Explain situations where management data is required.
	1.2. Evaluate the range of software available to present economic and business data.
2. Be able to use a range of presentational tools.	2.1. Use a range of relevant computer packages to present economic and business data in different formats.
	2.2. Justify methods of presenting the data.
3. Be able to apply analysis techniques to predict economic trends in the marketplace that may impact on a business.	3.1. Use a suitable programme to analyse economic trends in the marketplace that may impact on a business.
	3.2. Use computer software to predict future economic trends which may impact on a specific business.

### Access to HE Diploma Unit

<b>Title:</b>	Banking and the Economic Environment		
<b>Unit Code:</b>	QU034908		
<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 purpose and functions of a bank.	1.1. Explain the purpose and functions of a bank and its role as a financial intermediary.
	1.2. Explain different types of banking activity.
2. Know the business and economic environment in which banks operate.	2.1. Analyse the business and economic environments in which banks operate.
	2.2. Assess the role of government in the economy.
3. Know how banks assess the performance of an economy.	3.1. Explain the key indicators that can be used by banks to assess the performance of an economy.
	3.2. Assess the impact of these indicators on the performance of an economy.

### Access to HE Diploma Unit

<b>Title:</b>	Calculus: Differentiation		
<b>Unit Code:</b>	QU034570		
<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 types of stationary points.	1.1. Explain the different types of stationary points.
2. Be able to differentiate using a range of functions.	2.1. Differentiate by first principles.
	2.2. Differentiate using the chain rule.
	2.3. Differentiate using the product rule.
	2.4. Differentiate using the quotient rule.
3. Be able to apply differentiation to solve problems.	3.1. Solve problems involving parametric equations.
	3.2. Solve problems involving implicit differentiation.
	3.3. Solve problems involving tangents and normals.
	3.4. Solve problems involving stationary points.

### Access to HE Diploma Unit

<b>Title:</b>	Calculus - Integration		
<b>Unit Code:</b>	QU034568		
<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 how to integrate a product by parts.	1.1. Explain the hierarchy of functions used when integrating a product by parts.
2. Be able to integrate using a range of functions.	2.1. Integrate a polynomial function.
	2.2. Integrate a trigonometric function.
	2.3. Integrate a product by substitution.
	2.4. Integrate a product by parts.
3. Be able to apply integration when solving problems.	3.1. Solve problems involving partial fractions.
	3.2. Solve problems involving area under a curve.
	3.3. Solve problems involving volumes of revolution.
	3.4. Solve problems involving differential equations.

#### Indicative Content:

Providers may choose to use economics as a context for the mathematics problems.

### Access to HE Diploma Unit

<b>Title:</b>	Finance in the Global Economy		
<b>Unit Code:</b>	QU034606		
<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 demonstrate an understanding of changes in the global economy.	1.1. Explain changes in the global economy.
2. Understand relationships in the UK economy.	2.1. Explain the relationships between the UK economy and the European Union.
3. Be able to analyse the impact of global influences on the UK economy.	3.1. Evaluate the impact of emerging economies on the UK economy.
	3.2. Analyse the impact of the global economy on the UK economy.
	3.3. Analyse potential issues relating to the use of trade barriers in a global marketplace.

### Access to HE Diploma Unit

<b>Title:</b>	Introduction to Financial Markets		
<b>Unit Code:</b>	QU034994		
<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 operation of financial markets.	1.1. Explain different types of traditional and modern financial markets.
	1.2. Explain how financial markets operate.
	1.3. Explain the origins of the futures market.
	1.4. Explain the operations of the futures market.
2. Be able to complete a basic analysis of market trading.	2.1. Analyse the role and effect on the financial markets of the: <ul style="list-style-type: none"> <li>• US Federal Reserve</li> <li>• European Central Bank</li> <li>• Bank of England</li> <li>• Commercial Banks</li> <li>• Investment Banks.</li> </ul>
	2.2. Explain the range of approaches used to analyse daily economic statistics and data to make solid trading decisions.
3. Be able to analyse the impact of economic supply and demand on financial markets.	3.1. Explain supply and demand factors that impact the stock market.
	3.2. Analyse a specific situation to show the impact of economic supply and demand on financial markets.

### Access to HE Diploma Unit

<b>Title:</b>	Introduction to Macro Economic Policy		
<b>Unit Code:</b>	QU035006		
<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. Understand the aims and objectives of government macro-economic policy.	1.1. Explain the need for macro-economic aims.
	1.2. Summarise the objectives of government macro-economic policy.
2. Understand the purpose of economic policy making.	2.1. Explain the purpose of economic policymaking.
	2.2. Evaluate the impact of economic policy making on the economy.
3. Be able to analyse the effects of the global economic environment.	3.1. Compare and contrast the effectiveness of fiscal and monetary policies in achieving economic goals.
	3.2. Analyse the effects of the global economy on government economic policy.
4. Understand market structures.	4.1. Compare different market structures.
	4.2. Evaluate why the monopoly market exists.

### Access to HE Diploma Unit

<b>Title:</b>	Introduction to Microeconomics		
<b>Unit Code:</b>	QU034996		
<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. Understand the principle of microeconomics.	1.1. Explain key principles of microeconomics.
	1.2. Analyse the difference between micro- and macro-economics.
2. Understand the impact of supply, demand and elasticity in microeconomics.	2.1. Explain the impact of supply and demand on a business.
	2.2. Evaluate the impact of elasticity on supply and demand.
3. Understand consumer behaviour.	3.1. Explain the principles of consumer behaviour.
	3.2. Analyse how understanding consumer preference and choice can support business decisions.
4. Understand market structures.	4.1. Compare different types of market structures.
	4.2. Evaluate why the monopoly market exists.

#### Indicative Content:

AC 4.1: Include perfect competition, monopoly, oligopoly and monopsony.

### Access to HE Diploma Unit

<b>Title:</b>	Introduction to Risk Management		
<b>Unit Code:</b>	QU034998		
<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 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the basic elements of risk.	1.1. Explain the main categories of risk.
	1.2. Explain the main types of risk.
	1.3. Evaluate the role of risk in society.
2. Understand how risk can be identified and analysed.	2.1. Analyse the need for risk information.
	2.2. Evaluate methods of collecting risk information.
	2.3. Explain how and why risks are analysed.
3. Understand how risk can be evaluated.	3.1. Explain the main criteria for evaluating risk.
	3.2. Analyse the use and content of risk registers in risk evaluation, including the importance of regular review.
4. Understand how risk is managed in practice.	4.1. Evaluate different risk control measures.
	4.2. Explain different risk transfer mechanisms, including the use of insurance.
	4.3. Explain the generic risk management process and the role of enterprise risk management (ERM).
	4.4. Analyse risk management services available in the market.

#### Indicative Content:

AC 1.1: Includes financial / non-financial, pure / speculative, particular / fundamental, homogeneous, emerging risks, reputational risks.

AC 1.2: Includes upside, downside, operational, corporate risk.

AC 1.3: For example, the complexity of modern life creating new risks, volatility: frequency and severity of disasters both natural and man-made, corporate crises, societal risk aversion, compensation culture, government's readiness to introduce legislation.

AC 2.3: Includes probability, severity, risk mapping.

AC 3.1: Includes risk appetite: financial, legal, moral.

AC 4.1: Timing: before, during, after events and including Nature: prevention, containment, hard/soft.

AC 4.2: Insurance: insurability, benefits of insurance, co-insurance. Other risk transfer mechanisms: commercial contracts, disclaimers, self- insurance, alternative risk transfer (ART) and captives.

### Access to HE Diploma Unit

<b>Title:</b>	Logs and Functions		
<b>Unit Code:</b>	QU034628		
<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 laws of logs.	1.1. Explain the laws of logs
2. Be able to solve problems using logs.	2.1. Solve problems involving the laws of logs.
	2.2. Solve equations using logs.
	2.3. Solve an equation using exponentials.
	2.4. Solve a simultaneous equation using exponentials.
	2.5. Solve problems involving exponentials.
3. Be able to solve problems using functions.	3.1. Find the value of a function.
	3.2. Solve problems involving composite functions.
	3.3. Solve problems involving inverse functions.
	3.4. Solve problems involving modulus of a function.
	3.5. Solve problems involving transformation of a function.

### Access to HE Diploma Unit

<b>Title:</b>	Matrices		
<b>Unit Code:</b>	QU034630		
<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 properties of determinants.	1.1. Explain the properties of determinants.
2. Be able to evaluate determinants.	2.1. Evaluate a linear set of equations using Cramer's Rule.
	2.2. Test that a set of equations is consistent.
	2.3. Solve a given problem involving consistency of a set of equations.
	2.4. Evaluate a determinant by using the properties of determinants.
3. Be able to use matrix operations.	3.1. Perform matrix arithmetic.
	3.2. Calculate the inverse of a matrix.
	3.3. Solve a set of linear equations using the determinant and inverse.
	3.4. Use the Gauss elimination method to solve a given problem.
	3.5. Determine the eigenvalues of a matrix.
	3.6. Determine the eigenvectors of a matrix.

### Access to HE Diploma Unit

<b>Title:</b>	Numerical Methods for Economics		
<b>Unit Code:</b>	QU035012		
<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 iteration when applied to numerical methods.	1.1. Explain the purpose of using iteration to help solve equations.
2. Be able to use iteration.	2.1. Locate a root for a given function.
	2.2. Use an iteration formula to approximate a solution.
	2.3. Find the roots of an equation using the Newton-Raphson method.
3. Be able to solve problems involving linear programming.	3.1. Formulate a problem as a linear programming problem.
	3.2. Use the objective line method to locate the optimal point.
	3.3. Use the vertex testing method to locate the optimal point.
	3.4. Solve a maximization problem using the Simplex method.

### Access to HE Diploma Unit

<b>Title:</b>	Series		
<b>Unit Code:</b>	QU034652		
<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 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the meaning of common mathematical terms associated with series.	1.1. Explain the meaning of the following terms: <ul style="list-style-type: none"> <li>• sequence</li> <li>• arithmetic progressions</li> <li>• geometric progressions.</li> </ul>
2. Be able to calculate arithmetic progressions.	2.1. Find the sum of an arithmetic progression given the first and last terms.
	2.2. Find the sum of an arithmetic progression given the first term, the common difference and the number of items.
	2.3. Solve problems involving arithmetic progressions.
	2.4. Solve problems involving arithmetic mean.
3. Be able to calculate geometric progressions.	3.1. Find the sum of a geometric progression given the first term, the common ratio and the number of terms.
	3.2. Find the sum to infinity of a geometric series.
	3.3. Solve problems involving geometric progressions.
	3.4. Solve problems involving geometric mean.
4. Understand convergent and divergent series.	4.1. Explain, using an example, why a series is convergent or divergent.
5. Be able to calculate series.	5.1. Use Maclaurin series to approximate a function.
	5.2. Prove a series expression.

### Access to HE Diploma Unit

<b>Title:</b>	Trigonometry		
<b>Unit Code:</b>	QU034678		
<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 trigonometric identities.	1.1. Explain a basic trigonometric identity.
2. Be able to solve problems using trigonometric functions.	2.1. Solve problems using Pythagoras' theorem.
	2.2. Solve problems involving sine, cosine and tangent.
	2.3. Solve problems involving angles of elevation or depression.
	2.4. Solve problems involving 3D shapes.
	2.5. Solve problems involving the sine rule.
	2.6. Solve problems involving the cosine rule.
	2.7. Solve problems involving circular functions.
3. Be able to prove trigonometric identities and solve equations.	3.1. Prove a trigonometric identity.
	3.2. Solve a trigonometric equation.

## 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>	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.

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

### 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
<b>The learner will:</b>	<b>The learner can:</b>
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: <ul style="list-style-type: none"> <li>a) a work context</li> <li>b) a study context.</li> </ul>

### 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
<b>The learner will:</b>	<b>The learner can:</b>
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
<b>The learner will:</b>	<b>The learner can:</b>
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>	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
<b>The learner will:</b>	<b>The learner can:</b>
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
<b>The learner will:</b>	<b>The learner can:</b>
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
<b>The learner will:</b>	<b>The learner can:</b>
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
<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. 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
<b>The learner will:</b>	<b>The learner can:</b>
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>	Statistics		
<b>Unit Code:</b>	QU034728		
<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 illustrate statistical data.	1.1. Construct a cumulative frequency curve.
	1.2. Construct a histogram.
2. Know how to perform statistical calculations.	2.1. Calculate the median from a cumulative frequency curve.
	2.2. Calculate the lower quartile from a cumulative frequency curve.
	2.3. Calculate the upper quartile from a cumulative frequency curve.
	2.4. Using a histogram calculate the median.
	2.5. Using a histogram calculate the mode.
3. Be able to perform calculations using grouped data.	3.1. Calculate the mean.
	3.2. Calculate the variance.
	3.3. Calculate the standard deviation.
4. Be able to perform correlation calculations.	4.1. Calculate the product-moment coefficient.
	4.2. Calculate the rank correlation coefficient.

### 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
<b>The learner will:</b>	<b>The learner can:</b>
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>• Ethical considerations</li> <li>• Timescales</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
<b>The learner will:</b>	<b>The learner can:</b>
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>	Work Experience and Professional Development		
<b>Unit Code:</b>	QU036448		
<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 the benefits of work experience within relevant sector.	1.1. Outline the key benefits of work experience.
	1.2. Explain how work experience can enhance employability and career progression.
2. Understand own tasks and responsibilities within the work setting.	2.1. Summarise own key responsibilities within the work setting.
	2.2. Develop a detailed rationale for prioritising own tasks in terms of importance.
	2.3. Identify the key policies and legislation that apply at the work placement in relation to your roles and responsibilities.
	2.4. Explain the safeguarding process at the work placement.
3. Be able to reflect on own practice and from this develop a personal and professional development plan.	3.1. Explain the importance of self-reflection and awareness in personal and professional growth.
	3.2. Summarise strengths and areas for development in personal and professional practice.
	3.3. Develop a personal and professional development plan.

### 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.

We hold a licence with the Quality Assurance Agency for Higher Education (QAA) as an Access Validating Agency for the development and approval of Access to HE Diplomas.

