

# DIPLOMA GUIDE



Access to HE

## Apprenticeships

## Digital

English &amp; Maths

ESOL

## Personal & Social Development



# Access to Higher Education Diploma (Creative Digital Media) - Revised

**This page has been left intentionally blank.**

This qualification guide covers the following qualification:

Qualification Number	Learning Aim Code	Diploma Title	Validation Period
QAAQ003963	40012669	Access to Higher Education Diploma (Creative Digital Media)	1 August 2021 – 31 July 2026

Version/Date	Change Detail	Section/Page Reference
3.0 March 2024	Implemented new QAA Diploma Specification and moved content to new Diploma Guide template	All pages
3.1 April 2024	Changes to the Equity, Diversity and Inclusion Policy	Pg10
3.2 January 2025	Amendment of column heading of assessment tables (removal of “Suggested” from assessment method column)	Pg14-22

## 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/>

## Contents

About this Access to HE Diploma Guide .....	4
1. Diploma Information .....	7
1.1 Overview of the Access to HE Diploma.....	7
1.2 About this Diploma .....	7
1.3 Purpose .....	7
1.4 Aims .....	8
1.5 Objectives.....	8
1.6 Sector Subject Area .....	8
1.7 Target Groups .....	8
1.8 Delivery Methods.....	9
1.9 Achievement Methodology .....	9
1.10 Geographical Coverage .....	9
1.11 Progression Opportunities.....	10
1.12 Equity, Diversity and Inclusion .....	10
2. Learner Entry Requirements .....	11
2.1 Age .....	11
2.2 Prior Qualifications .....	11
2.3 Prior Skills/Knowledge/Understanding .....	11
2.4 Access to Qualifications for Learners with Disabilities or Specific Needs .....	11
2.5 Additional Requirements/Guidance .....	12
2.6 Integrity in Learner Recruitment .....	12
3. Achieving the Access to HE Diploma .....	13
3.1 Qualification Specification .....	13
3.2 Rules of Combination .....	13
3.3 Additional Completion Requirements .....	23
3.4 Recognition of Prior Learning .....	23
3.5 Credit Accumulation and Transfer .....	23
3.6 Credit Values and Notional Learning Hours .....	23
4. Access to HE Units of Assessment .....	24
4.1 Unit Specification.....	24
4.2 Academic Subject Content.....	24
4.3 Graded and Ungraded Units .....	24
4.4 Revisions to Access to HE Units of Assessment .....	26
5. Assessment and Quality Assurance.....	27
5.1 Provider Requirements.....	27
5.2 Staffing Requirements.....	27

5.3 Facilities and Resources .....	27
5.4 Assessment.....	28
5.5 Quality Assurance Requirements.....	28
5.6 Additional Requirements/Guidance.....	28
6. Unit Details .....	29
Mandatory Units: Graded Academic Subject Content .....	29
Optional Units: Research Graded Academic Subject Content .....	33
Optional Units: Graded Academic Subject Content.....	36
Mandatory Units: Ungraded.....	65
Optional Units: Ungraded .....	69
7. What to do next .....	83
8. Gateway Qualifications.....	83

## 1. Diploma Information

### 1.1 Overview of the Access to HE Diploma

---

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

---

The Diploma provides learners with a wide choice of units to support progression into Creative Digital Media degree programmes. The mandatory group of units ensures that learners have a good understanding of themes relevant to Creative Digital Media including key topics in Digital Design Principles, Introduction to the Media 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

---

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

---

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

---

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

---

9.3 Media and Communication.

## 1.7 Target Groups

---

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 Creative Digital Media including, a range of topics such as 3D Design, Digital Art for Multimedia, Digital Video Production, Film Editing, Script Writing and Website Design and Development, ensuring that the learner is fully prepared for progression onto the relevant degrees.

## 1.8 Delivery Methods

---

Delivery methods for the Access to Higher Education Diploma (Creative Digital Media) can include:

- Face to face
- Blended learning
- Online learning.

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

## 1.9 Achievement Methodology

---

The Diploma will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' quality assurance process.

The qualification is therefore determined by successful achievement of all required unit assessments with no further requirement for additional/terminal assessment.

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

---

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

---

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 (Creative Digital Media) learners may progress to the following:

- BA (Hons) Animation
- BA (Hons) Digital Content Creation
- BA (Hons) Digital Photography
- BA (Hons) Filmmaking
- BA (Hons) Graphic Design
- BA (Hons) Illustration with Animation
- BA (Hons) Motion Graphics
- BA (Hons) Photography, Video and Digital Imaging
- BSc (Hons) Creative Computing
- BSc (Hons) Digital Television Technology

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

## 1.12 Equity, Diversity and Inclusion

---

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

---

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

---

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

---

There is no requirement for learners to have prior skills, knowledge or understanding. However, learners would be expected to be able to demonstrate the skills and ability to study at level 3.

### 2.4 Access to Qualifications for Learners with Disabilities or Specific Needs

---

Gateway Qualifications and recognised providers have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the rigour of the assessment used to evidence the criteria.

Gateway 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

---

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

---

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

---

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

---

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
QU035208	Digital Design Principles	3	3	Academic	Essay	1500 words
QU035252	Introduction to the Media	3	6	Academic	Report Academic poster	2000 words 1000 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

### **Optional Units: Research Graded Academic Subject Content**

Learners must achieve 6 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU035284	Research and Creative Development for Media Studies	3	6	Academic	Follow a brief and demonstrate in-depth research and creative development Portfolio of evidence or sketchbook will be accompanied by a formal research project and evaluation	Sketchbook, 1000 words, a series of storyboards/portfolio presentation pages documenting the creative process

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU035294	Research: Final Major Project for Media Studies	3	6	Academic	Project including design of project brief, development of ideas, body of work and presentation of this work Evaluation	Series of storyboards or portfolio presentation pages documenting the creative process 750 words

### Optional Units: Graded Academic Subject Content

Learners must achieve 24 credits across the optional graded unit groups. Only two 6 credit units may be taken from this group.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU035188	3D Design	3	3	Academic	Practical project and reflection	Create illustrations, create test pieces and 3D maquettes, 300 word reflection
QU035202	Developing a Brand	3	3	Academic	Report Promotional campaign	1000 words Promotional campaign
QU035206	Digital Art for Multimedia	3	6	Academic	Report including a portfolio of concept art and digital graphics Supporting annotations	1000 words Portfolio of concept art and digital graphics 750 words annotations
QU035212	Digital Marketing Communication	3	3	Academic	Project	Research review 300 words, plan, 200 words, work product (message being delivered), report, 750 words

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU035214	Digital Sound and Video Capture	3	6	Academic	Learner evaluation project  Written assignment  Digital footage Blog	Portfolio of evidence 500 words annotations 750 word report including reflection based on feedback  500 words
QU035216	Digital Video Production	3	6	Academic	Project - portfolio of evidence including pre planning of video, shooting schedule	Portfolio of evidence 500 words annotations
QU035224	Exploring Different Journalistic Genres	3	3	Academic	Research and planning notes Journalistic articles x 2 Essay	300 words up to 500 words total 800 words 700 words
QU035226	Film Editing	3	6	Academic	Project - portfolio of evidence including evidence of sharing ideas with others, editing decision list, use of a range of techniques to edit the sequences and annotations to explain processes used Report with evaluation	Portfolio of evidence 500 words annotations  750 word report including reflection based on feedback
QU034976	Graphic Design	3	3	Academic	Portfolio of evidence  Self reflection	Design portfolio with annotations 500 words reflection
QU035256	Media and Society	3	3	Academic	Report	1500 words



Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU035258	Media Studies: Textual Analysis	3	6	Academic	Individual presentation Report Academic poster	15 mins with supporting evidence 1000 words 500 words
QU035262	Multimedia Practice	3	6	Academic	Portfolio of evidence consisting of: Journalistic reports Video or audio report Photographs Essay	500 words 5 minutes Photographs 1000 words
QU035270	Photography	3	6	Academic	Controlled assessment Project including portfolio of annotated photographic evidence Report	2 hours open book Portfolio of evidence with annotations to 500 words 500 words
QU035272	Produce Copy for Digital Media Communication	3	6	Academic	Portfolio of copy for three types of digital media communications	Digital portfolio for three different digital media communications including annotation to show accuracy checking and commentary on development
QU035280	Reportage Photography Practice	3	6	Academic	Demonstrate comprehensive understanding of reportage photography practice through portfolio evidence to showing creative inspiration, process, and chronology. To include evidence of a shooting strategy and schedule Self- reflection	1000 words and design portfolio  500 words reflection

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU035282	Representation within the Media	3	3	Academic	Report	1500 words
QU035300	Script Writing	3	3	Academic	Original script Presentation	750 words 10 minutes and supporting evidence
QU035325	Understanding Art, Design & Cultural Media Influences	3	3	Academic	Essay	1500 words
QU035327	Understanding Digital Marketing and Research	3	6	Academic	Q&A worksheets Report	1500 words 1500 words
QU035331	Understanding Narrative	3	3	Academic	Controlled assessment	2 hours open book
QU035335	Understanding Social Media Advertising and Promotion	3	3	Academic	Project plan Project Short answer questions	250 words 1000 words 250 words
QU034860	User Experience (UX) 3D Design Project	3	6	Academic	Project report Presentation Portfolio of evidence	1000 words 10 mins inc Q&A Portfolio of evidence
QU035341	Video Pre-Production	3	6	Academic	Demonstrate comprehensive understanding of pre- production processes through portfolio evidence to showing creative inspiration, process, and chronology Individual presentation with supporting material	1000 words and portfolio of evidence  10 minutes with 500 words

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034690	Website Design and Development	3	6	Academic	Project - plan, design and develop interactive website with a minimum of five pages including development notes	Creation of website 400-500 words
QU035349	Writing for Magazines	3	3	Academic	Interview research and planning notes and interview transcript Magazine article created using interview Essay including evaluation of own article	300 words 500 words 700 words

### Mandatory Units: Ungraded

Learners must achieve 9 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 <b>1000</b> words

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)
QU035365	Study Skills for the Creative Arts	3	3	Other	Portfolio of evidence	1500 words equivalent

### Optional Units: Ungraded

Learners must achieve 6 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU035351	Academic Reading Skills	3	3	Other	Exam	1.5 hours closed book
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

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034702	Developing Professional Attributes	3	3	Other	SWOT analysis Professional development plan Essay	200 words 300 words 1000 words
QU035162	Introduction to 3D	3	3	Other	Storyboard/portfolio presentation pages	Portfolio presentation pages (concept, fabric/colour page, line up, progress of ideas) documenting the creative process.
QU035164	Introduction to Drawing & Painting	3	3	Other	Annotated portfolio of evidence	500 words annotation Portfolio of evidence
QU034712	Presentation Skills	2	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
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

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
QU034736	Writing Reports	3	3	Other	Report plan Presentation of report plan Report	Plan 2-3 minutes 1000 words

### 3.3 Additional Completion Requirements

---

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

---

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

---

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

---

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

---

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

---

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

---

#### **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

---

Gateway Qualifications reserves the right to review and amend units of assessment and will issue providers notification of the changes to the units of assessment. Gateway Qualifications undertakes regular unit reviews to ensure currency of units; providers are required to use updated versions where units are replaced.

## 5. Assessment and Quality Assurance

### 5.1 Provider Requirements

---

Providers must be approved by Gateway Qualifications 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

---

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

---

Depending on the choice of unit, centres will require access to relevant software, hardware and technical equipment.

## 5.4 Assessment

---

Recommended assessment methods for each unit within a Diploma are identified in section 3.2 Rules of Combination. To provide greater flexibility for 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

---

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

---

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>	Digital Design Principles		
<b>Unit Code:</b>	QU035208		
<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 principles of digital design.	1.1. Explain principles of digital design.
	1.2. Explain the importance of considering these principles when designing using digital technologies.
	1.3. Explain development techniques used in digital design including prototyping, testing and use of agile in design phase.
2. Understand how the audience can influence digital design.	2.1. Analyse the role of the audience when creating digital designs.
	2.2. Examine the role of emotion and social interactions in user experience design.
3. Understand processes and techniques used when developing assets and designs for digital products.	3.1. Explain types of digital products and their purpose.
	3.2. Explain characteristics and visual communication used in the design and development of digital products.
	3.3. Explain legal and ethical constraints applicable to the digital media industry.

### Access to HE Diploma Unit

<b>Title:</b>	Introduction to the Media		
<b>Unit Code:</b>	QU035252		
<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 how meaning is created within media texts.	1.1. Compare and contrast different media texts.
	1.2. Analyse the role of anchorage when creating meaning in media text.
	1.3. Analyse the role of signification when creating meaning in media texts.
2. Understand different media genres.	2.1. Differentiate between the conventions of different genres in the media.
	2.2. Analyse the functions of genres.
	2.3. Evaluate developments and changes in media genres.
3. Understand representation in the media in society.	3.1. Analyse how different groups in society are represented by the media.
	3.2. Analyse the impact of media stereotyping on society.
	3.3. Evaluate how legal and ethical issues can impact on media representation.

#### Indicative Content:

AC 2.1: This should include both traditional and contemporary genres in the media.

### 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.



## Optional Units: Research Graded Academic Subject Content

### Access to HE Diploma Unit

<b>Title:</b>	Research and Creative Development for Media Studies		
<b>Unit Code:</b>	QU035284		
<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. Be able to use primary and secondary sources to initiate ideas.	1.1. Use different methods to research ideas including: <ul style="list-style-type: none"> <li>• paper based sources</li> <li>• lens based means</li> <li>• electronic means.</li> </ul>
	1.2. Use a personal sketch book/journal to record research.
2. Be able to use lateral research to develop creative ideas.	2.1. Demonstrate the ability to develop a range of ideas.
	2.2. Develop the less familiar characteristics of the subject matter using lateral research.
3. Know how to use historical and contextual references to expand aesthetic understanding.	3.1. Interpret the work of other artists and designers, appropriate to the topic.
	3.2. Extend range of own ideas using historical and contextual references.
4. Know how to expand research into creative visual ideas with materials and processes.	4.1. Develop visual ideas, using a variety of materials and processes innovatively.
	4.2. Critically evaluate results to further expand creative outcomes.
5. Be able to critically evaluate creative work.	5.1. Critically evaluate own work through the stages of development, showing aesthetic and practical considerations.
	5.2. Critically analyse the work of the peer group.

### Access to HE Diploma Unit

<b>Title:</b>	Research: Final Major Project for Media Studies		
<b>Unit Code:</b>	QU035294		
<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. Be able to plan a final major project.	1.1. Identify and agree a final major project, located within a knowledge domain relevant to the named Diploma.
	1.2. Explain the aims of the project.
	1.3. Develop a project brief.
	1.4. Identify any ethical, practical or safety issues and how these will be managed/overcome.
	1.5. Maintain a record of project progress through all stages of research, development and completion.
2. Be able to conduct research.	2.1. Carry out research from a wide range of sources.
3. Be able to develop ideas.	3.1. Develop and record ideas.
	3.2. Analyse and evaluate research findings.
4. Be able to develop a body of work to meet the project brief.	4.1. Produce a body of work which meets the brief and includes complex ideas and innovative uses of materials and processes.
	4.2. If appropriate, work safely with regard to the environment, equipment and hazardous materials.
5. Know how to present the project.	5.1. Present the body of work in a style appropriate to the knowledge domain.
	5.2. Reference key sources using a recommended style of referencing.

6. Be able to evaluate own research project.	6.1. Reflect on the design and methodology of the project.
	6.2. Evaluate the body of work in relation to aims and research.
	6.3. Identify recommendations for the future.

## Optional Units: Graded Academic Subject Content

### Access to HE Diploma Unit

<b>Title:</b>	3D Design		
<b>Unit Code:</b>	QU035188		
<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 a wide variety of 2D visual research as a source and starting point for a 3D outcome.	1.1. Develop a range of drawings demonstrating observational skills which analyse the source and employ a range of media and techniques.
2. Be able to translate 2D ideas into 3D using a range of media, materials and techniques which reflects their inherent qualities and properties.	2.1. Develop a range of test pieces in 3D using a range of media, materials and techniques which reflects their inherent qualities and properties.
3. Be able to select and use appropriate construction and fabricating techniques in 3D.	3.1. Demonstrate use of media and processes exploring construction and fabrication techniques in maquette form.
4. Understand how to evaluate 3D processes and outcomes.	4.1. Evaluate the translation of 2D ideas into 3D including the selection and use of materials and processes.

### Access to HE Diploma Unit

<b>Title:</b>	Developing a Brand		
<b>Unit Code:</b>	QU035202		
<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. Understand the constituents of the promotional mix.		1.1.	Explain what is meant by promotional mix.
		1.2.	Assess the suitability of a promotional mix for a product or service.
2. Understand how to promote a brand to customers.		2.1.	Analyse the benefits of branding.
		2.2.	Evaluate methods which a new business might use to establish its brand.
3. Be able to prepare promotional plans.		3.1.	Design a promotional campaign for a new product or service which utilises a new or existing brand.
		3.2.	Create an effective plan for implementing and reviewing a promotional campaign for a product or service for a new or existing brand.

### Access to HE Diploma Unit

<b>Title:</b>	Digital Art for Multimedia		
<b>Unit Code:</b>	QU035206		
<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 purpose of concept art, the types of digital graphic images and graphical file formats used within multimedia.	1.1. Explain the purpose of concept art for multimedia.
	1.2. Describe drawing styles and drawing media used for multimedia.
	1.3. Explain vector and bitmap graphics and their use for multimedia purposes.
	1.4. Explain how different types of graphical images relate to file formats.
	1.5. Discuss the impact that file formats, compression techniques, image resolution and colour depth have on file size and image quality.
2. Know how to draw concept art for multimedia purposes.	2.1. Research ideas to meet a client brief.
	2.2. Draw preliminary designs for a client brief using an appropriate drawing technique and style.
	2.3. Apply shading and colour to the preliminary designs for a client brief.
3. Be able to digitise concept art for multimedia purposes.	3.1. Create digitised versions of concept art using appropriate technologies.
	3.2. Develop digital variance of concept art using tools and techniques of industry standard software.
	3.3. Export finalised digital graphics that are fit for purpose for multimedia purposes.

#### Indicative Content:

AC 3.2: Include both bitmap and vector.

### Access to HE Diploma Unit

<b>Title:</b>	Digital Marketing Communication		
<b>Unit Code:</b>	QU035212		
<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 use of digital marketing channels to communicate information to a range of audiences.	1.1.	Analyse the characteristics, advantages and disadvantages of different software packages used to present marketing information to a range of audiences.
2.	Be able to use digital marketing channels to communicate information to a specific audience.	2.1.	Justify the choice of digital media to communicate to the target audience in line with the marketing objectives.
		2.2.	Agree an engaging marketing communications message appropriate for the media selected.
3.	Be able to assess the effectiveness of digital marketing channels when communicating information to a specific audience.	3.1.	Create an engaging marketing communications message appropriate for the media selected.
		3.2.	Check links, keywords, click throughs and supporting attachments to allow access by recipients to further information.
		3.3.	Analyse risks related to delivering digital messages and take action to minimise these risks.
4.	Be able to monitor and evaluate the outcomes of communications when using digital marketing channels.	4.1.	Monitor and evaluate the responses to a digital marketing communications message against agreed criteria.

### Access to HE Diploma Unit

<b>Title:</b>	Digital Sound and Video Capture		
<b>Unit Code:</b>	QU035214		
<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. Be able to plan a production.	1.1. Create a storyboard detailing frame content and narrative.
	1.2. Create a plan for shooting footage including equipment, locations, props, actors, contingency and risk assessment.
2. Be able to capture video footage.	2.1. Control exposure, aperture, and focus to create specific photographic effects.
	2.2. Maintain and create adequate lighting in a range of situations.
	2.3. Utilise different angles in order to achieve specific effects.
3. Know how to edit footage and include sound.	3.1. Edit raw footage to include sound to enhance meaning and fluency.
	3.2. Explain how sound and images create meaning in moving image sequences.
4. Be able to review success of own work.	4.1. Evaluate own work.



### Access to HE Diploma Unit

<b>Title:</b>	Digital Video Production		
<b>Unit Code:</b>	QU035216		
<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
The learner will:	The learner can:	
1. Understand the principles and practices of digital video production.	1.1.	Explain the principles and practices associated with pre-production planning.
2. Be able to use pre-production planning techniques.	2.1.	Develop a treatment for a product to include: <ul style="list-style-type: none"> <li>a) synopsis</li> <li>b) budget</li> <li>c) genre</li> <li>d) props and costumes</li> <li>e) resources: technical/cast &amp; crew</li> <li>f) reasons for production.</li> </ul>
	2.2.	Develop formatted script, storyboards, shot lists and shooting schedule.
3. Be able to use digital video equipment to film.	3.1.	Demonstrate safe working practices when creating a digital video production.
	3.2.	Demonstrate how to film using a wide range of techniques.
4. Know how to apply post-production techniques to a digital video production.	4.1.	Explain and apply use of post- production techniques to a digital video production.
5. Be able to present and review a digital video production.	5.1.	Present a digital video production to a specific audience.
	5.2.	Evaluate a digital video production taking into account feedback from others.

### Access to HE Diploma Unit

<b>Title:</b>	Exploring Different Journalistic Genres		
<b>Unit Code:</b>	QU035224		
<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 plan and draft a selection of journalistic articles.	1.1. Plan and draft pieces of journalistic writing chosen from two of the following categories: a) reviews b) sport c) opinion.
2. Understand the importance of writing within set parameters.	2.1. Explain the importance of writing to a deadline and set word count. 2.2. Explain the importance of writing in a style appropriate for a publication.
3. Be able to carry out research and extract quotations from relevant subjects to produce a short article.	3.1. Select and re-present relevant material from at least two acknowledged sources. 3.2. Identify the main points and arguments from the source material. 3.3. Write an article, using quotations to illustrate the piece, citing sources, in a given style.

#### Indicative Content:

AC 1.1: Range could include for example music/theatre, travel, business/finance, lifestyle.

### Access to HE Diploma Unit

<b>Title:</b>	Film Editing		
<b>Unit Code:</b>	QU035226		
<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 techniques and applications used in editing for film and television.	1.1. Explain types and purposes of editing for film and television.
	1.2. Explain the functions of editing for film and television.
	1.3. Explain the stages of editing.
2. Be able to create a digitally edited sequence for a specific purpose.	2.1. Explain the intended effect of the application of editing on the narrative, audience or meaning.
	2.2. Share ideas with others, take initiative and offer and receive feedback.
	2.3. Use digital editing software and tools to create video sequences.
	2.4. Apply editing techniques and conventions to create continuity, meaning, narrative and audience response.
	2.5. Produce an edit decision list.
	2.6. Produce a technically and creatively accomplished final edited sequence that fully meets the intended purpose, justifying the choices made throughout.
3. Be able to review own work.	3.1. Evaluate the appropriateness of the tools, techniques and conventions used.
	3.2. Analyse how effectively the final edited sequence meets the intended purpose.

### 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>	Media and Society		
<b>Unit Code:</b>	QU035256		
<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 structure of the media, aspects of ownership and control.		1.1.	Discuss the structure of the media including aspects of ownership and control.
		1.2.	Analyse the consequences of ownership and control of the media.
2. Understand theoretical approaches to the media.		2.1.	Evaluate two theoretical approaches to the media.
3. Understand issues of impartiality and bias.		3.1.	Evaluate current issues of impartiality and bias, including the concept of 'fake news' and its agenda.
4. Understand the debate about the power of the media.		4.1.	Discuss the debate about the power of the media.

### Access to HE Diploma Unit

<b>Title:</b>	Media Studies: Textual Analysis		
<b>Unit Code:</b>	QU035258		
<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	
The learner will:		The learner can:	
1. Understand a range of visual and sound techniques used within movies.		1.1.	Analyse how camera angle, shot, movement and position is used in movies, within a given genre.
		1.2.	Evaluate the rules of continuity editing.
		1.3.	Analyse mise-en-scene and special effects used in movies, within a given genre.
		1.4.	Analyse how sound is used in movies, within a given genre, to shape meaning.
2. Understand the concept of gender representation in televisual narratives.		2.1.	Analyse the narrative structure of televisual narratives.
		2.2.	Evaluate the function of stereotypes and archetypes in televisual narratives.
3. Understand through comparison, the values and social signification in televisual narratives.		3.1.	Explain media forms and conventions employed in televisual narratives.
		3.2.	Compare and contrast the values and social signification demonstrated in two television narratives.
4. Understand the presence of ideology within contemporary visual narratives.		4.1.	Explore how televisual narratives either reinforce or challenge ideologies.
		4.2.	Discuss how ideology links to perceived audience expectations in the narrative of film and television trailers.

### Access to HE Diploma Unit

<b>Title:</b>	Multimedia Practice		
<b>Unit Code:</b>	QU035262		
<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	
The learner will:		The learner can:	
1.	Be able to produce a news article suitable for newspaper print.	1.1.	Construct a news article for a newspaper from facts, using news writing conventions applicable in print.
2.	Be able to produce own photograph/s to accompany own news article.	2.1.	Produce own photographs for own newspaper news story.
		2.2.	Analyse and select own photographs to accompany own news story for newspaper use.
3.	Understand how to adapt own news article for online publication.	3.1.	Adapt own news story for online publication, using online news conventions.
4.	Understand how to produce a mobile phone video or audio recording/radio report to accompany own news story online.	4.1.	Produce short mobile phone video or audio recording/radio report for online publication with own news story.
5.	Understand how news and materials are adapted for use across different multimedia platforms.	5.1.	Analyse the differences in news writing conventions across print and online platforms.
		5.2.	Summarise how different materials, such as photographs, videos and audio reports, are used to accompany news stories across different multimedia platforms.
		5.3.	Identify specific examples of the use of high quality and mobile phone quality photographs and videos in both newspaper and online news platforms.

	5.4. Critically examine, using specific examples, where and how different types of photographs, videos and audio reports are used across different multimedia platforms.
--	--



### Access to HE Diploma Unit

<b>Title:</b>	Photography		
<b>Unit Code:</b>	QU035270		
<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. 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. Know functions of digital cameras.	2.1. Explain and demonstrate the functions and settings of a digital camera in relation to resolution, formatting and recording.
	2.2. Explain and demonstrate flash options and play back functions.
3. Know how to use a digital camera following safe working practices.	3.1. Explain Health and Safety practices that must be followed when using a digital camera in a studio setting.
	3.2. Use a digital camera demonstrating safe working practices.
4. Know options for downloading, formats and storage of digital images.	4.1. Explain how to use different downloading and storage options.
	4.2. Evaluate software for storing and viewing digital images.
	4.3. Demonstrate how to convert images into different file formats for different purposes.
5. Be able to enhance digital images to meet needs.	5.1. Enhance and modify digital images using a range of image editing and manipulation techniques.

### Access to HE Diploma Unit

<b>Title:</b>	Produce Copy for Digital Media Communication		
<b>Unit Code:</b>	QU035272		
<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	
The learner will:		The learner can:	
1. Understand how digital media channels affect how copy is produced.		1.1.	Explain considerations for a selection of media channels.
		1.2.	Explain how online content management systems affect copy production.
2. Be able to produce copy for different types of digital communication.		2.1.	Write copy to meet the requirements of a brief using a style that is fit for purpose.
		2.2.	Produce copy to accompany non-text media content, including optimised hyperlinks.
		2.3.	Create metadata for copy.
		2.4.	Embed metadata for different types of digital media communication.
3. Be able to review copy for digital media communication.		3.1.	Check the accuracy of content.
		3.2.	Review copy against any legal and ethical considerations.

### Access to HE Diploma Unit

<b>Title:</b>	Reportage Photography Practice		
<b>Unit Code:</b>	QU035280		
<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. Know how to research and evaluate a topic for a reportage photo led story.	1.1. Carry out research and select a topic for a reportage photo led story.
	1.2. Evaluate selected topic in relation to content, interest to viewers and visual possibilities.
2. Be able to use appropriate techniques and resources for reportage photography.	2.1. Analyse the techniques and materials needed to successfully produce the chosen reportage photo led story.
3. Know how to use a shooting strategy and schedule for the production of reportage photographs.	3.1. Evaluate shooting schedules and strategies when producing reportage photographs.
	3.2. Create a shooting strategy and schedule for own reportage photographs, justifying choices.
4. Be able to produce, present and review reportage photographs to communicate a message.	4.1. Produce reportage photographs to communicate a message to a specified target audience.
	4.2. Edit, enhance and present reportage photographs.

### Access to HE Diploma Unit

<b>Title:</b>	Representation within the Media		
<b>Unit Code:</b>	QU035282		
<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. Understand the notion of representation.		1.1. Analyse the concept of representation and its significance for the study of culture.
2. Understand practices of media representation.		2.1. Analyse how newspapers portray national events and/or aspects of culture, referring to examples.
3. Understand media representation of particular social groups.		3.1. Evaluate the codes and values associated with representing a particular social group referring to examples from physical and/or online sources.

Indicative Content:
AC 1.1: Consideration must be given to both physical and online representation.
AC 2.1: Examples should be drawn from both physical and online sources.
AC 3.1: This should include consideration of gender and race.

### Access to HE Diploma Unit

<b>Title:</b>	Script Writing		
<b>Unit Code:</b>	QU035300		
<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. Understand the conventions, techniques and formats in scriptwriting.		1.1. Explain the use of conventions, techniques and formats to create an original script.
		1.2. Analyse the use of drama techniques within a script.
2. Be able to use conventions, techniques and formats to create an original script.		2.1. Apply conventions, techniques and formats to create an original script.
		2.2. Analyse the effectiveness of own work in relation to the techniques and conventions used.
3. Understand the creative process of script writing.		3.1. Discuss the creative process of script writing.

#### Indicative Content:

AC 1.2: For example, character construction, dialogue, narrative structure, pace and rhythm.

### Access to HE Diploma Unit

<b>Title:</b>	Understanding Art, Design & Cultural Media Influences		
<b>Unit Code:</b>	QU035325		
<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. Understand historical and socio-economic contexts in which arts, design and cultural movements develop and emerge.		1.1. Explain with examples historical and socio-economic contexts in which arts, design and cultural movements develop and emerge.
		1.2. Critically compare the characteristics of different art, design or cultural movements/themes.
2. Understand the context in which artists and designers create art, artefacts and products.		2.1. Explain with examples the context in which artists and designers create art, artefacts and products.
3. Understand how a range of practitioners have influenced the development of art, design and culture media.		3.1. Analyse how art, design and cultural media are influenced by a range of practitioners.

#### Indicative Content:

AC 1.2: Minimum of two movements/themes.

### Access to HE Diploma Unit

<b>Title:</b>	Understanding Digital Marketing and Research		
<b>Unit Code:</b>	QU035327		
<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
The learner will:		The learner can:
1. Understand the role and requirements of digital marketing.		1.1. Evaluate the role of digital marketing within the overall marketing strategy.
		1.2. Analyse the strengths and weaknesses of digital marketing for different marketing applications.
		1.3. Explain the design requirements of data capture and reporting systems for digital marketing.
		1.4. Analyse the importance of evaluating the impact of digital marketing activities.
2. Understand the principles of search engine optimisation (SEO).		2.1. Analyse the importance of search engine optimisation.
		2.2. Explain how to calculate the cost-efficiency of SEO.
		2.3. Analyse techniques used for effective SEO.
		2.4. Evaluate advantages and disadvantages of creating links to other websites.
3. Understand the principles of marketing research using the internet.		3.1. Analyse the advantages and disadvantages of different data mining techniques.
		3.2. Evaluate methods of ensuring the validity and reliability of information retrieved from the internet.
4. Understand the principles of digital marketing device and message design.		4.1. Explain Customer Relationship Management (CRM) systems': a) use b) design requirements.

	<p>4.2. Explain the characteristics of:</p> <ul style="list-style-type: none"> <li>a) an effective digital marketing device</li> <li>b) an effective digital response system.</li> </ul>
	<p>4.3. Analyse requirements, advantages and disadvantages of different tracking systems.</p>



### Access to HE Diploma Unit

<b>Title:</b>	Understanding Narrative		
<b>Unit Code:</b>	QU035331		
<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 7 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA
The learner will:	The learner can:	
1. Understand the concept of plot.	1.1.	Analyse the significance of plot for a narrative.
2. Understand a variety of narrative strategies, including narrative viewpoint.	2.1.	Analyse the use of narrative strategies, including narrative viewpoint.
3. Understand the nature of characterisation.	3.1.	Analyse the main characters in a narrative showing how characterisation is achieved.
4. Understand the use of setting in a narrative.	4.1.	Analyse setting in relation to a narrative.
5. Understand the way language has been used in a narrative.	5.1.	Analyse a narrative investigating the writer's key stylistic features of language.
6. Understand the historical and cultural contexts of the narrative.	6.1.	Explain the significance of historical and cultural contexts of a narrative.
7. Understand a range of alternative interpretations of/approaches to narrative.	7.1.	Analyse the meaning of narrative bearing in mind alternative interpretations and approaches.

### Access to HE Diploma Unit

<b>Title:</b>	Understanding Social Media Advertising and Promotion		
<b>Unit Code:</b>	QU035335		
<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. Understand current national and international legal and organisational guidelines for a social network advertising/promotional campaign.		1.1.	Explain the current national and international legal and organisational guidelines relating to the use of social network site adverts.
		1.2.	Explain factors to consider when creating social network site adverts.
2. Understand the use of social networking site advertising campaigns for marketing purposes.		2.1.	Explain factors to consider when creating social network site adverts.
		2.2.	Justify the use of social network site advertising campaigns.
		2.3.	Analyse why a social network advertising campaign may fail.
		2.4.	Evaluate methods of monitoring social network site advertising campaigns.
3. Be able to implement social networking site advertising campaigns for marketing purposes.		3.1.	Plan and create parallel social network site advertising campaigns for a business.
		3.2.	Identify required outcomes from the social network advertising campaign.
		3.3.	Monitor results of social network advertising campaigns.
		3.4.	Implement changes required based on monitoring results.

### Access to HE Diploma Unit

<b>Title:</b>	User Experience (UX) 3D Design Project		
<b>Unit Code:</b>	QU034860		
<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. Know about the inherent qualities and physical properties of a range of media and materials used in 3D design to create an end product that meets the user experience requirements of a specific brief.	1.1. Identify the qualities and properties of a range of materials used in 3D design.
	1.2. Explain how the 3D media and materials may be used to create an end product which meets UX design brief requirements.
	1.3. Explain construction techniques used when using 3D media.
2. Be able to select appropriate 3D techniques to produce a final outcome to meet the UX design brief requirements.	2.1. Develop user personas and justify their importance in a user experience design project.
	2.2. Identify materials to be used to produce a specific outcome.
	2.3. Justify choice of materials to be used to produce a specific outcome.
	2.4. Select processes and media to be used to produce the specific outcome, justifying choices.
3. Be able to develop aesthetic and technical awareness of design.	3.1. Use primary and secondary resources to research contemporary and historical design.
	3.2. Evaluate the effectiveness of the sources in supporting the development of own design ideas.
	3.3. Examine the role of emotion and social interactions in user experience design.

<p>4. Be able to develop work in both 2D and 3D to produce a final outcome, utilising a range of sources and materials.</p>	<p>4.1. Assess a range of sources which can be utilised to develop ideas both in 2D and 3D.</p>
	<p>4.2. Develop ideas in both 2D and 3D based on the research undertaken.</p>
	<p>4.3. Produce a final outcome using a variety of materials.</p>

### Access to HE Diploma Unit

<b>Title:</b>	Video Pre-Production		
<b>Unit Code:</b>	QU035341		
<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
The learner will:		The learner can:
1. Be able to develop ideas for a video production.		1.1. Demonstrate conceptual and design ideas relevant to own video production.
		1.2. Produce a programme brief for a video production.
		1.3. Evaluate the pragmatics of the programme brief.
2. Be able to use visual and contextual research for video production.		2.1. Identify visual and contextual research materials to support own video production, justifying choices.
		2.2. Carry out visual and contextual research for own video production.
3. Be able to present ideas, visuals and plan for a video production.		3.1. Present ideas for own video production using visual and aural presentation methods.
		3.2. Produce a pre-planning portfolio for a video production taking into account legal and Health and Safety requirements.

### Access to HE Diploma Unit

<b>Title:</b>	Website Design and Development		
<b>Unit Code:</b>	QU034690		
<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. Know how to use HTML basic tags.	1.1. Explain HTML basics.
	1.2. Format HTML document using paragraph, page break, centre, spaces and blinking, ordered lists and unordered list.
	1.3. Use HTML hyperlinks to navigate between webpages and external links.
	1.4. Use CSS in the website and analyse how the use of Cascading Style Sheets (CSS) can improve the look of a website.
2. Be able to design an interactive website.	2.1. Explain the specific purpose and requirements for a website.
	2.2. Design a multi-page website to meet stated requirements.
	2.3. Evaluate two different designs created to meet a particular specification and justify the one chosen for implementation.
3. Be able to create and test an Interactive website using HTML and CSS.	3.1. Build a functional multi-page interactive website comprising a complex set of linked web pages including dynamic web pages.
	3.2. Review and test the website produced to assess how closely the site matches the original specification and whether it meets the requirements.
	3.3. Improve the effectiveness of a website on the basis of the testing.
	3.4. Explain the tools and techniques used in the creation of a website.

4. Understand the factors and constraints that related to production and performance of website.	4.1. Explain the various factors that influence the performance of a website.
	4.2. Discuss the potential security issues and legal constraints involved in a particular website.

#### Indicative Content:

AC 1.2: This could also be achieved by formatting the HTML document using paragraphs, headings, line breaks, divisions, images and, ordered and unordered lists, appropriate to the software that is being used.

### Access to HE Diploma Unit

<b>Title:</b>	Writing for Magazines		
<b>Unit Code:</b>	QU035349		
<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 variety of audiences targeted, genres and styles used in magazines.	1.1. Critically compare the contents, illustrations and adverts in a range of magazines to determine their target audience, genre and style.
2. Be able to use research skills to plan and prepare for an interview for a magazine article.	2.1. Use appropriate resources to research a given subject effectively.
	2.2. Plan and prepare for an interview for a magazine article.
	2.3. Apply interview and research techniques effectively.
3. Know how to write an article for a magazine.	3.1. Plan an article which is suitable for a specific magazine, using material from an interview.
	3.2. Develop, write and evaluate an article for a specific magazine.

Indicative Content:
AC 1.1: This should include both physical and online magazines.
AC 3.2: Magazine must be a real publication, either online or physical.



## Mandatory 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>	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	
The learner will:		The learner can:	
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.
--	---

### Access to HE Diploma Unit

<b>Title:</b>	Study Skills for the 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.

## Optional Units: Ungraded

### Access to HE Diploma Unit

<b>Title:</b>	Academic Reading Skills		
<b>Unit Code:</b>	QU035351		
<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 demonstrate the use of different reading techniques.	1.1. Annotate text after using skimming, scanning and active reading techniques.
	1.2. Summarise text after using skimming, scanning and active reading techniques.
2. Be able to explain, with examples, how language used in texts can reveal assumptions and prejudice.	2.1. Identify and explain instances of opinion and bias in text.
	2.2. Analyse the use of objective and emotive language in a text.
3. Be able to demonstrate how to apply critical reading techniques to texts.	3.1. Analyse the strengths and weaknesses of an argument from at least two texts.
	3.2. Critically evaluate an argument.

### Access to HE Diploma Unit

<b>Title:</b>	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>	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>	Introduction to 3D		
<b>Unit Code:</b>	QU035162		
<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 develop ideas in 2D and 3D.	1.1. Evaluate a range of sources and apply a variety of materials and methods.
2. Be able to demonstrate competence in a range of media and techniques in 3D.	2.1. Use appropriate formats for investigations that provide evidence of problem solving.
3. Be able to explore a wide range of research and experimentation selecting appropriate sources and construction techniques.	3.1. Make use of 3D media and processes, explaining a choice of materials and construction techniques.
4. Be able to identify influences, historical and contemporary, on own practice.	4.1. Undertake sketchbook research using both primary and secondary resources, reflecting a critical understanding of media and materials and including a record of exhibitions.

### 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>	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>	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>	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	
The learner will:		The learner can:	
1. Be able to plan a project to promote sustainability within a specific sector.		1.1. Identify a project to promote sustainability within a chosen sector, justifying 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.

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.



**enquiries@gatewayqualifications.org.uk**  
**www.gatewayqualifications.org.uk**  
**Tel: 01206 911 211**