DIPLOMA GUIDE

Access to Higher Education

gateway qualifications

Access to Higher Education Diploma (Computer Game Design and Development)

Access to HE
Apprenticeships
Digital
Employability & Enterprise
English & Maths
ESOL
Personal & Social Development
Professional Development
Vocational

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This qualification guide covers the following qualification:

Qualification Number	Learning Aim Code	Diploma Title	Validation Period
QAAQ004750	40014794	Access to Higher Education Diploma (Computer Game Design and Development)	1 August 2024 – 31 July 2027

Version/Date	Change Detail	Section/Page Reference
1.0 March 2024	n/a	n/a
1.1 April 2024	Changes to the Equity, Diversity and Inclusion Policy	Pg11
1.2 July 2024	Update to Sector Subject Area	Pg8
1.3 January 2025	Amendment of column heading of assessment tables (removal of "Suggested" from assessment method column)	Pg15-24

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

Website: https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/

Contents

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 Computer Game Design and Development degree programmes. The mandatory group of units ensures that learners have a good understanding of themes relevant to Computer Game Design and Development including key topics in Computer Games Design and Game Engines.

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

6.1 Digital Technology (practitioners).

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 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 Computer Game Design and Development including, a range of topics such as, computer games design and the role of game engines, the impact of artificial intelligence within the industry, the ability to use concept art for computer games, being able to create 3D model characters and vehicles or learning how to create a virtual or augmented reality experience, 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 (Computer Game Design and Development) can include:

- Face to face
- Blended learning.

Work placements would also be beneficial and visits to software or games design companies would widen opportunities.

It is recommended that if learners undertake the practical Create a Virtual or Augmented Reality Experience unit, they should complete Introduction to Virtual and Augmented Reality prior to completion of the practical unit.

It is also recommended that if learners undertake the Digital Graphics for Computer Gaming unit, they should complete Concept Art for Computer Games first.

Depending on the choice of units, assessment methods could include: academic poster, report, written questions and answers, open and closed book exams, worksheets, investigation, essay, project, presentation, design documents, the production of games, case study, professional discussion, portfolio of evidence, A VR or AR experience, reflective account, practical demonstration, reflective journal, professional development plan, literature review and SWOT analysis.

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.

Learners may wish to focus on Computer Science, Digital Art and Digital Animation as progression routes. Optional graded units should be selected to support those aspirations.

Following successful completion of the Access to Higher Education Diploma (Computer Game Design and Development) learners may progress to the following:

- BA (Hons) Animation and Games Art
- BA (Hons) Animation and Illustration
- BA (Hons) Animation and VFX
- BA (Hons) Animation Production
- BA (Hons) Computer Animation
- BA (Hons) Computer Animation Technical Arts
- BA (Hons) Computer Games Art
- BA (Hons) Computer Games Design: Story Development
- BA (Hons) Digital Animation
- BA (Hons) Digital Art
- BSc (Hons) Computer Games Design
- BSc (Hons) Computer Games Design and Development
- BSc (Hons) Computer Games Enterprise
- BSc (Hons) Computer Games Programming
- BSc (Hons) Computer Games Technology
- BSc (Hons) Computer Science
- BSc (Hons) Computer Science (Games)
- BSc (Hons) Video Game Development
- FdA Computer Games Design and Production
- FdA Creative Digital Practice (Games Development)
- FdA Game Art and Design
- FdA Games and Interactive Design
- FdSc Games Technologies

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 12 credits from the mandatory graded units.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034756	Computer Games Design	3	6	Academic	Report Presentation Game design document	750 words 10 minutes + 5 minutes Q&A 1500 words
QU034774	Game Engines	3	6	Academic	Video presentation Game design and game	10-15 minutes 500 words annotated development diary

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
QU035040	Research Project for Animation	3	6	Academic	Research plan Research report Evidence of research carried out	200 words 2500 words 300 words

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU035895	Research: Practical Investigation Project for Digital Technology	3	6	Academic	Risk assessment Project diary Project proposal Research review Report Evaluation	250 words 500 words 250 words 500 words 1250 words 250 words
QU035897	Research: Practical Investigation Project for Gaming	3	6	Academic	Risk assessment Project diary Project proposal Research review Report Evaluation	250 words 500 words 250 words 500 words 1250 words 250 words

Optional Units: Graded Academic Subject Content

Learners must achieve 27 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034876	2D Animation Fundamentals	3	6	Academic	Report Pre-production documentation Render of final 2D animation Production log & self evaluation Presentation	750 words 500 words 2D animation up to 1 minute in length 750 words 5 minutes with 5 minutes Q&A

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034878	3D Animation Fundamentals	3	6	Academic	Evaluation report including sketches Storyboard Action plan 3D animation Animation presentation plus Q&A	1000 words including sketches A visual storyboard 250 words e.g. calendar or Gantt Chart 3D animation up to 1 minute in length 5 minutes plus 5 minutes Q&A
QU034882	3D Environments	3	6	Academic	Report Production log Final render of 3D environment Video evaluation	1000 words 500 words 3D environment 500 words
QU034884	3D Sculpting	3	3	Academic	Report 3D Sculpture with plan Evaluation documentation	500 words 250 words and portfolio piece 500 words
QU034890	Advanced 3D Modelling	3	6	Academic	Report Asset portfolio Critical assessment	750 words Portfolio of evidence - three assets to be developed 750 words
QU034902	Artificial Intelligence in Computer Gaming and Design	3	3	Academic	Report	1500 words
QU034916	Concept Art for Computer Games	3	3	Academic	Report Portfolio of concept art	750 words Portfolio with supporting annotations 250 words

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034924	Create 3D Game Model Characters	3	3	Academic	Portfolio of models	Portfolio of models with supporting annotations 350 words
QU034926	Create 3D Game Model Vehicles	3	3	Academic	Portfolio of models	Portfolio of models with supporting annotations 350 words
QU034928	Create a Virtual or Augmented Reality Experience	3	3	Academic	VR or AR experience	VR or AR Experience with supporting annotations 500 words
QU034944	Digital Graphics for Computer Games	3	3	Academic	Portfolio of digital graphics Reflection	Portfolio with supporting annotations 500 words Reflection 250 words
QU034970	Game Design Storyboarding	3	6	Academic	Storyboard Games character Computer game story	Storyboard, Annotated character design 750 words Story 1250 words
QU035004	Introduction to Virtual and Augmented Reality	3	3	Academic	Video report	20 minutes
QU035899	Level Design	3	3	Academic	Report Design document – portfolio with supporting annotations	1000 words 250 words
QU034810	Mathematics for Computing	3	3	Academic	Controlled assessment	2 hours closed book
QU034814	Mobile Games Development	3	6	Academic	Report Mobile game development	750 words
QU035901	Narrative Design	3	3	Academic	Presentation and supporting evidence	20 minutes inc. Q&A and witness statement

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU035034	Procedural Programming	3	6	Academic	Project - plan, code and test a procedural programme	2000 words
QU035903	Rapid Game Development Prototyping	3	3	Academic	Report	1500 words
QU035090	Sound for Animation	3	6	Academic	Video report with Q&A Re-audited piece of animation	10 minutes plus 5 minutes Q&A Piece of animation with new audio
QU035096	Stop Motion Animation	3	6	Academic	Report Production diary 30 second stop motion animation Evaluation Presentation	750 words 500 words 30 second animation 500 words 5 minute including Q&A
QU035126	Understanding Game Engines for Animation	3	3	Academic	Report	1500 words
QU035132	Understanding the Computer Games Industry	3	3	Academic	Report	1500 words
QU035134	Use Game Engines for Animation	3	3	Academic	Digital schedule/plan of action Short portfolio piece Reflection	250 words Portfolio piece 250 words
QU035142	VFX	3	6	Academic	Report Digital schedule/plan of action Portfolio of evidence Portfolio presentation plus Q&A	1000 words 300 words Portfolio of evidence 10 minutes plus 5 minutes Q&A

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
QU035148	World Building	3	3	Academic	Report Design document – Portfolio with supporting annotations	500 words 750 words

Mandatory Units: Ungraded

Learners must achieve 3 credits from this group.

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

Optional Units: Ungraded

Learners must achieve 12 credits from this group.

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

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

Unit Code	Unit Title	Level	Credits	Content	Assessment Methods	Assessment Volume
QU034712	Presentation Skills	3	3	Other	Notes from a range of sources Presentation Presentation lecture notes and handouts	300 words 200 words 1000 words
QU034714	Presenting Information Using ICT	3	3	Other	Notes from a range of sources Presentation Presentation lecture notes and handouts	300 words Presentation 200 words
QU035174	Principles of Object Oriented Programming	3	3	Other	Controlled assessment	2 hours closed book
QU034716	Problem Solving in the Workplace	3	3	Other	Project - analyse and propose solutions to at least two workplace problems including justification for selected solution	1500 words
QU034718	Professional Interpersonal Behaviours	3	3	Other	SWOT analysis Case study Reflective account	250 words 750 words 500 words
QU034720	Promoting Wellbeing and Building Resilience	3	3	Other	Report	1500 words
QU034722	References and Reliability of Sources	3	3	Other	Literature review	1500 words including recognised form of referencing and bibliography
QU034724	Relational Database	3	3	Other	Controlled assessment	1.5 hours open book
QU034726	Spreadsheets	3	3	Other	Portfolio of evidence	Spreadsheet and 500 words supporting notes

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

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)

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

Learners will require access to computer laboratories, JavaScript (server) and software to facilitate all modules.

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

Title:	Computer Games Design		
Unit Code:	QU034756		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Know the fundamentals of game design.	1.1. Use the BrainHex test to develop an understanding of the fundamentals of: • game design • player types.
	1.2. Conduct research into different visual styles used in video games.
	1.3. Review different gameplay mechanics of existing video games.
	1.4. Evaluate the effectiveness of these gameplay mechanics for the player.
2. Be able to generate ideas for a computer game concept.	2.1. Create a set of rules for an original game.
	2.2. Create high concept ideas for a game.
3. Be able to present a games pitch to stakeholders.	3.1. Prepare the game concept to be delivered to stakeholders.
	3.2. Deliver a games pitch to stakeholders.
	3.3. Review feedback received following the pitch.
4. Be able to create game design documentation.	4.1. Expand the game idea to structure the final deliverable into a game treatment document.
	4.2. Create game design documentation based on industry conventions and professional standards.

Access to HE Diploma Unit

Title:	Game Engines		
Unit Code:	QU034774		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the purposes of game engines.	1.1. Describe the different types of game engines: 2D, 3D, mobile.
	1.2. Explain the purposes and functions of game engines: • rendering • animation • programming • physics • effects • sound • artificial intelligence.
2. Know about the use of game engines in the games industry.	2.1. Explain the game engines used by large games companies and indie games companies.
	2.2. Analyse the role of game engines in the games industry.
3. Be able to create a prototype game level using a 2D or 3D game engine.	3.1. Design at least one level for a prototype 2D or 3D game.
	3.2. Source or create assets for the prototype game.
	3.3. Create at least one level using a 2D or 3D game engine based on the design and using the assets sourced or created.
	3.4. Add basic gameplay using visual or text-based coding.

Indicative Content:
AC 2.1: Include both off-the-shelf and bespoke games engines.

Optional Units: Research Graded Academic Subject Content

Access to HE Diploma Unit

Title:	Research Project for Animation		
Unit Code:	QU035040		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to plan a research project.	1.1. Identify and agree on a research topic focused on a specific genre, director or animation style.
	1.2. Explain the aims of the research.
	1.3. Develop, test, evaluate and refine appropriate research methodology.
2. Be able to conduct research.	2.1. Use valid and appropriate methods of investigation to research the subject.
	2.2. Identify and collate information from a wide range of sources into a master document.
3. Be able to interpret research findings.	3.1. Annotate all research with appropriate commentary, drawing conclusions.
4. Be able to present research findings.	4.1. Produce a written research report which communicates information clearly.
	4.2. Present key findings to an audience using appropriate presentation software.
	4.3. Reference all findings using a recommended style of referencing.
5. Be able to evaluate own research project.	5.1. Reflect on the project design and methodologies.
	5.2. Evaluate findings in relation to aims, previous research and relevant theory.
	5.3. Identify recommendations for the future.

Access to HE Diploma Unit

Title:	Research: Practical Investigation Project for Digital Technology		
Unit Code:	QU035895		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to plan a practical investigation project.	1.1. Identify and agree a practical investigation project, located within a knowledge domain relevant to the named Diploma.
	1.2. Produce a hypothesis and clear aims for the investigation project.
	1.3. Identify any ethical, practical or safety issues and how these will be managed/overcome.
	1.4. Produce a risk assessment.
	1.5. Maintain a record of project progress through all stages of research, development and completion.
2. Be able to undertake a practical investigation.	2.1. Carry out research from a wide range of sources.
	2.2. Develop an appropriate investigation.
	2.3. Identify the variables and explain how they can be controlled, where necessary.
	2.4. Carry out the investigation safely, using appropriate practical skills and techniques.
	2.5. Analyse the results of the investigation with reference to relevant theory.
3. Know how to present the project.	3.1. Present the body of work in a style appropriate to the knowledge domain with clear conclusions.
	3.2. Use appropriate technical terminology fluently.

	3.3. Reference all findings using a recommended style of referencing.
4. Be able to evaluate own research project.	4.1. Reflect on the design and methodology of the project.
	4.2. Evaluate the body of work in relation to aims and hypothesis.
	4.3. Identify recommendations for the future.

Access to HE Diploma Unit

Title:	Research: Practical Investigation Project for Gaming		
Unit Code:	QU035897		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to plan a practical investigation project.	1.1. Identify and agree a practical investigation project, located within a knowledge domain relevant to the named Diploma.
	1.2. Produce a hypothesis and clear aims for the investigation project.
	1.3. Identify any ethical, practical or safety issues and how these will be managed/overcome.
	1.4. Produce a risk assessment.
	1.5. Maintain a record of project progress through all stages of research, development and completion.
2. Be able to undertake a practical investigation.	2.1. Carry out research from a wide range of sources.
	2.2. Develop an appropriate investigation.
	2.3. Identify the variables and explain how they can be controlled, where necessary.
	2.4. Carry out the investigation safely, using appropriate practical skills and techniques.
	2.5. Analyse the results of the investigation with reference to relevant theory.
3. Know how to present the project.	3.1. Present the body of work in a style appropriate to the knowledge domain with clear conclusions.
	3.2. Use appropriate technical terminology fluently.

	3.3. Reference all findings using a recommended style of referencing.
4. Be able to evaluate own research project.	4.1. Reflect on the design and methodology of the project.
	4.2. Evaluate the body of work in relation to aims and hypothesis.
	4.3. Identify recommendations for the future.

Optional Units: Graded Academic Subject Content

Access to HE Diploma Unit

Title:	2D Animation Fundamentals		
Unit Code:	QU034876		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the fundamental principles of 2D animation.	1.1. Summarise the history of 2D animation.
	1.2. Explain the fundamentals of industry standards for 2D animation.
	1.3. Explain current industry standard practices for 2D animation within film.
2. Be able to develop a plan for a 2D animation project.	2.1. Produce pre-production documentation.
3. Be able to produce a 2D animation using industry standard software.	3.1. Create a 2D animation using a developed idea.
	3.2. Implement post-production techniques and effects to enhance and complete their animation.
	3.3. Render the animation following a specific guideline.
4. Know how to professionally present and evaluate the animation.	4.1. Present the finished animation.
	4.2. Review feedback.
	4.3. Self-evaluate the animation.

Access to HE Diploma Unit

Title:	3D Animation Fundamentals		
Unit Code:	QU034878		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the 12 principles of animation.	1.1. Explain the 12 principles of animation.
	1.2. Undertake research into one principle, explaining the importance of its application in animation.
	1.3. Explain the use of camera shots and angles in animation.
2. Be able to generate ideas for a short 3D animation.	2.1. Create a storyboard for a short 3D animation sequence.
	2.2. Prepare a plan for a short 3D animation.
3. Be able to create a short 3D animation.	3.1. Use 3D animation software tools effectively.
	3.2. Create an effective 3D animation sequence utilising at least 3 principles of animation.
4. Be able to edit the 3D animation sequence.	4.1. Render the 3D animation.
	4.2. Effectively edit the animation sequence to prepare it for a presentation based on industry conventions and professional standards.
5. Be able to present the animation sequence and evaluate feedback.	5.1. Present the 3D animation sequence using appropriate methods.
	5.2. Evaluate the 3D animation sequence based on feedback.

Access to HE Diploma Unit

Title:	3D Environments		
Unit Code:	QU034882		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the 3D animation environment.	1.1. Explain what a 3D animation environment is.
	1.2. Research into the workflows of a 3D environment artist.
	1.3. Evaluate industry standard workflows and techniques that 3D environment artists follow.
2. Be able to generate ideas to plan and create a 3D environment.	2.1. Develop ideas for a 3D environment.
	2.2. Use appropriate hardware and software to plan and create a 3D environment.
3. Be able to present the 3D environment using professional techniques and processes.	3.1. Present the 3D environment using appropriate techniques and processes.
4. Be able to analyse successes and weaknesses in the creation of a 3D environment.	4.1. Reflect on the 3D environment created, identifying successes and areas for improvement.

Access to HE Diploma Unit

Title:	3D Sculpting		
Unit Code:	QU034884		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Know the fundamentals of 3D sculpting.	1.1. Explain fundamental principles of classical sculpting.
	1.2. Analyse differences between 3D sculpting and classical sculpture.
	1.3. Evaluate 3D sculpting techniques.
	1.4. Evaluate the application of sculpting techniques in 3D sculpting.
2. Be able to plan and create a 3D sculpture.	2.1. Generate a plan to create a 3D sculpture.
	2.2. Create a 3D sculpture using appropriate techniques.
3. Be able to present and evaluate a 3D sculpture.	3.1. Present a 3D sculpture using appropriate techniques.
	3.2. Evaluate the creative processes applied when producing a 3D sculpture.

Access to HE Diploma Unit

Title:	Advanced 3D Modelling		
Unit Code:	QU034890		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Know about advanced principles of 3D modelling.	1.1. Explain principles of advanced 3D modelling techniques and workflows.
	1.2. Explain practical applications of advanced 3D modelling techniques.
	1.3. Explain how advanced 3D modelling can be used in animation.
2. Be able to plan and develop assets.	2.1. Generate ideas for a hard-surface or organic 3D models.
	2.2. Design a hard-surface or organic 3D model using a basic 3D pipeline.
3. Be able to present 3D models as a portfolio.	3.1. Create a portfolio to support advanced 3D modelling assets.
	3.2. Create high quality renders to enhance the 3D models.
	3.3. Create a detailed summary of assets created.
4. Be able to analyse successes and weaknesses in the creation of 3D models.	4.1. Reflect on strengths and weaknesses in the creation of 3D models.

Access to HE Diploma Unit

Title:	Artificial Intelligence in Computer Gaming and Design		
Unit Code:	QU034902		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand artificial intelligence fundamentals.	1.1. Explain the fundamental principles of artificial intelligence.
	1.2. Explain ethical issues that are important to the use of current artificial intelligence applications within the computer gaming and design industry.
2. Understand how artificial intelligence can be used to perform data mining on players' behaviour.	2.1. Explain the principles of data mining on players' behaviour.
	2.2. Analyse how data mining on player behaviour can impact on the gaming experience.
3. Know how artificial intelligence can be used to enhance computer games and the player experience.	3.1. Explain how artificial intelligence can be used to create effective non-player characteristics within computer games.
	3.2. Analyse benefits of using artificial intelligence in generating game content and adaptive gameplay.

Access to HE Diploma Unit

Title:	Concept Art for Computer Games		
Unit Code:	QU034916		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the purpose of concept art, the types of digital graphic images and graphical file formats for computer games.	1.1. Explain the purpose of concept art for computer games.
	1.2. Describe drawing styles and drawing media used for concept art.
2. Understand the types of digital graphic images and graphical file formats for computer games.	2.1. Explain vector and bitmap graphics and their use within computer games.
	2.2. Explain how different types of graphical images relate to file formats.
	2.3. Discuss the impact that file formats, compression techniques, image resolution and colour depth have on file size and image quality.
3. Know how to draw concept art for computer games.	3.1. Research ideas to meet a client brief.
	3.2. Draw preliminary designs for a client brief using an appropriate drawing technique and style.
	3.3. Apply shading and colour to the preliminary designs for a client brief.

Access to HE Diploma Unit

Title:	Create 3D Game Model Characters		
Unit Code:	QU034924		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to create a 3D bipedal character.	1.1. Using 3D modelling tools, create a bipedal game character, showing the development stages.
	1.2. Correctly map colours and texture maps to the bipedal 3D character model, showing the developmental stages.
2. Be able to create a 3D quadruped character.	2.1. Using 3D modelling tools, create a quadruped game character and show the stages of development.
	2.2. Apply colours and texture maps to the quadruped 3D character model to include bump maps and specularity maps where appropriate.
3. Be able to produce an output of the game models.	3.1. Produce an output of the bipedal and quadruped 3D game models in a suitable format.

Access to HE Diploma Unit

Title:	Create 3D Game Model Vehicles		
Unit Code:	QU034926		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Know how to create a 3D vehicle.	1.1. Using 3D modelling tools, create a vehicle with four or more wheels and show the developmental stages.
	1.2. Apply colours and texture maps to the 3D model vehicle, showing the stages of development.
	1.3. Explain how texture maps can be used to change the appearance of a 3D model.
2. Know how to produce an output of the 3D model vehicle.	2.1. Produce an output of the 3D game model in a suitable format.
	2.2. Explain how the vehicle could be used within a game.
3. Be able to review the 3D model vehicle.	3.1. Review the processes used in the development of the 3D vehicle, identifying: a) strengths b) areas to improve.

Access to HE Diploma Unit

Title:	Create a Virtual or Augmented Reality Experience		
Unit Code:	QU034928		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to design a prototype virtual or augmented reality experience.	1.1. Design a prototype VR or AR application.
2. Be able to create a prototype virtual or augmented reality experience.	2.1. Implement a prototype VR or AR application.
	2.2. Test a prototype VR or AR application.
3. Be able to evaluate a prototype virtual or augmented reality experience.	3.1. Evaluate a prototype VR or AR application.

Access to HE Diploma Unit

Title:	Digital Graphics for Computer Games		
Unit Code:	QU034944		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand legislation related to using, creating and editing digital graphics.	1.1. Explain the potential legal implications of using, creating and editing digital graphics.
2. Be able to digitise concept art for computer game graphics.	2.1. Create digitised versions of concept art using appropriate technologies.
	2.2. Develop digital variance of concept art using tools and techniques of industry standard software, including both bitmap and vector.
	2.3. Export finalised digital graphics that are fit for purpose for computer games.
3. Be able to evaluate and modify computer game graphics.	3.1. Present digital graphics to a defined audience.
	3.2. Modify digital graphics as a result of peer/client feedback.

Access to HE Diploma Unit

Title:	Game Design Storyboarding		
Unit Code:	QU034970		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Know the principles of character back-story and game character concept art.	1.1. Explain the characteristics of a game character along with back-story including special abilities.
	1.2. Compare different perspectives used in concept artwork for computer games.
2. Be able to design a game character.	2.1. Using a combination of primitive shapes, select and draw one game character mannequin based on the game character.
	2.2. Using the drawn game character, add muscle contours, shadow and colour to enhance facial and body features.
3. Be able to create a computer game story.	3.1. Create a short computer game story based on a three act structure including action sequences and game play elements.
4. Be able to storyboard for a computer game.	4.1. Create a storyboard based on a computer game story you have created including the timings for each event.
	4.2. Create a storyboard for an action sequence that is the introduction to a computer game including the timings for each event.
	4.3. Create a storyboard for the end of game sequence in a computer game including the timings for each event.

Access to HE Diploma Unit

Title:	Introduction to Virtual and Augmented Reality		
Unit Code:	QU035004		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the purposes of Virtual Reality (VR) and Augmented Reality (AR).	1.1. Explain the purposes of VR and AR for: • games, • entertainment • industry.
2. Be able to evaluate current and future uses of VR and AR.	2.1. Evaluate the current and possible future uses of VR and AR technology and how it may impact society.
	2.2. Discuss the potential impact of VR and AR on society.
3. Be able to analyse the features, functions and components of Virtual and Augmented Reality.	3.1. Identify and explain the hardware components of VR and AR.
	3.2. Analyse the technological functions of VR and AR.
	3.3. Describe the software used for the development of VR and AR.
	3.4. Compare the functionality of different VR and AR headsets.

Access to HE Diploma Unit

Title:	Level Design		
Unit Code:	QU035899		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the fundamentals of level design.	1.1. Explain the key principles to consider when developing an engaging level.
	1.2. Analyse the use of visual cues when developing an engaging level.
2. Understand the use of lighting and effects in level design.	2.1. Explain how lighting can be used to enhance level design.
	2.2. Explain how effects can be used to enhance level design.
3. Be able to generate ideas for a level.	3.1. Produce a design document for a new level that meets client requirements.
4. Be able to review a level in response to a brief.	4.1. Using appropriate testing strategies to gather feedback on the level design.
	4.2. Evaluate and refine the level design based on testing.

Indicative Content:
AC 1.1: Explanation should include examples from existing games and consider five different principles in their answer. Students could consider: goals and objectives, pace, obstacles, difficulty level, plot, setting, characters, game balancing, theme, layout, player choices, actions and mechanics, navigation.
AC 1.2: Analyse existing games and consider at least three cues. Students could consider: lighting, animations, colour, orientation, textures, scale.
AC 2.1: Using examples, students could consider: light sources, shadows, reflections, atmosphere and mood, supporting gameplay, progression of time. Students should discuss how the lighting complements and enhances the level in relation to the player experience.

AC 2.2: Using examples, students could consider: music, sound effects, particles, different types of sound, animation, post-processing effects. Students should discuss how the effects complement and enhance the level in relation to the player experience.
AC 3.1 Students should use appropriate techniques to meet the needs of a brief, providing enough detail to understand the new level design. This could include: mood boards, sketches, flowcharts, layouts, concept art, event scripting, blockout/white box level design, level outline.
AC 4.1: Students need to test their design ideas to determine whether they meet the needs of the brief. This can be through self-evaluation, interviews, questionnaires, focus groups. Students must use more than one source of information to test their designs.
AC 4.2: Students should evaluate the feedback received, establishing the enhancements and improvements suggested that they will implement. Students should not be afraid to reject feedback received where they feel necessary, giving reasons for this. Evidence of how and where necessary amendments have been made should be included.

Access to HE Diploma Unit

Title:	Mathematics for Computing		
Unit Code:	QU034810		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Know how to represent denary integers in different formats.	1.1. Convert denary numbers into Binary Coded Decimal format and vice versa.
	1.2. Convert denary numbers into hexadecimal and vice versa.
	1.3. Convert integer into Sign and Magnitude format and store them as 8-bit or 16-bit numbers.
	1.4. Convert integers into One's Complement and Two's Complement format.
	1.5. Determine whether an overflow occurs for a given format.
2. Know how to perform arithmetic on integers in binary.	2.1. Perform simple arithmetic operations using: a) binary addition of unsigned integers b) binary subtraction of unsigned integers c) binary multiplication of unsigned integers d) binary division of unsigned integers e) binary addition of signed integers f) binary subtraction of signed integers.
	2.2. Explain the effect of word length on the allowable numbers on unsigned and signed formats.
	2.3. Explain what the ASCII representation of data is.

	2.4. Explain how to convert Hex to ASCII code.
3. Know how to represent integers and numbers with fractional parts in different formats.	3.1. Convert into binary and vice versa: • simple fractions • decimals.
	3.2. Use floating point notation to store a decimal number as a 16-bit number.
	3.3. Calculate the degree of accuracy given: • a 1-bit sign • 10-bit mantissa • a 5-bit exponent.
	3.4. Describe the limitations of representing real numbers in a computer system and how errors occur.

Access to HE Diploma Unit

Title:	Mobile Games Development		
Unit Code:	QU034814		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand mobile technologies, platforms and interfaces.	1.1. Explain social and technological trends of mobile games and the impact they have on society.
	1.2. Explain how current and emerging mobile technologies impact the design and development of mobile based games.
	1.3. Describe the software used in the design and development of mobile games.
	1.4. Evaluate the global financial market for mobile based games.
2. Be able to design a 2D game for mobile devices.	2.1. Produce a design document for a 2D based mobile game using industry standard techniques that meet client requirements.
	2.2. Review the designs with others to identify and inform refinements.
3. Be able to develop a 2D game for mobile devices.	3.1. Develop a 2D game for a mobile device using industry standard software.
	3.2. Use appropriate data types and show how they are declared.
	3.3. Use appropriate selection and iteration methods for a game.
4. Be able to evaluate, test and deploy a 2D game for mobile devices.	4.1. Using a testing strategy, fully test a 2D game developed to meet a client's requirement.
	4.2. Evaluate and refine a 2D game based on testing.
	4.3. Deploy a 2D game to a mobile platform.

Access to HE Diploma Unit

Title:	Narrative Design		
Unit Code:	QU035901		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the fundamentals of narrative design.	1.1. Explain how narrative design is used to enhance player experience.
2. Be able to plan a story for a new game.	2.1. Produce a Game Design document for a new game that meets client requirements.
3. Be able to create game dialogue for a new game.	3.1. Produce a Narrative Design document for dialogue to be used in a new game.
4. Be able to review a level in response to a brief.	4.1. Using appropriate testing strategies to gather feedback on the level design.
	4.2. Evaluate and refine the level design based on testing.

Indicative Content:
AC 1.1: Explanation should include examples from existing games and consider five different elements in their answer. Students could consider: game genres, location, player control, actions, characterisation, structure, player interaction, themes, emotive response, character customisation.
AC 2.1: Students should include: the purpose, target audience, theme, backstory, plot, any twists or red herrings, character types (player and non-player characters), character backstories, character capabilities, character status and beliefs, narrative flow. Once completed students should include how the finished product meets the brief and target audience.
AC 3.1: Students should produce documentation that includes possible dialogue between characters, non-player characters and the player for one scene or level within the game. The documentation could include: storyboard, sketches, flowcharts, layouts, concept art, a script.
AC 4.1: Students need to test their design ideas to determine whether they meet the needs of the brief. This can be through self-evaluation, interviews, questionnaires, focus groups. Students must use more than one source of information to test their designs.

AC 4.2: Students should evaluate the feedback received, establishing the enhancements and improvements suggested that they will implement. Students should not be afraid to reject feedback received where they feel necessary, giving reasons for this. Evidence of how and where necessary amendments have been made should be included.

Access to HE Diploma Unit

Title:	Procedural Programming		
Unit Code:	QU035034		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Know how to design a program with control structures to meet a given specification.	1.1. Identify the data requirements and program control structures required by the specification.
	1.2. Describe the processing requirements of a program with control structures in terms of an agreed design notation.
	1.3. Produce a top-level structure diagram for the design of the program to identify the modules/procedures to be used.
2. Be able to write and compile a program that is divided into modules/procedures.	2.1. Code a program that uses control structures and is divided into suitable modules/procedures, using appropriate syntax to documentation standards.
	2.2. Use appropriate data for control, including both simple and complex conditions.
	2.3. Code program control structures appropriate to a given specification.
	2.4. Code modules/procedures that use value and variable parameters, calling them from within a program.
	2.5. Use language translation software to produce runnable code.
	2.6. Utilise syntax error messages and editing to produce a successful compilation or runtime file.
3. Be able to test a program with control structures and	3.1. Design a range of test data and expected results to fully test such a program.

modules/procedures to see if it meets the required specification.	3.2.	Run the program with the test data, comparing actual results with expected results to determine whether program meets specification.
	3.3.	Take appropriate action to identify and de-bug program logic errors.

Access to HE Diploma Unit

Title:	Rapid Game Development Prototyping		
Unit Code:	QU035903		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the purposes of prototyping in game development.	1.1. Explain the reasons why it is important that game developers build a prototype.
	1.2. Describe three different methods of prototyping: a) Paper b) Wireframe c) Greybox.
2. Understand the fundamentals of Rapid Game Development Prototyping.	2.1. Describe the concept of Rapid Game Development Prototyping.
	2.2. Explain the advantages of Rapid Game Development Prototyping.
	2.3. Explain how rapid prototyping can support the entire product development cycle from concept design to release.
3. Know Rapid Game Development Prototyping techniques used.	3.1. Analyse different techniques developers can use to assist with Rapid Game Development Prototyping.

Indicative Content:
AC 1.1: Students could include: timeframes, selecting ideas, technical feasibility, testing, making improvements, identifying or solving problems.
AC 1.2: Students should describe each method, providing an example of what its used for.
AC 2.1: Students should include reference to the speed of creating a version of a game or game mechanic, but it would be expected that it is not the final version, it would be used to validate or test its potential.

AC 2.2: Students should provide advantages and the benefits these would bring for the developer or the game or game mechanic being prototyped. At least three advantages should be included and could be: speed, feedback, risk mitigation, costs, iteration, innovation and creativity, player-centric design.
AC 2.3: Students should include an overview of the stages in product development and how Rapid Game Development Prototyping benefits. Students could include efficiencies, effective use of resources during the design stage, resolving complex issues early on, discarding of ideas, speed.
AC 3.1: Students could include: the use placeholder graphics or simple shapes, scripting language to script game behaviours, the use of AI, using existing games engines.

Access to HE Diploma Unit

Title:	Sound for Animation		
Unit Code:	QU035090		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand how sound is used in animation.	1.1. Describe types of sound used in animation.
	1.2. Explain the role of music in animated films.
	1.3. Research the way sound is created and implemented in animations.
2. Be able to analyse sound and music and their function in a piece of animated film.	2.1. Analyse how sound and music has an effect on mood in a piece of animated film.
	2.2. Evaluate the effectiveness of sound and music in a piece of animated film.
3. Be able to re-audio a piece of animated film.	3.1. Create sounds to be used in a piece of animation.
	3.2. Edit sounds to be used in a piece of animation.
	3.3. Implement sounds into a short animated scene.
4. Be able to present the animation, commenting on the use of sound.	4.1. Present the animated scene.
	4.2. Evaluate the use of sound in the animation based on feedback.

Access to HE Diploma Unit

Title:	Stop Motion Animation		
Unit Code:	QU035096		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the fundamentals of stop motion animation.	1.1. Conduct research into the use of stop motion animation.
	1.2. Evaluate the use of stop motion as a technique.
2. Be able to generate ideas for a stop motion animation.	2.1. Plan a short stop motion animation.
	2.2. Create pre-production documentation.
3. Be able to create a 30 second stop motion piece of animation.	3.1. Create a short animation with a clear message.
	3.2. Implement post production to finalise the animation.
	3.3. Render the final piece to the specified format and aspect ratio.
4. Be able to professionally present and review own work.	4.1. Present own work.
	4.2. Evaluate the production.
	4.3. Reflect on feedback from the presentation.

Access to HE Diploma Unit

Title:	Understanding Game Engines for Animation		
Unit Code:	QU035126		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand how and why game engines are used for animation.	1.1. Explain why game engines are used for animation.
	1.2. Explain how game engines are used within animation.
2. Be able to analyse the use of game engines within the industry.	2.1. Compare the use of game engines versus other methods of animation.
	2.2. Discuss current practices used by studios within the animation industry.
3. Be able to analyse the use of a game engine for animation.	3.1. Analyse the benefits and drawbacks of using a game engine for animation.
	3.2. With reference to a specific animation, analyse the effectiveness of using a game engine.

Access to HE Diploma Unit

Title:	Understanding the Computer Games Industry		
Unit Code:	QU035132		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand different jobs within the games industry.	1.1. Identify different types of jobs available in the games industry with real-world examples.
	1.2. Identify skills and experience needed for one of the jobs identified.
2. Understand the games industry.	2.1. Research the main processes to develop a successful game, supporting choices with real world examples.
	2.2. Analyse the PC and console market and how it could influence games development.
3. Be able to evaluate the importance of new technologies for the future of video games.	3.1. Explain the importance of Virtual Reality and Augmented Reality technology for the future of video games.
	3.2. Analyse a mainstream trend in the use of new technologies, to evaluate its influence on the videogame industry.

Access to HE Diploma Unit

Title:	Use Game Engines for Animation		
Unit Code:	QU035134		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	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 for an individual animation project using a game engine.	1.1. Develop a plan for an individual animation project using a game engine.
2. Be able to create a short piece of animation within a game engine.	2.1. Create a short piece of animation using industry standard software within a game engine.
	2.2. Improve the animation sequence based on feedback.
3. Be able to review the animation.	3.1. Review the processes used in the development of the animation, identifying: a) strengths b) areas to improve.

Access to HE Diploma Unit

Title:	VFX		
Unit Code:	QU035142		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to analyse the fundamentals of visual effects.	1.1. Explain the history and current state of VFX within the industry.
	1.2. Explain current industry standard practises for VFX within games and/or film.
	1.3. Evaluate the fundamentals of VFX and current industry standards.
2. Be able to plan for an individual VFX project.	2.1. Develop a plan and pre-production documentation for a VFX project.
3. Be able to demonstrate VFX knowledge and skills.	3.1. Create a VFX project using industry standard software.
4. Be able to present and review the VFX project in an appropriate format.	4.1. Present the VFX project.
	4.2. Improve the VFX project based on feedback.

Access to HE Diploma Unit

Title:	Website Design and Development		
Unit Code:	QU034690		
Unit Level:	Level 3	**Credit Value:**	6
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
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

Title:	World Building		
Unit Code:	QU035148		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Graded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Know the fundamentals of worldbuilding.	1.1. Explain the concept of worldbuilding in gaming.
	1.2. Explain the main elements of worldbuilding in gaming.
	1.3. Explain how worldbuilding impacts on player experience.
2. Be able to generate ideas for a computer game world.	2.1. Produce a design document for a computer game world that meets client requirements.
3. Be able to review a computer game world in response to a brief.	3.1. Using appropriate testing strategies to gather feedback on the level design.
	3.2. Evaluate and refine the level design based on testing.

Indicative Content:
AC 1.1: Students should use examples in their explanation. Could include: high-level concept, designing the setting and history of the game world, its characters and/or mechanics, the backstory, lore.
AC 1.2: Students should use examples in their explanation. Could include: geography, climate, infrastructure, maps, terrain, characters within the world, social structures, how characters relate to one another, technology within the world, fashion, the culture, currency, backstories of the characters, storytelling, politics, timelines.
AC 1.3: Students should pick at least three elements from 1.2 and consider how they impact on the player experience. Students should include positive and negative impacts. Could include: lore consistency, drawing the player into the game, believability, level design, designing too much too soon, costs, resources.

AC 2.1: Students should use appropriate techniques to meet the needs of a brief, providing enough detail for a high-level understanding of the world. This could include: mood boards, sketches, flowcharts, layouts, concept art, event scripting, storytelling.
AC 3.1: Students need to test their computer game world to determine whether they meet the needs of the brief. This can be through self-evaluation, interviews, questionnaires, focus groups. Students must use more than one source of information to test their designs.
AC 3.2: Students should evaluate the feedback received, establishing the enhancements and improvements suggested that they will implement. Students should not be afraid to reject feedback received where they feel necessary, giving reasons for this. Evidence of how and where necessary amendments have been made should be included.

Mandatory Units: Ungraded

Access to HE Diploma Unit

Title:	Preparation for Higher Education		
Unit Code:	QU034710		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	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.

Optional Units: Ungraded

Access to HE Diploma Unit

Title:	Academic Writing Skills		
Unit Code:	QU034692		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	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 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

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

This unit has 3 learning outcomes.

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

Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

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

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

Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

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

Access to HE Diploma Unit

Title:	Developing Professional Attributes		
Unit Code:	QU034702		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

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

Access to HE Diploma Unit

Title:	Inclusivity and Disability		
Unit Code:	QU034704		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand definitions of disability and everyday use of terminology related to disability.	1.1. Summarise definitions of disability and everyday use of terminology related to disability.
	1.2. Compare medical and social models of disability.
2. Be able to evaluate theoretical approaches and assumptions that underpin definitions of disability.	2.1. Evaluate the theoretical approaches and assumptions that underpin definitions of disability.
3. Understand features of disability according to social class, gender, age and ethnicity.	3.1. Explain features of disability according to social class, gender, age and ethnicity.
4. Understand legislation designed to support those with disability.	4.1. Summarise legislation related to disability.

Access to HE Diploma Unit

Title:	Introduction to 3D		
Unit Code:	QU035162		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
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

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

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to tackle problems involving numbers.	1.1. Apply the four number rules to numbers including decimals and fractions within multistage problems.
	1.2. Use positive and negative numbers in a practical context.
	1.3. Convert numbers within and across unit systems within multi-stage tasks.
	1.4. Calculate answers using: a) percentages and reverse percentages b) ratio, direct and inverse proportion c) given formulae d) perimeters, areas and volumes of complex shapes e) powers and roots f) common units of measurement.
2. Be able to explain the methods of calculations and processes used.	2.1. Summarise the method of calculation and the processes used.
	2.2. Explain the importance of carrying out processes in a suitable order to a degree of accuracy appropriate to the task.
3. Know how to use estimation and check results.	3.1. Use procedures including estimation to check results.
	3.2. Evaluate the effects of accumulating errors in calculations.
	3.3. Explain the upper and lower bounds of accuracy for given results.

Access to HE Diploma Unit

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

This unit has 4 learning outcomes.

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

Access to HE Diploma Unit

Title:	Presentation Skills		
Unit Code:	QU034712		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	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

Title:	Presenting Information Using ICT		
Unit Code:	QU034714		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	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

Title:	Principles of Object Oriented Programming		
Unit Code:	QU035174		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Academic Subject Content		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand data types and data qualifiers.	1.1. Describe the data types: int, float, double, Boolean and char.
	1.2. Explain the data qualifiers: long, short, signed and unsigned.
	1.3. Explain the use of private and public data qualifiers.
	1.4. StringBuffer classes to manipulate strings.
	1.5. Explain the use of arrays of data type: int, char, float. double.
2. Understand key features of object-oriented programming.	2.1. Explain classes and sub classes used in object oriented programming.
	2.2. Explain constructs used within object oriented programming.
3. Be able to implement an object oriented application.	3.1. Design object oriented application to meet a defined requirement.
	3.2. Implement a working object oriented application to meet defined requirements.
	3.3. Test an object oriented application.

Access to HE Diploma Unit

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

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand factors that may influence problem-solving in the workplace.	1.1. Explain factors which influence the choice of solution for problems.
2. Know how to solve problems in the workplace.	2.1. Analyse the nature of specific workplace problems.
	2.2. Explain the actions that need to be taken to solve the workplace problems.
	2.3. Analyse the potential consequences and impact of proposed actions.
3. Be able to apply solutions to workplace problems.	3.1. Select preferred solution to workplace problems.
	3.2. Justify the choice of solution.

Access to HE Diploma Unit

Title:	Professional Interpersonal Behaviours		
Unit Code:	QU034718		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	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

Title:	Promoting Wellbeing and Building Resilience		
Unit Code:	QU034720		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	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

Title:	References and Reliability of Sources		
Unit Code:	QU034722		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the difference between primary and secondary sources.	1.1. Explain the difference between primary and secondary sources.
2. Be able to use a variety of primary source materials as evidence.	2.1. Analyse primary sources for a specific context.
	2.2. Evaluate the primary sources, taking into account: authorship, purpose, audience, and underlying values and beliefs.
3. Be able to evaluate the uses and limitations of secondary sources.	3.1. Compare and evaluate secondary sources considering the following: use of sources, 'facts', background material, interpretation.

Access to HE Diploma Unit

Title:	Relational Database		
Unit Code:	QU034724		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand database design.	1.1. Explain the Normalisation process in the design of a database.
2. Be able to identify the data structure to hold information in a database.	2.1. Create tables and establish relationships between them.
	2.2. Design a data entry form.
3. Be able to process information in a database.	3.1. Create queries to combine data from multiple tables.
	3.2. Perform calculations based on information in queries.
	3.3. Display information from tables on a form.
4. Be able to present database information in reports.	4.1. Create menu and sub-menu reports for a database and attach actions to them.

Access to HE Diploma Unit

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

This unit has 7 learning outcomes.

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

Access to HE Diploma Unit

Title:	Study Skills for Higher Education		
Unit Code:	QU034730		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	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

Title:	Sustainability Project		
Unit Code:	QU034732		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	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: • Aims and objectives • Ethical considerations • Timescales • Methods • Resources required • Any Health and Safety considerations.
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

Title:	The Fundamentals of Environmental Sustainability		
Unit Code:	QU034734		
Unit Level:	Level 3	**Credit Value:**	3
Grading Type:	Ungraded		
Academic Subject Content/Other:	Other		
Assessment Details:	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

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

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
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

8. Gateway Qualifications

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