

# Access to Higher Education Diploma (Business and Financial Services)

## Rules of Combination

For the award of the Access to Higher education Diploma, learners must achieve 60 credits	
Level 3 credits from graded units with academic subject content	45
Level 2 or 3 credits from ungraded units	15
Total credit required	60

### Mandatory requirements – graded units – 45 credits

Learners must achieve the following graded units - 45 Credits	
Units	L3 Graded credits
9 credits from each of three modules comprising of graded units	27
Units from any other available module	6
Preparing a Business Plan	6
Investigative Project/Extended Essay	6

### Mandatory requirements – ungraded units – 15 credits

	Learners must achieve the following ungraded units – 15 credits	
Units	L3 ungraded credits	Level 2 credits
Academic Skills	3	
Units from the study skills module	6	
Units from the mathematics module		6

### Other requirements

Learners must complete at least two time constrained assessments, one of which must be closed book and unseen.

## Units

### Module: Banking

#### The Personal Banking Industry

Level: Three

Credit Value: 3

#### Purpose and Aim

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The unit aims to develop the knowledge and understanding of the UK retail banking environment and its regulations. It will also enable learners to examine issues relating to retail banking and the tools and terminology necessary to analyse products and services that support a customer's individual wants and needs.

#### Learning Outcomes

The learner will

1. Understand the history of the UK banking industry.
2. Understand how the UK personal banking industry operates in the UK.
3. Understand the demands of personal banking customers.

#### Assessment Criteria

The learner can

- 1.1 Describe the historical background of the UK banking industry.
- 2.1 Explain the key legislation relating to the UK personal banking sector.
- 2.2 Explain the range of customers in the personal banking sector.
- 2.3 Assess the role of lending institutions in the UK.
- 3.1 Assess a range of personal banking products/services.

#### Access to HE Grade Descriptors:

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- 2 - Application of Knowledge
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

#### Assessment Methods:

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#### Assessment Information:

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AC 3.1 Assess in relation to financial circumstances, the impact of age, personal lifecycle / life goals, consumer protection, affordability, suitability.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

#### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Banking Products and Services

Level: Three

Credit Value: 3

#### Purpose and Aim

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This unit aims to develop the knowledge and understanding of the products and services that Financial Services institutions offer to their customers. Upon completion the learner will be able to explain the benefits and drawbacks in the choice of a product or service.

#### Learning Outcomes

The learner will

1. Understand the different banking sectors.
2. Understand the different personal bank accounts available.
3. Understand the different types of financial loans.

#### Assessment Criteria

The learner can

- 1.1 Explain the features and functions of:
  - Personal banking
  - Investment banking
  - Commercial banking.
- 2.1 Critically compare types of accounts available to personal customers.
- 2.2 Assess the appeal of financial products to different types of customers.
- 3.1 Compare different types of financial borrowing available to personal customers.

#### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application Knowledge
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Methods:

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### Assessment Information:

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AC 2.1 Should include current, deposit and savings accounts available for personal customers from each of four different institutions.

AC 2.2 Should include new customers, existing customers and how these products help to retain existing customers.

AC 3.1 Should include Unsecured loans/Personal loans, Secured loans and Payday loans.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## The Application of Credit Systems and Processes

Level: Three

Credit Value: 3

### Purpose and Aim

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This unit aims to develop the knowledge and understanding of how an organisation applies for customers' credit profiles within the UK banking sector. The learner will also know the importance of maintaining a good credit reference and how to correct errors on personal credit profiles.

#### Learning Outcomes

The learner will

1. Understand how UK financial institutions access personal credit profiles.
2. Understand how personal credit ratings impact on credit terms offered.

#### Assessment Criteria

The learner can

- 1.1 Explain the process of obtaining an individual's credit profile.
- 1.2 Describe the process for correcting errors on a personal credit profile.
- 2.1 Explain how an individual's credit profile can impact on their credit terms offered.

## Learning Outcomes

The learner will

3. Understand how personal credit profiles can be improved.

Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 4 - Use of Information
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

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Assessment Information:

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AC 1.1 Should include the individual credit application and personal credit scoring process.

AC 2.1 Should include the short and long term effects, both positive and negative.

AC 3.1 Should include debt repayments and personal budgeting.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Alternative Sources of Finance

Level: Three

Credit Value: 3

## Purpose and Aim

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This unit aims to develop the knowledge and understanding of alternative sources of finance available to personal customers in the UK. Learners will review the advantages and disadvantages of alternate sources of finance that are available. Learners will also develop an understanding of differing social attitudes to alternative sources of finance.

### Learning Outcomes

The learner will

1. Understand the alternative sources of finance available to personal customers in the UK.
2. Understand social attitudes to alternative sources of finance in the UK.

### Assessment Criteria

The learner can

- 1.1 Critically compare the alternative sources of finance available to personal customers in the UK.
- 1.2 Evaluate financial profiles of customers to determine appropriateness for alternative sources of finance.
- 2.1 Explain social attitudes to alternative sources of finance in the UK.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 4 - Use of Information
- 7 - Quality

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### Assessment Methods:

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### Assessment Information:

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AC 1.1 and AC 1.2 - Alternative sources must include Payday Lenders, Credit Unions, Building Societies, Illegal Lenders, and Friends and Family.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Module: Business Finance

### Business Finance

Level: Three

Credit Value: 6

#### Purpose and Aim

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Enable the learner to use double-entry bookkeeping and final accounts.

#### Learning Outcomes

The learner will

1. Be able to use the double-entry bookkeeping system.
2. Be able to prepare simple final accounts.

#### Assessment Criteria

The learner can

- 1.1 Identify the accounting mechanism.
- 1.2 Open ledger accounts.
- 1.3 Identify different types of accounts and place accounts in the correct format.
- 1.4 Enter information into accounts.
- 1.5 Prepare accounts into Personal, Real and Nominal positions.
- 1.6 Balance the accounts.
- 1.7 Extract a Trial Balance.
- 2.1 Construct a Trading Account.
- 2.2 Construct a Profit/(Loss) Account.
- 2.3 Prepare a Balance Sheet.
- 2.4 Make adjustments to the Trading Account, i.e. Returns.
- 2.5 Include carriage inwards and outwards.
- 2.6 Adjust the Profit/(Loss) Account using Accruals and Prepayments.
- 2.7 Make provisions for Bad Debt.
- 2.8 Make adjustments for Depreciation.
- 2.9 Make adjustments for interest received/paid.

#### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 3 - Application of Skills
- 5 - Communication and Presentation
- 7 - Quality

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#### Assessment Methods:

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#### Assessment Information:

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#### Assessor Requirements:

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## Finance and the Firm

Level: Three

Credit Value: 6

### Purpose and Aim

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To enable the learner to understand and interpret balance sheets and to use the information from one to carry out a range of calculations.

#### Learning Outcomes

The learner will

1. Understand information contained in a balance sheet.
2. Understand information contained in a profit and loss account.
3. Be able to calculate breakeven point from a given set of figures.

#### Assessment Criteria

The learner can

- 1.1 Differentiate, in a given balance sheet, between Capital, Liabilities and Assets.
- 1.2 Define and calculate working capital.
- 1.3 Calculate liquidity ratios.
- 1.4 Analyse liquidity ratios.
- 2.1 Calculate trading profit from given data.
- 2.2 Calculate net profit or loss from given data.
- 2.3 Calculate profitability ratios based on given data.
- 2.4 Analyse profitability ratios based on given data.
- 3.1 Differentiate between fixed and variable costs.
- 3.2 Illustrate fixed costs, variable costs and sales.

## Learning Outcomes

The learner will

4. Be able to complete a cash flow forecast from given information.

## Assessment Criteria

The learner can

- 3.3 Interpret the information presented in 3.2.
- 3.4 Explain the importance of breakeven point to a business.
- 4.1 Collate information into monthly figures for income and out goings.
- 4.2 Design a suitable grid for displaying the information.
- 4.3 Complete a cash flow forecast.
- 4.4 Evaluate the implications of the cash flow forecast.

## Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 3 - Application of Skills
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

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## Assessment Methods:

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## Assessment Information:

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## Assessor Requirements:

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## Business Finance and Decision Making

Level: Three

Credit Value: 6

### Purpose and Aim

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To enable the learner to understand how to examine a set of final accounts, and to understand investment techniques and their effect on decision making.

### Learning Outcomes

The learner will

1. Understand how to examine a set of final accounts.

2. Understand investment techniques and their effect upon decision making.

### Assessment Criteria

The learner can

- 1.1 Explain the importance of working capital to the viability of the organisation.
- 1.2 Evaluate the main asset usage ratios i.e. debtors, creditors, stock turnover.
- 1.3 Describe the different types of shares potentially present within an organisation.
- 1.4 Define the term 'capital gearing'.
- 1.5 Evaluate the effect of capital gearing on organisations.
- 2.1 Explain the need for decision making.
- 2.2 Explain the advantages and disadvantages of each of the following methodologies:
  - Payback methodology
  - Accounting Rate of Return
  - Net Present Value methodology
  - Internal Rate of Return method.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

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### Assessment Methods:

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#### Assessor Requirements:

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## Financial Statements

Level: Three  
Credit Value: 6

### Purpose and Aim

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To enable the learner to understand how to prepare and interpret final statements, and to be able to communicate the information given .

#### Learning Outcomes

The learner will

1. Be able to prepare financial statements.
2. Be able to interpret financial statements.
3. Be able to communicate the information given in financial statements.

#### Assessment Criteria

The learner can

- 1.1 Construct trading/profit and loss accounts for a given organisation.
- 1.2 Construct a balance sheet for a given organisation.
- 2.1 Calculate the following ratios:
  - liquidity ratio
  - acid tests
  - ROCE
  - stockturn
  - credit taken and given
  - gearing ratio.
- 2.2 Prescribe appropriate action to maintain or amend the ratios.
- 3.1 Produce a commentary to accompany financial statements and ratio analysis.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 3 - Application of Skills
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

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### Assessment Methods:

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### Assessment Information:

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AC 3.1 The learner should be able to use appropriate vocabulary.

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### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Management Accounting

Level: Three

Credit Value: 6

### Purpose and Aim

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Understand different accounting methods used by different businesses; a range of costing and pricing methods, overhead absorption methods and budgeting.

#### Learning Outcomes

The learner will

1. Understand the differences between financial and management accounting.

#### Assessment Criteria

The learner can

- 1.1 Explain the differences between financial and management accounting.

## Learning Outcomes

The learner will

2. Understand elements of cost and their classification.
3. Be able to assess ways of pricing material costs.
4. Be able to use methods for absorbing overheads into the costs of products and services.
5. Understand the budgetary process.

## Assessment Criteria

The learner can

- 1.2 Evaluate the appropriateness of financial and management accounting in a range of businesses.
- 2.1 Evaluate the application of costing methods and systems to different types of businesses.
- 3.1 Evaluate the application of LIFO, FIFO and AVCO techniques to material issues of raw materials, component parts and bought in goods for sale.
- 4.1 Apply systems for overhead allocation.
- 4.2 Apply systems for absorption methods.
- 4.3 Compute hourly absorption rates.
- 5.1 Calculate inputs for budgets.
- 5.2 Construct a range of budgets from the inputs calculated in 5.1.
- 5.3 Apply a range of budgetary control systems.

## Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 3 - Application of Skills
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

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## Assessment Methods:

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## Assessment Information:

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AC 2.1 e.g. services and manufacturing industries.

AC 5.2 Minimum of three budgets.

AC 5.3 A minimum of three budgetary control systems.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Supply and the Price System

Level: Three

Credit Value: 3

### Purpose and Aim

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To enable the learner to understand the concepts of supply and elasticity of supply, the operation of the price system, and cost structures in relation to supply decisions.

#### Learning Outcomes

The learner will

1. Understand the concepts of supply and elasticity of supply.
2. Understand the operation of the price system.
3. Understand the cost structure underlying the supply decision.

#### Assessment Criteria

The learner can

- 1.1 Identify the factors which will determine supply.
- 1.2 Analyse the effect of changes in the factors in 1.1.
- 1.3 Calculate elasticities and elasticities of supply.
- 1.4 Explain the difference between elastic and inelastic supply.
- 2.1 Explain how, when disequilibrium occurs and equilibrium is restored.
- 2.2 Evaluate the consequences of price controls with reference to specific examples.
- 3.1 Explain the law of diminishing returns.
- 3.2 Explain the relationship between labour productivity and costs.
- 3.3 Explain the difference between increasing and decreasing returns to scale.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 5 - Communication and Presentation
- 7 - Quality

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### Assessment Methods:

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- There are no specified assessments for this unit. Assessments used should be fit for purpose for the unit and learners, and generate evidence of achievement for all the assessment criteria. [Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification. From September 2021, centre devised assessments are permitted for all units on all Agored Cymru Access to HE Diplomas. All assessment evidence completed as part of an Agored Cymru Access to HE Diploma is subject to external moderation.

### Assessment Information:

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### Assessor Requirements:

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## Economics: The Economic Problem

Level: Three

Credit Value: 3

### Purpose and Aim

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To enable the learner to understand fundamental economic principles and problems; to understand the reasons for trade, and the market mechanisms.

#### Learning Outcomes

The learner will

- Be able to define economics.
- Understand fundamental economic principles.
- Understand the basic economic problem.
- Understand the reasons for trade.

#### Assessment Criteria

The learner can

- 1.1 Explain competing definitions of economics.
- 2.1 Analyse the concepts of scarcity and choice.
- 2.2 Explain the concept of opportunity cost and apply to the production possibility trade off.
- 3.1 Explain the economic questions of what to produce, how to produce and for whom to produce.
- 4.1 Analyse principles of absolute and comparative advantage.



### Learning Outcomes

The learner will

5. Understand the market mechanism.

### Assessment Criteria

The learner can

- 5.1 Explain price and quantity determination.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2- Application of Knowledge
- 5 - Communication and Presentation
- 7 - Quality

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### Assessment Methods:

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### Assessment Information:

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There is no specific assessment information to be used with this unit.

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### Assessor Requirements:

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## Module: Financial Services

### Ethical Use of Information

Level: Three

Credit Value: 3

### Purpose and Aim

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The unit aims to develop the knowledge and understanding surrounding the ethical use of information in the financial services practice. Upon completion of this unit the learner will

have developed an understanding of the key ethical principles in relation to confidentiality in the financial services practice.

### Learning Outcomes

The learner will

1. Understand regulations relating to the use and storage of data.
2. Understand the importance of impartiality and ethical behaviour in the financial services sector.
3. Understand the implications of conflicts of interest.

### Assessment Criteria

The learner can

- 1.1 Explain the principles of data protection.
- 1.2 Explain ethical issues and regulations in relation to the use and storage of data in the financial services industry.
- 2.1 Explain the importance of ethical behaviour in the financial services sector.
- 2.2 Explain the importance of professional detachment.
- 2.3 Analyse why pursuing self-interest may be incompatible with professional practice.
- 3.1 Analyse the types of conflict of interest that may arise between the parties involved in financial services.
- 3.2 Explain the potential implications relating to conflicts of interest in the financial services sector.
- 3.3 Explain the process when a conflict of interest is identified.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 – Application of Knowledge 7 - Quality

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### Assessment Methods:

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### Assessment Information:

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AC 1.1 Explanations should include at least the use of confidential information, its storage and disclosure.

AC 1.2 Should include the types of confidential information and why it is important to treat certain information confidentially.

AC 2.1 Should include duty of care, clarity of services and charges, terms of business.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

#### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Ethics in Financial Services

Level: Three

Credit Value: 3

### Purpose and Aim

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The unit aims to develop the knowledge and understanding required to behave in an ethical way in financial services practice. Upon completion of this unit the learner will have developed an understanding of the key ethical principles in relation to the financial services.

#### Learning Outcomes

The learner will

1. Understand the importance of ethics in the financial sector.
2. Understand the importance of businesses operating ethically.
3. Understand the importance of media coverage of ethical behaviour in the financial sector.

#### Assessment Criteria

The learner can

- 1.1 Explain what is meant by:
  - ethics
  - values
  - codes of conduct
  - in the financial sector.
- 1.2 Explain the ethical issues financial services businesses need to consider in their operational activities.
- 1.3 Explain how a business could improve the ethics of their operations.
- 2.1 Explain the benefits for the stakeholders of businesses operating ethically.
- 3.1 Explain how the reputation of the financial services sector has been affected by media coverage.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

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#### Assessment Methods:

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#### Assessment Information:

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AC 1.2 to include bribery, executive pay, insider trading and lobbying.

AC 2.1 stakeholders should include :

- customers
- employees
- owners
- communities
- government
- competitors.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

#### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Regulatory Requirements for the Financial Services Sector in the UK

Level: Three

Credit Value: 3

#### Purpose and Aim

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The unit aims to develop the knowledge and understanding required to work in a financial services organisations. Upon completion of this unit the learner will have developed an understanding of the key regulatory requirements in relation to the financial services sector in the UK.

## Learning Outcomes

The learner will

1. Understand the current UK financial services regulatory framework.
2. Understand the role of the Financial Services Ombudsman.
3. Understand the complaints handling process in financial services organisations.

## Assessment Criteria

The learner can

- 1.1 Explain the roles and responsibilities of:
  - The Financial Policy Committee
  - The Prudential Regulation Authority
  - The Financial Conduct Authority.
- 1.2 Explain the role of the Bank of England with regard to interest rates against market regulations.
- 2.1 Describe the role of the Financial Ombudsman Service.
- 3.1 Explain the complaint process in a financial institution.

## Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 5 - Communication and Presentation
- 7 - Quality

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## Assessment Methods:

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## Assessment Information:

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AC 3.1 should include the impact for the customer and the process for the organisation. The explanation should include the process to challenge the decision by both the customer and organisation.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

## Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Module: Customer Services

### Customer Service

Level: Three This unit aims to develop the knowledge and understanding of the  
Credit Value: 3 required standard of customer service skills.

#### Learning Outcomes

The learner will

1. Understand factors affecting the service offers of organisations.
2. Understand how organisational policies and procedures can impact on customer service improvements.

#### Assessment Criteria

The learner can

- 1.1 Explain the importance of following organisational procedures in the delivery of customer service.
- 1.2 Summarise how customer service delivery can be influenced by:
  - features of services or products
  - personal behaviour.
- 2.1 Summarise types of organisational policies and procedures that need to be taken into account when proposing improvements in customer service.
- 2.2 Summarise the limitations of the roles of customer service practitioners.

#### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

#### Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

From September 2021, centre devised assessments are permitted for all units on all Agored Cymru Access to HE Diplomas.

All assessment evidence completed as part of an Agored Cymru Access to HE Diploma is subject to external moderation.

#### Assessment Information:

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There is no specific assessment information to be used with this unit.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Customer Service in the Financial Sector

Level: Three

Credit Value: 3

## Purpose and Aim

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This unit aims to develop the knowledge and understanding of the required standard of customer service skills needed for the Financial Sector.

### Learning Outcomes

The learner will

1. Know the constitution of best practice in customer service in the Financial Sector.
2. Understand the value of best practice in customer service in the Financial Sector.

### Assessment Criteria

The learner can

- 1.1 Assess the importance of the following for the delivery of best practice in customer service:
  - teamwork
  - communication.
- 1.2 Differentiate methods of dealing with different types of customers to achieve customer satisfaction.
- 2.1 Explain how customer service can contribute to:
  - best value in organisations
  - provide a competitive advantage for commercial organisations.
- 2.2 Interpret how customers' expectations shape the practices of customer service.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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### Assessment Information:

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There is no specific assessment information to be used with this unit.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

## Module: Business Administration

### Customer Service

Level: Three

Credit Value: 3

#### Purpose and Aim

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To enable the learner to understand the benefits of good customer service, and the tools and techniques necessary to provide excellent customer service.

#### Learning Outcomes

The learner will

1. Understand the benefits of good customer service.
2. Understand tools and techniques to provide excellent customer service.

#### Assessment Criteria

The learner can

- 1.1 Analyse customer service across a range of organisations.
- 1.2 Evaluate the implications of customer service on the business.
- 1.3 Explain the impact that individuals within an organisation can have on customer service.
- 2.1 Evaluate a range of tools and techniques used to provide excellent customer service.
- 2.2 Evaluate a range of methods to measure satisfaction and remove negative reactions.
- 2.3 Evaluate a range of standards used to benchmark customer service.

#### Access to HE Grade Descriptors:

---

- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

#### Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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### Assessment Information:

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- AC 1.1 A minimum of three organisations.  
 AC 2.1 A minimum of four tools/techniques.  
 AC 2.2 A minimum of four methods.  
 AC 2.3 A minimum of two standards.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Preparing a Business Plan

Level: Three  
 Credit Value: 6

### Purpose and Aim

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Enable the learner to understand how to prepare, present and modify a business plan.

#### Learning Outcomes

The learner will

1. Be able to create a business plan.

2. Be able to test the effectiveness of a business plan.

#### Assessment Criteria

The learner can

- 1.1 Create a proposed business plan to include:

business structure  
 product/services offered  
 location  
 staff roles and responsibilities  
 market research and analysis  
 competitor analysis  
 marketing strategy  
 financial forecasts (including financial assumptions)  
 evaluation of sources of funding  
 executive summary.

- 2.1 Present the business plan to a panel of individuals.
- 2.2 Record comments.
- 2.3 Evaluate feedback and review the business plan.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 3 - Application of Skills
- 4 - Use of Information
- 5 - Communication and Presentation
- 6 – Autonomy and Independence
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

From September 2021, centre devised assessments are permitted for all units on all Agored Cymru Access to HE Diplomas.

All assessment evidence completed as part of an Agored Cymru Access to HE Diploma is subject to external moderation.

### Assessment Information:

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There is no specific assessment information to be used with this unit.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## People in Organisations

Level: Three

Credit Value: 6

### Purpose and Aim

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To enable the learner to understand the features of formal organisations; the importance of recruitment, selection and training; and the role and importance of motivation in a business.

## Learning Outcomes

The learner will

1. Understand the features of a range of organisations.
2. .
3. Understand the role and importance of motivation within the workplace.

## Assessment Criteria

The learner can

- 1.1 Describe the specialist functions that may exist within a range of organisations.
- 1.2 Analyse the organisation of a given business via the construction and use of an organisation chart.
- 1.3 Assess the advantages and disadvantages of centralisation and decentralisation within organisations.
- 2.1
- 2.2
- 2.3
- 2.4
- 3.1 Describe the importance of motivation within the workplace.
- 3.2 Describe the main theories relating to motivation.
- 3.3 Assess the effectiveness of monetary and non-monetary rewards in motivating workers.

## Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

## Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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## Assessment Information:

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AC 1.1 To include a minimum of four functions.

AC 2.1 To include a minimum of four methods of recruitment and selection.

AC 3.2 To include a minimum of three theories of motivation.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

## Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Module: Marketing

### Marketing Opportunities

Level: Three

Credit Value: 6

## Purpose and Aim

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To enable the learner to understand the marketing concept, the influence of the external environment on a organisation, the market research process, and segmentation and targeting strategies.

### Learning Outcomes

The learner will

1. Understand the concept of marketing.
2. Understand the influence the external environment has on an organisation.
3. Understand the market research process and its importance in identifying and analysing customer needs.
4. Understand the strategies of segmentation and targeting.

### Assessment Criteria

The learner can

- 1.1 Interpret the CIM definition of marketing.
- 1.2 Describe the evolving orientation of organisations.
- 1.3 Explain the components of a marketing strategy.
- 2.1 Explain how laws and regulations affect marketing activities.
- 2.2 Evaluate societal issues which influence marketing decisions.
- 2.3 Describe the effects of new technology on marketing practices.
- 2.4 Explain how economic factors influence the organisations' ability to compete.
- 3.1 Explain the relationship between research and the marketing decisions.
- 3.2 Explain the steps involved in conducting a marketing research project.
- 3.3 Evaluate methods of gathering data for marketing research.
- 4.1 Define the term 'market'.
- 4.2 Explain why organisations segment markets.
- 4.3 Explain how an organisation makes decisions about targeting.

## Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject

- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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Assessment Information:

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AC 2.1 A minimum of four influences.

AC 2.3 A minimum of four influences.

AC 2.4 A minimum of four effects.

AC 2.5 A minimum of four economic factors.

AC 3.3 A minimum of three methods of gathering data.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Implementing Marketing Strategies

Level: Three

Credit Value: 6

### Purpose and Aim

---

To enable the learner to understand the relationship between marketing and organisational objectives; the marketing process; the importance of customer care; and the need for social responsibility in the market.

## Learning Outcomes

The learner will

1. Understand how marketing objectives fit into organisational objectives.
2. Understand the marketing planning process.
3. Understand the role and importance of customer care.
4. Understand the need for social responsibility in marketing.

## Assessment Criteria

The learner can

- 1.1 Explain the importance of the role of marketing in an organisation.
- 1.2 Evaluate how the aims of the marketing department support those of the organisation's mission.
- 2.1 Describe the stages in the marketing planning process.
- 2.2 Analyse the role of SWOT analysis and the marketing audit in the planning process.
- 3.1 Explain the role of internal marketing.
- 3.2 Evaluate the elements of a customer care programme.
- 4.1 Analyse current ethical issues in marketing.
- 4.2 Evaluate the concept of social responsibility.

## Access to HE Grade Descriptors:

---

- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

## Assessment Methods:

---

[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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## Assessment Information:

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AC 3.2 - e.g. after sales service.

AC 4.1 - a minimum of three issues.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

## Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Marketing Tools

Level: Three

Credit Value: 6

### Purpose and Aim

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To enable the learner to understand the tools available to the marketer, the management of products by an organisation, the role of promotion and the importance of price as a competitive tool.

### Learning Outcomes

The learner will

1. Understand the range of tools available to the marketer.
2. Understand the concept of a product item and how an organisation manages products.
3. Understand the marketing channel concepts and structures.
4. Understand the role of promotion.
5. Understand the nature and importance of price as a competitive tool.

### Assessment Criteria

The learner can

- 1.1 Define the term 'marketing mix'.
- 1.2 Explain the components of the marketing mix.
- 2.1 Define the concept of a product.
- 2.2 Outline the stages of new product development.
- 2.3 Analyse a product portfolio.
- 2.4 Explain the stages of the product life cycle.
- 3.1 Explain the types of marketing channels for consumer products.
- 3.2 Explain the role of intermediaries in marketing.
- 3.3 Explain the growth of direct marketing.
- 4.1 Define promotion as a communication process.
- 4.2 Outline the elements of the promotions mix.
- 4.3 Evaluate methods and media used to promote products.
- 5.1 Explain the characteristics of price competition.
- 5.2 Explain a range of pricing strategies.

### Access to HE Grade Descriptors:

---

- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 3 - Application of Skills
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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### Assessment Information:

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AC 3.1 A minimum of three types of marketing channels.

AC 4.2 A minimum of three elements of the promotions mix.

AC 4.3 A minimum of three methods of promotion.

AC 5.2 A minimum of three pricing strategies.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Marketing Research

Level: Three

Credit Value: 3

### Purpose and Aim

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To enable the learner to understand the principles of market segmentation and research methods.

#### Learning Outcomes

The learner will

1. Understand market segmentation.
2. Be able to apply the principles of market segmentation.

#### Assessment Criteria

The learner can

- 1.1 Explain a range of criteria used to segment a market.
- 2.1 Compare and contrast different methods of market research.
- 2.2 Design and undertake a market research exercise with a range of market segments.



### Access to HE Grade Descriptors:

---

- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Methods:

---

[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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### Assessment Information:

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AC 2.1 A minimum of three methods and to include evaluation of strengths and weaknesses of each method.

AC 2.2 To include a minimum of three identified market segments.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Digital Marketing

Level: Three

Credit Value: 3

## Purpose and Aim

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To enable the learner to understand the principles of digital marketing, including the interface with the general marketing mix, different digital marketing platforms and digital marketing tools and strategies.

### Learning Outcomes

The learner will

1. Understand the principles of digital marketing
2. Understand digital marketing channels and tools

### Assessment Criteria

The learner can

- 1.1 Analyse the role of digital marketing within the broader marketing mix
- 2.1 Evaluate the effectiveness of different digital marketing channels
- 2.2 Evaluate the effectiveness of different digital marketing tools

## Access to HE Grade Descriptors:

---

- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Methods:

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### Assessment Information:

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AC 2.1 To include websites, apps, social media platforms (eg Facebook, Twitter, Snapchat, Instagram, TikTok and YouTube) and direct digital marketing (eg email, SMS).

AC 2.2 To include static and live video, customer recommendations, digital promotion and engagement strategies, search engine optimisation.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Module: Management and Human Resources

### Effective Management of People at Work

Level: Three

Credit Value: 6

#### Purpose and Aim

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To enable the learner to understand a range of HR roles including interviewing and selection, staff appraisal, grievance and disciplinary procedures, equal opportunities and diversity, and managerial qualities.

#### Learning Outcomes

The learner will

1. Be able to carry out recognised procedures for effective recruitment and selection.
2. Be able to conduct job analysis and staff appraisal for improved performance.
3. Understand the codes of conduct and legislation related to discipline and dismissal.
4. Understand the concept of equal opportunity and diversity at work.
5. Understand the qualities of a manager necessary to achieve business objectives.

#### Assessment Criteria

The learner can

- 1.1 Produce documents for the recruitment and selection process.
- 1.2 Conduct a mock interview.
- 1.3 Analyse the effectiveness of recruitment and selection procedures.
- 2.1 Summarise the components of job analysis.
- 2.2 Apply recognised standards of Key Performance Indicators (KPIs).
- 2.3 Conduct a mock staff appraisal process.
- 2.4 Analyse the effectiveness of the staff appraisal procedures.
- 3.1 Explain the meaning of 'dismissal'.
- 3.2 Explain procedures relating to grievance, capability and discipline.
- 3.3 Analyse the effectiveness of the ACAS code of conduct in relation to discipline and dismissal.
- 4.1 Compare direct and indirect discrimination and link to the legislation underpinning equal opportunities.
- 4.2 Outline the components of an equal opportunities policy.
- 4.3 Evaluate the concept of 'diversity'.
- 4.4 Evaluate the effectiveness of an equal opportunities policy.
- 5.1 Explain the qualities and skills required by a manager in order to achieve objectives.

#### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation

- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

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Assessment Information:

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There is no specific assessment information to be used with this unit.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Management Skills

Level: Three

Credit Value: 3

### Purpose and Aim

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To enable the learner to understand the value of different management styles and their skills and the organisational skills needed in project management.

#### Learning Outcomes

The learner will

1. Understand management styles.
2. Understand management skills.
3. Understand management roles within a project.

#### Assessment Criteria

The learner can

- 1.1 Evaluate a range of management styles with reference to a specific project.
- 2.1 Analyse a range of management skills.
- 3.1 Assess the need for different management roles within a project.

Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

#### Assessment Methods:

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#### Assessment Information:

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AC 1.1 To include autocratic, laissez faire, democratic with reference to specific projects.

AC 2.1 To include , team work, partnerships, networking, delegation, negotiation.

AC 3.1 For example: project director, project manager, project officer, team leader, internal auditor.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

#### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Human Resource Management: Recruitment and Selection

Level: Three

Credit Value: 3

### Purpose and Aim

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To enable the learner to understand the main human resources (HR) functions; the importance of change in relation to workforce planning and skills auditing; selection procedures; and ethical and legal constraints in employer selection/appointment and the work environment.

#### Learning Outcomes

The learner will

1. Understand the main functions of human resource management.
2. Understand the importance of workforce planning and skills auditing.

#### Assessment Criteria

The learner can

- 1.1 Explain the main functions of human resource management.
- 2.1 Assess the importance of workforce planning and skills auditing.

## Learning Outcomes

The learner will

3. Understand the effectiveness of selection and recruitment procedures.
4. Understand interviewer/interviewee techniques in selection.
5. Understand the legal and ethical constraints in employee selection.

## Assessment Criteria

The learner can

- 3.1 Analyse a range of recruitment procedures.
- 3.2 Review the way in which advertisements, job descriptions and person specifications attract applicants and how they are matched with vacancies.
- 4.1 Practice and appraise interviewer and interviewee techniques.
- 5.1 Explain ethical and legal obligations in recruitment procedures.

## Access to HE Grade Descriptors:

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- 2 - Application of Knowledge
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

## Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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## Assessment Information:

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AC 2.1 With reference to future management, organisation and employee needs.

AC 3.2 A minimum of three sets of materials.

AC 4.1 This must be undertaken in a simulated situation.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

## Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Managing People

Level: Three

Credit Value: 6

## Purpose and Aim

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To enable the learner to understand the role and function of human resource (HR) management, the nature of work motivation, the links between training and development and organisational effectiveness, and the nature of current employee relations.

### Learning Outcomes

The learner will

1. Understand the role and function of human resource management.
- 2.
3. Understand the links between training and development and organisational effectiveness.
4. Understand the nature of employee relations.

### Assessment Criteria

The learner can

- 1.1 Assess the trend towards human resource management as opposed to personnel management.
- 1.2 Analyse a range of personnel policies and practices.
- 2.1
- 2.2
- 2.3
- 3.1 Explain the role of training and development within organisations.
- 3.2 Evaluate the ways in which people learn and develop skills.
- 3.3 Explain the systematic approach to training.
- 4.1 Assess unitary and pluralistic perspectives on employee relations.
- 4.2 Evaluate the changing role of Trade Unionism in the UK.
- 4.3 Explain the changing nature of the employer-employee relationship.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Methods:

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### Assessment Information:

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AC 1.2 A minimum of four policies and practices.

AC 2.2 A minimum of three theories.

AC 2.3 A minimum of three initiatives or practices.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Module: Tourism and Hospitality

### Tourism and Leisure

Level: Three

Credit Value: 3

### Purpose and Aim

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To enable the learner to understand the history of leisure and tourism.

#### Learning Outcomes

The learner will

1. Understand the historical roots of tourism and leisure.
2. Understand the factors influencing leisure participation.
3. Understand the impact of tourism and leisure on the economy and environment.

#### Assessment Criteria

The learner can

- 1.1 Analyse the changes in the patterns of work, and the importance of leisure facilities in the economy.
- 1.2 Analyse the increased mobility of the population and the pricing structures of travel.
- 2.1 Analyse socio/economic factors related to the expectations of a range of groups.
- 2.2 Evaluate the impact of cultural and geographical factors in influencing travel destinations.
- 3.1 Explain the funding of leisure in the public and private sectors.
- 3.2 Analyse the importance of the income generated by leisure and tourism in a specific geographical area.
- 3.3 Analyse the impact of leisure and tourism on a selected area to include:



### Learning Outcomes

The learner will

### Assessment Criteria

The learner can

- the environment
- the population
- the economy.

### Access to HE Grade Descriptors:

---

- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Methods:

---

[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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### Assessment Information:

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AC 2.1 A minimum of three different groups.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Tourism in Wales

Level: Three

Credit Value: 3

## Purpose and Aim

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The unit allows learners to develop a knowledge and understanding of tourism in Wales and its importance to the Welsh economy.

### Learning Outcomes

The learner will

1. Understand the importance of tourism in Wales.
2. Be able to compare the impact of tourism in Wales with the impact in another country.

### Assessment Criteria

The learner can

- 1.1 Analyse types of tourist attractions in Wales.
- 1.2 Explain the development of tourism in Wales.
- 1.3 Evaluate the impact of tourism on the Welsh economy.
- 1.4 Summarise economic, social and political factors that could affect tourism in Wales.
- 1.5 Assess the likely impact of factors that could affect tourism in Wales, either currently or in the future.
- 1.6 Evaluate the role of Welsh language within the tourism industry in Wales.
- 2.1 Identify a region in one other country where tourism is important.
- 2.2 Explain the different types of tourist attractions in the chosen region.
- 2.3 Assess the importance of tourism to the economy of the other country and compare it with the importance of tourism in Wales.
- 2.4 Evaluate the social and environmental impact of tourism in the chosen country and in Wales.

### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

From September 2021, centre devised assessments are permitted for all units on all Agored Cymru Access to HE Diplomas.

All assessment evidence completed as part of an Agored Cymru Access to HE Diploma is subject to external moderation.

#### Assessment Information:

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- 1.1 Minimum of two types.
- 2.2 Minimum of three types of tourist attractions.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

#### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Module: Insurance

### General Insurance

Level: Three  
Credit Value: 6

#### Purpose and Aim

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The unit aims to develop the knowledge and understanding of general insurance and its roots within the UK market. The learner will develop their understanding of basic insurance terminology along with the fundamental principles and practices of working in the insurance industry.

#### Learning Outcomes

The learner will

1. Understand the main classes of insurance written in the UK market.
2. Understand terminology used within the general insurance market.
3. Understand the fundamental principles of insurance.

#### Assessment Criteria

The learner can

- 1.1 Explain the main classes of insurance written in the UK market.
- 1.2 Describe the losses and liabilities which may give rise to claims under each of the main classes of insurance written for the UK market.
- 2.1 Explain terms used in the general insurance market.
- 3.1 Explain the purpose and fundamental principles of insurance.
- 3.2 Explain the difference between perils and hazards in general insurance.

#### Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

#### Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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#### Assessment Information:

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AC 1.1 To include the significant features of cover given under the main classes of insurance.

AC 2.1 Terms must include:

- the principle of utmost good faith
- the meaning of proximate cause
- the principle of insurable interest
- indemnity
- contribution
- subrogation.

AC 3.1 Must include:

- the concept of risk
- the categories of risk
- pooling of risks
- insurable and uninsurable risks
- the primary and secondary functions of insurance.

AC 3.2 to include at least three examples of each.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

#### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Personal Insurance Products and Services

Level: Three

Credit Value: 6

#### Purpose and Aim

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The unit aims to develop the knowledge and understanding of the insurance products and services offered to customers. Upon completion the learner will be able to explain the key

features for each product in household insurance, healthcare insurance and motor insurance.

### Learning Outcomes

The learner will

1. Understand household insurance products.
2. Understand healthcare insurance products.
3. Understand motor insurance products.
4. Understand travel insurance products.

### Assessment Criteria

The learner can

- 1.1 Explain the core cover provided by household buildings cover policies.
- 1.2 Explain the core cover provided by household contents cover policies.
- 1.3 Outline available extensions to core cover.
- 2.1 Evaluate the main features of:
  - individual private medical insurance
  - corporate medical schemes.
- 3.1 Explain the main features of the different types of motor insurance available.
- 3.2 Compare the benefits and features of motor insurance policies.
- 4.1 Explain the main features of travel insurance policies available.
- 4.2 Compare the medical benefits offered under travel insurance schemes.

### Access to HE Grade Descriptors:

- 1 - Understanding of the Subject
- 2 – Application Knowledge
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Methods:

[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

From September 2021, centre devised assessments are permitted for all units on all Agored Cymru Access to HE Diplomas.

All assessment evidence completed as part of an Agored Cymru Access to HE Diploma is subject to external moderation.

### Assessment Information:

AC 1.1 Must include cover and exclusions for buildings insurance.

AC 1.2 Must include cover and exclusions for contents insurance such as money and credit cards and frozen foods.

AC 1.3 Must include additional features such as personal possessions, personal liability, legal expenses, pedal cycles, sports equipment.

AC 3.1 Must include accidental damage, third party, fire & theft, accidental death and bodily injury.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

#### Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## The Insurance Claims Handling Process

Level: Three

Credit Value: 3

### Purpose and Aim

The unit aims to develop the knowledge and understanding of the insurance claims handling process which will include the general principles, the roles within the claims handling process and the implications of fraudulent activity on the insurance industry.

#### Learning Outcomes

The learner will

1. Understand the general principles in the claims handling process.
2. Understand the roles within the claims handling process.
3. Understand the considerations and administration when dealing with an insurance claim.
4. Understand the documentary evidence and supporting evidence required in relation to insurance claims.

#### Assessment Criteria

The learner can

- 1.1 Describe the claims handling process.
- 1.2 Explain the legal requirements for a claim to be valid.
- 1.3 Explain how the application of policy conditions can affect the payment of claims.
- 1.4 Explain the terms first, second and third parties in relation to an insurance claim.
- 2.1 Explain the role of the:
  - claims department
  - claims personnel
  - agencies in the claims handling process.
- 3.1 Explain the importance of service standards and managing customer expectations.
- 3.2 Explain the importance of claims estimating and reserving.
- 4.1 Describe the documentary and supporting evidence required when notifying a claim in relation to:
  - a household insurance claim
  - a motor insurance claim

## Learning Outcomes

The learner will

5. Understand the indicators and implication of fraudulent insurance claims.

## Assessment Criteria

The learner can

- a medical insurance claim.

- 5.1 Describe the common indicators of fraud.
- 5.2 Explain the consequences of fraudulent claims for:
  - the insurance industry
  - customers.

## Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

## Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

From September 2021, centre devised assessments are permitted for all units on all Agored Cymru Access to HE Diplomas.

All assessment evidence completed as part of an Agored Cymru Access to HE Diploma is subject to external moderation.

## Assessment Information:

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AC 1.1 Should include proximate cause and how it is applied.

AC 1.2 Should include the duties of an insured after a loss.

AC 1.4 Should include the effect on the insurer.

AC 2.1 Should include outsourcing companies, loss adjusters, disaster recovery companies, surveyors, solicitors and loss assessors.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

## Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Module: Law

## Understand the Legal Context of Business

Level: **Three**  
Credit Value: **6**

### **Purpose and Aim:**

This unit aims to develop knowledge and understanding regarding the legal context of business. Upon completion of this unit, learners will have developed an understanding of the legal framework within which businesses operate. Learners will also have an awareness of the key principles of business governance, the impact of contract law on business, and the requirements of employment law.

### **LEARNING OUTCOMES**

The learner will

1. Understand the legal framework within which businesses operate.
2. Understand the principles of business governance.
3. Understand how contract law affects a business.
4. Understand the requirements of employment law.

### **ASSESSMENT CRITERIA**

The learner can

- 1.1 Explain the legal requirements of different types of business.
- 1.2 Describe the roles and powers of government departments and agencies in regulating business.
- 1.3 Explain the legal provisions relating to intellectual property.
- 2.1 Explain the corporate governance statutory framework of a business.
- 2.2 Explain the roles and responsibilities of an organisation's governing body.
- 2.3 Explain the financial reporting requirements of an organisation.
- 3.1 Explain the elements of a valid business contract.
- 3.2 Analyse different types of contracts.
- 3.3 Explain the difference between negligence and liability.
- 3.4 Explain the liabilities and entitlements of sellers and purchasers of goods and services.
- 4.1 Describe the sources, institutions and enforcement systems for individual employment rights.
- 4.2 Explain the features of types of worker and employment contracts for service.
- 4.3 Explain the implications of contracts of service and contracts for service.
- 4.4 Explain the implications of different types of employment status.
- 4.5 Explain the requirements for an organisation for health and safety.
- 4.6 Explain the requirements for an organisation for equality and diversity.
- 4.7 Explain the implications for an organisation of wrongful dismissal, unfair dismissal and redundancy.
- 4.8 Describe the impact of human rights legislation on the employment relationship.



Access to HE Grade Descriptors:

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- 1 - Understanding of the Subject
- 2 - Application of knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

**NOS:**

**Other Mappings:**

Business & Administration (2013) National Occupational Standards:

**Assessment Methods:**

**Assessment Evidence:**

**Assessment Information:**

There is no specific assessment information to be used with this unit.

**Assessor Requirements:**

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

**Prerequisites:**

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Module: Project

### Access to HE Investigative Project / Extended Essay

Level: Three

Credit Value: 6

#### Learning Outcomes

The learner will

1. Be able to plan and propose an investigative project/extended essay.
2. Be able to conduct research.
3. Be able to produce an investigative project/extended essay.

#### Assessment Criteria

The learner can

- 1.1 Identify an area for research.
- 1.2 Produce a **research proposal** for an investigative project/extended essay.
- 2.1 Conduct research for an investigative project/extended essay.
- 2.2 Evaluate established resources that address the research topic.
- 3.1 Analyse findings of completed research.
- 3.2 Present the research as an investigative project/extended essay.

### Access to HE Grade Descriptors:

---

- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 4 - Use of Information
- 5 - Communication and Presentation
- 6 - Autonomy / Independence
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

### Assessment Methods:

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[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

From September 2021, centre devised assessments are permitted for all units on all Agored Cymru Access to HE Diplomas.

All assessment evidence completed as part of an Agored Cymru Access to HE Diploma is subject to external moderation.

Unit assessment requirements are no longer prescriptive. They are recommended assessment plans. Centres can devise their own assessment plan for this unit.

### Assessment Information:

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Investigative project/extended essay in this unit is defined as a written account of a piece of research, contextualised by the Access to HE Diploma title, of up to 3000 words.

**AC1.2 Research proposal.** This must include a research question to answer, a rationale, the selection of appropriate forms of research, identifying established secondary resources, collating findings, time scales and analytical methods to be used (500-800 words).

**AC2.1 Conduct research.** The forms of research and analytical methodologies selected must be fit for purpose for the area of study. These may include exploratory research, constructive research, empirical research, quantitative research, qualitative research, intersubjectivity, evidence-based research. the investigative project/extended essay must be based on secondary research only.

**Evidence generated for this unit cannot be used as evidence for any part of the unit 'Academic Skills'.**

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

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There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Module: Academic Skills

### Academic Skills

Level: Three  
Credit Value: 3

## Purpose and Aim

To provide opportunities for learners to demonstrate the academic skills needed to complete assessments on Access to Higher Education Diplomas.

### Learning Outcomes

The learner will

### Assessment Criteria

The learner can

1. Be able to plan and complete a written academic assessment.	<b>1.1</b> Plan a written academic assessment showing logical structure. <b>1.2</b> Make use of source material. <b>1.3</b> Produce a written academic assessment.
2. Be able to plan and deliver an academic presentation.	<b>2.1</b> Plan an academic presentation with a logical structure for an intended audience. <b>2.2</b> Summarise information from a range of sources. <b>2.3</b> Deliver an academic presentation using a range of techniques.
3. Be able to participate in an academic discussion.	<b>3.1</b> Prepare to participate in an academic discussion. <b>3.2</b> Participate in an academic discussion. <b>3.3</b> Produce a summary of an academic discussion.
4. Be able to take notes.	<b>4.1</b> Produce notes from a variety of sources.
5. Be able to reference source material.	<b>5.1</b> Apply referencing in line with established academic conventions to indicate the use of sources.

### Assessment Methods:

Unit assessment requirements are no longer prescriptive. They are recommended assessment plans. Centres can devise their own assessment plan for this unit.

### Assessment Information:

AC1.2 Can include digital and non-digital source material.

AC1.3 The **written academic assessment** may be an essay or a report and must be produced for a graded unit with academic subject content.

AC2.1 The **intended audience** must comprise of two people including the assessor.

AC2.3 **Presentation techniques** can be variable and may include digital resources. Learners may deliver a presentation based on an academic poster that they have produced. Delivery can be either face to face or online. Online presentations can be either delivered synchronously or asynchronously. The presentation must be approximately 15 minutes in length.

AC4.1 Sources may include lectures, presentations and written texts.

**Evidence generated for the unit Access to HE Investigative Project / Extended Essay cannot be used for evidence for this unit.**

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Module: Study Skills

### Skills

Level: Three  
Credit Value: 3

### Purpose and Aim

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This unit provides learning opportunities for developing thinking skills and embedding these skills across a range of tasks and learning.

#### Learning Outcomes

The learner will

1. Understand methods of improving thinking skills.
2. Be able to apply a range of thinking skills.
3. Understand their development in the context of thinking skills.

#### Assessment Criteria

The learner can

- 1.1 Describe **methods** of developing thinking skills.
- 1.2 Evaluate a method of developing thinking skills.
- 2.1 Evaluate own thinking skills used in assessments.
- 2.2 Create a reflective portfolio.
- 3.1 Evaluate their progress in terms of reflective practice and thinking skills.

#### Assessment Methods:

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There are no prescribed assessment methods for this unit. Assessments used should be fit for purpose for the unit and learners, and generate evidence of achievement for all the assessment criteria.

#### Assessment Information:

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AC1.1 A minimum of two methods.

AC2.1 A minimum of two assessments completed for units with academic subject content.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Planning and Time Management

Level: Three  
Credit Value: 3

## Purpose and Aim

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This unit provides opportunities for the learner to plan, prepare and set targets as part of an overall time management strategy for study.

### Learning Outcomes

The learner will

1. Understand personal planning needs and time management issues.
2. Be able to plan a programme of study.
2. Be able to assess programme/timetables to achieve goals.

### Assessment Criteria

The learner can

- 1.1 Evaluate their own time management skills in relation to study.
- 1.2 Develop a weekly study timetable.
- 1.3 Identify the **problems and solutions** to the implementation of the timetable
- 1.4 Meet deadlines when submitting assessed work.
- 2.1 Review their study plans to establish potential revisions to timetables.

### Assessment Methods:

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Unit assessment requirements are no longer prescriptive. They are recommended assessment plans. Centres can devise their own assessment plan for this unit.

### Assessment Information:

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AC1.2 To consider workload, time available and possible unforeseen circumstances.

AC1.3 A minimum of two **potential problems and solutions**.

AC1.4 Across all formal assessments.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two**.

### Assessor Requirements:

---

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Revision and Exam Skills

Level: Three  
Credit Value: 3

### Purpose and Aim

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The unit will provide the learner with opportunities to develop their examination and revision techniques and overall planning.

### Learning Outcomes

The learner will

1. Be able to prepare for an examination.
2. Be able to respond to the requirements of an examination.
3. Be able to evaluate revision and examination performance.

### Assessment Criteria

The learner can

- 1.1 Analyse their strengths and weaknesses in relation to examination strategies.
- 1.2 Develop detailed personal revision strategies/plans to prepare for an examination.
- 2.1 Produce evidence of planning activities undertaken as part of the examination process.
- 2.2 Produce relevant, structured and substantial answers to the questions set within the time allowed.
- 2.3 Communicate answers clearly, concisely and accurately in a required format using necessary conventions.
- 3.1 Evaluate own revision schedule.
- 3.2 Evaluate own stress management skills.
- 3.3 Evaluate own strengths and weaknesses in exams.

### Assessment Methods:

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Unit assessment requirements are no longer prescriptive. They are recommended assessment plans. Centres can devise their own assessment plan for this unit.

### Assessment Information:

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AC2.1: For example, mind-mapping, rough plans.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

## Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Digital Information Literacy

Code: **NEW UNIT**

Level: **Three**

Credit Value: **3**

### Purpose and Aim:

To understand how search history is used by third parties. To use and evaluate the digital information to complete complex tasks.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will	The learner can
1. Understand techniques used to gather and evaluate digital information.	<b>1.1</b> Explain how search results may be manipulated by a variety of processes. <b>1.2</b> Explain techniques used by third parties to gather information about website users. <b>1.3</b> Explain the advantages and limitations of digital information. <b>1.4</b> Explain ways to evaluate digital information.
2. Be able to search for, evaluate and use digital information to complete a complex task.	<b>2.1</b> Plan a complex task requiring the application of digital information. <b>2.2</b> Use advanced search techniques to obtain the required information. <b>2.3</b> Justify his/her choice of search engine. <b>2.4</b> Evaluate the results of the searches in 3.2. <b>2.5</b> Organise, classify and save the information in a structured format so that it can be applied to the task in 3.1.
3. Be able to use and review digital information to complete a task.	<b>3.1</b> Use digital information found in 2.4 to complete the complex task stated in 2.1. <b>3.2</b> Evaluate the appropriateness of the information obtained for the stated task.

### NOS:

### Other Mappings:

### Assessment Methods:

### Assessment Evidence:

### Assessment Information:

2.1 The task should be of a complexity appropriate to the level of the unit and require the application of at least three different items of digital information.

For example: Research for an assignment or enterprise project, research for presentations, research to provide advice and guidance.

**Assessor Requirements:**

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

**Prerequisites:**

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Professional Behaviours

Level: Three

Credit Value: 3

**NEW UNIT**

### Purpose and Aim

To provide opportunities for learners to Identify the professional behaviours relevant to a professional setting

#### Learning Outcomes

The learner will

#### Assessment Criteria

The learner can

1. Understand the characteristics required to work in a professional setting.	1.1 Analyse the characteristics required to work in a professional setting with reference to associated principles and concepts of professionalism.
2. Understand effective communication and team working skills.	2.1 Distinguish between effective and ineffective skills with reference to a relevant model for each of the following:  communication teamwork. 2.2 Evaluate the effectiveness of own communication skills, with reference to:  verbal skills non-verbal skills. 2.3 Evaluate own team working skills.
3. Know how to manage risk and deal effectively with problems.	3.1 Summarise the principles of risk management and problem-solving. 3.2 Explain how to solve a problem and manage any associated risk, using an actual or hypothetical problem relevant to a professional setting.



### Learning Outcomes

The learner will

4. Reflect on own skills and develop a personal and professional development plan.

### Assessment Criteria

The learner can

- 4.1 Evaluate their own skills against those expected in a professional setting using a chosen model of reflective practice.
- 4.2 Identify own development needs based on evaluations in 4.1.
- 4.3 Produce a plan to meet personal and professional development objectives based on an evaluation of different options.
- 4.4 Reflect on own performance against the plan, identifying learning needs for the future throughout the duration of the Access to HE Diploma.

### Assessment Methods:

It is recommended that this unit is assessed by way of a reflective learning journal in part or in its entirety.

### Assessment Information:

AC1.1 Learners to identify a professional setting associated with their intended progression route

AC4.1 Learners must evaluate the skills they have developed through their particular life experiences. This may include work (paid or voluntary), education, travel, family commitments.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Module: Mathematics

### Data Handling and Probability

Level: Two

Credit Value: 3

### Purpose and Aim

To give the learners knowledge and skills required in data handling and probability

### Learning Outcomes

The learner will

1. Know suitability of questions for a data collection questionnaire.

### Assessment Criteria

The learner can

- 1.1 Design questions for a data collection questionnaire.
- 1.2 Assess the suitability of questions for a specified data collection questionnaire.

### Learning Outcomes

The learner will

### Assessment Criteria

The learner can

2. Be able to organise statistical data.	2.1 Organise data into 2-way tables. 2.2 Group data into class intervals of equal width.
3. Be able to present statistical data.	3.1 Present statistical data using:  bar charts line graphs pie charts scatter graphs frequency polygons frequency diagrams. 3.2 Interpret graphs and charts.
4. Be able to calculate average and range.	4.1 Calculate mean, median mode and range of discrete data. 4.2 Estimate the mean of grouped data using mid interval value. 4.3 Compare the mean and range of sets of data.
5. Be able to express the probability of events occurring.	5.1 List the outcomes of combined events occurring. 5.2 Express probabilities in words and numerically. 5.3 Calculate a missing probability from a set of values. 5.4 Predict the number of times an outcome will occur in a given number of trials.

### Assessment Methods:

There are no prescribed assessment methods for this unit. Assessments used should be fit for purpose for the unit and learners, and generate evidence of achievement for all the assessment criteria.

### Assessment Information:

There is no specific assessment information to be used with this unit.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Other Mappings:

AC1.1 A minimum of four questions. The purpose of the questionnaire should be stated and the question designed to collect relevant data.

AC1.2 A minimum of four questions.

AC2.1 The data set should have a minimum size of 20.

AC2.2 The data set should have a minimum size of 20.

AC3.1 A minimum of one of each type required, created digitally. Scales and axis must be chosen by the learner on at least two occasions. Data could be provided appropriate to the data and purpose. .

AC3.2 A minimum of two.

AC4.1 The data set should have a minimum size of 20.

AC4.2 The data set should have a minimum size of 20.

AC4.3 Up to two pairs of sets of data should be compared.

AC5.1 For example by using a sample space diagram.

AC5.2 A minimum of five probabilities. Numerically could include using decimals, percentages or fractions.

AC5.3 Using the principle 1-P as the probability of an event not occurring.

AC5.4 Diagrammatic representations could be used to facilitate the prediction.

#### **Assessor Requirements:**

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## **Shape, Space and Measure**

Level: Two

Credit Value: 3

### **Purpose and Aim**

To give the learners knowledge and skills required in shape, space and measure.

#### **Learning Outcomes**

The learner will

#### **Assessment Criteria**

The learner can

1. Be able to work within and between systems of units.	<b>1.1</b> Convert between units of measure within the metric system. <b>1.2</b> Convert between metric and imperial measures. <b>1.3</b> Select units for estimating or carrying out measurement.
2. Be able to calculate perimeter, area, volume and surface area of shapes and solids.	<b>2.1</b> Calculate perimeter and area of a 2D shape. <b>2.2</b> Calculate surface area and volume of a 3D shape.
3. Be able to describe and use the symmetry properties of 2D shapes.	<b>3.1</b> Demonstrate the symmetry properties of polygons. <b>3.2</b> Use order of rotational symmetry to determine 2D shape <b>3.3</b> Transform a shape by reflection, rotation, translation or enlargement.
4. Be able to calculate and use angle properties.	<b>4.1</b> Calculate angles using the properties of:- triangles quadrilaterals intersecting lines parallel lines. <b>4.2</b> Calculate interior and exterior angles of regular polygons.

### Learning Outcomes

The learner will

### Assessment Criteria

The learner can

5. Be able to use the principles of loci in constructions.

6. Be able to use bearings.

4.3 Use Pythagoras' theorem to find a missing side of a right angled triangle.

5.1 Find and describe regions satisfying a combination of loci.

6.1 Indicate the position of an object by using its bearings.

6.2 Use bearings to specify direction.

### Assessment Methods:

There are no prescribed assessment methods for this unit. Assessments used should be fit for purpose for the unit and learners, and generate evidence of achievement for all the assessment criteria.

### Assessment Information:

AC1.1 A minimum of four units of measure.

AC1.2 A minimum of three measures.

AC2.1 A minimum of three shapes to include circles and compound shapes.

AC2.2 A minimum of four shapes to include prisms, cylinders, cubes and cuboids.

AC3.1 A minimum of three polygons.

AC3.3 A minimum of two different shapes. Each type of transformation should be carried out at least once but not all need to be used on every shape. Translations should include the use of vectors. Enlargements should use the centre of enlargement.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Algebra and Graphs

Level: Two

Credit Value: 3

### Purpose and Aim

To give learners knowledge and skills required in algebra and graphs

**Learning Outcomes**

The learner will

**Assessment Criteria**

The learner can

1. Be able to apply the laws of precedence.	1.1 Use brackets and the hierarchy of operations in calculations.
2. Be able to use rules of indices to simplify expressions.	2.1 Use index laws to simplify numerical and algebraic expressions. 2.2 Perform calculations using indices.
3. Be able to solve problems using formulae.	3.1 Describe given situations using algebraic formulae. 3.2 Apply formulae to make calculations.
4. Be able to perform basic operations on simple algebraic expressions and inequalities.	4.1 Manipulate algebraic expressions by expanding brackets and collecting like terms. 4.2 Factorise algebraic expressions by extracting common factors. 4.3 Solve linear equations. 4.4 Solve linear inequalities. 4.5 Change the subject of formulae.
5. Be able to find approximate solutions to formulae.	5.1 Use systematic trial and improvement to find approximate solutions of equations.
6. Know how linear expressions can describe arithmetic sequences.	6.1 Identify patterns in sequences of numbers. 6.2 Find the $n^{\text{th}}$ term of an arithmetic sequence. 6.3 Use the $n^{\text{th}}$ term of an arithmetic sequence.
7. Be able to interpret and plot graphs.	7.1 Plot Cartesian coordinates in all four quadrants. 7.2 Identify coordinates of given points. 7.3 Plot and draw straight line graphs. 7.4 Find the coordinates of the midpoint of a line segment.

**Assessment Methods:**

There are no prescribed assessment methods for this unit. Assessments used should be fit for purpose for the unit and learners, and generate evidence of achievement for all the assessment criteria.

**Assessment Information:**

AC1.1 A minimum of five calculations.

AC2.1 A minimum of five expressions.

AC2.2 A minimum of five calculations.

AC3.1 A minimum of three situations.

AC4.1-4.5 A minimum of five of each.

AC4.1 The expressions should be up to and including the form  $ax (bx \pm c)$ .

AC4.2 The expressions should include letters and numbers and be up to and including the form  $ax^2 \pm bx$ .

AC4.3 On at least one occasion, an unknown is required on both sides of the equation. At least one of the equations should include brackets. At least one of the equations should include a negative

solution.

AC5.1 A minimum of two.

AC6.1-6.3 A minimum of four sequences.

AC6.1 This should also include provision of subsequent terms.

AC7.1-7.3 A minimum of three of each.

AC7.3 Graphs should include:

- those in the form of  $y=mx+C$
- those relating to a context, for example, conversion graphs.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

## Number

Level: Two

Credit Value: 3

### Purpose and Aim

To give the learners knowledge and skills required in number

#### Learning Outcomes

The learner will

#### Assessment Criteria

The learner can

1. Be able to calculate using decimals, fractions and percentages.	<b>1.1</b> Add, subtract, multiply and divide decimals. <b>1.2</b> Add, subtract, multiply and divide fractions. <b>1.3</b> Use percentages to solve problems.
2. Understand fractions, decimals and percentages.	<b>2.1</b> Convert between fractions, decimals and percentages. <b>2.2</b> Order fractions, decimals and percentages.
3. Understand ratios and proportions.	<b>3.1</b> Write ratios in their simplest form. <b>3.2</b> Divide a quantity in a given ratio. <b>3.3</b> Use proportions to solve problems. <b>3.4</b> Use ratios to interpret diagrams drawn to scale.
4. Know different types of number.	<b>4.1</b> Identify prime, square, triangular, cube numbers, multiples and factors from a set of values. <b>4.2</b> Find the lowest common multiple and highest common factor of 2 numbers. <b>4.3</b> Find the product of prime factors of whole numbers.
5. Be able to approximate values.	<b>5.1</b> Approximate numbers to a given number of significant figures or decimal places.

### Learning Outcomes

The learner will

6. Be able to perform calculations with and without the use of a calculator.

7. Be able to solve problems requiring calculations with negative numbers.

### Assessment Criteria

The learner can

6.1 Use a calculator for compound calculations.

6.2 Use estimation to check answers to calculations.

6.3 Choose the degree of accuracy appropriate for a particular purpose.

7.1 Use calculations involving negative numbers to solve problems.

### Assessment Methods:

There are no prescribed assessment methods for this unit. Assessments used should be fit for purpose for the unit and learners, and generate evidence of achievement for all the assessment criteria.

### Assessment Information:

AC1.1 Numbers of up to two decimal places should be included. For multiplication and division, only one of the values needs to be a decimal number. The calculations should include practical problems.  
AC1.3 A minimum of three problems. These should also include finding a percentage of a quantity in order to increase or decrease in real life situations, for example in calculations of:

- VAT
- value of profit or loss
- simple interest.

AC3.1 A minimum of four ratios.

AC3.2 Examples should include contexts, for example: recipes, best buys.

AC3.3 A minimum of three problems.

AC3.4 A minimum of two diagrams. These could be scale drawings or maps.

AC5.1 A minimum of four numbers.

AC6.1-6.3 On a minimum of four occasions.

AC7.1 A minimum of two multistaged problems of a complexity appropriate to the level of the unit.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

### Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.