



School of Arts, Media and Education

**ACCESS TO HIGHER EDUCATION DIPLOMA in
English and Education
(Full and part-time)**

PROGRAMME HANDBOOK

***Take a step...
start the journey...
change your life.***

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1 WELCOME FROM THE ACCESS TEAM IN ENGLISH AND EDUCATION

Welcome to the University of Bolton. You have taken the first step in what we hope will be an exciting, inspiring and fruitful journey. Taking an Access to Higher Education Diploma is a major commitment and we aim to offer you the highest possible level of tuition, support and preparation for studying for a degree. Each year around 80% of students that complete one of our Access courses successfully go on to study for a degree – the majority of them continue at Bolton.

Your tutors on the programme are all university lecturers, and we are looking forward to sharing our enthusiasm for our subjects with you. In this course you will examine some great works of literature and discuss how teaching, learning and schooling affect everyone in society. In addition we will help you acquire all the essential skills for university study – on successful completion of this diploma you will be fully prepared for studying for a degree.

You will be part of a diverse group of students, men and women of different ages and backgrounds, and our aim is to provide support that meets your individual needs. Your tutors are available to help with any problems – don't be afraid to ask for help. You will be taught by a number of tutors during this diploma course, but you will be allocated a personal tutor who will stay consistent throughout the course.

Higher Education changes your life. Welcome. We wish you every success in your studies.

2 ABOUT THIS PROGRAMME HANDBOOK

The Programme Handbook contains information that is specific to your course. Please keep it safe and refer to it when you need information about your programme. If there is any information that you find unclear, your Tutor or Programme Leader will be happy to help, so please ask.

Other useful sources of information are noted below; please use them.

This Diploma is hosted by the School of Arts, Media and Education (AME). The School Handbook is available at <http://www.bolton.ac.uk/ame/> and will give you detailed information about important matters affecting all students within the school. Here, for instance, you will find current regulations about plagiarism or applying for mitigating circumstances.

The University of Bolton Web Site <http://www.bolton.ac.uk> is a valuable study resource, which will keep you up to date with changes as they happen. You can, for instance, use it to consult online study guides or to check the Library catalogue.

The web site is an excellent way to learn about the range of student services:

<http://www.bolton.ac.uk/Students/AdviceAndSupport/StudentServices/Home.aspx>

Here you can find details of University wide regulations that apply to all students:

<http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/AllStudents/Home.aspx>

3 PROGRAMME STRUCTURE AND CONTENT

3.1 Programme structure and level of study

The Diploma is validated by the Open College Network and is recognised as an entry qualification for the University of Bolton and other Higher Education bodies.

An Access to HE Diploma is awarded to students gaining the appropriate number of credits to qualify for the award. Each credit represents 10 hours of learning time. These 10 hours comprise both the time spent in class and your own private study time. Credits are awarded as units of assessment are successfully completed.

Most units on this programme carry three credits (representing 30 hours of learning time), and in order obtain the Diploma you must obtain a total of 60 credits.

The units of study divide into four groups:

Core Units

English Literature Units

Education Studies Units

Additional Study Skills Units

Some of the core units are equivalent to GCSE level (known as Level HE2) but the vast majority are the equivalent of A-level study (Level HE3).

Core Units studied are:

- Essay Writing
- Oral Presentation

- Numbers and their use
- Study skills
- Word Processing

English Literature Units studied are:

- Appreciating poetry
- Appreciating a novel
- Appreciating a play
- The short story
- Shakespeare

Education Units studied are:

- Learning and Gender
- Educational Theory and the Child
- The Learning Environment
- Learning Difficulties
- Education Policy for Inclusive Learning

Additional Study Skills Units are:

- Reflective practice
- Information technology
- Developing and using research skills
- After Access

Details of all these units can be found later in this handbook

4 SUPPORT FOR STUDENTS

4.1 Programme management and delivery

The programme is led by Allan Parkinson (who is also Programme Leader for BA English) and Karen Gomoluch (who is also Programme Leader for BA Education). Allan Parkinson is a novelist as well as a tutor. Karen Gomoluch has wide experience of teaching in further, adult and higher education. Both of us are here to help you to succeed; do not be afraid to ask if you need advice or support.

There will be a Unit Tutor for each Unit of your programme, and these tutors will be drawn from the BA programmes. You will be taught by university lecturers throughout your course. If you have particular questions about an element of the course, please refer first to the appropriate Unit Tutor. Your tutors are committed to helping your learning. Most of the units will be taught in groups, but some are likely to include small group or one-to-one tutorials.

You will have a personal tutor who will be able to help you with non-academic queries or problems. You can find details of the role of the personal tutor in the school handbook, which can be accessed from the school web site: <http://www.bolton.ac.uk/AME/>

Class meetings will be spread over two days a week. Full time students will attend both days. Part time students will attend one day. It is possible that individual tutorials will be organised outside these times. In addition there may visits (to the theatre, for instance) which will take place outside, and in addition to, class meetings.

4.2 Key Personnel

Key Personnel				
Name	Position	Location	Tel	Email
Allan Parkinson	Programme Leader (English)	T4-44	3256	ap1@bolton.ac.uk
Karen Gomoluch	Programme Leader (Education)	T4-62	3342	kg1@bolton.ac.uk

See also the online “Staff Search” at <http://data.bolton.ac.uk/staffsearch/StaffSearch.php>
This enables you to locate contact details for every member of the University’s staff.

4.3 Induction

At the beginning of your programme you will receive an induction which will introduce you to:

- the programme – structure, content and assessment
- tutors
- management personnel (e.g., Programme Leader)
- roles and responsibilities of key personnel
- facilities at University of Bolton (including the library and online facilities)

4.4 Programme support

Academic support is offered by Unit tutors in the first instance. If you have a query about a particular element of your course please talk to the appropriate unit tutor in the first instance.

Academic support is also offered by the programme leaders, Allan Parkinson and Karen Gomoluch. They can respond to queries about any element of the academic programme.

Staff have regular 'drop in' times, and these are displayed on staff office doors.

You will have a personal tutor who can help with pastoral support and help guide you to other sources of help.

The school office (T4 – 002) will help guide you in administrative matters.

Check out also the various support services offered by Student Services:

<http://www.bolton.ac.uk/Students/AdviceAndSupport/StudentServices/Home.aspx>

The Students union also is invaluable:

<http://www.ubsu.org.uk/>

4.5 Student Liaison Officer

There is a Student Liaison Officer for the School of Arts, Media and Education. The University's Student Liaison Officers can help students to get the most out of their time whilst they are University of Bolton students by providing:

- a confidential listening ear;
- advice, information and guidance about University support services;
- support to help them develop their skills for studying;
- a means to feed back their views to the University.

Please contact the Student Liaison Officer for details of drop-in times, workshops and appointment availability. You can find further information about the University's Student Liaison Officers and the service they provide at:

<http://www.bolton.ac.uk/Students/AdviceAndSupport/StudentLiaisonOfficers/Home.aspx>

4.6 Student representatives and programme committee

The Programme Committee meets periodically and includes student representatives chosen by the students themselves.

Information about being a student rep is available on the Student's Union website at:

<http://www.ubsu.org.uk/>

Click 'Student Representation'.

The Programme Committee is part of the University's quality assurance system. It comprises staff who teach on the programme, the Programme Leader and student representatives. The committee is a place where changes to the programme, problem areas and positive aspects about the programme are raised and discussed.

Student feedback is sought on a continuing basis through discussion and the completion of questionnaires as we believe that you, as participants, are invaluable in helping to maintain and improve the quality of the provision.

4.7 Mitigating Circumstances

Please refer to the AME School Handbook for information on "mitigating circumstances" – which is about what to do if illness or other factors beyond your control affect your performance in assessment.

4.8 Complaints

We hope that if you feel dissatisfied with any aspect of your programme you will approach the personnel identified above and the problem will be resolved to your satisfaction. However, should you wish to make a formal complaint refer to the AME School Handbook where the procedure is explained and further information identified.

4.9 Support for part-time students

Part time students have access to all support structures offered to full time students.

4.10 Students with disabilities, learning difficulties or specific needs

Please refer to the AME School Handbook and www.bolton.ac.uk for information relating to assessment for students with disabilities or affected by special circumstances.

5 ACCOMMODATION

5.1 Teaching accommodation

Teaching will for the most part be in seminar rooms and could be located in any part of the campus.

5.2 Programme-specific learning resources and facilities

This programme will use books, handouts, video, radio, internet and a variety of new media.

6 TEACHING AND LEARNING

6.1 Teaching and learning methods

A wide variety of teaching and learning strategies are used on this course. They include lectures and presentations delivered by tutors, seminar discussion, small group workshops, small group tutorials and one to one tutorials. There are likely to be visiting speakers and outside visits.

Our aim at all times is to deliver a stimulating, challenging and engaging programme of study, to help you broaden and deepen your knowledge and develop the essential skills to study for a degree.

It will be apparent from the teaching and learning strategies and the assessment strategies below that engaging fully in the course process is important. It follows that attendance is important. Students who do not attend and engage fully with the course process will put at risk their chances of success, and could put at risk the success of their peers. More information about attendance requirements can be found in the School Handbook.

7 ASSESSMENT

7.1 Assessment strategy and methods

A wide variety of assessment methods are used on this course. Amongst the most common are: Essays, personal presentations, portfolios, creative writing, logbooks and research reports. Two units have time-constrained assessment (a short examination).

Whatever form of assessment is chosen your tutors will be working to help you develop the skills and understanding necessary to complete them successfully.

The assessment strategy for the course is designed to ensure that students achieve the stated learning outcomes for units studied, for the course as a whole. Each unit has clearly identified learning outcomes, and the nature and type of assessment for that unit is clearly linked to these learning outcomes. Full unit specification is available at the end of this handbook. These unit specifications clearly identify the aims of the unit, the expected learning outcomes and the manner in which these outcomes are to be assessed.

7.2 Assessment criteria

This course provides an opportunity for you to experience the assessment approach commonly adopted in Higher Education. In assessing your work, lecturers are looking for you to progress and develop a variety of skills – to analyse literature, for instance, in a clear and focused way, to think critically, to bring together elements of an argument or explanation and express this clearly, to evaluate, and to consider what is strong or weak in an argument or piece of creative work.

Specific assessment criteria will vary from assignment to assignment. They will be given to you as part of the description of the assignment and will be made clear to you before you embark on any task. The unit specifications (at the end of this document) offer you some preliminary guidance, but your tutors will talk about each assignment, and you are likely to have an assignment handout for most of them.

You will not be given a numeric or percentage grade on this course. The three grades you can achieve are 'Pass', 'Merit' or 'Distinction'.

Students not meeting the 'Pass' grade will have the opportunity to repeat the assignment and be regraded.

For a detailed description of the Open College Network's grading system for 'Merit' and 'Distinction' please see Appendix One.

7.3 Procedure for moderation of assessments

Each Access Course has an *Internal Verifier* whose responsibility is, amongst other things, to ensure the fairness and accuracy of grades awarded. This Verifier sees a sample of all work submitted and ensures the grades are fair and the feedback useful and focussed.

7.4 Referencing

Please see the AME Student Handbook which contains useful "Quick Start" guidance on both Harvard and Numeric referencing. In this course the Harvard system of citation is used.

7.5 Use of unfair means: cheating, copying, plagiarising

"Unfair means" includes copying the work of others (plagiarism) and passing it off as your own, and other forms of cheating in examinations and coursework. See the AME School Handbook for **vital** advice on how to avoid this and to be made aware of what will happen to you if you use unfair means.

7.6 Feedback on assignments and assignment deadlines

The purpose of feedback is to enable you to identify those areas where you are doing well, and those where improvement is needed. Assessment also aims to give you guidance on how to improve your work in future.

Your tutors will give written feedback on all assessment criteria for the assignment and for each grade descriptor (Pass, Merit or Distinction).

Feedback on individual items of assessment can be formal or informal. Feedback is not just your grade, nor even just the comments written on your coursework: it is advice you get from your tutor and sometimes your peers about how your work is progressing; how well you have done; what further things you might do. It might be spoken advice, or written on a form, or it might be in an email or a text: it is all feedback, and it all contributes to your development.

You will be given a deadline for each assignment. If you are unable to meet this deadline, you must contact the unit tutor and request an extension in advance of the hand-in date. If your tutor considers your reasons for missing the hand-in date are acceptable, you can agree a new deadline which should be no more than 2 weeks later. If you do not request an extension in advance, then the most you can get for the assignment is a pass grade.

7.7 Relevant University assessment regulations

The assessment regulations that apply to this programme are located at:

<http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/AllStudents/Home.aspx>

under the section on “Regulations, policy and procedures”.

There you will find the regulations for all study programmes.

Please also refer to the AME School Handbook which includes information on the ways in which the University’s policies, procedures and regulations are implemented in this School.

UNIT Outlines

UNIT TITLE: Learning and Gender

LEVEL: Three

CREDIT VALUE: 3

UNIT CODE: EE2/3/GM/170 QAA

GRADE DESCRIPTORS:

1 Understanding of the subject

7 Quality

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Show how school impacts on girls and boys.	1.1. Identify their own experiences of schooling and link to general trends. 1.2. Use recent relevant data and research to illustrate general trends and changing patterns of participation.
2. Examine the impact that schooling has on gender inequality.	2.1. Define the concepts of hidden curriculum and gendered subjects. 2.2. Evaluate the experiences of different groups of girls and women.
3. Evaluate feminist perspectives on education and schooling.	3.1. Identify the different feminist viewpoints on education and schooling. 3.2. Evaluate the key characteristics of the different feminist perspectives as they apply to education and schooling.

UNIT TITLE: The Learning Environment

LEVEL: Three

CREDIT VALUE: 3

UNIT CODE: GA1/3/GM/609

QAA GRADE DESCRIPTORS:

1	Understanding of the subject
7	Quality

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand some social and psychological factors which contribute to education.	1.1. Evaluate some social factors which contribute to a learning situation. 1.2. Evaluate some psychological factors which contribute to a learning situation.
2. Show an understanding of group process in learning.	2.1. Analyse the composition and function of groups.
3. Recognise different methods to promote individual learning.	3.1. Discuss methods to promote independence and autonomy in learners.

UNIT TITLE: Education Policy for Inclusive Learning

LEVEL: Three

CREDIT VALUE: 3

UNIT CODE: HC8/3/GM/004

QAA GRADE DESCRIPTORS:

1	Understanding of the subject
2	Application of knowledge
5	Communication and presentation
7	Quality

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate an awareness of the need for multi racial strategies within educational policy and provision.	1.1. Analyse the main issues concerning effective planning and implementation of multi-racial educational strategies.
2. Demonstrate knowledge of the strategies employed in the provision of education for those with learning difficulties or disabilities.	2.1. Assess the merit of inclusive and discrete provision for those with learning difficulties or disabilities.
3. Understand and comprehend the importance of coherent equal opportunities strategies in education policy.	3.1. Interpret the term 'educationally disadvantaged' with reference to the factors contributing to educational disadvantages.

UNIT TITLE: Learning Difficulties

LEVEL: Three

CREDIT VALUE: 3

UNIT CODE: GA1/3/GM/606

QAA GRADE DESCRIPTORS:

1	Understanding of the subject
2	Application of knowledge
4	Use of information
7	Quality

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Show an awareness of the causes and implications of one learning difficulty.	1.1. Evaluate, using current research, the causes and implications of one learning difficulty.
2. Recognise one of the services and the role that it plays in supporting children with learning difficulties and/or physical disabilities.	2.1. Analyse one service and the role it plays in supporting children with learning difficulties and/or physical disabilities.
3. Demonstrate a knowledge of support strategies for one named learning difficulty.	3.1. Discuss a range of support strategies for one learning difficulty.

UNIT TITLE: Educational Theory and the Child

LEVEL: Three

CREDIT VALUE: 3

UNIT CODE: GA1/3/GM/603

QAA GRADE DESCRIPTORS:

1	Understanding of the subject
2	Application of knowledge
7	Quality

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Recognise different models of teaching.	1.1. Review different models of teaching, such as the pedagogical model, psychological and surface level of analysis.
2. Demonstrate an understanding of at least one theory of cognitive development.	2.1. Evaluate at least one theory of cognitive development such as Piaget or Bruner.
3. Consider the relationship that learning theory has to classroom practice.	3.1. Analyse the relationship between learning theory and classroom practice, such as use of operant conditioning as a method of behaviour control, and teaching strategies.

UNIT TITLE: Appreciating a Play

LEVEL: Three

CREDIT VALUE: 3

UNIT CODE: FC4/3/GM/025

QAA GRADE DESCRIPTORS:

1	Understanding of the subject
2	Application of knowledge
7	Quality

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Recognise themes and subject matter in the play.	1.1. Interrogate and discuss the text. 1.2. Analyse the themes of the play 1.3. Analyse the structure of the play.
2. Understand the role and function of the characters.	2.1. Analyse how characters are revealed through the text. 2.2. Analyse how the words and actions of characters convey the themes of the play.

<p>3. Demonstrate an understanding of the author's style.</p>	<p>3.1. Analyse literary techniques.</p> <p>3.2. Evaluate how style conveys the dramatist's ideas.</p>
<p>4. Show an awareness of aspects of the stagecraft of the play.</p>	<p>4.1. Analyse how the dramatist's ideas in the play are conveyed through aspects of staging.</p>

UNIT TITLE: Appreciation of a Novel

LEVEL: Three

CREDIT VALUE: 3

UNIT CODE: FC4/3/GM/023

QAA GRADE DESCRIPTORS:

1	Understanding of the subject
2	Application of knowledge
7	Quality

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how to analyse a novel.	1.1. Evaluate: plot, character, theme, use of language, imagery and symbolism.
2. Show an understanding of the context of the novel.	2.1. Discuss and evaluate the novel's place within a literacy and historical context

UNIT TITLE: Introduction to Poetry Appreciation

LEVEL: Three

CREDIT VALUE: 3

UNIT CODE: FC4/3/GM/026

QAA GRADE DESCRIPTORS:

1	Understanding of the subject
2	Application of knowledge
7	Quality

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate a knowledge of poetry.	1.1. Analyse a range of individual poems. 1.2. Analyse and evaluate: rhyme, rhythm, imagery, form and theme.
2. Understand the function of poetic techniques.	2.1. Analyse the effects of techniques in a variety of poems

UNIT TITLE: Shakespeare

LEVEL: Three

CREDIT VALUE: 3

UNIT CODE: FC4/3/GM/030

QAA GRADE DESCRIPTORS:

1	Understanding of the subject
2	Application of knowledge
5	Communication and presentation
7	Quality

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the major themes of a Shakespeare play.	1.1. Discuss the major themes of the play.
2. Understand the plot structure of the play.	2.1. Discuss the plot structure and how plots inter-relate.
3. Understand the processes involved in the presentation of the major characters.	3.1. Analyse how major characters are developed. 3.2. Analyse how language is used to reveal personality and motivation.

4. Demonstrate an awareness of the use and dramatic impact of language	4.1. Analyse the imagery used in the play. 4.2. Show an appreciation of how language is used to create mood, feeling atmosphere.
5. Show an awareness of critical reading in their own assessment of the play.	5.1. Discuss interpretations of the play gained from critical reading and which informs their own interpretation. 5.2. Discuss, social and historic implications found within the play

UNIT TITLE: Short Stories

LEVEL: Three

CREDIT VALUE: 3

UNIT CODE: FC4/3/GM/029

QAA GRADE DESCRIPTORS:

2	Application of knowledge
3	Application of skills
7	Quality

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Recognise the themes and concerns of a number of short stories.	1.1. Evaluate and analyse the themes of short texts.
2. Demonstrate an understanding of the ways in which authors of short stories make choice of form, structure and language to express meaning.	2.1. Discuss the narrative viewpoint of a short story and understand its influence on meaning and tone. 2.2. Analyse the varied details of setting or character and assess their contribution to meaning. 2.3. Evaluate and analyse the use of techniques such as irony, symbolism and understatement.

	<p>2.4. Evaluate for what purpose(s) a writer may use dialogue.</p> <p>2.5. Evaluate and identify the nature and impact of the structure of texts.</p>
<p>3. Communicate informed, independent opinions and judgements about short stories.</p>	<p>3.1. Generate an informed personal response to texts with supporting evidence.</p>

UNIT TITLE: Oral Presentation

LEVEL: Three

CREDIT VALUE: 3

UNIT CODE: AF3/3/GM/009

QAA GRADE DESCRIPTORS:

4	Use of information
5	Communication and presentation
7	Quality

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate a knowledge of how to plan a presentation.	1.1. Create objectives for a presentation of at least 10 minutes duration to an audience of several people. 1.2. Define the target audience. 1.3. Analyse the subject matter to plan headings for the presentation.
2. Organise and prepare materials for a presentation.	2.1. Present and organise speaker's notes. 2.2. Produce for use at least one Audio Visual Aid such as Overhead Projector, flipchart, whiteboard, audio tape, computer presentation equipment, handouts.

	<p>2.3. Ensure familiarity with equipment required for a presentation.</p>
<p>3. Perform a presentation and answer questions.</p>	<p>3.1. Perform a presentation using clear language.</p> <p>3.2. Present a variation in voice to aid the listeners' attention.</p> <p>3.3. Present at least one audio Visual Aid.</p>
<p><u>4. Demonstrate how to conclude a presentation.</u></p>	<p>4.1. Present a conclusion to the presentation with a brief oral summary.</p> <p>4.2. Give oral answers to questions from the audience.</p> <p>4.3. Evaluate the success of the presentation against the original objectives, judging audience reaction and asking the opinion of the audience</p>

UNIT TITLE: After Access

LEVEL: Three

CREDIT VALUE: 3

UNIT CODE: HC8/3/WR/001

QAA GRADE DESCRIPTORS:

4	Use of information
5	Communication and presentation
6	Autonomy / Independence
7	Quality

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Recognise own strengths and weaknesses and respond accordingly.	1.1. Complete a realistic self-evaluation of existing academic skills, interests, strengths and weaknesses.
2. Identify and evaluate potential next steps in education.	2.1. Select possible areas of interest in Higher Education. 2.2. Identify realistic options and assess the pros and cons of each option for progression to HE.

<p>3. Evaluate the extent to which these next steps meet their social and personal circumstances and their interest and aspirations.</p>	<p>3.1. Produce a list of criteria related to own personal/social circumstances and interests/aspirations and realistically prioritise this list.</p> <p>3.2. Realistically match the characteristics of HE institutions to the criteria on the list.</p>
<p>4. Consider the financial implications of further study.</p>	<p>4.1. Carry out a feasibility study of student finance and support, and relate this to own personal goals.</p>
<p>5. Select and apply for potential course(s).</p>	<p>5.1. Select courses which realistically meet identified criteria or other appropriate action taken for next step.</p> <p>5.2. Complete a personal statement for application to HE.</p> <p>5.3. Correctly complete an application form for HE.</p>

UNIT TITLE: Reflective Practice

LEVEL: Three

CREDIT VALUE: 3

UNIT CODE: GB7/3/WR/001

QAA GRADE DESCRIPTORS:

4	Use of information
5	Communication and presentation
6	Autonomy / Independence
7	Quality

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Agree targets and plan how these will be met.	1.1. Identify and use sources of information related to learning, HE destinations, career. 1.2. Identify factors which might affect plans. 1.3. Predict possible problems and identify courses of action. 1.4. Obtain advice from tutor, student services, career advisers and agree measurable and realistic targets which clearly state what needs to be achieved. 1.5. Identify and prioritise action points for each target. 1.6. Identify a timescale for the achievement of targets. 1.7. Identify appropriate sources of support

UNIT TITLE: Word Processing**LEVEL: Two****CREDIT VALUE: 3****UNIT CODE: AZ6/2/ME/015**

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Enter and load text.	1.1. Open Word from desktop. 1.2. Enter text with no more than 3 errors. 1.3. Load a saved text file.
2. Edit text.	2.1. Insert, delete or replace text. 2.2. Cut, copy or paste text. 2.3. Proof-read and use spell-checker.
3. Format text.	3.1. Change margins. 3.2. Use left, right or full justification as appropriate. 3.3. Centre text. 3.4. Embolden, underline or italicise text as appropriate. 3.5. Select font and character size as

	<p>appropriate.</p> <p>3.6. Alter line spacing.</p> <p>3.7. Insert page breaks as appropriate.</p>
4. Save and print text.	<p>4.1. Save document to disk with suitable filename.</p> <p>4.2. Print document.</p>
5. Organise data in a document.	<p>5.1. Use indentation.</p> <p>5.2. Use bulleted or numbered list.</p> <p>5.3. Present data (text or numerical) in a table.</p>
6. Insert header and footer.	<p>6.1. Insert relevant data in header and footer.</p> <p>6.2. Insert page numbers.</p>
7. Insert graphics.	<p>7.1. Insert graphical representation (clip art, picture file, Word Art object or chart).</p> <p>7.2. Position image in document as appropriate</p>

UNIT TITLE: Information Technology**LEVEL: Two****CREDIT VALUE: 3****UNIT CODE: CN1/2/GM/003**

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate the use of a word processor.	1.1. Create, format and edit text, name and save files, print files and retrieve and transfer, save files to floppy disk or otherwise appropriate storage media.
2. Demonstrate the use of bitmap images.	2.1. Create bitmap images in an appropriate programme, capture scanned images, format images, save to file and retrieve, print out files.
3. Demonstrate the use of desktop published applications.	3.1. Combine existing text and images into a simple publication, create additional headline text within a DTP programme, produce a basic one page publication, save and retrieve to file and print.
4. Demonstrate the use of CD-ROM equipped machines to research and retrieve information on a given subject and present the result as printed material.	4.1. Access and use multi-media search and retrieval systems in Learning Resource Basis. Use simple search engines for researching authors, subjects and topics related to a simple theme. 4.2. Describe the search and research IT facilities available

UNIT TITLE: Developing and Using Research Skills**LEVEL: Three****CREDIT VALUE: 6****UNIT CODE: HB1/3/GM/035****QAA GRADE DESCRIPTORS:**

2	Application of knowledge
3	Application of skills
4	Use of information
6	Autonomy / Independence
7	Quality

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate an understanding of the use of research methods.	1.1. Identify, explain and use at least two different research methods. 1.2. Evaluate the appropriate use of different methods for a variety of purposes. 1.3. Evaluate the relative importance of specific practical and theoretical factors in the choice of method/design in relation to a particular research topic.

<p>2. Plan and carry out a research project.</p>	<p>2.1. Select a relevant topic of research. Establish research aim(s) and plan appropriate research design and procedures to investigate these aims.</p> <p>2.2. Carry out the research, adhering to procedures and treating participants with respect and sensitivity, showing due attention to ethical considerations.</p>
<p>3. Report on the investigation.</p>	<p>3.1. Produce a research report:</p> <p>(a) using a standard format</p> <p>(b) presenting and interpreting information appropriately</p> <p>(c) critically evaluating findings in relation to aims, previous research and relevant theory.</p> <p>3.2. Use an accepted method of referencing source material.</p>
<p>4. Demonstrate a critical understand of research methodology (ies) used in the investigation.</p>	<p>4.1. Evaluate the strengths and limitations of design and procedures.</p> <p>4.2. Suggest improvements to research design and procedures</p>

UNIT TITLE: Study Skills

LEVEL: Three

CREDIT VALUE: 3

UNIT CODE: HC7/3/GM/028

QAA GRADE DESCRIPTORS:

3	Application of skills
4	Use of information
6	Autonomy / Independence
7	Quality

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Manage time efficiently.	1.1. Devise action plans/activity timetables which meet the demands of the workload.
2. Make notes from a range of sources.	2.1. Produce notes from a variety of sources coherently presented, organised and structured.

<p>3. Retrieve and use information from a range of primary/secondary sources.</p>	<p>3.1. Demonstrate an ability to use appropriate information for academic purposes, eg produces effective literature search for a project.</p> <p>3.2. Implement appropriate research methods, eg questionnaire design and critically evaluate the significance of outcomes.</p>
<p>4. Select relevant information from a text, eg book, CD-ROM etc to support an argument.</p>	<p>4.1. Utilise relevant information which conforms to academic conventions to support argument effectively, eg use conventional referencing system and bibliography in written work</p>

UNIT TITLE: Numbers and their Use**LEVEL: Two****CREDIT VALUE: 3**

UNIT CODE: RB1/2/GM/029 LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate an understanding of numbers and their use.	1.1. Use appropriately terms such as prime number, factor, multiple, reciprocal, inverse, rational and irrational numbers, square, cube, square root and cube root.
2. Perform calculations with integers, fractions, percentages and decimals.	2.1. Carry out calculations involving integers, fractions and percentages with and without the aid of a calculator. 2.2. Convert between fractions, decimals and percentages. 2.3. Perform calculations with negative numbers.
3. Apply calculations to everyday situations.	3.1. Perform estimation and approximations without a calculator, round up to the appropriate number of significant figures of decimal points. 3.2. Perform calculations in commerce involving taxes, interest rates, discounts, currency conversions etc. 3.3. Read simple graphs such as conversion graphs (eg money exchange graphs) distance-time and speed-time graphs). 3.4. Perform calculations using index notation for positive and negative integers and standard form.

UNIT TITLE: Essay Writing

LEVEL: Three

CREDIT VALUE: 3

UNIT CODE: HC7/3/GM/057

QAA GRADE DESCRIPTORS:	Use of information
4	
5	Communication and presentation
7	Quality

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Interpret essay titles and plan essays.	1.1 Produce plans to meet the requirements of the title, ensuring the plans are relevant, complete, sequenced logically and prioritised.
2. Use an appropriate and clear style of writing in at least 1 essay of 1000+ words.	2.1 Use appropriate academic vocabulary. 2.2 Express ideas clearly. 2.3 Ensure the chosen style is appropriate to the type of essay eg discursive, narrative. 2.4 Sustain a transactional academic register where this is required.
3. Demonstrate an appropriate level of essay structure and organisation.	3.1 Use clear, coherent and logical structure and paragraphing.

4. Demonstrate an appropriate level of fluency and accuracy in English.	4.1 Write in fluent, accurate English observing the conventions of grammar, punctuation and spelling.
5. Demonstrate a sustained level of evaluation.	5.1 Evaluate issues and points of view referred to in essays.
6. Use academic referencing.	6.1 Acknowledge all research sources quoted or paraphrased within the essay. 6.2 Provide suitable bibliographies and correctly apply a referencing system.

8 FEEDBACK FROM STUDENTS

As discussed above, we welcome your feedback and hope you will provide feedback on your experiences through Programme Committee, module evaluations, and discussion.

9 HEALTH AND SAFETY AND WELFARE

Please see the AME School Handbook and www.bolton.ac.uk for general information about health and safety at the University, including First Aid and Emergency actions.

When in a work-experience placement organisation, you should follow the organisation's health and safety policy and regulations.

10 STUDENT DISCIPLINE

The University procedures in respect of student discipline apply and can be found at www.bolton.ac.uk.

APPENDIX ONE

OPEN COLLEGE NETWORK GRADE DESCRIPTORS FOR THE ACCESS TO HE DIPLOMA

GRADE DESCRIPTORS FOR THE ACCESS TO HE DIPLOMA

1. UNDERSTANDING OF THE SUBJECT

About this descriptor

This descriptor provides the opportunity to recognise the extent to which a student has acquired the knowledge relevant to the given unit. Knowledge includes fact, theories, models, perspectives, practices and conventions.

Indicative content for Merit :	Indicative content for Distinction:
Using this descriptor	Using this descriptor
Any choice (one or more) from the list a to c.	Any choice (one or more) from the list a to c.
The student, student's work or performance	The student, student's work or performance
a. demonstrates a very good grasp of the relevant knowledge base	a. demonstrates an excellent grasp of the relevant knowledge base
b. is generally informed by the major conventions and practices of the area of study	b. is consistently informed by the major conventions and practices of the area of study
c. demonstrates very good understanding of the different perspectives or approaches associated with the area of study	c. demonstrates excellent understanding of the different perspectives or approaches associated with the area of study

2. APPLICATION OF KNOWLEDGE

About this descriptor

This descriptor provides the opportunity to recognise a student's ability to apply the knowledge that they have acquired. This may be in a wide variety of ways, such as essays, projects, experiments, case studies etc. This ability is distinct from the student's demonstration of the acquisition of knowledge and the actual structure and presentation of the work.

Indicative content for Merit :	Indicative content for Distinction:
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Indicative content for Merit :	Indicative content for Distinction:																								
<p>Using this descriptor: Any choice of bullet points (1 or more) from a, with either b and/or any of the bullet points (1 or more) from c.</p> <p>The student, student's work or performance</p> <p>a. Makes use of relevant</p> <ul style="list-style-type: none"> ▪ ideas ▪ facts ▪ theories ▪ perspectives ▪ models, <p>with either</p> <p>b. breadth or depth that goes beyond the minimum required to Pass,</p> <p>and/or</p> <p>c. very good levels of</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">consistency</td> <td style="width: 33%;">precision</td> <td style="width: 33%;"></td> </tr> <tr> <td>accuracy</td> <td>insight</td> <td></td> </tr> <tr> <td>analysis</td> <td>synthesis</td> <td></td> </tr> <tr> <td>creativity</td> <td></td> <td></td> </tr> </table>	consistency	precision		accuracy	insight		analysis	synthesis		creativity			<p>Using this descriptor: Any choice of bullet points (1 or more) from a, with either b and/or any of the bullet points (1 or more) from c.</p> <p>The student, student's work or performance</p> <p>a. Makes use of relevant</p> <ul style="list-style-type: none"> ▪ ideas ▪ facts ▪ theories ▪ perspectives ▪ models, <p>with both</p> <p>b. breadth and depth,</p> <p>and/or</p> <p>c. excellent levels of</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">consistency</td> <td style="width: 33%;">precision</td> <td style="width: 33%;"></td> </tr> <tr> <td>accuracy</td> <td>insight</td> <td></td> </tr> <tr> <td>analysis</td> <td>synthesis</td> <td></td> </tr> <tr> <td>creativity</td> <td></td> <td></td> </tr> </table>	consistency	precision		accuracy	insight		analysis	synthesis		creativity		
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creativity																									
consistency	precision																								
accuracy	insight																								
analysis	synthesis																								
creativity																									

3. APPLICATION OF SKILLS

About this descriptor

This descriptor provides the opportunity to recognise a student's ability to apply the skills that they have acquired. The term 'skills' can be defined in relation to the content of the unit. It can refer to the intellectual, technical or practical skills students need in their work, such as editing skills in media, laboratory techniques in science, vocal techniques in drama.

However, skills associated with the general researching, finding and use of new information, and general literacy skills are most appropriately dealt with through Grade Descriptors 4 and 5, which address these essential skills for Access to HE students in more detail.

Indicative content for Merit :	Indicative content for Distinction:
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Indicative content for Merit :	Indicative content for Distinction:
<p>Using this descriptor a. and/or b. with any choice (one or more) of the listed items Where a. and b. are both used, the skills, techniques or methods applied in b. must be those selected in a.</p>	<p>Using this descriptor a. and/or b. with any choice (one or more) of the listed items Where a. and b. are both used, the skills, techniques or methods applied in b. must be those selected in a.</p>
<p>The student, student's work or performance</p> <p>a. generally selects appropriate</p> <ul style="list-style-type: none"> ▪ skills ▪ techniques ▪ methods <p>b. applies appropriate (selected or given)</p> <ul style="list-style-type: none"> ▪ skills ▪ techniques ▪ methods <p>with very good levels of</p> <ul style="list-style-type: none"> ▪ confidence ▪ consistency ▪ creativity ▪ innovation ▪ precision ▪ accuracy ▪ efficiency 	<p>The student, student's work or performance</p> <p>a. consistently selects appropriate</p> <ul style="list-style-type: none"> ▪ skills ▪ techniques ▪ methods <p>b. applies appropriate (selected or given)</p> <ul style="list-style-type: none"> ▪ skills ▪ techniques ▪ methods <p>with excellent levels of</p> <ul style="list-style-type: none"> ▪ confidence ▪ consistency ▪ creativity ▪ innovation ▪ precision ▪ accuracy ▪ efficiency

4. Use of information

About this descriptor

This descriptor provides the opportunity to recognise a student's ability to work with new information. They may search for and identify this information for themselves, or it may be provided for them by others at any stage in the course of a piece of work. It describes a number of the skills associated with research and the effective use of information, and is therefore a more appropriate and detailed descriptor for this activity than the less defined coverage of Grade Descriptor 3, Application of skills.

Research skills of this nature are regarded as particularly important for students aspiring to progress to HE in certain disciplines (e.g. Social Science) but may not be appropriate to all disciplines.

Indicative content for Merit :	Indicative content for Distinction:
<p>Using this descriptor Any choice of items (one or more) from the list a to f.</p>	<p>Using this descriptor Any choice of items (one or more) from the list a to f.</p>
<p>The student, student's work or performance</p> <ul style="list-style-type: none"> a. identifies new information from sources which are generally appropriate b. makes some use of additional information c. generally appraises the relevance and value of new information accurately d. shows a very good grasp of the meaning and significance of new information e. generally combines or synthesises information with outcomes that are: <ul style="list-style-type: none"> ▪ accurate ▪ appropriate <p>In practice-based/practical work:</p> <ul style="list-style-type: none"> f. is informed by research that draws on a range of sources and resources that goes beyond the minimum required for the work 	<p>The student, student's work or performance</p> <ul style="list-style-type: none"> a. identifies new information from sources which are consistently appropriate b. makes extensive use of additional information c. consistently appraises the relevance and value of new information accurately d. shows an excellent grasp of the meaning and significance of new information e. consistently combines or synthesises information with outcomes that are: <ul style="list-style-type: none"> ▪ accurate ▪ succinct ▪ innovative ▪ creative <p>In practice-based/practical work:</p> <ul style="list-style-type: none"> f. is informed by research that draws on an extensive range of sources and resources

5. COMMUNICATION AND PRESENTATION

About this descriptor

This descriptor provides the opportunity to recognise a student's ability to structure and present their works in ways that aid the effective communication of their thinking and the reader's and viewer's ability to understand it. It includes all forms of presentation: written, visual, and oral.

Indicative content for Merit :	Indicative content for Distinction:
Using this descriptor Any choice (one or more) of items from the list	Using this descriptor Any choice (one or more) of items from the list
The student, student's work or performance shows very good command of <ul style="list-style-type: none"> ▪ format ▪ structure ▪ use of images ▪ language (including technical or specialist language) ▪ syntax ▪ register ▪ spelling ▪ punctuation ▪ referencing 	The student, student's work or performance shows excellent command of <ul style="list-style-type: none"> ▪ format ▪ structure ▪ use of images ▪ language (including technical or specialist language) ▪ syntax ▪ register ▪ spelling ▪ punctuation ▪ referencing

6. AUTONOMY/INDEPENDENCE

About this descriptor

This descriptor provides the opportunity to recognise a student's ability to take responsibility for how they carry out their work.

Indicative content for Merit :	Indicative content for Distinction:
Using this descriptor Any choice of items (one or more) from the list a to e.	Using this descriptor Any choice of items (one or more) from the list a to e.

Indicative content for Merit :	Indicative content for Distinction:
<p>The student, student's work or performance</p> <ul style="list-style-type: none"> a. makes generally sound judgements about how to complete work b. in most cases takes opportunities to initiate appropriate actions c. specifies problems for completing work and promptly seeks clarification and/or guidance d. responds promptly and effectively to guidance e. demonstrates very good time-management 	<p>The student, student's work or performance</p> <ul style="list-style-type: none"> a. makes consistently sound judgements about how to complete work b. nearly always takes opportunities to initiate appropriate actions c. specifies problems for completing work and independently generates and pursues solutions d. works effectively with a high level of independence e. demonstrates excellent time-management

7. QUALITY

About this descriptor

This descriptor is used in all units. It is deliberately of a different nature and character compared with other descriptors, as it allows for a tutor to make a holistic judgement about a student's work, reflecting the quality of the totality of that work in a way that the grades awarded against individual descriptors may not entirely achieve.

Indicative content for Merit :	Indicative content for Distinction:
Using this descriptor Any choice of items (one or more) from the list a to c.	Using this descriptor Any choice of items (one or more) from the list a to c
The student, student's work or performance a. is structured in a way that is generally logical and fluent b. contains some ambiguities or limitations in the expression of arguments or ideas c. taken as a whole, demonstrates a very good response to the demands of the brief/assignment	The student, student's work or performance a. is structured in a way that is consistently logical and fluent b. arguments and ideas are unambiguous and cogent c. taken as a whole, demonstrates an excellent response to the demands of the brief/assignment