



QUALIFICATION HANDBOOK

for Access to HE centre staff



AIM Awards

Access to HE Diploma (Computing)
40009294



“ All members of the AIM Awards team I have spoken to have been friendly and very helpful. All are experts in their field and offer very sound guidance when asked. They all made the running of the Access programme very smooth indeed and Gradetraka is very easy to use.

Excellent support and always answered any queries very promptly. A joy to work with.

”

Barking and Dagenham College

Document Version History

Version Number	Date	Description
2	12/07/2019	<p>Rules of combination have been amended (page 14) :</p> <p>From " 15 credits must be achieved from any combination of the following subject groups: Work placement, Mathematics"</p> <p>To "15 credits must be achieved from a minimum of two of the following subject groups including mathematics: Computing, Work placement, Mathematics"</p> <p>New units added to the diploma:</p> <p>Big Data CBL142 (page 15)</p> <p>Cyber Security CBL143 (page 15)</p> <p>Mobile Application Development CBL144 (page 16)</p> <p>The Internet of Things CBL145 (page 16)</p> <p>Additional unit: Added 'Sequences and Series' CBH311 mathematics unit to the introductory subject group (page 20)</p>

Contents

Introduction 4

SECTION ONE - QUALIFICATION OVERVIEW

About the Access to HE Diploma 6

About this qualification 9

SECTION TWO - QUALIFICATION STRUCTURE AND UNITS

Qualification structure 13

Units 14

SECTION THREE - ASSESSMENT

Provider staff requirements 21

How this qualification is assessed 24

SECTION FOUR - OPERATIONAL GUIDANCE

Offering this qualification 31

SECTION FIVE - APPENDICES

A Guide to Assessing the AIM Awards Access to HE Diploma 36

[Expression of Interest Form](#) 36

Introduction

Welcome to the AIM Awards Access to HE Diploma (Computing) qualification handbook. This handbook contains everything you need to know about this qualification and is intended for tutors, assessors, Internal Verifiers (IVs), Programme Managers (PMs) and other staff involved with the planning, delivery and assessment.

This is a live document and as such will be updated when required. You will be informed via email when changes are made and it is your responsibility to ensure the most up-to-date version of the qualification handbook is in use.

About us

AIM Awards is a national and international Awarding Organisation. We offer a large number of regulated qualifications at different levels and in a wide range of subject areas, Access to Higher Education Diplomas and End Point Assessments. Our products are flexible enough to be delivered in a range of settings, from small providers to large colleges and in the workplace both nationally and internationally. We pride ourselves on offering the best possible customer service and are always on hand to help you if you have any questions. Our organisational structure and business processes enable us to be able to respond quickly to the needs of customers to develop new products that meet their specific needs.

Section one

Qualification overview

About the Access to HE Diploma

The Access to HE Diploma is:

- a level 3 qualification, regulated by the Quality Assurance Agency for Higher Education (QAA)
- a graded qualification, as determined by the (QAA) Access to HE Grading Scheme
- a unitised qualification, based on units of assessment which are structured in accordance with the (QAA) Access to HE unit specification
- a credit-based qualification, operated in accordance with the terms of the (QAA) Access to HE credit specification

Purpose

The Diploma will enable students to develop the skills and knowledge required to progress onto higher level professional training, education and employment.

Access to HE Diplomas are an important mechanism for widening as well as increasing participation from groups traditionally under-represented in HEIs; it is anticipated that these target groups will typically include some of the following:

- people who have been unemployed/unwaged
- people from ethnic minorities
- parent returners with childcare responsibilities
- people with overseas qualifications seeking to progress onto UK HE programmes

Many of these students will be returning to study after a considerable break from education and may have few formal qualifications. Interview processes should ensure that all applicants accepted onto the programme have the desire to update and enhance their skills and knowledge and the potential and enthusiasm appropriate to this level of study.

Objectives

The objectives of the Diploma fully support the philosophy to:

- provide a framework of study that develops the core skills necessary for successful study and training at a higher level
- introduce students to the key concepts, language, perspectives and methods relevant to their proposed destination
- enable students to undertake the necessary research in preparation for higher study and/or training
- provide a flexible framework of study that enables students to study full-time, part-time, in-service, or via other suitable modes which maximises accessibility and equality of opportunity
- provide a supportive learning environment that includes careers, educational and financial guidance, pastoral support and counselling to enable students to study and to make informed choices about their further progression
- develop students' self-esteem and confidence so that they are able to maximise their learning potential
- allow students to use relevant prior learning in their progression to the next stage of study

The QAA Access to HE Diploma specification

The generic requirements for the Access to HE Diploma are:

- the total credit achievement is 60 credits
- of these 60 credits, 45 credits must be achieved at level 3 from graded units which are concerned with academic subject content, as defined in (QAA) The Access to Higher Education Diploma specification 2013, B5 page 81
- the remaining 15 credits must be achieved at level 2 or level 3 from units which are ungraded

The next section details the specific requirements for this particular Access to HE Diploma qualification.

Student registration

Students undertaking any Access to HE Diploma, whatever their mode of study, must be registered and certificated for units to a maximum value of 60 credits.

Under QAA regulations, credit may be accumulated towards the Access to HE Diploma over 5 years. Each student will follow a learning programme in accordance with the requirements of their named Diploma.

About this qualification

The Access to HE Diploma (Computing) aims to develop student's knowledge and skills in a range of different computing-related professions. Students will learn about different aspects of computing and computational technology. This will enable students to make links between current research in computing and commercial products which is critical to the continuing success of the IT industry and the vital role played by computer scientists in the cutting-edge of new and future technology means students will have different opportunities. Students will develop communication, numeracy and problem solving skills in a computing context.

This qualification also allows students to undertake units in computing, workplacement, mathematics subject groups including Work Based Personal Development, Introduction to Computer Architecture and Calculus units. Throughout the Diploma, students will also develop transferable skills such as working with others in teams, problem solving, effective communication of complex ideas and problem solving.

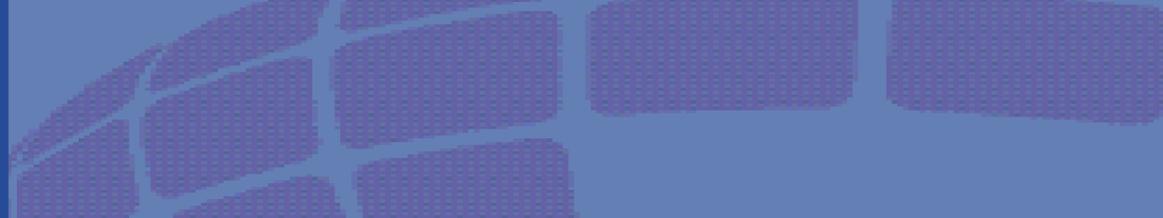
Upon successful completion of this Diploma, students will be able to:

1. understand computational concepts
2. apply problem solving skills in a computing context
3. demonstrate skills using a variety of software applications
4. develop core research, referencing and study skills for success in HE

The qualification prepares students for study at higher education level.

Qualification details

Qualification	
Access to HE Diploma (Computing)	
Assessment	Internally set, internally marked and externally moderated portfolio of evidence. See section three: assessment for further details
Grading	All level three units within the graded element of the Diploma (i.e. 45 credits with academic content) are graded pass, merit or distinction. See section three: assessment for further details. All ungraded units are achieved/not achieved
Geographical coverage	England, Wales
Operational start date	1st August 2019
Review date	31st July 2024
Sector	6.1 ICT Practitioners
Learning Aim Reference	40009294
Minimum student age	N/A
Rules of combination	See section two: qualification structure and units for further details.



Progression opportunities

The aim of this qualification is to prepare students for progression into higher education subjects including, but not limited to:

- computing
- networking
- software engineering
- computer science
- videogame development

Please note: students are strongly advised to contact universities prior to commencing this Access to HE Diploma to check the university's specific entry criteria. The award of a Diploma does not provide guaranteed entry to UK higher education programmes.

Entry guidance

There are no specific entry requirements for this qualification, but it is advised that students have a minimum of level two in literacy and numeracy (or equivalent).

Section two

Qualification structure and units



Qualification structure

Rules of combination

For the achievement of the Access to HE Diploma (Computing) students must achieve 60 credits in total, where:

45 graded credits	
30 credits must be achieved from the following subject group:	Computing
15 credits must be achieved from a minimum of two of the following subject groups including Mathematics:	Computing Work placement Mathematics
15 ungraded credits	
15 credits must be achieved from any combination of the following subject groups:	Study skills Introductory academic

Barred units

This Diploma contains no barred units.

Units

For this Access to HE Diploma, providers may select from the approved units identified below (following the rules of combination specified in section two: qualification structure and units). Select the unit titles to view the unit details and grading criteria (if applicable).

Computing subject group

Subject group	Unit code	Unit title	Level	Credit value	Graded/ungraded
Computing	CBL142	Big Data	Three	3	Graded
Computing	CBH881	Computer Installation and Maintenance	Three	3	Graded
Computing	CBH882	Computer Project	Three	3	Graded
Computing	CBH883	Computer Systems	Three	6	Graded
Computing	CBL143	Cyber Security	Three	6	Graded
Computing	CBH884	Database Applications	Three	3	Graded
Computing	CBH885	Database Development	Three	6	Graded
Computing	CBH886	Digital Portfolios	Three	3	Graded
Computing	CBH887	Information Management in the Workplace	Three	6	Graded
Computing	CBH888	Introduction to Computer Architecture	Three	3	Graded
Computing	CBH889	Introduction to Programming	Three	3	Graded

[Back to Contents](#)

15

Subject group	Unit code	Unit title	Level	Credit value	Graded/ungraded
Computing	CBH890	Introduction to the Internet and Internet Security	Three	6	Graded
Computing	CBK956	Object Oriented Programming	Three	6	Graded
Computing	CBH892	Local Area Networks	Three	3	Graded
Computing	CBH893	Mathematics for Computer Programming	Three	6	Graded
Computing	CBH894	Mathematics for Computing	Three	3	Graded
Computing	CBL144	Mobile Application Development	Three	6	Graded
Computing	CBH895	Network Administration	Three	3	Graded
Computing	CBH896	Networks and Communications	Three	3	Graded
Computing	CBH897	PC and User Support	Three	3	Graded
Computing	CBK957	Programming User Interfaces	Three	6	Graded
Computing	CBH899	Robotics and Control	Three	6	Graded
Computing	CBH900	Spreadsheets	Three	3	Graded
Computing	CBH901	Systems Analysis and Design	Three	6	Graded
Computing	CBL145	The Internet of Things	Three	3	Graded

[Back to Contents](#)

16

Subject group	Unit code	Unit title	Level	Credit value	Graded/ ungraded
Computing	CBH903	Web Server Installation and Database Connectivity	Three	3	Graded
Computing	CBH902	Webpage Design and Production	Three	6	Graded
Computing	CBH904	Website Design Using Digital Imaging and Web Authoring Software	Three	3	Graded
Computing	CBH905	Word Processing	Three	3	Graded

Mathematics subject group

Subject group	Unit code	Unit title	Level	Credit value	Graded/ ungraded
Mathematics	CBH304	Advanced Mathematics 1	Three	6	Graded
Mathematics	CBH305	Advanced Mathematics 2	Three	6	Graded
Mathematics	CBH306	Calculus	Three	3	Graded
Mathematics	CBH307	Exponentials and Logarithms	Three	3	Graded
Mathematics	CBH308	Functions and Graphs	Three	3	Graded
Mathematics	CBH309	Statistics	Three	3	Graded
Mathematics	CBH310	Trigonometry	Three	3	Graded

Work placement subject group

Subject group	Unit code	Unit title	Level	Credit value	Graded/ ungraded
Work placement	CBG157	Work Based Personal Development	Three	3	Graded
Work placement	CBG158	Workplace Organisation	Three	3	Graded

Study skills subject group

Subject group	Unit code	Unit title	Level	Credit value	Graded/ ungraded
Study skills	CBF650	English for Academic Study	Three	3	Ungraded
Study skills	CBF652	IT for Academic Study	Three	3	Ungraded
Study skills	CBF653	Preparing for a Controlled Assessment	Three	3	Ungraded
Study skills	CBF654	Presentation Skills	Three	3	Ungraded
Study skills	CBF655	Producing a Written Assignment	Three	3	Ungraded
Study skills	CBH401	Progression Skills	Three	3	Ungraded
Study skills	CBF656	Research and Referencing	Three	3	Ungraded

Introductory academic subject group

Subject group	Unit code	Unit title	Level	Credit value	Graded/ ungraded
Introductory academic	CBH906	File Management and Security	Three	3	Ungraded
Introductory academic	CBH311	Sequences and Series	Three	3	Ungraded

Assessment

Section three

Provider staff requirements

Delivery and assessment staff

Delivery and/or assessment staff will have the professional competence and skills to teach and assess necessary for the mode(s) of delivery to be used, and the level of subject expertise necessary to teach and assess the units available on the Diploma(s) it is approved to offer.

All staff involved in delivery and/or assessment will have or at least be working towards a level 4 teaching qualification and preferably be experienced in delivery and assessment. They will be familiar with, or receive an induction into:

- Access to HE accreditation
- criterion-referenced assessment
- the QAA grading model and processes
- the AIM Awards moderation system and requirements for quality assurance
- the AIM Awards administrative systems

Staff will have access to and be conversant with all documentation provided by AIM Awards and QAA regarding Access to HE.

Programme management

Each providing institution will ensure that the Diploma will have a named PM who is sufficiently senior to assure AIM Awards of the ability of the provider to deliver the Diploma.

The PM will be responsible for:

- ensuring that the team has the relevant and up-to-date knowledge and expertise to enable students to receive a relevant and appropriate learning experience including advice and guidance
- tracking students' credit achievement to ensure that they meet the required specification for their specific programme of study
- ensuring information, advice and guidance is available for all students about:
 - progression opportunities, for example by arranging visiting speakers such as admissions tutors
 - loans and finance
 - UCAS applications
 - HE requirements, for example GCSEs

- liaising with external bodies such as university departments
- compiling achievement and other student data to AIM Awards requirements
- arranging external moderation with AIM Awards
- liaising with AIM Awards and the CLM
- ensuring that course evaluation takes place, for example preparing for AIM Awards' annual review
- participating in AIM Awards Access to HE events
- ensuring the appropriate induction of new staff to include training in AIM Awards procedures and QAA regulations
- allowing the team to participate in events and activities that are essential for maintaining the quality and academic standards of the Access to HE Diploma

Resources

Providing institutions will ensure that the following minimum requirements are met in relation to:

Staff (see previous section: provider staff requirements)

Each unit will be delivered and assessed by appropriately qualified and experienced staff.

Rooms (for face-to-face delivery)

Teaching rooms will be fit for purpose. Specialist rooms and equipment will be appropriately and adequately resourced. These resources will be maintained and replaced regularly so they remain adequate and up-to-date.

Additional support

All additional support will be provided flexibly and confidentially according to need.

Other support facilities available within the providing institution, such as counselling, careers guidance and financial advice, will operate on a confidential appointments system.

IT equipment

All students have sufficient and adequate access to hardware, software and on-line services to support the delivery of this programme.

Library/resource centres

Libraries/resource centres will have the appropriate level, range and number of texts/resources appropriate for completion of the programme. Opening hours/access will be appropriate for the students on the programmes.

How this qualification is assessed

The assessment strategy for this Diploma will be designed by the provider to ensure that a student's confidence and skills are sufficiently developed in order that they are prepared for the rigorous assessment regimes that they will encounter when they progress onto programmes of study in higher education. The provider must ensure that appropriate quality assurance mechanisms are in place, for example internal moderation, team meetings, standardisation and student representation.

The PM should ensure that a wide range of assessment methods will be used across the Diploma and that individual students will experience diverse opportunities for assessment. Assessment methods could include, where appropriate:

- research projects
- reports
- written assignments/essays
- individual presentation to a group/audience
- role-play/simulation
- observation of student practical ability, i.e. practical experiments
- written tasks/questions and answers, i.e. time-constrained assessment
- integrated assignments
- maintenance of a structured portfolio

Evidence

Assessments will enable students to generate sufficient evidence to cover all assessment criteria for the unit and to demonstrate differentiated achievement. Students will be provided with unit details at the onset of each unit, including details of the assessment and grading requirements for each unit. Where integrated assessments are used, these will clearly signpost the specific unit learning outcomes and grade descriptors/components that are being assessed via the specified task(s).

Guidance on our expectations is available in 'A Guide to Assessing the AIM Awards Access to HE Diploma' available on the AIM Awards website.

Grading

- All units are subject to assessment via the assessment criteria
- All level 3 units within the graded element of the Diploma (i.e. 45 credits with academic content) are graded: Pass, Merit or Distinction
- “Pass” is the achievement of all the assessment criteria in a unit
- Further grading may be considered only when all the assessment criteria are met: grade descriptors (GD) have been assigned as appropriate to each unit by AIM Awards and are detailed on the individual units
- There are statements (components) for merit and distinction for each descriptor
- Tutors, in assignment design, must identify and apply the appropriate GD components. (More complex assignments are likely to include more GDs and components)
- Tutors must record the GD grades for each assignment
- The grade indicators (provisional grades) of all assignments for a unit make up the unit grade profile
- There is NO overall assignment grade. The final grade for a unit is based on the grade indicators in the unit profile as a whole
- All GDs are of equal value although the quality GD-7 grade may be a moderating influence
- The final grade is determined by the median of the GD grades, however the final grade for a unit is based on a holistic view – including professional judgment

For full details of grading regulations providers should consult the QAA grading regulations (published in the QAA Grading Scheme Handbook (September 2013) <http://www.accesstohe.ac.uk/>).

Deadlines

Providers must set deadlines for all work to be submitted for summative assessment. A schedule of assignment deadlines should be produced and shared with students. Students will be advised that the ability to submit work to deadlines is an essential requirement to progress onto higher-level programmes.

Feedback

Students must be provided with clear and constructive feedback which identifies areas of achievement and those where further work is required. Feedback to students should be recorded.

Extensions

Providers must have and clearly state a procedure for students to request an extension to a deadline, and the grounds for approval of an extension.

Late submissions

If an assignment is submitted after the deadline without an extension having been granted and the work does not meet the learning outcomes, there is no opportunity for resubmission except via the referrals process.

Resubmissions

A first submission that fails to meet the assessment criteria is returned to the student (with feedback) for resubmission. Feedback must relate to the assessment criteria but may not make reference to the grade descriptors and components. Resubmission should be within a few days (no longer than a week) and be proportionate to the degree of non-achievement.

A timely resubmission that meets all the assessment criteria is considered for further grading.

Referrals

Requests for referrals will not normally be considered where the total credit value of the units which have already been achieved through referral, or might be achieved as an outcome of a further referral, is more than 15.

A student whose resubmission fails to meet all the assessment criteria may request a referral i.e the opportunity to make a second resubmission. The request is made to the assessor and IV who will collate the evidence and subsequently convey the request to the CLM. The CLM informs the IV and the assessor of the decision. Referrals undergo assessment, internal verification and external moderation.

A referral is capped at a pass.

A complete record of all requests for referrals and their outcomes must be provided for the awards board.

Reasonable adjustments

Reasonable adjustments are adjustments made to an assessment for a qualification so as to enable a student to demonstrate their knowledge, skills and understanding. The nature of any reasonable adjustments depends on the particular requirements as well as on the qualification and assessment methods. Reasonable adjustments are generally not appropriate where the student's particular difficulty directly affects performance in the actual attributes to be assessed.

For internally assessed student work

The IV may give permission for reasonable adjustments for a student without having to apply to AIM Awards for approval, provided that such arrangements do not confer an unfair advantage. The IV must approve and record the details of all reasonable adjustments made at the discretion of the provider and must make this available for external moderation.

Examples of types of evidence:

- Psychologist's report – must be current/valid within two years of the date of the examinations
- Specialist teachers assessment report - must be current/valid within two years of the date of the examinations
- Medical letter – must be specific AND recommend, in detail, the support being requested. For a long term physical/medical condition which is not going to change i.e. hearing/visual impairment – a letter from a doctor/optician or hospital report is acceptable in most cases. A condition which is not permanent, but will not go away, will require a new letter confirming the diagnosis each academic year

Further details are provided in our **reasonable adjustments and special considerations** document available on the AIM Awards website.

Special considerations

Special consideration is consideration given to a student who has temporarily experienced:

- an illness or injury, or
- some other event outside of their control

which has had or is reasonably likely to have had an effect on their ability to take an assessment or on their level of attainment in an assessment. Special consideration is not appropriate for a minor illness or a minor disturbance.

It may not be possible to apply special consideration where an assessment requires the student to demonstrate practical competence. In some circumstances it may be more appropriate to offer the student an opportunity to take the assessment at a later date rather than apply special considerations.

Further details are provided in our **reasonable adjustments and special considerations** document available on our website.

Extenuating circumstances

Providers must have and clearly state an appropriate procedure for dealing with cases of extenuating circumstances, including:

- a clear definition of extenuating circumstances
- procedures that must be followed by students to notify providers of extenuating circumstances that affect the completion or submission of work for assessment
- procedures followed by providers when they have been notified of extenuating circumstances

In most cases notifications of extenuating circumstances may be handled at course level and appropriate action and decisions are taken according to the provider's procedures. Teams must document cases of extenuating circumstances and the action taken.

Recognition of prior learning/credit transfer

Recognition of prior learning (RPL) and transfer of credit exist to enable students to avoid duplication of learning and assessment. A student may claim RPL or transfer of credit against a whole unit or several units. The potential for a student to undertake RPL or credit transfer relies on the PM carrying out effective interview and initial assessment of students to establish their previous qualifications and/or experience. Claims are made and considered on an individual basis and may be permitted where the units studied/credit previously achieved are within the rules of combination of this Diploma. The total proportion of credits awarded or exempted through RPL or credit transfer must not exceed 30 credits, that is 50 per cent of the credits required for the achievement of the Diploma.

Eligibility will be checked by the PM. RPL/credit transfer is likely to be permitted if the qualification/credit achievement or experience has been gained within 5 years of starting the Access programme. If the qualification is older than 5 years, the student's claim must be supported by the provider and evidence provided to the CLM, that the student is working to the level and range of the qualification for which RPL/credit transfer is claimed. Such evidence may take the form of a diagnostic or other test. If satisfied that this is the case, the CLM may approve the RPL/credit transfer.

Appeals

Providers must have and clearly state an appeals procedure that students must follow if they wish to question an assessment decision upon receiving it. If a satisfactory conclusion cannot be reached, then the PM should consult the CLM.

Academic Misconduct

The importance of demonstrating the authenticity of their work and understanding the issue of plagiarism will be explained to students during the induction process. Should accepted practice be breached, providers should follow their institution's malpractice procedure.

Awards board

Following assessment of all students work, the provider must organise an awards board: a formal meeting held shortly after final moderation. The main responsibility of the awards board is the approval of the award of credits, grades and Access to HE Diplomas. Please see the awards board policy on the AIM Awards website for further information.

Operational guidance

Section four

Offering this qualification

Providers wishing to offer this qualification must be an AIM Awards recognised provider. New providers can apply to become a provider using the recognition application process on our website (www.aimawards.org.uk) or by contacting the AIM Awards office. All procedures for the use of this qualification, including approval, registration of students, verification, moderation and certification will be completed through AIM Awards and all providers will have an allocated customer support officer to support them.

Approval to offer this qualification

Approved providers wishing to offer this Access to HE Diploma must:

- complete and submit an Access to HE Expression of Interest
- complete and submit a Qualification Approval Request for the Access to HE Diploma(s) they wish to offer

The minimum requirements for a provider to gain approval to deliver an Access to HE Diploma are:

- a main base, which is in the UK
- a named quality assurance contact for Access to HE provision, and a named senior manager for the consideration of the strategic management of Access to HE provision
- systems to ensure that only students with a UK address (including BFPO) are registered for an Access to HE Diploma
- clear arrangements for the day-to-day operational management and coordination of Access to HE courses
- appropriate facilities and resources at each site, and for each mode of delivery, for the delivery of its approved Access to HE courses
- learning support resources and facilities for Access to HE students, including those with special learning needs
- staff to teach who have the professional competence and skills to teach and assess necessary for the mode(s) of delivery to be used, and the level of subject expertise necessary to teach and assess the units available on the Diploma(s) it is approved to offer
- arrangements for providing pre-course guidance to applicants and criteria for selection and admission to Access to HE courses, which are consistent with QAA's requirements with respect of admissions

- the expertise and resources to provide information, advice and guidance on HE applications and progression opportunities
- systems for maintaining secure records of individual students' registration and achievement
- internal moderation arrangements that meet AIM Awards' requirements
- arrangements for internal course monitoring and self-evaluation, including methods for eliciting and responding to student evaluation and feedback
- procedures and criteria for the recognition of prior learning that meet AIM Awards' requirements
- quality assurance procedures relating to the delivery of provision, including transparent processes for handling appeals and complaints

Providers must make an explicit commitment to cooperate with QAA requirements and the AIM Awards' moderation, standardisation and monitoring procedures and that, in particular, they:

- will deliver recognised Access to HE Diplomas and courses in accordance with the requirements of the definitive Diploma documentation
- will make arrangements for moderator visits and final awards boards as requested by AIM Awards
- will provide information and access to records about assessment, internal moderation and student achievement as requested by AIM Awards
- will allow staff to participate in AIM Awards events and activities that are essential for maintaining the quality and academic standards of the Access to HE Diploma
- will ensure that its public information about Access to HE is accurate and reliable and that any use it makes of the Access to HE logo and wordmark is consistent with QAA's guidance
- will take immediate action to address any issue that poses a threat to the quality or academic standards of the AIM Awards' Access to HE Diplomas or courses, or the integrity or reputation of the Access to HE Diploma, or of QAA, as may be notified to it by AIM Awards
- will not sub-contract any part of its responsibilities for the delivery, assessment and quality assurance of the provision for which it is approved

Admission

Providers must have arrangements for providing pre-course guidance to applicants and criteria for selection and admission to Access to HE courses.

Registration

Once the centre has approval to offer a qualification, you will be able to register students via the AIM Awards Online Portal. Students must be registered onto the correct programme via the Portal (a programme is the student's chosen set of units from the Diploma).

Students undertaking any Access to HE Diploma, whatever their mode of study, must be:

- registered for units to the value of 60 credits
- registered no later than 6 weeks from the start date of their Access to HE course, or before the student makes a formal application to a Higher Education course through UCAS or any other application process, whichever date occurs first. Please note a late registration charge will be made for any registrations received later than 6 weeks from the start of the course

Charges will apply for any changes to a student's registration (for example a change of unit) made later than 12 weeks from the start date of their Access to HE course.

A recommendation for the award of credit (RAC) form will be produced for each programme once students are registered. Providers will be able to download their RAC forms within four weeks of receipt of correctly submitted registrations. Alternatively providers may use AIM Awards' Gradetraka to record and track student's grades throughout the course. At the end of the course a completed RAC may be downloaded or imported from Gradetraka.

Claiming achievement

The RAC is used to claim the students' achievements at the end of the course and details must be checked carefully as these will appear on any certificates issued.

Once the RAC has been correctly completed and received by AIM Awards, certificates and a summary of credit achievement will be produced and issued. Students that have achieved the qualification will be issued with a qualification certificate with details of the qualification and units achieved.

Results will be reported to UCAS.

Fees and charges

The AIM Awards fees and charges brochure includes all qualification charges and is available on our website. Please note that registrations will not be processed if provider fees have not been paid.

Appendices

Section five

APPENDICES AND LINKS

Select an appendix from the list below to view the document.

Appendix

1. A Guide to Assessing the AIM Awards Access to HE Diploma
2. Expression of Interest Form





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