



# AIMQUALIFICATIONS

Handbook for Access to HE Staff



## AIM Qualifications

Access to HE Diploma  
(Health and Social Care)  
4000935X

“

All members of the AIM 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	May 2019	- Missing units added to the diploma <i>'Historical Concepts of Health'</i> CBJ446 ( <i>see page 13</i> ) <i>'Professional Ethics'</i> CBJ447 ( <i>see page 13</i> ) <i>'Understanding Eating Disorders'</i> CBH969 ( <i>see page 13</i> ) <i>'Understanding Mental Health'</i> CBH970 ( <i>see page 13</i> ) <i>'Welfare Policy'</i> CBH448 ( <i>see page 15</i> )
3	December 2019	- Incorrect unit code amended ( <i>see page 18</i> ): <i>'Maths in a Health and Care Context'</i> CBL069
4	July 2020	- Document Re-branded



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## Introduction

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Welcome to the AIM Qualifications Access to HE Diploma (Health and Social Care) 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 Qualifications 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.



# Qualification Overview

## Section One

### About the Access to HE Diploma

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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 five 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 (Health and Social Care) aims to develop student's understanding of health and social care, theory and practice, and the skills required for effective practice.

Students will have the opportunity to look at how ethical, legal, social, economic and political factors influence the provision and development of services. Throughout the Diploma, students will also develop transferable skills such as approaching issues from different perspectives, working with others, interpreting information and research and referencing.

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

1. approach health and social care from different perspectives
2. recognise structural and societal factors that shape health and social care
3. explain the importance of health and social care in contemporary Britain
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	
<b>Access to HE Diploma (Health and Social Care)</b>	
<b>Assessment</b>	Internally set, internally marked and externally moderated portfolio of evidence. <a href="#">See section three: assessment</a> for further details
<b>Grading</b>	All level three units within the graded element of the Diploma (ie 45 credits with academic content) are graded <b>pass, merit</b> or <b>distinction</b> . <a href="#">See section three: assessment</a> for further details.  All ungraded units are achieved/not achieved
<b>Geographical coverage</b>	England, Wales
<b>Operational start date</b>	1st August 2019
<b>Review date</b>	31st July 2024
<b>Sector</b>	1.3 Health and Social Care
<b>Learning Aim Reference</b>	4000935X
<b>Minimum student age</b>	N/A
<b>Rules of combination</b>	<a href="#">See section two: qualification structure and units</a> 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:

- health and social care
- social work
- nursing
- occupational health

**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).

## Qualification Structure and Units



## Rules of combination

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

45 graded credits	
15 credits must be achieved from the following subject group:	Health studies
30 credits must be achieved from any combination of the following subject groups:	Human biology Law Sociology and social policy Psychology Practical scientific project
15 ungraded credits	
15 credits must be achieved from any combination of the following subject groups:	Study skills Introductory academic

### Barred units

This Access to HE Diploma contains barred units; barred units cannot be used together in the achievement of the qualification. These are detailed in the next section under each individual subject group.

## 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).

### Human Biology subject group

Subject group	Unit code	Unit title	Level	Credit value	Graded/ungraded
Human Biology	CBH282	Biochemistry	Three	3	Graded
Human Biology	CBH283	<b>Biological Communication Systems**</b>	Three	3	Graded
Human Biology	CBH284	Body Systems: Cardiac and Respiratory	Three	3	Graded
Human Biology	CBH285	<b>Cell Biology and Biochemistry**</b>	Three	6	Graded
Human Biology	CBH286	Genetics	Three	3	Graded
Human Biology	CBH287	Homeostasis and the Endocrine System	Three	3	Graded
Human Biology	CBH288	Human Evolution	Three	6	Graded
Human Biology	CBH289	Human Respiratory and Cardiac Systems	Three	6	Graded
Human Biology	CBH290	Infectious Diseases	Three	3	Graded
Human Biology	CBH291	<b>Inheritance and Genetic Engineering**</b>	Three	6	Graded
Human Biology	CBH292	<b>Inherited Diseases**</b>	Three	3	Graded
Human Biology	CBH293	<b>Nutrition and Digestion**</b>	Three	3	Graded
Human Biology	CBH294	<b>Physiology and Digestive Processes**</b>	Three	6	Graded
Human Biology	CBH295	<b>Regulation and Control**</b>	Three	6	Graded





### Human Biology subject group CONT.

Subject group	Unit code	Unit title	Level	Credit value	Graded/ungraded
Human Biology	CBH296	Reproduction	Three	3	Graded
Human Biology	CBH297	Skeleton and Muscles	Three	3	Graded
Human Biology	CBH298	<b>The Nervous System**</b>	Three	3	Graded

#### \*\*Barred units

1. Physiology and Digestive Processes CBH294 is **barred against** Nutrition and Digestion CBH293
2. Physiology and Digestive Processes CBH294 is **barred against** Regulation and Control CBH295
3. Regulation and Control CBH295 is **barred against** Biological Communication Systems CBH283
4. Biological Communication Systems CBH283 is **barred against** The Nervous System CBH298
5. Inheritance and Genetic Engineering CBH291 is **barred against** Inherited Diseases CBH292
6. Human Cell Biology CBH299 is **barred against** Cell Biology and Biochemistry CBH285

### Health Studies subject group

Subject group	Unit code	Unit title	Level	Credit value	Graded/ungraded
Health studies	CBH956	A Medical Condition	Three	3	Graded
Health studies	CBH957	Care in the Community	Three	3	Graded
Health studies	CBH958	Care Planning	Three	3	Graded
Health studies	CBH959	Complementary and Alternative Medicine and Therapies	Three	3	Graded
Health studies	CBH960	Demography and Planning	Three	3	Graded

### Health Studies subject group CONT.

Subject group	Unit code	Unit title	Level	Credit value	Graded/ungraded
Health studies	CBH961	Ethics and Inequalities in Health	Three	3	Graded
Health studies	CBH962	Foundations of Health Care Practice	Three	3	Graded
Health studies	CBH963	Health in a Medicalised World	Three	3	Graded
Health studies	CBH964	Health Promotion	Three	6	Graded
Health studies	CBJ446	Historical Concepts of Health	Three	3	Graded
Health studies	CBH965	Inequality in Health and Social Care	Three	3	Graded
Health studies	CBK967	Leadership and Management in Health and Social Care	Three	6	Graded
Health studies	CBH966	Nutrition and Lifestyle	Three	3	Graded
Health studies	CBK968	Person-Centred Practice in Health and Social Care	Three	6	Graded
Health studies	CBJ447	Professional Ethics	Three	3	Graded
Health studies	CBH967	Social Service Provision for Adults	Three	3	Graded
Health studies	CBH999	Social Service Provision for Children and Families	Three	3	Graded
Health studies	CBH968	The National Health Service	Three	3	Graded
Health studies	CBH969	Understanding Eating Disorders	Three	3	Graded
Health studies	CBH970	Understanding Mental Health	Three	3	Graded



### Law subject group

Subject group	Unit code	Unit title	Level	Credit value	Graded/ungraded
Law	CBF752	Human Rights	Three	3	Graded
Law	CBF759	The Law in Social Work	Three	6	Graded

### Sociology and Social Policy subject group

Subject group	Unit code	Unit title	Level	Credit value	Graded/ungraded
Sociology and social policy	CBH381	Race and Ethnicity	Three	6	Graded
Sociology and social policy	CBH372	Agencies of Social Control	Three	3	Graded
Sociology and social policy	CBH373	Class and Stratification	Three	6	Graded
Sociology and social policy	CBH374	Crime and Deviance	Three	6	Graded
Sociology and social policy	CBH375	Equality and Diversity	Three	6	Graded
Sociology and social policy	CBH376	Ethical Issues in Social Policy	Three	3	Graded
Sociology and social policy	CBH377	Historical Development of Social Policy	Three	3	Graded
Sociology and social policy	CBH378	Inequalities in Health and Social Care	Three	3	Graded
Sociology and social policy	CBH379	Neoliberalism and Social Policy	Three	3	Graded
Sociology and social policy	CBH380	Post War Development of Social Policy	Three	3	Graded
Sociology and social policy	CBH449	Professional Communication in Social Work	Three	3	Graded

### Sociology and Social Policy subject group CONT.

Subject group	Unit code	Unit title	Level	Credit value	Graded/ungraded
Sociology and social policy	CBH382	Research Methods in Sociology	Three	3	Graded
Sociology and social policy	CBH383	Sex and Gender Studies	Three	6	Graded
Sociology and social policy	CBH384	Social Class in 21st Century Britain	Three	3	Graded
Sociology and social policy	CBH385	Social Work Practice with Key Client Groups	Three	6	Graded
Sociology and social policy	CBH386	Sociology of Education	Three	6	Graded
Sociology and social policy	CBH387	Sociology of Health	Three	3	Graded
Sociology and social policy	CBH388	Sociology of Identity	Three	3	Graded
Sociology and social policy	CBH389	Sociology of Religion	Three	3	Graded
Sociology and social policy	CBH390	Sociology of the Family	Three	3	Graded
Sociology and social policy	CBH391	Sociology of Welfare and Poverty	Three	3	Graded
Sociology and social policy	CBH392	The Sociology of the Mass Media	Three	6	Graded
Sociology and social policy	CBH393	Understanding the Digital Age	Three	3	Graded
Sociology and social policy	CBH394	What is Culture?	Three	6	Graded
Sociology and social policy	CBH448	Welfare Policy	Three	3	Graded
Sociology and social policy	CBH396	Youth and Popular Culture in Britain	Three	3	Graded



### Psychology subject group

Subject group	Unit code	Unit title	Level	Credit value	Graded/ungraded
Psychology	CBH351	Abnormal Psychology	Three	3	Graded
Psychology	CBH352	Behaviourism	Three	3	Graded
Psychology	CBH353	Carrying out Research in Psychology	Three	6	Graded
Psychology	CBH354	Cognitive Developmental Psychology	Three	3	Graded
Psychology	CBH355	Conformity and Obedience	Three	3	Graded
Psychology	CBH356	Controversial Issues in Psychology	Three	6	Graded
Psychology	CBH357	Early Social Development	Three	3	Graded
Psychology	CBH358	Health Psychology	Three	3	Graded
Psychology	CBH359	Key Studies in Child Development	Three	3	Graded
Psychology	CBH360	Key Studies in Psychology	Three	6	Graded
Psychology	CBH361	Memory	Three	3	Graded
Psychology	CBH447	Perceptual Processes	Three	3	Graded
Psychology	CBH363	Pro-social and Anti-social Behaviour	Three	3	Graded
Psychology	CBH364	Psychology as Science	Three	3	Graded
Psychology	CBH365	Psychopathology	Three	3	Graded
Psychology	CBH367	The Psychology of Relationships	Three	3	Graded
Psychology	CBH368	Treatment and Therapies	Three	3	Graded
Psychology	CBH369	Understanding Stress	Three	3	Graded

### Practical Scientific Project subject group

Subject group	Unit code	Unit title	Level	Credit value	Graded/ungraded
Practical scientific project	CBG136	Practical Scientific Project	Three	6	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	CBH299	<b>Human Cell Biology**</b>	Three	3	Ungraded
Introductory academic	CBH971	Infection Control	Three	3	Ungraded
Introductory academic	CBH300	Introduction to Human Biology	Three	3	Ungraded



## Introductory Academic subject group CONT.

Subject group	Unit code	Unit title	Level	Credit value	Graded/ungraded
Introductory academic	CBL069	Maths in a Health and Care Context	Two	3	Ungraded
Introductory academic	CBH972	Models of Health	Three	3	Ungraded
Introductory academic	CBH370	Perspectives in Psychology	Three	3	Ungraded
Introductory academic	CBH371	Research Methods in Psychology	Three	3	Ungraded
Introductory academic	CBJ383	Role and Responsibilities of Health Care Professionals	Three	3	Ungraded
Introductory academic	CBH397	Social Divisions	Three	3	Ungraded
Introductory academic	CBH398	Sociological Theory - An Introduction	Three	3	Ungraded

**\*\*Barred units**

1. Human Cell Biology CBH299 is **barred against** Cell Biology and Biochemistry CBH285



## Provider staff requirements

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### 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 Qualification moderation system and requirements for quality assurance
- the AIM Qualification administrative systems

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

### Programme management

Each providing institution will ensure that the Diploma will have a named Programme Manager (PM) who is sufficiently senior to assure AIM 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 requirements
- arranging external moderation with AIM
- liaising with AIM and the Centre Lead (CL)
- ensuring that course evaluation takes place, for example preparing for AIM's annual review
- participating in AIM Access to HE events
- ensuring the appropriate induction of new staff to include training in AIM 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

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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, ie practical experiments
- written tasks/questions and answers, ie 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 ['Access to HE: being an AIM access centre guide'](#) available on the [AIM website](#).



## Grading

- All units are subject to assessment via the assessment criteria
- All level 3 units within the graded element of the Diploma (ie 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 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) [www.accesstohe.ac.uk](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 ie 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 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 teacher's 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 ie 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 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 five years of starting the Access programme. If the qualification is older than five 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 ['Access to HE: awards board policy'](#) on the [AIM website](#) for further information.



## Offering this qualification

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Providers wishing to offer this qualification must be an AIM recognised provider. New providers can apply to become a provider using the recognition application process on our website ([www.aim-group.org.uk](http://www.aim-group.org.uk)) or by contacting the AIM office. All procedures for the use of this qualification, including approval, registration of students, verification, moderation and certification will be completed through AIM 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](#) form
- 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's 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's 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 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
- will provide information and access to records about assessment, internal moderation and student achievement as requested by AIM
- will allow staff to participate in AIM 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 Qualifications 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.
- 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 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 six 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 six 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's 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, 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 [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 and Links



## Appendices and Links

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

### Useful Links

Link 1 - [Access to HE awards board policy](#)

Link 2 - [Access to HE being an AIM Access centre guide](#)

Link 3 - [Access to HE expression of interest](#)

Link 4 - [Access to HE website](#)

Link 5 - [AIM Centre handbooks and forms](#)

Link 6 - [Fees and Charges](#)

Link 7 - [Reasonable adjustments and special considerations](#)



AIM

Qualifications and Assessment Group



+44 (0)1332 341822



enquiries@aim-group.org.uk



www.aim-group.org.uk

AIM Qualifications and Assessment Group

3 Pride Point Drive

Pride Park

Derby

DE24 8BX