

Welcome to the spring edition of AIM's **Compliance Newsletter** which works hand in hand with our **Compliance Forums**, launched in October 2023. These forums delve deeper into compliance topics, offering in-depth discussions, guidance on educational compliance, and a focus on specific AIM Qualification and Assessment Group policies.

### Dates for your diary

- **14 June 2024** - Next Compliance Forum of the summer term
- **July 2024** - Compliance Update Issue 4

### Annual Declaration Process

Following the successful launch of our annual declaration process in October 2023, the quality team are now in the process of reviewing actions set post review. If you have not yet reviewed and submitted your annual declaration actions, please do so as a matter of urgency.

To ensure timely launch of the 2024 – 2025 Annual Declaration, the quality team will be providing training sessions in June and July, ready for an early launch in August 2024. Centres will receive notification of training dates and annual declaration launch dates and deadlines by the end of May 2024.

If you have any questions or require support, please contact the quality team ([quality@aimgroup.org.uk](mailto:quality@aimgroup.org.uk)).

### Artificial Intelligence (AI)

JCQ updated their guidance on AI in February 2024 and produced an easy to follow article outlining the changes and new supporting documentation. They have updated the guidance to include the following:

- Real-life candidate malpractice examples involving AI
- How to authenticate private candidate work
- Clearer guidance on marking student use of AI tools and the use of AI tools by assessors when marking, with real-life examples
- Expanded the list of AI tools and AI detection tools

JCQ value the non-examination based assessments and opportunities these assessments give learners to demonstrate skills that cannot be assessed in exams. By responding to AI developments in the right ways these assessments can continue to provide a valuable means of assessing learners. In addition, JCQ recognise that tutors know their learners and are best placed to identify if learner work is authentic. Tutors continue to play a key role in ensuring that only the learner's own work is assessed, and any concerns are carefully investigated.

The guidance clearly states AOs are to take action, such as sanctions, where tutors are knowingly accepting or failing to check assessments.

JCQ have also produced a range of support materials for schools and colleges:

- Posters for students
- Information sheets for tutors

- PowerPoint which can be used by college SLTs to inform tutors on understanding and preventing the misuse of AI
- PowerPoint which tutors can use with students which can be used to help them better understand the rules for use of AI

### Useful links:

- [Updating the JCQ guidance on AI Use in Assessments - JCQ Joint Council for Qualifications](#)
- [AI-Use-in-Assessments Feb24 v3.pdf \(jcq.org.uk\)](#)
- [Malpractice - JCQ Joint Council for Qualifications](#)
- [Use of artificial intelligence in education delivery and assessment - POST \(parliament.uk\)](#)

## MIS system (Quartzweb)

The compliance teams continue to work on transitioning the processes and forms across to the Quartzweb portal. We are currently on target to provisionally launch the centre recognition application process on Quartz for the beginning of May, and qualification application process for mid-May/end of June 2024. All centres will receive communication to confirm the launch date, along with guidance documents and dates for drop-in training sessions.

## Policies

As an awarding organisation, we are committed to continuous improvement. As part of this commitment, we regularly review and update our policies to ensure they remain relevant and aligned with the latest developments in the education sector. Our policies and procedures are currently undergoing an annual review process, and the updated versions will be ready for implementation by the beginning of June. Please ensure all staff within your centre are aware of the policies and embedding the responsibilities outlined in policies within their practices. All our policies can be found on the website [Policies and Procedures](#).

Here's a rewritten version of the statement:

Please note that downloaded copies of our policies might not reflect the most recent updates. For the latest information and accurate details, please refer to the version available on the AIM website.

## Ofqual Update

Ofqual have released an update for the VTQ information hub 2023 to 2024 and has provided key dates and deadlines. Please follow the link: [Ofqual: rolling update - GOV.UK \(www.gov.uk\)](#)

## External Assessment

### Conflicts of Interest: Centre staff completing AIM qualifications

Any centres who have staff wishing to complete an AIM qualification must declare conflicts of interest to AIM using a [Conflict of Interest form](#), and await approval before starting delivery of the qualification. Conflicts of interest in an educational setting are not limited to outside business interest, but could include assessor, learner and IQA relationships, and for examination-based qualifications may also have consequences on the security of the examination itself. Failure to declare conflicts of interest could result in sanctions being applied to the centre.

### Proctoring fact sheet link and New EAR process

We have recently introduced a proctoring platform for our Level 2 qualification in Understanding Domestic Retrofit. As part of our process of validation we have introduced a [proctoring factsheet](#) which explains how proctoring works and what centres and learners need to be aware of when taking the exam.

We have also updated our results process to include proctored exams and an [EAR form](#) is now available on our website to request a review of results for any qualification, including those that have the proctoring element in the exam.

### The AIM ICE (Instructions for Conducting Exams) Document - coming soon!

Thank you to all the centres who welcomed an AIM observer at the counselling exams in January and the GAFX exams in March. Your professional co-operation was very much appreciated.

We will soon be introducing our new document '*Instructions for Conducting Exams*'. This will have all the information you need in relation to any of the exams offered by AIM and will serve as a useful reference tool for teachers, exams officers and managers. Once it has been made available on the website, centre exam contacts will be informed, to allow them to download the document and share with relevant colleagues.

### Special Considerations

Special consideration applications are now completed and submitted through QuartzWeb.

Special consideration applications must be submitted no later than five working days after the date of the assessment.

If you have any queries about special considerations, please contact [externalassessment@aimgroup.org.uk](mailto:externalassessment@aimgroup.org.uk)

## EQA

### Requesting EQA monitoring

As per our CASS strategy, if you are ready to claim certificates for low and medium risk qualifications which haven't had EQA monitoring this academic year, please complete and submit an EQA monitoring request form linked [here](#).

Kindly note that before submitting your EQA monitoring request, you must upload your Record of Assessment Cycles (RACs).

As we are approaching our busiest time of year for EQA monitoring, we would like to remind you that although EQA monitoring requests must be submitted at least two weeks in advance, we may not have availability for three - four weeks. If you would like to secure a date in advance for May, June or July, you can complete your EQA monitoring request form now and upload your RACs two weeks prior to the agreed date. Please be aware that if your RACs are not uploaded in time, we will not be able to facilitate your EQA monitoring, and you may lose your confirmed date.

To guarantee certificates by A Level results day, the deadline for EQA monitoring to take place is Friday 5 July 2024. We will be in touch with games and counselling centres to arrange final EQA monitoring shortly.

### Centre guidance for EQA Monitoring

To support centres through the EQA monitoring process, we have created a series of bitesize videos on each part of the process which are linked below. You can also find these on the [EQA page](#) on our website or on our YouTube channel in the future.

[How to Request EQA Monitoring](#)

[Accessing your Sampling Requirements](#)

[Required Documentation for EQA Monitoring](#)

[How to Upload Documents for your EQA Monitoring](#)

[How to View your EQA Monitoring Report](#)

We have introduced an *EQA Monitoring Fact Sheet* which outlines each stage of the EQA monitoring process. This can also be downloaded from [EQA webpage](#).

If you have any queries about EQA monitoring, please contact [ega@aimgroup.org.uk](mailto:ega@aimgroup.org.uk)

## Access

### Regulatory update from QAA

QAA has released the compliance mark for use with Diplomas that meet the requirements of QAA's Subject Descriptors in Medicine and Nursing and Health Professions. The compliance mark is available for both the AVA and its providers for use on all forms of communication related to the Access to HE Diplomas it applies to, which are:

- Access to HE Diploma (Health Professions)
- Access to HE Diploma (Medicine)
- Access to HE Diploma (Nursing)
- Access to HE Diploma (Nursing and Midwifery)
- Access to HE Diploma (Radiography)

For providers, the use of the compliance mark will firstly help to identify and promote that the Diploma offered meets the subject descriptor requirement. This in turn will support students in making informed decisions about their choice of Access to HE Diploma and provide confidence that the course will meet the expectations of higher education institutions.

The AVA will issue the subject descriptor compliance mark and guidance to providers who are approved to deliver one or more of the Diplomas listed above. The compliance mark will also be applied to the specifications for these Diplomas.

It is exciting for the AVA and its providers to be participating in the pilot year for the subject descriptor for nursing and health professions. Feedback sessions will be planned across 2024-25 to monitor progress.

### Diploma review and revalidation

The AVA's full specifications for the new Access to HE Diplomas were launched at the end of March offering our providers a portfolio covering a wide range of subject areas with content that is relevant, current, appropriate and supports progression opportunities in higher education and employment.

All Diploma specifications can be accessed via our website [New for 2024 - AIM \(aimgroup.org.uk\)](https://aimgroup.org.uk)

The AVA's focus is now on supporting providers with planning their delivery and implementation of the new specifications and grading scheme. The scheduled support sessions focus on planning and implementation will also launch the new templates for use when designing assessment briefs, providing assessment feedback, and carrying out internal moderation.

If you have any questions about the new specifications and implementation of the grading scheme, please do not hesitate to contact the team at [acesstohe@aimgroup.org.uk](mailto:acesstohe@aimgroup.org.uk) The weekly drop-in support sessions will also be continuing on a Tuesday at 16.00-16.45.

### Final award boards

Julie, AIM's Access to HE Coordinator has contacted all providers to arrange Final Award Boards (FABs). These are scheduled to take place between 17<sup>th</sup> June and 12<sup>th</sup> July 2024. Once providers have communicated their preferred dates, Julie will confirm the specific date and time for each provider's FAB. Along with the confirmation, she will provide the necessary documentation and guidance to ensure proper planning and execution of the Final Award Boards.

### Artificial Intelligence (AI) and AHE

Pam recently attended QAA's conference where there was much discussion on Artificial Intelligence (AI) and its presence and use in the academic world. There is no denying that AI continues to evolve at a fast pace and what may be popular today in terms of AI tools can quickly become yesterday's news. AI and its use by providers and students must therefore be embraced to ensure the integrity of assessments and qualifications are protected.

The use of AI has its limitations ranging from providing plausible but incorrect information to providing references that are false. Information provided can also be biased, both culturally and politically, and this itself could lead to additional disciplinary issues for students. The approach though is not to just forbid its use but instead to embrace educating both staff and students about the correct use of the wide range of tools available. This includes:

- Identifying positive ways to engage with AI tools including use of tone.
  - Emphasis on review of the outputs from using AI tools.
  - Identifying the positive uses of AI, eg helping as a starting point, producing summaries of extended articles, creating learning outcomes and assessment criteria, helping with the planning and design of assessments.
  - Developing policies for staff and students which explain appropriate use of AI and not just what is inappropriate use.
  - Adopting a collaborative approach eg determining how students use AI and what their perceptions are.
- [Provide or punish? Students' views on generative AI in higher education - HEPI](#)

QAA has launched a support page where a range of resources relating to AI can be accessed including how it can be used positively. [Generative Artificial Intelligence \(qaa.ac.uk\)](https://qaa.ac.uk)

It is clear that in order to embrace and use AI effectively, staff and students require training and guidance. At the next Access to HE Forum on June 11<sup>th</sup> we will be exploring some of the key features of this training and guidance and will be asking providers to share ways in which this has been approached in their centres. The use of AI in assessment design will also be discussed.

### How to Contact Us

Earlier this year we launched dedicated inboxes for each of the areas of compliance to ensure streamlined and efficient responses to your queries. Our commitment is to provide a response within two working days. Please use the following inboxes to contact the team.

[Quality@aimgroup.org.uk](mailto:Quality@aimgroup.org.uk): Queries related to centre and qualification approval, policies, annual declaration, and IQA.

[Eqa@aimgroup.org.uk](mailto:Eqa@aimgroup.org.uk): EQA bookings, samples, EQA reports, second sampling, certification status.

[Accesstohe@aimgroup.org.uk](mailto:Accesstohe@aimgroup.org.uk): Access to HE delivery, moderation, final awards boards, certification, and late registration.

### Training

To provide support and guidance to our centres, we will be delivering training sessions across the following areas. If you would like to book your place on these events, please visit our [events page](#)

The following sessions are for all centres delivering RQF, Bespoke or Quality provision.

- Monthly Q&A Clinics for RQF, Bespoke and Quality Mark provision
- Being an AIM centre
- Compliance Forum (run termly)
- Getting IQA Right
- Preparation for Examinations

The following sessions are for all Access to HE centres.

- Weekly drop-in sessions
- Access to HE Forum (run termly)
- Planning Delivery with the New Access to HE Diploma Specification
- Implementation of the New Access to HE Grading Scheme

New Access to HE coordinator support sessions can be arranged on a one-to-one basis as required by centres. Please contact [accesstohe@aimgroup.org.uk](mailto:accesstohe@aimgroup.org.uk) and an Access to HE Lead will be in touch to arrange a suitable date.