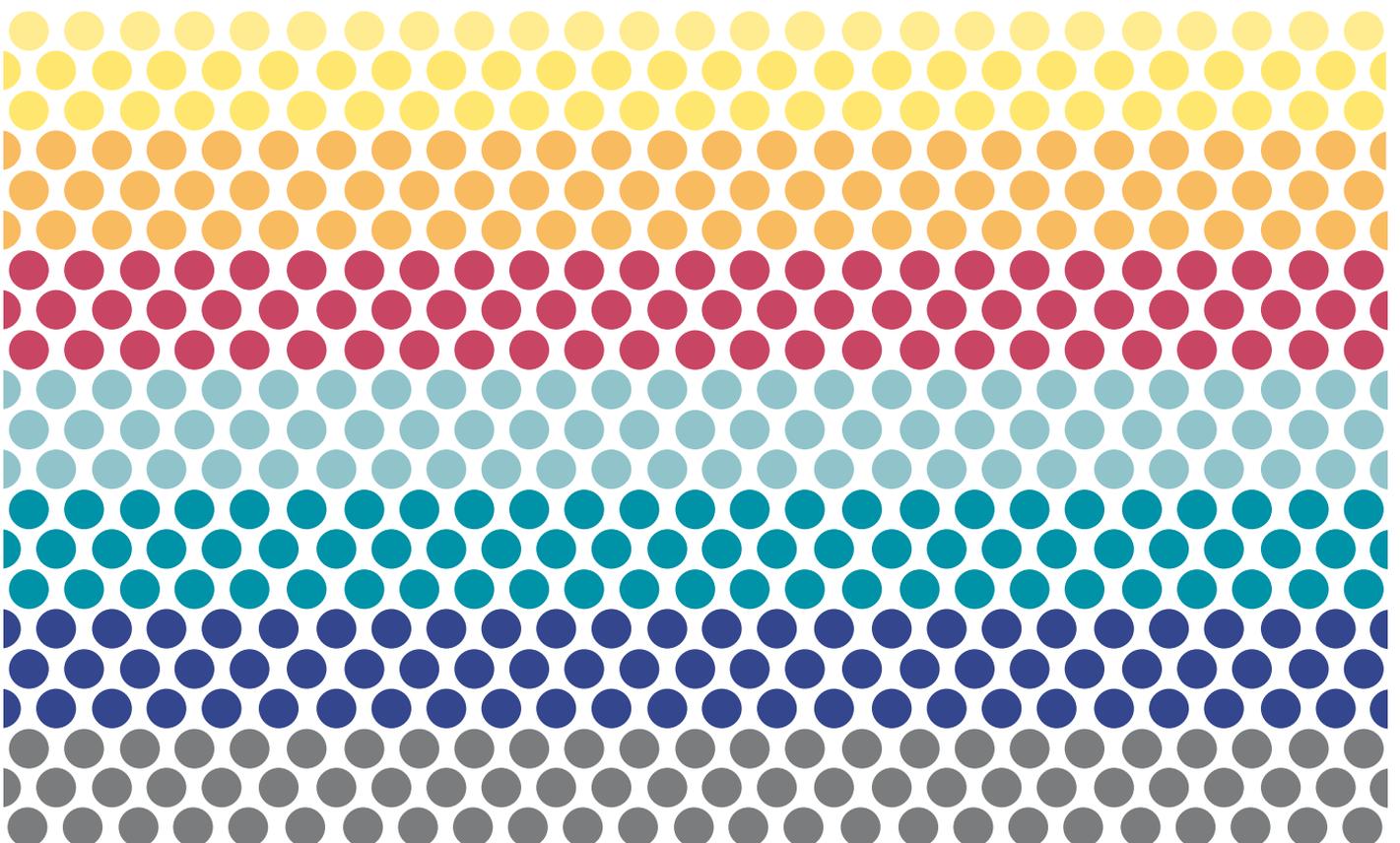


QAA Recognition Scheme for Access to Higher Education

The Access to Higher Education
Diploma specification
2013



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Preface

This specification presents the generic requirements for the achievement of the Access to Higher Education (Access to HE) Diploma (the Diploma). It also specifies the range and nature of any requirements that may be stipulated in addition to the generic requirements for the achievement of named Access to HE Diplomas.

The purpose of this specification is to ensure consistency and transparency in the academic demand and standards of the Access to HE Diploma and equity for students in the ways it can be achieved.

It is one of a set of documents that collectively make up the *QAA Recognition Scheme for Access to Higher Education* (the Recognition Scheme). The other documents are: [The Access to HE Grading Scheme](#)¹ and the [AVA licensing criteria](#).² Together they specify the key regulatory and quality assurance mechanisms through which standards are established and maintained in the Access to HE Diploma.

Access to HE Diplomas are developed and awarded by Access Validating Agencies (AVAs) in accordance with the requirements of the Recognition Scheme.

This specification replaces *The Access to HE Diploma and credit specification 2006*. It applies to all Diplomas delivered from September 2014.³

Using this document

This document presents the technical specification of the Diploma and the minimum requirements for student achievement. The core detail is provided in the main body of the document; annexes expand upon this and the further information they contain is essential to the proper implementation of the specification.

Annexes are referenced as appropriate throughout. Paragraph references that provide only numbers (such as 'paragraph 13') refer to the main part of the document. Numbers for paragraphs in annexes relate to the name of the Annex (for example, paragraph B2 is found in Annex B).

To facilitate electronic reading, key terms in the main document, and in particular in the section concerned with rules of combination, are hyperlinked to the relevant explanatory annexes and appendices that follow, or to relevant web documents.

¹ www.accesstohe.ac.uk/AboutUs/Publications/Pages/Default.aspx

² www.accesstohe.ac.uk/AboutUs/Publications/Pages/AVA-licensing-criteria-05-11.aspx

³ Separate arrangements will be made for part-time students who are continuing on a Diploma based on the 2006 specification.

The Access to HE Diploma

Qualification characteristics

- 1 The generic title of the qualification is the 'Access to Higher Education Diploma'. Individual named Diplomas are referred to by an award title which indicates the academic subject or area of study of the award and may also indicate the intended progression route (Annex A).
- 2 The Access to HE Diploma is:
 - a unitised qualification, based on units of assessment which are structured in accordance with the Access to HE unit specification (Annex B)
 - a credit-based qualification, operated in accordance with the terms of the Access to HE credit specification (Annex C)
 - a graded qualification, as determined by the Access to HE Grading Scheme⁴
 - a level 3 qualification, regulated by the Quality Assurance Agency for Higher Education (QAA).⁵

The specification for the achievement of the Access to HE Diploma

- 3 The generic requirements for the Access to HE Diploma are that:
 - a the total credit achievement is 60 credits
 - b of these 60 credits, 45 credits must be achieved at level 3 from graded units which are concerned with academic subject content (Annex B) and
 - c the remaining 15 credits must be achieved at level 2 or level 3 from units which are ungraded (Annex B).

Additional requirements for the achievement of a named Access to HE Diploma

- 4 The particular requirements for a named Diploma, including the full set of units to be available to students (Annex B) and information about how these must or may be combined, are contained in rules of combination (see below). The set of units to be used, and the specific rules of combination for each named Diploma, are approved by an [Access Validating Agency \(AVA\)](#) (Appendix B).

Diplomas and units

- 5 All Diplomas are constructed from a set of units (Annex B) that have been approved by an AVA for use in that Diploma. They have a specified credit value (Annex C) and level (Appendix A).

⁴ www.accesstohe.ac.uk/AboutUs/Publications/Pages/Default.aspx

⁵ Although regulated by QAA, the Access to HE Diploma does not feature in *The framework for higher education qualifications in England, Wales and Northern Ireland*. Its position relative to other qualifications is illustrated in the leaflet *Qualifications can cross boundaries*, available at www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Quals_cross_boundaries.pdf.

Rules of combination

6 The ways in which units must or may be combined for the achievement of a named Diploma is specified in the **rules of combination** (Annex D) for that Diploma. Rules of combination are presented according to a standard format. The minimum information that must be provided is set out in Table 1.

Table 1: Requirements for the completion of rules of combination for a named Diploma

Section/ item	Information required
a. Diploma title (Annex A)	The title must be in the prescribed format for named Diplomas (Annex A, A1 and A2).
b. The units (Annex B) approved for use in this Diploma	A list of the units approved for use in the named Diploma should be included or appended. This list must indicate for each of these units: <ul style="list-style-type: none"> • whether it is concerned with academic subject content (Annex B, B5) • whether it is a graded or ungraded unit (Annex B, B6 - B11) • the credit value of the unit (3, 6 or 9) (Annex C, C2 - C4) • whether it is mandatory or optional (Annex D, D3 and D4, and see items d and e below) • the level of the unit (Appendix A).
c. Summary of the numbers of credits (Annex C) at specific levels (Appendix A) which comprise the named Diploma	All Diplomas are 60 credits, irrespective of the place, subject or mode of study. Of the 60 credits 45 must be at level 3 from graded units concerned with academic subject content, with the remaining 15 to be achieved at level 2 or level 3 from ungraded units.
d. Credit value and level of mandatory units	This section must specify the total credit value of units at level 2 (if any) and level 3 (if any) that must be achieved from units which are designated as mandatory. (For example, X credits at level 3 and Y credits at level 2 to be achieved through specified named mandatory units.)
e. Credit value and level of optional units	This section must specify the total credit value of units at level 2 (if any) and level 3 (if any) that must be achieved from units which are designated as optional. (For example, X credits at Level 3 and Y credits at Level 2 to be achieved through the student's choice of specified optional units.)
f. Titles of mandatory units	The units which are mandatory must be indicated on the list of units approved for this Diploma, which is included or appended. (See item b above.)
g. Titles of optional units	The units which are optional must be indicated on the list of units approved for this Diploma, which is included or appended. (See item b above.)

<p>h. Credit value and level of credits permitted through credit transfer (Annex C, C11 - C13) and the award of credit through the recognition of prior learning (Annex C, C14 - C21).</p>	<p>This section must state the requirements in relation to credit transfer and other arrangements through which students may demonstrate prior learning achievement. (For example, a maximum of X credits from Access to HE units awarded at level 2 may be transferred; a maximum of Y credits at level 3 may be exempted from the optional units on the basis of relevant prior certificated achievement; a maximum of X credits at Y level may be awarded through the accreditation of prior experiential learning.)</p> <p>Overall, the total proportion of credits awarded or exempted through either credit transfer and/or recognition of prior learning must not exceed 30 credits (that is 50 per cent of the credits required for the achievement of the Diploma).</p>
<p>Other requirements</p>	<p>Other regulatory matters which may be included here might relate to certain kinds of time restrictions (for example, at least X credits at level 3 in Y subject must have been achieved within the three years prior to the award of the named Diploma). Any excluded combinations of units should also be included here.</p>

Other successful completion criteria

7 Any other requirements for the achievement of the qualification must be stated separately from the rules of combination, within a statement of successful completion criteria. These might include specific requirements relating to assessment regulations, or professional body or other requirements.

Student registration

- 8 Students undertaking any Access to HE Diploma, whatever their mode of study, must be:
- a registered and certificated for units to a maximum value of 60 credits
 - b registered for units to the value of 60 credits no later than 12 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.

Credit accumulation

9 Students accumulate credit (Annex C, C8 - C10) towards the award of the Diploma. In general they do this by achieving units of a particular credit value (3, 6 or 9 credits) through the process of assessment on an Access to HE course, but may also do this through the processes of credit transfer and through the recognition of prior learning.

Recognition of student achievement

10 Student achievement is recognised both through the award of credit (as identified on an achievement transcript) and the award of the qualification (as identified on a certificate), subsequent to the student having satisfied the requirements of the rules of combination of the named Diploma for which they are registered.

11 The award of the Diploma will, therefore, indicate that a student has successfully met the generic requirements for achievement of a Diploma, as well as the particular requirements of the named Diploma.

Development of Access to HE Diplomas

12 Access to HE Diplomas are developed and awarded by Access Validating Agencies licensed by QAA. As a condition of licence, AVAs are required to ensure that, as a part of the development process, subject experts from higher education are involved in advising on the appropriateness of proposed Diplomas, in order to confirm that new Diplomas provide a suitable preparation for higher education in the subject(s) or progression route(s) indicated (Annex D).

Annex A: Titles of named Diplomas

A1 Individual named Diplomas have titles which have a common format: Access to Higher Education Diploma (name of subject/area of study/progression route). Titles of Access to HE Diplomas include, for example, Access to Higher Education Diploma (Business Studies); Access to Higher Education Diploma (Health and Social Care); Access to Higher Education Diploma (Nursing); Access to Higher Education Diploma (Art and Design).

A2 Where the Diploma is intended to provide progression to combined or less specific progression routes, the name must reflect this, by specifying the particular subject area(s) covered by reference to any of the major subject groupings (that is arts, humanities, sciences, social sciences) either singly (for example, Access to Higher Education Diploma (Combined Science)) or in any combination (for example, Access to Higher Education Diploma (Social Studies combined with Arts)) or by reference to discrete subjects within any one of these groupings (for example, Access to Higher Education Diploma (History and Law)).

A3 The common format for the named Diploma title must be used on the certificate of achievement which is issued to students and which carries the QAA Access to HE logo. This format must also be used in all formal communications which refer to a named Diploma, including information provided to receiving higher education providers (including in Universities and Colleges Admission Service applications) about the named Diploma for which a student is registered.

A4 Award titles are approved through AVAs' validation processes as one element of a named Diploma.

Related AVA Licensing Criteria⁶

Precept 3: Management Communications

3.11 (The AVA) monitors providers' published information about Access to HE to verify its accuracy and currency, and consistency with QAA requirements, including:

- a promotional material related to Access to HE provision
- d any information that may be issued to HE providers about Access to HE.

Precept 4: Course Recognition Diploma development (and transfer)

4.5 (The AVA) publishes clear guidance for those involved in the development (and transfer) of Access to HE Diplomas. The guidance includes information about:

- c the AVA's guidance on Diploma titles.

Precept 4: Course Recognition Validation criteria

4.10 The AVA's validation process and criteria ensure that, for a Diploma to be recommended for approval:

- i the formal Diploma title and designated subject classification code for the Diploma is appropriate (and is consistent with QAA's guidance), in relation to the subject(s) of study and the intended progression route.

⁶ www.accesstohe.ac.uk/AboutUs/Publications/Pages/AVA-licensing-criteria-05-11.aspx

Precept 4: Course Recognition

Criteria for provider/centre approval

4.31 The AVA's process and criteria for provider/centre approval ensure that a provider/ centre makes an explicit commitment that it will cooperate with the AVA's moderation, monitoring and standardisation procedures, and that it will, in particular:

- g 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 is consistent with QAA's guidance
- h urgently address any issue which poses a threat to the quality or academic standards of the AVA's Access to HE courses, or the integrity or reputation of the Access to HE Diploma, or of QAA, as may be notified to it by the AVA.

Precept 5: Moderation, monitoring and certification

Moderation responsibilities

5.5 (The AVA's) moderation (and/or course monitoring) system(s) and processes ensure that:

- l public information about Access to HE courses is current and accurate.

Annex B: Units

Unit specification

B1 A common unit specification applies to all units within the Access to HE credit framework. The unit specification provides the following information in a standard template (see Table 2):

- title
- level
- credit value
- unit code
- learning outcomes
- assessment criteria
- grade descriptors (for level 3 graded units, see below)
- type of units (that is, whether or not it is concerned with academic subject content).

B2 The unit template relates only to the specification of the unit. More extensive information about curriculum content and assessment methods are presented for the purposes of validation and approval of named Access to HE Diplomas and courses.

B3 For the purposes of the unit specification, the following definitions apply.

- Learning outcomes: statements of what a student may reasonably be expected to know, understand or do as the result of undertaking a process of learning. Learning outcomes are expressed in a standard linguistic form.
- Assessment criteria: descriptions of the requirements a student is expected to meet in order to demonstrate that a learning outcome has been achieved.

B4 The level of a unit is determined by reference to the level descriptors (Appendix A). The level of credit awarded to a student for achievement of the unit is prescribed by the level of the unit, and credit cannot be awarded at any other level. The standard of individual performance may affect the achievement of the unit or the grade awarded: it does not affect the level at which credit is awarded.

Units designated as having academic subject content

B5 For a unit to be classified as having academic subject content it must satisfy the following criteria.

- a The content of the unit, as expressed in its learning outcomes, must be drawn from the knowledge and skills of subjects that are directly related to the subject of the named Diploma (s) in which the unit will be used, as indicated by the Diploma title. This applies to the full range of Diploma subjects, including technically orientated subjects such as multi-media, as well as subjects such as history or sociology. The unit may include skills that relate to specific forms and fields of knowledge needed for a particular named Diploma (such as maths for engineers or laboratory skills for science students). Units will not meet the academic subject content requirement if they are principally concerned with personal development, generic English or mathematics, or study skills.
- b If the unit requires the student to select a topic for an assessed piece of work, this topic must be located within a knowledge domain relevant to the subject(s) of the named Diploma and approved by a tutor who is a subject expert.

- c The student's work for the unit must be supported and assessed by a tutor who is expert in the subject of the unit.

In addition, for a unit or set of units concerned with a large scale piece of work, such as a research project (for example, a 6 or 9 credit unit, or two or three units of 3 credits that form a set of units that collectively address all stages of a research project), the following criteria must also be met.

- d The learning outcomes must relate directly to both the demonstration of the application of the required academic skills (such as research skills) and the students' engagement with and command of the relevant aspects of the knowledge domain and conventions of the academic subject within which the work is located.
- e Assessed work for the unit must be undertaken solely for the achievement of that unit or set of units (that is, it is not 'cross-referenced' to or from the work submitted for assessment for another unit).

Graded and ungraded units

B6 Grading operates at unit level, and is applied only to those units approved by an AVA for grading within a named Diploma (Appendix B).

B7 Student achievement of the units which make up the 45 credits which are derived from graded units will be recorded at Pass, Merit or Distinction for each unit, in accordance with the requirements of the Access to HE Grading Scheme. No other form of differentiation of student achievement is permitted.

B8 All named Diplomas must include 45 credits derived from graded level 3 units. The remaining 15 credits are derived from ungraded level 2 or level 3 units.

B9 Level 3 units which are not graded must be clearly identified as such in the validation documents and rules of combination for a named Diploma. These units may not be graded under any circumstances when used within a named Diploma specification that has included them as ungraded units.

B10 Graded level 3 units must satisfy the criteria for units of academic subject content (see above). Ungraded level 3 units may also be concerned with academic subject content.

B11 AVAs must approve the designation of units as graded or ungraded for their use within a named Diploma. Where similar content is required as a graded unit in one Diploma and an ungraded unit in another, AVAs must approve separate units, with appropriate unit specifications (that is, the graded unit will include information about grading), for this purpose.

Table 2: Unit template

Unit title	
Level	
Credit value (3, 6 or 9)	
Unit code	
Grade descriptors (for level 3 graded units)	
Type: Academic subject content/other	
Learning outcomes	Assessment criteria
The student should be able to:	The student can:
1	1.1 1.2 1.3 1.4
2	2.1 2.2 2.3 2.4
3	3.1 3.2 3.3 3.4 3.5
4	4.1 4.2 4.3
5	5.1 5.2

B12 The information required about a unit is mandatory, but the template itself is illustrative. In particular, the number of learning outcomes and assessment criteria are only indicative. The number of learning outcomes and assessment criteria used for a unit should be determined by the nature and complexity of the performance being described; they may also be affected by the credit value and level of the unit. However, while it is not appropriate to be prescriptive, good practice indicates that a small number of learning outcomes (only one or two) provides insufficient detail to establish a standard on which to base reliable and valid assessment (even if there are large numbers of assessment criteria), while a large number of learning outcomes may indicate over-specification and a consequent rigidity in assessment requirements.

Related AVA Licensing Criteria⁷

Precept 3: Management

Data management and transfer

3.9 (The AVA) has adequate and effective structures and systems for collecting, recording and holding data about Access to HE providers, courses, students and awards, and:

- c it maintains a current record of all units, in a standard format, which have been approved for use within the AVA's Access to HE courses.

Precept 3: Management

Communications

4.5 (The AVA) publishes clear guidance for those involved in the development (and transfer) of Access to HE Diplomas. The guidance includes information about:

- e the requirements of *The Access to Higher Education Diploma and credit specifications* and any other regulatory information about the qualification published by QAA. QAA's requirements may be supplemented, but not replaced, by additional AVA requirements, and the AVA's guidance may include further advice about:
 - developing and/or identifying units
 - unit content
 - unit titles.

Precept 4: Course Recognition

Validation processes

4.9 Both the individual units and the totality of each named Access to HE Diploma are considered a Diploma cannot be approved unless the appropriateness of the units for that particular named Diploma has been confirmed as part of the Diploma validation process.

Precept 4: Course Recognition

Validation criteria

4.10 The AVA's validation process and criteria ensure that, for a Diploma to be recommended for approval:

- b the proposals meet the detailed requirements of *The Access to Higher Education Diploma and credit specifications*⁸ and any other regulatory information about the qualification published by QAA (including requirements relating to credit, unit specifications, rules of combination, grading and assessment regulations)
- g the range of grade descriptors assigned to units across the Diploma will ensure that grade profiles reflect **differentiated performance** in areas that are significant for successful achievement in HE in the intended progression route(s).

Precept 4: Course Recognition

Criteria for provider/centre approval

4.30 The AVA's process and criteria for provider/centre approval ensure that a provider/centre which is approved to deliver an Access to HE course is located in the UK and has:

- e **staff** to teach on the Access to HE course who have the professional competence and level of subject expertise necessary to deliver and assess the units available on the Diploma(s) it is approved to offer.

⁷ www.accesstohe.ac.uk/AboutUs/Publications/Pages/AVA-licensing-criteria-05-11.aspx

⁸ Now *The Access to Higher Education Diploma specification 2013*

Annex C: Credit

Credit and units

C1 Credit is an award made to a student in recognition of the quality assured achievement of a unit. Within the Access to HE credit framework, the following principles apply:

- credits are only awarded for the achievement of all the learning outcomes of a unit
- students cannot be awarded a proportion of the credits specified for the successful achievement of a unit for the achievement of some but not all of a unit's learning outcomes
- half credits cannot be awarded
- the credit value of a unit is a constant attribute of a unit, whether or not it is graded.

C2 The credit value of a unit indicates the number of credits that may be awarded to a student for the successful achievement of all the learning outcomes of that unit. The determination of the credit value of a unit is a matter of professional judgement for AVAs, exercised within their validation processes. These judgements are made on the basis of 'notional learning hours', where one credit represents those learning achievements that can be demonstrated in 10 notional learning hours. The concept of 'notional learning hours' therefore takes into account all learning which may be relevant to the achievement of the learning outcomes, including directed and private study, practical and project work, assignments and assessment time.

C3 Once credit value has been ascribed to a unit, it remains constant, irrespective of the time it may take an individual student to achieve the learning outcomes, and irrespective of the teaching time involved in supporting the achievement of the learning outcomes.

C4 Each unit has a credit value of 3, 6 or 9 credits. Units of any other size are not permitted.

Credit and grading

C5 The award of credit for the achievement of a graded unit results from the achievement of the learning outcomes of the unit (that is, on the achievement of a standard denoted as Pass within the Access to HE Grading Scheme). It is not permitted to require student achievement at a standard higher than Pass for the award of credit, nor may additional credit be awarded to reflect a standard higher than Pass that has been achieved by a student.

Credit and level

C6 The Access to HE Diploma is a level 3 qualification. For the purposes of this specification the definition of the characteristics of achievement at level 3 as currently defined by the Qualifications and Credit Framework for England (QCF) level descriptors, serve as the key reference point. (Appendix A.)

C7 The Access to HE Diploma is awarded on the basis of achievement that may include achievement of some credits at level 2, as well as credits at level 3. The level of a unit determines the level at which credit is awarded. (See paragraph B4.)

Credit accumulation

C8 Students accumulate credit towards the award of a named Diploma. If a student does not achieve all the credit requirements for the award of a named Diploma, the credits that have been achieved are awarded through the same AVA processes as those used for the award of credit for the full Diploma.

C9 The assessment strategy for a Diploma must not preclude the possibility of a student achieving units (and therefore awarded credit) on an individual (that is, unit by unit) basis.

C10 Units for which credit has been awarded must be achieved within the five years prior to the award of the related named Diploma. After five years, any credit that has been achieved is no longer automatically eligible for accumulation towards that Diploma. Credit awarded for one or more units achieved more than five years prior to the award of the related named Diploma could however be legitimately included in the 60 credits for which that Diploma is awarded if they satisfy the requirements for the recognition of prior learning (RPL) (see paragraphs C14 - C19). More detailed, or more limited, requirements about the period over which credit can be accumulated are sometimes made in individual cases; this may be appropriate for particular named Diplomas or particular units (for example, to ensure currency in certain subject areas or for entry to certain programmes of professional training). Specific requirements for individual cases are considered and confirmed through AVAs' Diploma and course validation processes.

Credit transfer

C11 AVAs may recognise credits awarded by other AVAs, provided these have been awarded in accordance with the terms of the Access to HE credit framework.

C12 The process of credit transfer is governed by appropriate protocols established by AVAs. These protocols specify the processes by which AVAs confirm both the nature and volume of the credit that has been awarded to a student at the point of transfer from the originating AVA, and the relevance of the achievement to which that credit relates to the receiving named Diploma. The receiving AVA is responsible for the final award of the qualification.

C13 If a student transfers from one named Diploma to another (either within or between AVAs), credit already achieved may be transferred where this is derived from units that are acceptable within the rules of combination for the named Diploma to which the student is transferring, subject to the maximum of 50 per cent of the units of any Diploma being achieved through this mechanism and/or through RPL.

Recognition of prior learning

C14 Students can gain exemption from, or credit for, a limited number of units of a named Diploma through RPL.

C15 No more than 50 per cent of the credits required for any named Diploma may be awarded through RPL (see also paragraph C13). The limit for any named Diploma (which might be lower than 50 per cent in some instances) is stipulated within the rules of combination of that Diploma.

C16 Within the Access to HE credit framework, the concepts and operation of RPL are commonly defined (as below) and must be consistently applied.

C17 Recognition of prior learning (RPL) is the generic term for processes used to recognise learning achieved outside the formal course of learning designed to support student achievement of a named Diploma. It includes recognition of both experiential and certificated learning.

C18 Accreditation of prior certificated learning is the process through which previously assessed and certificated learning is recognised as demonstrating achievement equivalent to that required to achieve one or more units of a named Diploma. As the previous learning has already been certificated, no credit is awarded, but students are exempted from the achievement of credit to a value judged by an AVA to be equivalent.

C19 Accreditation of prior experiential learning is the process by which non-certificated learning achieved in a range of learning contexts is recognised as demonstrating learning equivalent to that needed to achieve one or more of the units required for the award of a named Diploma.

In this process, a student presents evidence from previous experience, which is then assessed against the learning outcomes of the unit(s) being claimed. If the evidence satisfies the requirements of the learning outcomes and assessment criteria of the unit, the unit is achieved, and the student awarded the associated credit. Units achieved in this way are not graded.

C20 AVAs must have procedures for the management of RPL. RPL can only be awarded by an AVA as the result of a formal process specified by the AVA which involves a claim with evidence being made by a student on an individual basis.

C21 Further advice on the application of a range of principles in relation to this practice can be found in QAA's *Guidelines on the accreditation of prior learning* (September 2004)⁹ and *Streamlining and Enhancing Recognition of Prior Learning Support and Assessment* (2012).

Related AVA Licensing Criteria¹⁰

Precept 3: Management

Operations

3.8 (The AVA's) documented operational procedures for Access to HE are clear and readily available, and include procedures relating to:

- e the award of credits, grades and Access to HE Diplomas.

Precept 3: Management

Data management and transfer

3.9 (The AVA) has adequate and effective structures and systems for collecting, recording and holding data about Access to HE providers, courses, students and awards, and:

- b it has systems which enable the organisation to track learner achievement and award and transfer credit, in keeping with the requirements of *The Access to Higher Education Diploma and credit specifications*.

Precept 3: Management

Communications

4.5 (The AVA) publishes clear guidance for those involved in the development (and transfer) of Access to HE Diplomas. The guidance includes information about:

- e the requirements of *The Access to Higher Education Diploma and credit specifications*¹¹ and any other regulatory information about the qualification published by QAA. QAA's requirements may be supplemented, but not replaced, by additional AVA requirements, and the AVA's guidance may include further advice about:
 - credit transfer.

Precept 4: Course Recognition

Criteria for provider/centre approval

4.30 The AVA's process and criteria for provider/centre approval ensure that a provider/centre which is approved to deliver an Access to HE courses is located in the UK and has:

- l procedures and criteria for the accreditation (recognition) of prior learning which meet the AVA's requirements.

⁹ This document will be replaced by the QAA Chapter B6 of the UK Quality Code for Higher Education, due for publication at the end of October 2013.

¹⁰ www.accesstohe.ac.uk/AboutUs/Publications/Pages/AVA-licensing-criteria-05-11.aspx

¹¹ Now *The Access to Higher Education Diploma specification 2013*

Annex D: Rules of Combination

D1 While this specification sets out, at a generic level, the minimum amount (in terms of credit value) of certain types of content that must be included within any Diploma, the detail of the content of a named Diploma is contained within the set of units approved for that Diploma by an AVA. How these units are to be used in relation to each other is defined in the rules of combination of that Diploma.

D2 All Diplomas must contain 15 credits derived from either level 2 or ungraded level 3 units. The decision about the volume of credit to be achieved at either of these levels to make up these 15 credits within a named Diploma should be informed by the requirements of the intended progression route(s) of that Diploma.

D3 Rules of combination are an essential component of all Access to HE Diplomas. They operate at the level of student requirements and achievement. They must specify all the units that will be made available to students studying for a named Diploma. In order to be awarded the Diploma, students must achieve:

- a those units that are designated as mandatory, and
- b those units that they have chosen from the units that are designated as optional.

D4 All Diplomas contain mandatory units and may also contain optional units. Any choices available to students within the rules of combination of any named Diploma must be such that all students are ensured of the opportunity to achieve the generic requirement of 45 credits at level 3 from graded units concerned with academic subject content.

D5 All units listed for use for a named Diploma must be classified in each of the following ways for the purposes of the rules of combination of that Diploma:

level two	or	level three
graded	or	ungraded
academic subject content	or	other content
mandatory	or	optional

D6 The set of units and rules of combination approved for any named Diploma must be such that collectively they constitute the foundation for a clearly structured and coherent programme of study for students, with a range and balance of content that ensures students are prepared for successful study in higher education.

Related AVA Licensing Criteria¹²

Precept 3: Management

Diploma development (and transfer)

4.3 During the development phase for a new Diploma, individuals currently delivering HE provision in a subject relevant to the progression route(s) are involved in advising on the expectations and requirements for entry to the progression route(s) and the appropriateness of the Diploma proposals in meeting those expectations/requirements.

Communications

4.5 (The AVA) publishes clear guidance for those involved in the development (and transfer) of Access to HE Diplomas. The guidance includes information about:

- e the requirements of *The Access to Higher Education Diploma and credit specifications*¹³ and any other regulatory information about the qualification published by QAA.

¹² www.accesstohe.ac.uk/AboutUs/Publications/Pages/AVA-licensing-criteria-05-11.aspx

¹³ Now *The Access to Higher Education Diploma specification 2013*

QAA's requirements may be supplemented, but not replaced, by additional AVA requirements, and the AVA's guidance may include further advice about:

- building rules of combination
- incorporating curriculum and assessment information into proposals, while providing for a reasonable degree of flexibility in the delivery of Diplomas.

Precept 4: Course Recognition

Validation criteria

4.10 The AVA's validation process and criteria ensure that, for a Diploma to be recommended for approval:

- b the proposals meet the detailed requirements of *The Access to Higher Education Diploma and credit specifications*¹⁴ and any other regulatory information about the qualification published by QAA (including requirements relating to credit, unit specifications, rules of combination, grading and assessment regulations)
- c intended **progression route(s)** in HE are clearly stated, and the areas of learning included in the Diploma (as demonstrated by the units available, the rules of combination and any other requirements for successful completion) are appropriate as a preparation for that/those route(s)
- d students who are awarded the Diploma will have completed a planned, balanced and coherent **programme of study**, through which they have been able to acquire subject knowledge and develop academic skills which are relevant to the intended progression route(s)
- e students who are awarded the Diploma will have **demonstrated achievement** in areas and at a level which are appropriate (and which may be required) for entry to the intended progression route(s)
- f where **options** are available within a single set of rules of combination, which allow alternative requirements for the achievement of a named Diploma, the alternatives permitted by the options are consistent, in terms of academic challenge and demand, and will require equivalent standards for achievement, whenever and wherever it is delivered
- h sufficient information is provided about **curriculum, delivery and assessment methods** for the Diploma to continue to provide an appropriate preparation for the intended progression route and remain consistent in the required standards of achievement, whenever and wherever the Diploma is delivered
- j any **requirements for successful completion** that are unrelated to *Access to HE credit and qualification specification* and that are additional to the Diploma's rules of combination do not make demands which affect the threshold standards of achievement required by any student for the award of the Access to HE Diploma.

Precept 5: Moderation, monitoring and certification

Moderation responsibilities

5.5 (The AVA's) moderation (and/or course monitoring) system(s) and processes ensure that:

- a the **curriculum** delivered on a recognised Access to HE course is consistent with the requirements of its definitive Diploma documentation and is appropriate for its purpose in providing a preparation for study in HE for its target student groups
- b **course organisation** allows all students to meet the rules of combination and any other completion requirements for the Diploma on which they are registered.

¹⁴ Now *The Access to Higher Education Diploma specification 2013*

Appendix A: Qualification and Credit Framework level descriptors

Level 2¹⁵

Overall Summary		
Achievement at level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.		
Knowledge and Understanding	Autonomy and accountability	Application and action
<p>Use understanding of facts, procedures and ideas to complete well defined tasks and address straightforward problems.</p> <p>Interpret relevant information and ideas.</p> <p>Be aware of the types of information that are relevant to the area of study or work.</p>	<p>Complete well defined, generally routine tasks and address straightforward problems.</p> <p>Select and use relevant skills and procedures.</p> <p>Identify, gather and use relevant information to inform actions.</p> <p>Identify how effective actions have been.</p>	<p>Take responsibility for completing tasks and procedures.</p> <p>Exercise autonomy and judgement subject to overall direction or guidance.</p>

Level 3

Overall Summary		
Achievement at level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.		
Knowledge and Understanding	Autonomy and accountability	Application and action
<p>Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine.</p> <p>Interpret and evaluate relevant information and ideas.</p> <p>Be aware of the nature of the area of study or work.</p> <p>Have awareness of different perspectives or approaches within the area of study or work.</p>	<p>Address problems that, while well defined, may be complex and non-routine.</p> <p>Identify, select and use appropriate skills, methods and procedures.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>	<p>Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervising or guiding others.</p> <p>Exercise autonomy and judgement within limited parameters.</p>

¹⁵ For definitions of other levels, see Regulatory arrangements for the Qualifications and Credit Framework, Ofqual, 2008, available at www.ofqual.gov.uk/files/Regulatory_arrangements_QCF_August08.pdf.

Appendix B: Access Validating Agencies and the Diploma

1 The Access to HE Diploma is developed, managed and awarded by organisations licensed by QAA to operate as an Access Validating Agency (AVA).

2 The regulations that govern the way in which AVAs manage the recognition, quality and standards of the Access to HE Diploma are contained in the [AVA Licensing Criteria](#),¹⁶ and in particular in Precept 3 (Management), Precept 4 (Course Recognition) and Precept 5 (Moderation, Monitoring and Certification) of that document. The responsibilities of AVAs in developing and managing Access to HE Diplomas that comply with this specification are laid down in these criteria.

3 Precept 3 covers management. Paragraphs with particular relevance to this specification are 3.8 on operations, which covers all aspects of developing and approving Diplomas, and 3.9 on data management and transfer.

4 Precept 4 covers all aspects of the development, validation and approval of named Access to HE Diplomas. Paragraphs with particular relevance to this specification are 4.5 on Diploma development (and transfer), 4.9 on validation processes, 4.10 on validation criteria, 4.30 and 4.31 on criteria for provider/centre approval.

5 Precept 5 covers moderation, monitoring and certification. The paragraph of particular relevance to this specification is paragraph 5.5 on moderation responsibilities.

¹⁶ www.accesstohe.ac.uk/AboutUs/Publications/Pages/AVA-licensing-criteria-05-11.aspx.

