



Changing lives through learning

# Access to HE Diploma History

**AIM 40011380**

Qualification Guide

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| Version Control |  |
|-----------------|--|
| v1.0            | New document April 2023  |
| v2.0            | Document rebranded. 6 graded credits added to align with revised QAA Diploma specification following minor change process. |

## About the Qualification

|   |  |
|---|--|
| <b>Title</b>                              | Open Awards Access to HE Diploma (History)             |
| <b>Qualification Accreditation Number</b> | AIM 40011380   |
| <b>Sector</b>                             | 10.1 History   |
| <b>Level</b>                              | Level Three  |
| <b>Funding</b>                            | <a href="#">Please click here for more information</a> |
| <b>Pricing Information</b>                | <a href="#">Please click here for more information</a> |
| <b>Review Date</b>                        | 31/07/2027   |

|                |  |
|----------------|--|
| <b>Purpose</b> | To provide higher education progression opportunities for adults who, because of social, educational or individual circumstances, may have achieved few, if any, prior qualifications. |
|----------------|--|

|                                 |                  |
|---------------------------------|------------------|
| <b>Available Delivery Modes</b> | Blended Learning |
|---------------------------------|------------------|

| <b>Total Qualification Time/Guided Learning</b> |     |
|---|-----|
| Total Qualification Time (hours)                | 600 |
| Guided Learning (hours)                         | 600 |

| <b>Age Range and Restrictions</b>                       |      |
|---|------|
| Pre -16   | x    |
| 16 – 18   | ✓    |
| 18+   | ✓    |
| Any other restrictions specific to the qualification(s) | None |

## **Any Specified Entry Requirements**

This qualification is suitable for learners aged 17+.

There are no specific entry requirements with regards to prior qualifications. However, providers must liaise with Higher Education Institutions when developing their Access to HE programme to identify any additional requirements for progression.

In most cases, we expect learners to have or being working towards GCSE English and maths at grade C/4 or above or equivalents.

## **Recommended Assessment Method Summary**

Assessments for Access to HE Diplomas are internally set, internally marked and externally moderated portfolio of evidence

Providers will be required to develop an assessment strategy before they begin delivery of this Diploma. This will ensure that a range of appropriate assessment methods are selected. Consideration must be given to the needs of all learners whilst also making sure that they can develop and evidence the skills, knowledge and confidence that will prepare them for the rigorous assessment regimes in higher education.

Types of evidence could include:

- a) Written assignments
- b) Essays
- c) Reports
- d) Presentations
- e) Practical assessment
- f) Examinations
- g) Project work

Assessment practices must reflect the Equality and Diversity Policy of Open Awards.

Please see the [Access to HE Provider Handbook](#) for more information.

# Qualification Structure

## Rules of Combination

|  |    |
|--|----|
| <b>Credit Value of the Qualification:</b>                                | 60 |
| <b>Minimum Credits to be achieved at the Level of the Qualification:</b> | 45 |
| <b>Graded Credits</b>  | 45 |
| <b>Ungraded Credits</b>  | 15 |

| <b>Graded Units</b>                            |   |
|--|---|
| Mandatory Academic Unit Group A – History      | A minimum of 30 graded credits required.  |
| Optional Academic Unit Group B – Politics      | The remaining 15 credits may come from Graded Unit Groups A-C.                                    |
| Optional Academic Unit Group C – Sociology     |   |
| <b>Ungraded Units</b>                          |   |
| Optional Academic Unit Group A – History       | A minimum of 15 ungraded credits required from Academic Unit groups A-C or Developmental Group D. |
| Optional Academic Unit Group B – Politics      |   |
| Optional Academic Unit Group C – Sociology     |   |
| Optional Developmental Group D – Developmental |   |

In addition, you must ensure that at least one six (6) credit (academic graded, academic ungraded, or ungraded developmental) to be compliant with the requirements of the QAA Access to HE Diploma specification.

You can select up to a maximum of 30 credits made up of six (6) credit (academic graded, ungraded, or ungraded developmental) units.

Please note, units with the same title (ungraded and graded) are barred.

## Qualification Units

### Graded

#### Mandatory Academic Unit Group A – History

(A minimum of 30 graded credits required.)

| Unit Reference Number | Unit Name  | Credits | Level       |
|-----------------------|--|---------|-------------|
| GA33HIS30             | <a href="#">British Foreign Policy in the 1930s</a>  | 3       | Level Three |
| GA33HIS45             | <a href="#">British Prehistory</a>   | 3       | Level Three |
| GA33HIS39             | <a href="#">Economic Change in the Interwar Period</a>   | 3       | Level Three |
| GA33HIS15             | <a href="#">Greece: The Classical Era (Fifth Century BCE)</a>                                    | 3       | Level Three |
| GA33HIS33             | <a href="#">Hitler's Persecution of the Jews</a>   | 3       | Level Three |
| GA33HIS17             | <a href="#">Hitler's Rise to Power</a>   | 3       | Level Three |
| GA33HIS05             | <a href="#">Introduction to the Dark Ages 476 – 1000</a>   | 3       | Level Three |
| GA33HIS14             | <a href="#">Introduction to the High Medieval Age in Britain 1000-12000</a>                      | 3       | Level Three |
| GA33POL11             | <a href="#">Key Traditions in Political Philosophy</a>   | 3       | Level Three |
| GA33HIS23             | <a href="#">Liverpool and the Atlantic Slave Trade</a>   | 3       | Level Three |
| GA33HIS01             | <a href="#">Medieval Britain c.1150-1450</a>   | 3       | Level Three |
| GA36HIS47             | <a href="#">Regional History</a>   | 6       | Level Three |
| GA33HIS41             | <a href="#">Rome: The Age of Augustus</a>  | 3       | Level Three |
| GA33HIS29             | <a href="#">Rome: The Collapse of the Republic</a>   | 3       | Level Three |
| GA33HIS04             | <a href="#">Rome: The Early Empire</a>   | 3       | Level Three |
| GA33HIS08             | <a href="#">Stalin's Rise to Power</a>   | 3       | Level Three |
| GA33HIS42             | <a href="#">Stalinism and Modernisation in Russia</a>  | 3       | Level Three |
| GA33HIS35             | <a href="#">Studying History: An Introduction</a>  | 3       | Level Three |
| GA33HIS43             | <a href="#">The 'Viking Age': from the Eighth to the Eleventh Century</a>                        | 3       | Level Three |
| GA33HIS13             | <a href="#">The Ancient Near East: Egyptian and Mesopotamian Civilisations (3200 - 2600 BCE)</a> | 3       | Level Three |
| GA33HIS16             | <a href="#">The Ancient Near East: Second Millennium (1500 to 1150 BCE)</a>                      | 3       | Level Three |
| GA33HIS20             | <a href="#">The Ancient Near East: Second Millennium (2000 to 1500 BCE)</a>                      | 3       | Level Three |
| GA33HIS10             | <a href="#">The Ancient Near East: Third Millennium</a>  | 3       | Level Three |
| GA33HIS07             | <a href="#">The Arab-Israeli Conflict since 1948</a>   | 3       | Level Three |

|           |   |   |             |
|-----------|---|---|-------------|
| GA33HIS46 | <a href="#">The Birth of Modern Ireland</a>   | 3 | Level Three |
| GA33HIS36 | <a href="#">The Birth of the Modern British State</a>                                 | 3 | Level Three |
| GA36HIS28 | <a href="#">The English Reformation</a>   | 6 | Level Three |
| GA33HIS21 | <a href="#">The First Crusade and the Rise and Fall of the Outremer</a>               | 3 | Level Three |
| GA33HIS06 | <a href="#">The Impact of the Second World War on Europe</a>                          | 3 | Level Three |
| GA33HIS38 | <a href="#">The Industrial Revolution in Britain: Nature and Scope 1760 - 1830</a>    | 3 | Level Three |
| GA33HIS26 | <a href="#">The Industrial Revolution in Britain: Social Consequences 1800 - 1850</a> | 3 | Level Three |
| GA33HIS32 | <a href="#">The Renaissance</a>   | 3 | Level Three |
| GA33HIS09 | <a href="#">The Rise and Fall of the Normans in England</a>                           | 3 | Level Three |
| GA33HIS25 | <a href="#">The Role of History in the Northern Ireland Crisis</a>                    | 3 | Level Three |
| GA33HIS11 | <a href="#">The Russian Revolutions of 1917</a>                                       | 3 | Level Three |
| GA36HIS48 | <a href="#">The Russian Revolution and Stalin's Rise to Power</a>                     | 6 | Level Three |
| GA33HIS34 | <a href="#">The Suffragette Movement</a>  | 3 | Level Three |
| GA33HIS44 | <a href="#">The War of the Roses</a>  | 3 | Level Three |

### Optional Academic Unit Group B – Politics

| Unit Reference Number | Unit Name   | Credits | Level       |
|-----------------------|---|---------|-------------|
| GA33POL11             | <a href="#">Key Traditions in Political Philosophy</a>                            | 3       | Level Three |
| GA33POL01             | <a href="#">Politics and Society</a>  | 3       | Level Three |
| GA33POL07             | <a href="#">Post World War II British Prime Ministers</a>                         | 3       | Level Three |
| GA33POL05             | <a href="#">The Balance of Power and the Politics of Security</a>                 | 3       | Level Three |
| GA33HIS46             | <a href="#">The Birth of Modern Ireland</a>                                       | 3       | Level Three |
| GA33POL09             | <a href="#">The Cold War in World Politics</a>                                    | 3       | Level Three |
| GA33POL02             | <a href="#">The Politics of Violence and Resistance</a>                           | 3       | Level Three |
| GA33POL03             | <a href="#">The Post War Consensus and the Role of Ideology in Modern Britain</a> | 3       | Level Three |
| GA33POL10             | <a href="#">The Rise of the West in World Politics</a>                            | 3       | Level Three |

### Optional Academic Unit Group C – Sociology

| Unit Reference Number | Unit Name   | Credits | Level       |
|-----------------------|---|---------|-------------|
| GA33SOC06             | <a href="#">Changing Beliefs in British Society</a>                 | 3       | Level Three |
| GA33SOC29             | <a href="#">Community Change and the Environment</a>                | 3       | Level Three |
| GA33SOC30             | <a href="#">Culture and Subculture in the UK</a>                    | 3       | Level Three |
| GA33SOC14             | <a href="#">Education and Social Inequality</a>                     | 3       | Level Three |
| GA33SOC02             | <a href="#">Exploring Social Policy</a>                             | 3       | Level Three |
| GA33SOC01             | <a href="#">Feminism and the Household</a>                          | 3       | Level Three |
| GA33SOC09             | <a href="#">History of Social Policies</a>                          | 3       | Level Three |
| GA33SOC16             | <a href="#">Introduction to Women's Studies</a>                     | 3       | Level Three |
| GA33POL11             | <a href="#">Key Traditions in Political Philosophy</a>              | 3       | Level Three |
| GA33SOC10             | <a href="#">Learning and Gender</a>                                 | 3       | Level Three |
| GA33FMC05             | <a href="#">Organisation and Control of Contemporary News Media</a> | 3       | Level Three |
| GA33SOC05             | <a href="#">Poverty in Contemporary Britain</a>                     | 3       | Level Three |
| GA36BIO37             | <a href="#">Promoting Health</a>                                    | 6       | Level Three |
| GA33PSY21             | <a href="#">Psychological Trauma</a>                                | 3       | Level Three |
| GA33SOC08             | <a href="#">Race in British Society</a>                             | 3       | Level Three |
| GA33SOC28             | <a href="#">Regeneration and the City</a>                           | 3       | Level Three |
| GA33PSY23             | <a href="#">Social Perspectives in mental health</a>                | 3       | Level Three |
| GA33HEA07             | <a href="#">Social Roles in the Caring Professions</a>              | 3       | Level Three |
| GA33SOC03             | <a href="#">Social Stratification and Inequality</a>                | 3       | Level Three |
| GA33SOC15             | <a href="#">Sociological Theory</a>                                 | 3       | Level Three |
| GA33SOC27             | <a href="#">Sociology of the Environment</a>                        | 3       | Level Three |
| GA33SOC04             | <a href="#">Sociology of the Family in Modern Britain</a>           | 3       | Level Three |
| GA33FMC01             | <a href="#">Television in Britain</a>                               | 3       | Level Three |
| GA33PSY08             | <a href="#">The Nature-Nurture Debate</a>                           | 3       | Level Three |
| GA33FMC03             | <a href="#">The Sixties in the Cinema</a>                           | 3       | Level Three |
| GA33SOC07             | <a href="#">Women and Paid Work</a>                                 | 3       | Level Three |
| GA33SOC12             | <a href="#">Work and Leisure</a>                                    | 3       | Level Three |



## Ungraded Units

### Optional Academic Unit Group A – History

| Unit Reference Number | Unit Name  | Credits | Level       |
|-----------------------|--|---------|-------------|
| UA33HIS30             | <a href="#">British Foreign Policy in the 1930s</a>  | 3       | Level Three |
| UA33HIS45             | <a href="#">British Prehistory</a>   | 3       | Level Three |
| UA33HIS39             | <a href="#">Economic Change in the Interwar Period</a>   | 3       | Level Three |
| UA33HIS15             | <a href="#">Greece: The Classical Era (Fifth Century BCE)</a>                                    | 3       | Level Three |
| UA33HIS33             | <a href="#">Hitler's Persecution of the Jews</a>   | 3       | Level Three |
| UA33HIS17             | <a href="#">Hitler's Rise to Power</a>   | 3       | Level Three |
| UA33HIS05             | <a href="#">Introduction to the Dark Ages 476 – 1000</a>   | 3       | Level Three |
| UA33HIS14             | <a href="#">Introduction to the High Medieval Age in Britain 1000-12000</a>                      | 3       | Level Three |
| UA33POL11             | <a href="#">Key Traditions in Political Philosophy</a>   | 3       | Level Three |
| UA33HIS23             | <a href="#">Liverpool and the Atlantic Slave Trade</a>   | 3       | Level Three |
| UA33HIS01             | <a href="#">Medieval Britain c.1150-1450</a>   | 3       | Level Three |
| UA36HIS47             | <a href="#">Regional History</a>   | 6       | Level Three |
| UA33HIS41             | <a href="#">Rome: The Age of Augustus</a>  | 3       | Level Three |
| UA33HIS29             | <a href="#">Rome: The Collapse of the Republic</a>   | 3       | Level Three |
| UA33HIS04             | <a href="#">Rome: The Early Empire</a>   | 3       | Level Three |
| UA33HIS08             | <a href="#">Stalin's Rise to Power</a>   | 3       | Level Three |
| UA33HIS42             | <a href="#">Stalinism and Modernisation in Russia</a>  | 3       | Level Three |
| UA33HIS35             | <a href="#">Studying History: An Introduction</a>  | 3       | Level Three |
| UA33HIS43             | <a href="#">The 'Viking Age': from the Eighth to the Eleventh Century</a>                        | 3       | Level Three |
| UA33HIS13             | <a href="#">The Ancient Near East: Egyptian and Mesopotamian Civilisations (3200 - 2600 BCE)</a> | 3       | Level Three |
| UA33HIS16             | <a href="#">The Ancient Near East: Second Millennium (1500 to 1150 BCE)</a>                      | 3       | Level Three |
| UA33HIS20             | <a href="#">The Ancient Near East: Second Millennium (2000 to 1500 BCE)</a>                      | 3       | Level Three |
| UA33HIS10             | <a href="#">The Ancient Near East: Third Millennium</a>  | 3       | Level Three |
| UA33HIS07             | <a href="#">The Arab-Israeli Conflict since 1948</a>   | 3       | Level Three |
| UA33HIS46             | <a href="#">The Birth of Modern Ireland</a>  | 3       | Level Three |
| UA33HIS36             | <a href="#">The Birth of the Modern British State</a>  | 3       | Level Three |

|           |   |   |             |
|-----------|---|---|-------------|
| UA36HIS28 | <a href="#">The English Reformation</a>   | 6 | Level Three |
| UA33HIS21 | <a href="#">The First Crusade and the Rise and Fall of the Outremer</a>               | 3 | Level Three |
| UA33HIS06 | <a href="#">The Impact of the Second World War on Europe</a>                          | 3 | Level Three |
| UA33HIS38 | <a href="#">The Industrial Revolution in Britain: Nature and Scope 1760 - 1830</a>    | 3 | Level Three |
| UA33HIS26 | <a href="#">The Industrial Revolution in Britain: Social Consequences 1800 - 1850</a> | 3 | Level Three |
| UA33HIS32 | <a href="#">The Renaissance</a>   | 3 | Level Three |
| UA33HIS09 | <a href="#">The Rise and Fall of the Normans in England</a>                           | 3 | Level Three |
| UA33HIS25 | <a href="#">The Role of History in the Northern Ireland Crisis</a>                    | 3 | Level Three |
| UA33HIS11 | <a href="#">The Russian Revolutions of 1917</a>                                       | 3 | Level Three |
| UA36HIS48 | <a href="#">The Russian Revolution and Stalin's Rise to Power</a>                     | 6 | Level Three |
| UA33HIS34 | <a href="#">The Suffragette Movement</a>  | 3 | Level Three |
| UA33HIS44 | <a href="#">The War of the Roses</a>  | 3 | Level Three |

### Optional Academic Unit Group B – Politics

| Unit Reference Number | Unit Name   | Credits | Level       |
|-----------------------|---|---------|-------------|
| UA33POL11             | <a href="#">Key Traditions in Political Philosophy</a>                            | 3       | Level Three |
| UA33POL01             | <a href="#">Politics and Society</a>  | 3       | Level Three |
| UA33POL07             | <a href="#">Post World War II British Prime Ministers</a>                         | 3       | Level Three |
| UA33POL05             | <a href="#">The Balance of Power and the Politics of Security</a>                 | 3       | Level Three |
| UA33HIS46             | <a href="#">The Birth of Modern Ireland</a>                                       | 3       | Level Three |
| UA33POL09             | <a href="#">The Cold War in World Politics</a>                                    | 3       | Level Three |
| UA33POL02             | <a href="#">The Politics of Violence and Resistance</a>                           | 3       | Level Three |
| UA33POL03             | <a href="#">The Post War Consensus and the Role of Ideology in Modern Britain</a> | 3       | Level Three |
| UA33POL10             | <a href="#">The Rise of the West in World Politics</a>                            | 3       | Level Three |

### Optional Academic Unit Group C – Sociology

| Unit Reference Number | Unit Name   | Credits | Level       |
|-----------------------|---|---------|-------------|
| UA33SOC06             | <a href="#">Changing Beliefs in British Society</a>                 | 3       | Level Three |
| UA33SOC29             | <a href="#">Community Change and the Environment</a>                | 3       | Level Three |
| UA33SOC30             | <a href="#">Culture and Subculture in the UK</a>                    | 3       | Level Three |
| UA33SOC14             | <a href="#">Education and Social Inequality</a>                     | 3       | Level Three |
| UA33SOC02             | <a href="#">Exploring Social Policy</a>                             | 3       | Level Three |
| UA33SOC01             | <a href="#">Feminism and the Household</a>                          | 3       | Level Three |
| UA33SOC09             | <a href="#">History of Social Policies</a>                          | 3       | Level Three |
| UA33SOC16             | <a href="#">Introduction to Women's Studies</a>                     | 3       | Level Three |
| UA33POL11             | <a href="#">Key Traditions in Political Philosophy</a>              | 3       | Level Three |
| UA33SOC10             | <a href="#">Learning and Gender</a>                                 | 3       | Level Three |
| UA33FMC05             | <a href="#">Organisation and Control of Contemporary News Media</a> | 3       | Level Three |
| UA33SOC05             | <a href="#">Poverty in Contemporary Britain</a>                     | 3       | Level Three |
| UA36BIO37             | <a href="#">Promoting Health</a>                                    | 6       | Level Three |
| UA33PSY21             | <a href="#">Psychological Trauma</a>                                | 3       | Level Three |
| UA33SOC08             | <a href="#">Race in British Society</a>                             | 3       | Level Three |
| UA33SOC28             | <a href="#">Regeneration and the City</a>                           | 3       | Level Three |
| UA33PSY23             | <a href="#">Social Perspectives in mental health</a>                | 3       | Level Three |
| UA33HEA07             | <a href="#">Social Roles in the Caring Professions</a>              | 3       | Level Three |
| UA33SOC03             | <a href="#">Social Stratification and Inequality</a>                | 3       | Level Three |
| UA33SOC15             | <a href="#">Sociological Theory</a>                                 | 3       | Level Three |
| UA33SOC27             | <a href="#">Sociology of the Environment</a>                        | 3       | Level Three |
| UA33SOC04             | <a href="#">Sociology of the Family in Modern Britain</a>           | 3       | Level Three |
| UA33FMC01             | <a href="#">Television in Britain</a>                               | 3       | Level Three |
| UA33PSY08             | <a href="#">The Nature-Nurture Debate</a>                           | 3       | Level Three |
| UA33FMC03             | <a href="#">The Sixties in the Cinema</a>                           | 3       | Level Three |
| UA33SOC07             | <a href="#">Women and Paid Work</a>                                 | 3       | Level Three |
| UA33SOC12             | <a href="#">Work and Leisure</a>                                    | 3       | Level Three |

## Optional Ungraded Unit Group D – Developmental

| Unit Reference Number | Unit Name   | Credits | Level       |
|-----------------------|---|---------|-------------|
| UD33DEV23             | <a href="#">Communication: Academic Essay Writing</a>                         | 3       | Level Three |
| UD36DEV35             | <a href="#">Communication: Critical Thinking in Academic Writing</a>          | 6       | Level Three |
| UD33DEV29             | <a href="#">Communication: Portfolio of Writing Exercises</a>                 | 3       | Level Three |
| UD33DEV25             | <a href="#">Communication: Presentation Skills</a>                            | 3       | Level Three |
| UD23DEV21             | <a href="#">Communication: Punctuation and Grammar Skills</a>                 | 3       | Level Two   |
| UD23DEV20             | <a href="#">Communication: Reading Strategies</a>                             | 3       | Level Two   |
| UD33DEV24             | <a href="#">Communication: Report Writing</a>                                 | 3       | Level Three |
| UD23DEV19             | <a href="#">Communication: Speaking and Listening Skills</a>                  | 3       | Level Two   |
| UD23DEV22             | <a href="#">Communication: Writing for Meaning</a>                            | 3       | Level Two   |
| UD33DEV10             | <a href="#">ICT: Advance Use of ICT</a>                                       | 3       | Level Three |
| UD33DEV15             | <a href="#">ICT: Advanced Word Processing</a>                                 | 3       | Level Three |
| UD23DEV09             | <a href="#">ICT: Using ICT</a>  | 3       | Level Two   |
| UD26DEV24             | <a href="#">ICT: Using ICT and Word Processing</a>                            | 6       | Level Two   |
| UD23DEV11             | <a href="#">ICT: Using Presentation Software</a>                              | 3       | Level Two   |
| UD23DEV13             | <a href="#">ICT: Using Spreadsheets</a>                                       | 3       | Level Two   |
| UD23DEV14             | <a href="#">ICT: Word Processing</a>  | 3       | Level Two   |
| UD33DEV27             | <a href="#">Personal Development: Applying for HE</a>                         | 3       | Level Three |
| UD33DEV28             | <a href="#">Personal Development: Setting Targets and Reflective Practice</a> | 3       | Level Three |
| UD33DEV26             | <a href="#">Personal Development: Study Skills</a>                            | 3       | Level Three |
| UD33DEV32             | <a href="#">Professional Behaviours</a>                                       | 3       | Level Three |
| UD33DEV30             | <a href="#">Research: Practical Research for Psychology</a>                   | 3       | Level Three |
| UD33DEV31             | <a href="#">Science: Biological Practical Skills</a>                          | 3       | Level Three |
| UD23DEV06             | <a href="#">Science: Introduction to Biology</a>                              | 3       | Level Two   |
| UD23DEV08             | <a href="#">Science: Introduction to Chemistry</a>                            | 3       | Level Two   |
| UD23DEV07             | <a href="#">Science: Introduction to Physics</a>                              | 3       | Level Two   |
| UD36DEV37             | <a href="#">Study Skills: Academic Skills for Access to HE</a>                | 6       | Level Three |
| UD36DEV38             | <a href="#">Study Skills: Access Research Project</a>                         | 6       | Level Three |

|           |   |   |             |
|-----------|---|---|-------------|
| UD33DEV18 | <a href="#">Study Skills: Critical Analysis</a>                     | 3 | Level Three |
| UD33DEV16 | <a href="#">Study Skills: Developing Research Skills</a>            | 3 | Level Three |
| UD36DEV36 | <a href="#">Study Skills: Research Skills and Using Information</a> | 6 | Level Three |
| UD33DEV17 | <a href="#">Study Skills: Using Research Skills</a>                 | 3 | Level Three |
| UD23DEV02 | <a href="#">Use of Number: Data Handling and Probability</a>        | 3 | Level Two   |
| UD23DEV03 | <a href="#">Use of Number: Maths Project</a>                        | 3 | Level Two   |
| UD23DEV04 | <a href="#">Use of Number: Measure and Shape</a>                    | 3 | Level Two   |
| UD23DEV01 | <a href="#">Use of Number: Numbers and Algebra</a>                  | 3 | Level Two   |

## Delivering this Qualification

### Becoming a Provider

To deliver this qualification you must be a recognised Open Awards Provider. For more information, head to our [website](#) or contact the team on 0151 494 2072.

### How to Deliver

If you are approved to deliver Access to HE Diplomas with Open Awards, you can apply deliver this Diploma by completing a [Merlin Form](#) and submitting via the Open Awards portal. For more information, see the Provider Handbook, or contact the team on 0151 494 2072 or [customerservices@openawards.org.uk](mailto:customerservices@openawards.org.uk).

If you are not already an approved Access to HE provider, please contact the team on [enquiries@openawards.org.uk](mailto:enquiries@openawards.org.uk) to discuss the approval process.

### Registering Learners

Access to HE learners should be registered within 6 weeks of the learner's individual start date or before the learner's official (usually UCAS) application deadline via the Open Awards Secure Portal. Please make sure that learners are registered with the correct details and on the correct Diploma. If learners are registered incorrectly, there will be an administration charge to rectify errors.

Learners can be added onto existing course runs but are subject to the 6-week registration deadline.

Amendments or late registrations may be requested up to 26 weeks from the learner's start date but are only considered in extenuating circumstances and on an individual basis. These requests may result in further investigations by Open Awards and control measures may be applied.

Learner registration data can be submitted using the provided 'LRF (Access to HE)' template or via a report generated from your own MIS system. The data provided must be in accordance with the Access to the HE Data Specification document which is available via the secure portal.

You will need to register your learners via the [the Portal](#). More information can be found in our Access to HE Provider Handbook.

## **Quality Assurance and Standardisation**

Delivery of this qualification must be done so in accordance with Quality Assurance Agency (QAA) regulatory guidelines and in line with Open Awards' quality assurance processes. Please see our Access to HE Provider Handbook for more information.

## **Provider Staff Requirements**

It is expected that providers will have occupationally competent staff with relevant sector experience for their role in the delivery of the units/qualifications being offered.

For the delivery and assessment of this qualification, it is expected that staff have a qualification at the level higher than the qualification in a related academic subject and have up-to-date working knowledge and experience of best practice in assessment and quality assurance.

Providers are responsible for ensuring that their staff are occupationally competent and have access to appropriate training and support. They are also responsible for notifying Open Awards of staff changes.

## **Assessment**

Each Access to HE Diploma must be supported by assessment plans to ensure that students are able to demonstrate the skills, knowledge and confidence that will prepare them for the rigorous assessment regimes in higher education.

Tutors must develop plans which show how they intend to assess each unit and the Diploma as a whole. These plans must be internally moderated. The assessment plan should cover the whole Diploma and include:

- Number of assignments
- Type and range of assessments
- How tasks will allow for differentiation
- An assessment strategy for the whole Diploma
- A schedule of delivery and assessment/ scheme of work
- Consideration as to whether the strategy prepares learners for Higher Education

In order to achieve the Diploma, learners must meet all Learning Outcomes and associated Assessment Criteria in all units approved in the Diploma specification.

Each Assessment Criterion must be assessed only once. For graded units, a grade can only be determined upon completion of all unit learning outcomes.

There are three Grading Standards which must be applied equally to all units and all assessments within graded academic units. The three grading standards are:

1. Knowledge and Understanding
2. Subject Specific Skills
3. Transferable Skills

For more information on grading, please see the Provider Handbook or visit the QAA website [here](#).

A variety of assessment methods should be used which will allow learners the opportunity to develop experience and skills required for HE study. At least one unit from each module should be assessed using a formal and controlled assessment method e.g. examinations.

Where a unit is assessed by more than one assignment, the assessment strategy must clearly state which graded descriptors will be considered for each assignment and how you will apply a single grade for the unit.

Assessment practices must reflect the Equality and Diversity Policy of Open Awards. Reasonable adjustments may be required for individual learners to enable them to undertake assessments fairly. Please see our Reasonable Adjustments and Special Considerations Policy for more information.

### **Preparing Assignments**

One of the many benefits of an Open Awards Access to HE Diploma is that tutors design the assignments for their own provision to suit the context of delivery and to make the most of the variety of assessments methods available in individual circumstances. Please see our [Access to HE Provider Handbook](#) for more information.

### **Drafts, Submissions and Re-submissions**

It is a requirement that you publish procedures for the formal submission of work for assessment in your course handbook. These procedures must be the same for all the Access Diplomas that you are approved to deliver.

Please see our [Access to HE Provider Handbook](#) for more information.



## **Internal Verification**

Internal verification is a process by which the provider systematically samples and evaluates its assessment practices and decisions, and acts on the findings to ensure consistency and fairness. The main purpose is to improve and standardise practice in the assessment of learners.

The Access to HE Coordinator must take responsibility for internal verification of all Access to HE Diplomas at your organisation and we will expect that you have the appropriate levels of resources to implement these processes.

Verification activities must include:

- Pre-delivery verification
- Verification of achievement

## **Internal Standardisation**

Standardisation is a vital component of any robust quality assurance system and as a condition of provider approval all Open Awards Access to HE providers agree to participate in standardisation activities.

Where more than one tutor / assessor makes assessment decisions and recommendations for the award of credit to learners on the same Diploma or similar courses it is essential that internal verification processes include the standardisation of their practice.

Open Awards expect providers to plan and undertake standardisation of internally-set tasks and the outcomes of internal assessment **at least twice a year**.

Please see our [Access to HE Provider Handbook](#) for more information on verification and standardisation activities required.

## **External Standardisation**

Standardisation is a vital component of any robust quality assurance system and as a condition of provider approval all Open Awards Access to HE providers agree to participate in standardisation activities, both internally and externally.

Open Awards runs a series of standardisation activities that are accessible to all Access to HE providers.

Open Awards runs live standardisation events for each pathway to allow practitioners to peer review and learn from each other through networking. We are aware that some staff may wish to participate in standardisation activities but will be unable to attend events at the Open Awards office.

We also offer online standardisation activities. You will be provided with access to an online repository of standardisation activities, training and opportunities to share best practices.

For more information on each of these processes, please see the [Access to HE Provider Handbook](#).

## **Training and Support**

Open Awards offers a variety of training and support to Providers. Our online training and support is free of charge and can be accessed on the following link [ehttps://oalearn.org.uk/shop](https://oalearn.org.uk/shop). An everlasting coupon (PLUC code) will be issued to each Provider to gain free access to these resources.

## **Recognition of Prior Learning and Achievement (RPL)**

Learners presenting evidence of accredited prior learning on non-Access courses can apply for exemption for credit on relevant Level 2 and Level 3 units where appropriate.

Learners who have achieved Access to HE Diploma credits (either from Open Awards or another AVA) may wish to claim credit towards an Open Awards Diploma. Credit transfer is dependent on the content of the unit/s from which those credits were gained matching the content of the unit/s for which they wish to claim.

For more information, please see our Recognition of Prior Learning Policy found on [the Portal](#).

## Appendices and Links

The following documents can be viewed on the Open Awards [website](#):

1. Provider Handbook
2. Enquiries and Appeals Policy and Procedures
3. Complaints Policy
4. Equality and Diversity Policy
5. Invoicing Policy
6. Privacy Policy
7. Reasonable Adjustments and Special Considerations Policy and Procedures

Additional supporting documents can be viewed in the Open Awards Portal.

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