

Appendix D

Consultation response form

Respondents are invited to comment on any aspect of the proposals made within the consultation document (*Recognising achievement on Access to Higher Education programmes: proposals for a credit framework*).

All responses should be submitted to QAA by **15 July 2005**.

Section 1 Purpose and scope of a credit framework for Access to HE programmes (paragraphs 1-2)
a Do you broadly support the proposals in this section? Yes: a major problem in HE Admissions is the variety of assessment in Access courses nationally.
b Do you have any reservations about the proposals in this section? The two purposes seem to be in some tension – on the one hand greater consistency, on the other, greater diversity. It would be helpful to outline the areas to which consistency and diversity respectively would apply.
c Do any of the proposals need clarification or explanation?
d Would you like to see further proposals in this area?
Section 2 Specifications for a credit framework for Access to HE programmes (paragraphs 3-17)
a Do you broadly support the proposals in this section? We support the attempt to standardise.
b Do you have any reservations about the proposals in this section? We are not happy with the statement that “credits cannot be graded” at paragraph 12. Ruling out this option would seem to hamper the ongoing discussions re: recognising individual achievement mentioned at paragraph 41.
c Do any of the proposals need clarification or explanation?
d Would you like to see further proposals in this area?

<p>Section 3 Operating the Access credit system (paragraphs 18-31)</p>
<p>a Do you broadly support the proposals in this section?</p>
<p>b Do you have any reservations about the proposals in this section? We have strong reservations about the proportion of the course (50%) that can be awarded through APL. Where we make offers conditional on Access courses (or A levels) it is because we do not consider that an applicant's prior experience is sufficiently academically oriented to prepare him or her for our demanding courses.</p>
<p>c Do any of the proposals need clarification or explanation?</p>
<p>d Would you like to see further proposals in this area?</p>
<p>Section 4 Consistency of academic standards and the Access to HE qualification (paragraphs 32-42)</p>
<p>a Do you broadly support the proposals in this section?</p>
<p>b Do you have any reservations about the proposals in this section? We consider it essential that there is some method of differentiating individual achievement. This has been one of the major requests of HEIs for many years, and some AVAs do in fact offer pass, merit or distinction grades. To fail to offer this differentiation is to disadvantage applicants through the Access route who wish to aim for entry to the selecting (rather than recruiting) universities, and to hamper their access to the entire range of University provision in Great Britain.</p>
<p>c Do any of the proposals need clarification or explanation?</p>

d Would you like to see further proposals in this area?
Section 5 Regulatory and management responsibilities
a Do you broadly support the proposals in this section?
b Do you have any reservations about the proposals in this section?
c Do any of the proposals need clarification or explanation?
d Would you like to see further proposals in this area?
Any further comments

This response is submitted on behalf of (name of institution or individual)

The University of Cambridge.....

	please tick	role (please specify if not responding on behalf of the whole organisation)
AVA		
FE college		
HE institution	x	
Individual		
Other (please specify)		