

AIM Qualifications Access to HE Diploma (Humanities and Social Science) Level 3 Specification

400/1527/0

V3 July 2026



Document version history

Version number	Date	Description
1	August 2024	▪ Document created
2	January 2026	▪ Section 3 updated to include all possible outcomes for a Referral following the new grading scheme.
3	July 2023	▪ Update to Diploma Details - geographical coverage ▪ Update to Section 3 – Grading – grading unit in one assessment – assessor to record grade indicators ▪ Update to Section 3 – Resubmissions – grading permitted where submitted to deadline

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About us

AIM Qualifications and Assessment Group is an Access Validating Agency (AVA) licensed by QAA to award Access to HE Diplomas to successful students. AIM is one of the largest AVAs In England and Wales and offers the widest selection of Access to HE Diplomas.

AIM Qualifications and Assessment Group is a leading Awarding Organisation providing training providers/centres/colleges with high-quality, regulated, vocational and technical [qualifications](#) from entry level to level 6. AIM's qualifications are suitable for delivery in a variety of settings and are available in a wide range of subject areas. All our UK Level 3 qualifications carry UCAS tariff points which can count towards university entry requirements. We also offer non-regulated accreditation and the AIM Quality Mark.

AIM is an independent [end-point assessment organisation](#) (EPAO) specialising in assessments for apprenticeships for the creative, cultural, and professional services industries.

About this Access to HE Diploma specification

Welcome to the AIM Qualifications Access to HE Diploma (Humanities and Social Science) qualification specification.

This document contains everything you need to know about the Diploma and is intended for tutors, assessors, internal quality assurers, centre managers and other staff within AIM recognised centres and/or prospective centres. It provides information about the structure and delivery of the qualification. This specification should be read in conjunction with the Access to HE Provider Handbook, AIM Centre Handbook and other policy documents available on the website and in the AIM portal.

This is a live document and as such will be updated when required. Recognised centres will be informed via email if changes are made and it is your responsibility to ensure the most up to date version of the Diploma specification is used.

Find out more

Current AIM centres

One of our Quality Leads will be happy to discuss the details of this qualification with you by emailing quality@aimgroup.org.uk or calling 0333 034 8833.

New centres

In order to offer this Diploma, you must be an AIM recognised centre and be approved to deliver this qualification. If your centre is not yet recognised, please contact our business development team to discuss becoming an AIM recognised centre. They can advise you on the best Diplomas for your organisation. Email businessdevelopment@aimgroup.org.uk or call [0333 034 8833](tel:03330348833).

More information can be found on: www.aim-group.org.uk/newcentre

Section 1 – Qualification overview

About the Access to HE Diploma

This level 3 Access to HE Diploma is regulated by the Quality Assurance Agency for Higher Education (QAA) and is designed to prepare learners without traditional qualifications for entry into Higher Education (HE). The Diploma provides an opportunity for learners to acquire and develop knowledge and skills needed to progress to higher education study and enables learners to develop social and emotional skills such as communication and confidence.

Progression opportunities

Learners who complete and achieve the Access to HE Diploma could progress onto Higher Education courses including bachelor's Degrees, Foundation Degrees, Higher National Certificates and Diplomas (HNC/HND) and Higher Degree Apprenticeships. The Access to HE Diploma could also support entry into employment areas where evidence of study and achievement at level 3 is required.

The aim of this qualification is to prepare students for progression into higher education subjects including, but not limited to:

- anthropology
- criminology
- education studies
- English
- geography and environmental science
- history
- media
- philosophy
- psychology
- politics
- sociology
- social policy

Please note students are strongly advised to contact universities prior to commencing this Access to HE Diploma to check the university's specific entry criteria. The award of a Diploma does not provide guaranteed entry to UK higher education programmes.

Diploma details

AIM Qualifications Level 3 Access to HE Diploma (Humanities and Social Science)		
Assessment	Various – See ‘how the qualification is assessed’ section	
Grading	Graded/Ungraded	
Geographical coverage	United Kingdom	
Operational start date	01/08/2024	
Review date	31/07/2029	
Learning Aim Reference	40015270	
Credit Value	60 credits	
Notional Learning Hours (NLH)	600 hours	
Rules of combination	In order to achieve the Access to HE Diploma, learners must achieve:	
	45	Credits which must be graded, academic subject content at Level 3 only
	15	Credits which must be either at Level 2 or Level 3 ungraded
	60	Credits in total

Qualification size

All Access to HE Diplomas require the achievement of 60 credits maximum of which:

- 45 of the 60 credits must be graded at Level 3: pass, merit, or distinction. Such credits will arise from Academic Subject Content Modules.
- The remaining 15 credits are ungraded and can be achieved at either Level 2 or Level 3.
- Students may only be registered against units with a maximum combined, total credit value of 60.
- Students must study at least one 6 or 9 credit as part of their programme. This may be ungraded or graded.
- No more than 30 credits can be achieved through 6 and or 9 credits, graded or ungraded.

Under QAA regulations, credit may be accumulated towards the Access to HE Diploma over five years. Each student will follow a learning programme in accordance with the requirements of their named Diploma

Notional Learning Hours (NLH)

Notional learning hours are the length of time required for a learner to complete their Diploma. This includes all learning that may be relevant to the achievement of the learning outcomes including directed and private study, practical and project work, assignments, and assessment time. For all Access to HE Diplomas the notional learning hours are 600.

Entry requirements

There are no formal entry requirements for students applying for the AIM Qualifications and Assessment Group Access to HE Diplomas. Centres adopting the Diploma are, nevertheless, required to ensure that learners admitted onto the Diploma possess the necessary skills and personal qualities to cope with the demands of the course. The AVA expects centres to establish that candidates normally operate to at least Level Two in English and Level Two in Mathematics before being accepted onto a course leading to the Diploma. In addition, centres would be expected to provide advice and guidance about the demands of the course and to establish that applicants show appropriate levels of commitment and motivation.

Further information can be accessed via QAA's [Principles for Admission to Access to HE Diplomas](#)

Section 2 – Qualification structure

Rules of Combination

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

45 Graded Credits	
15 credits must be achieved from a minimum of two subject groups.	English Geography and Environmental Science History Mass Media Philosophy Politics Related Studies
15 credits must be achieved from a minimum of two subject groups.	Criminology Psychology Social Policy Sociology
15 credits must be achieved from any of the following subject groups.	English Geography and Environmental Science History Mass Media Philosophy Politics Criminology Psychology Social Policy Sociology Related Studies
15 ungraded credits	
15 credits must be achieved from any combination of the following subject groups	Study Skills Introductory academic <i>*Academic Study Techniques is mandatory</i>

Barred units

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

Units

For this Access to HE Diploma, providers may select from the approved units identified below (following the rules of combination). Select the unit titles to view the unit details and grading criteria (if applicable)

English Subject Group

Subject group	Unit code	Unit title	Level	Credit value	Graded/ungraded
English	WNI226	Adaptations from Text to Film	Three	3	Graded
English	WNI227	Appreciating Literature**	Three	6	Graded
English	WNI228	Appreciation of a Novel	Three	6	Graded
English	WNI229	Appreciation of a Play	Three	6	Graded
English	WNI230	Appreciation of a Shakespeare Play	Three	6	Graded
English	WNI231	Appreciation of Poetry	Three	3	Graded
English	WNI232	Creative Writing Skills	Three	6	Graded
English	WNI233	Development of English Poetry	Three	3	Graded
English	WNI234	Drama – Themes in Context	Three	3	Graded
English	WNI211	English Grammar	Three	3	Graded
English	WNI213	English Language	Three	6	Graded
English	WNI214	English Language Studies	Three	6	Graded
English	WNI235	English Literature**	Three	9	Graded
English	WNI236	English Project	Three	6	Graded
English	WNI237	Fairy Tales, Folklore and Culture	Three	3	Graded
English	WNI238	How the Poet Works	Three	3	Graded
English	WNI216	Language Acquisition	Three	3	Graded
English	WNI217	Language and Gender	Three	3	Graded
English	WNI218	Language and Identity	Three	3	Graded
English	WNI219	Language and Power	Three	3	Graded
English	WNI220	Language and Social Media	Three	3	Graded
English	WNI221	Language Change	Three	3	Graded
English	WNI222	Language History	Three	3	Graded
English	WNI223	Language, Communication and Communities	Three	3	Graded
English	WNI240	Literary Theory	Three	3	Graded
English	WNI241	Literature and Cultural Identity	Three	3	Graded
English	WNI242	Literature and National Identity	Three	3	Graded
English	WNI243	Non-Fiction Creative Writing	Three	3	Graded
English	WNI244	Poetry in Context	Three	3	Graded
English	WNI245	Reading Poetry	Three	3	Graded
English	WNI246	Shakespeare**	Three	6	Graded

English	WNI247	<u>Shakespearean Drama**</u>	Three	3	Graded
English	WNI248	<u>Short Story</u>	Three	3	Graded
English	WNI224	<u>Sociolinguistics</u>	Three	6	Graded
English	WNI249	<u>Study of a Novel</u>	Three	3	Graded
English	WNI250	<u>Teaching and Learning English</u>	Three	3	Graded
English	WNI225	<u>The Language of Persuasion</u>	Three	3	Graded
English	WNI251	<u>The Short Story</u>	Three	3	Graded
English	WNI252	<u>Understanding Drama</u>	Three	6	Graded
English	WNI253	<u>Understanding Dystopia</u>	Three	3	Graded
English	WNI831	<u>Writing for Film and Television</u>	Three	6	Graded
English	WNI256	<u>Writing Poetry</u>	Three	3	Graded

****Barred units**

1. Appreciating Literature is barred against English Literature
2. Shakespeare is barred against Shakespearean Drama

History Subject Group

Subject group	Unit code	Unit title	Level	Credit value	Graded/ungraded
History	WNI257	<u>Black Civil Rights in the USA</u>	Three	3	Graded
History	WNI258	<u>British History 1895 – 1914</u>	Three	6	Graded
History	WNI259	<u>British History 1918 – 1951</u>	Three	6	Graded
History	WNI260	<u>Causes and Consequences in History</u>	Three	3	Graded
History	WNI261	<u>Causes of Revolution in Russia</u>	Three	3	Graded
History	WNI262	<u>Chartism</u>	Three	3	Graded
History	WNI263	<u>China 1900 – 1949</u>	Three	3	Graded
History	WNI264	<u>China from 1949</u>	Three	3	Graded
History	WNI265	<u>Development of Women's Rights</u>	Three	3	Graded
History	WNI266	<u>Developments in Germany 1864 – 1918</u>	Three	6	Graded
History	WNI267	<u>Dictatorship in the Twentieth Century</u>	Three	3	Graded
History	WNI268	<u>Ethnicity and Citizenship in Modern Britain</u>	Three	3	Graded
History	WNI269	<u>Historical Debate</u>	Three	3	Graded
History	WNI271	<u>History</u>	Three	9	Graded
History	WNI270	<u>History Project</u>	Three	6	Graded
History	WNI272	<u>Hitler's Germany</u>	Three	3	Graded
History	WNI273	<u>Imperialism in the Late 19th Century</u>	Three	3	Graded
History	WNI274	<u>Industrial Change in Britain 1700-1850</u>	Three	3	Graded

History	WNI275	<u>Industrialisation and Society in Britain 1750 – 1850</u>	Three	3	Graded
History	WNI277	<u>Mercantilism, the Slave Trade and British Commercialism</u>	Three	3	Graded
History	WNI278	<u>Origins of the First World War</u>	Three	3	Graded
History	WNI279	<u>Post War Consensus and the Role of Ideology in Modern Britain</u>	Three	6	Graded
History	WNI280	<u>Public Health during the 18th and 19th Centuries</u>	Three	3	Graded
History	WNI281	<u>Regional History</u>	Three	6	Graded
History	WNI282	<u>Russia 1914-1929</u>	Three	3	Graded
History	WNI283	<u>Slavery and Plantation Culture in the Caribbean 1650-1838</u>	Three	3	Graded
History	WNI284	<u>The British Education System 1780-1944</u>	Three	3	Graded
History	WNI285	<u>The Cold War 1945 – 1989</u>	Three	6	Graded
History	WNI286	<u>The Holocaust</u>	Three	6	Graded
History	WNI288	<u>The Modern British Education System</u>	Three	3	Graded
History	WNI287	<u>The Impact of the Industrial Revolution</u>	Three	6	Graded
History	WNI184	<u>The Origins of the Welfare State</u>	Three	6	Graded
History	WNI290	<u>The Suffrage Movement</u>	Three	6	Graded
History	WNI291	<u>The USA 1918 – 1945</u>	Three	3	Graded
History	WNI292	<u>The Weimar Republic and the Rise of Nazism</u>	Three	6	Graded
History	WNI293	<u>Victorian Society and its Values</u>	Three	3	Graded
History	WNI294	<u>Women's Lives 1918 – 1939</u>	Three	3	Graded

Geography and Environmental Science subject group

Subject group	Unit code	Unit title	Level	Credit value	Graded/ungraded
Geography and Environmental Science	WNI296	<u>Conservation and Sustainable Development</u>	Three	6	Graded
Geography and Environmental Science	WNI297	<u>Conservation</u>	Three	3	Graded
Geography and Environmental Science	WNI298	<u>Contemporary Human Issues: Rivers and Deserts</u>	Three	3	Graded
Geography and Environmental Science	WNI299	<u>Contemporary Human Issues: Tectonic Hazards</u>	Three	3	Graded

Geography and Environmental Science	WNI300	<u>Earth Science: Geology</u>	Three	3	Graded
Geography and Environmental Science	WNI301	<u>Earth Science: Plate Tectonics</u>	Three	3	Graded
Geography and Environmental Science	WNI302	<u>Earth Science: Rivers and Deserts</u>	Three	3	Graded
Geography and Environmental Science	WNI304	<u>Ecology, Ecosystems and Environmental Management</u>	Three	3	Graded
Geography and Environmental Science	WNI305	<u>Environmental Chemistry</u>	Three	6	Graded
Geography and Environmental Science	WNI306	<u>Environmental Issues</u>	Three	6	Graded
Geography and Environmental Science	WNI307	<u>Environmental Pollution</u>	Three	6	Graded
Geography and Environmental Science	WNI308	<u>Environmental Science</u>	Three	3	Graded
Geography and Environmental Science	WNI309	<u>Greenhouse Effect and Global Warming</u>	Three	6	Graded
Geography and Environmental Science	WNI310	<u>Human Geography</u>	Three	3	Graded
Geography and Environmental Science	WNI311	<u>Plate Tectonics</u>	Three	3	Graded
Geography and Environmental Science	WNI312	<u>Pollution and Human Population</u>	Three	3	Graded
Geography and Environmental Science	WNI313	<u>Principles of Ecology</u>	Three	3	Graded
Geography and Environmental Science	WNI314	<u>Rocks and the Rock Cycle</u>	Three	3	Graded
Geography and Environmental Science	WNI315	<u>Soil and Plants</u>	Three	6	Graded

Geography and Environmental Science	WNI316	Soil Ecology	Three	3	Graded
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Politics subject group

Subject group	Unit code	Unit title	Level	Credit value	Graded/ungraded
Politics	WNI327	Britain and Europe	3	3	Graded
Politics	WNI328	Decision Making in the UK	3	3	Graded
Politics	WNI329	Dynamics of Government: Monarchs, Peers & MPs	3	3	Graded
Politics	WNI331	Political Culture	3	6	Graded
Politics	WNI332	Political Literacy	3	3	Graded
Politics	WNI333	Political Participation	3	6	Graded
Politics	WNI334	Political Parties	3	6	Graded
Politics	WNI335	Political Representation: Prime Ministers, Ministers and Civil Servants	3	6	Graded
Politics	WNI336	The Policy Process	3	6	Graded

Mass Media subject group

Subject group	Unit code	Unit title	Level	Credit value	Graded/ungraded
Media	WNI317	Film and Popular Culture	3	6	Graded
Media	WNI318	Media Representation of Social Groups	3	3	Graded
Media	WNI319	News in TV and Print in Britain	3	3	Graded
Media	WNI827	Representation Theory	3	3	Graded
Media	WNI321	Sociology of Mass Media	3	3	Graded
Media	WNI322	Using the Media	3	6	Graded
Media	WNI831	Writing for Film and Television	3	6	Graded

Philosophy subject group

Subject group	Unit code	Unit title	Level	Credit value	Graded/ungraded
Philosophy	WNI325	Introduction to Western Philosophy Analysis	3	3	Graded
Philosophy	WNI326	Philosophical Research Project	3	6	Graded

Criminology subject group

Subject group	Unit code	Unit title	Level	Credit value	Graded/ungraded
Criminology	WNI374	<u>Applying Social Psychological Perspectives to Violent Youth and Gang-Impacted Environments</u>	Three	3	Graded
Criminology	WNI375	<u>Crime and Media**</u>	Three	3	Graded
Criminology	WNI376	<u>Crime in Context</u>	Three	9	Graded
Criminology	WNI378	<u>Crime Statistics</u>	Three	3	Graded
Criminology	WNI379	<u>Criminal Justice and Social Policy</u>	Three	3	Graded
Criminology	WNI380	<u>Criminology</u>	Three	3	Graded
Criminology	WNI382	<u>Exit Strategies from Gangs</u>	Three	3	Graded
Criminology	WNI383	<u>Forensic Psychology</u>	Three	6	Graded
Criminology	WNI467	<u>Forensic Science</u>	Three	6	Graded
Criminology	WNI385	<u>Interpersonal Communication Skills in Complex Youth Environments</u>	Three	3	Graded
Criminology	WNI386	<u>Introduction to Law Enforcement</u>	Three	9	Graded
Criminology	WNI387	<u>Mental Health and Working with Young People at Risk</u>	Three	9	Graded
Criminology	WNI388	<u>National Policy Framework for Working with Youth Violence and Gangs</u>	Three	6	Graded
Criminology	WNI391	<u>Safe Working with Young People at Risk</u>	Three	6	Graded
Criminology	WNI392	<u>Situational Aspects of Crime</u>	Three	3	Graded
Criminology	WNI393	<u>Social Factors and the Development of Violent Youth and Gang-Impacted Environments**</u>	Three	6	Graded
Criminology	WNI395	<u>The Causes of Crime</u>	Three	3	Graded
Criminology	WNI398	<u>Youth Marginalisation and its Impact on Communities</u>	Three	3	Graded

**Barred units

1. Social Factors and the Development of Violent Youth and Gang-Impacted Environments is barred against Crime and Media

Psychology subject group

Subject group	Unit code	Unit title	Level	Credit value	Graded/ungraded
Psychology	WNI118	<u>Behaviourism</u>	Three	3	Graded

Psychology	WNI119	<u>Cognitive Developmental Psychology</u>	Three	3	Graded
Psychology	WNI120	<u>Controversial Issues in Psychology</u>	Three	3	Graded
Psychology	WNI121	<u>Early Social Development</u>	Three	3	Graded
Psychology	WNI122	<u>Health Psychology</u>	Three	3	Graded
Psychology	WNI123	<u>Introduction to Cognitive Psychology</u>	Three	3	Graded
Psychology	WNI124	<u>Key Studies in Psychology</u>	Three	3	Graded
Psychology	WNI125	<u>Memory Processes</u>	Three	6	Graded
Psychology	WNI126	<u>Mental Health and Illness**</u>	Three	3	Graded
Psychology	WNI127	<u>Perceptual Processes</u>	Three	3	Graded
Psychology	WNI128	<u>Personality</u>	Three	3	Graded
Psychology	WNI130	<u>Prejudice and Discrimination</u>	Three	3	Graded
Psychology	WNI131	<u>Pro-Social and Anti-Social Behaviour</u>	Three	3	Graded
Psychology	WNI136	<u>Psychopathology**</u>	Three	3	Graded
Psychology	WNI138	<u>Social Influence</u>	Three	6	Graded
Psychology	WNI139	<u>Social Perception</u>	Three	3	Graded
Psychology	WNI140	<u>Social Psychology</u>	Three	3	Graded
Psychology	WNI141	<u>Social Relationships</u>	Three	3	Graded
Psychology	WNI142	<u>The Brain and Nervous System (Psychology)</u>	Three	3	Graded
Psychology	WNI143	<u>The Psychology of Criminal Investigation</u>	Three	3	Graded
Psychology	WNI134	<u>The Psychology of Mental Health and Illness**</u>	Three	6	Graded
Psychology	WNI145	<u>Treatment and Therapies**</u>	Three	3	Graded
Psychology	WNI146	<u>Understanding Stress</u>	Three	6	Graded

****Barred units**

1. The Psychology of Mental Health and Illness is barred against Mental Health and Illness
2. Treatment and Therapies and Psychopathology are barred against The Psychology of Mental Health and Illness
3. Treatment and Therapies and Psychopathology are barred against Mental Health and Illness

Sociology subject group

Subject group	Unit code	Unit title	Level	Credit value	Graded/ungraded
Sociology	WNI147	<u>Agencies of Social Control</u>	Three	3	Graded
Sociology	WNI148	<u>Class and Stratification</u>	Three	6	Graded
Sociology	WNI149	<u>Community and Neighbourhood</u>	Three	3	Graded

Sociology	WNI150	<u>Crime and Deviance**</u>	Three	6	Graded
Sociology	WNI151	<u>Equality and Diversity</u>	Three	3	Graded
Sociology	WNI152	<u>Ethnicity**</u>	Three	3	Graded
Sociology	WNI177	<u>Ethical Issues in Social Policy</u>	Three	3	Graded
Sociology	WNI153	<u>Gender</u>	Three	3	Graded
Sociology	WNI154	<u>Globalisation</u>	Three	3	Graded
Sociology	WNI156	<u>Measurements of Crime</u>	Three	3	Graded
Sociology	WNI157	<u>Race and Ethnicity**</u>	Three	6	Graded
Sociology	WNI159	<u>Sex and Gender Studies**</u>	Three	6	Graded
Sociology	WNI162	<u>Social Stratification</u>	Three	3	Graded
Sociology	WNI163	<u>Social Welfare</u>	Three	6	Graded
Sociology	WNI165	<u>Sociology of Education</u>	Three	6	Graded
Sociology	WNI166	<u>Sociology of the Family</u>	Three	3	Graded
Sociology	WNI167	<u>Sociology of Health</u>	Three	6	Graded
Sociology	WNI168	<u>Sociology of Identity</u>	Three	3	Graded
Sociology	WNI169	<u>Sociology of Religion</u>	Three	3	Graded
Sociology	WNI170	<u>The Sociology of Education</u>	Three	3	Graded
Sociology	WNI171	<u>The Sociology of the Mass Media</u>	Three	6	Graded
Sociology	WNI172	<u>Understanding Crime and Deviance**</u>	Three	3	Graded
Sociology	WNI173	<u>Understanding Poverty</u>	Three	3	Graded
Sociology	WNI174	<u>Understanding the Digital Age</u>	Three	3	Graded
Sociology	WNI175	<u>What is Culture?</u>	Three	6	Graded
Sociology	WNI176	<u>Youth and Popular Culture in Britain</u>	Three	3	Graded

****Barred units**

1. Ethnicity is barred against Race and Ethnicity
2. Crime and Deviance is barred against Understanding Crime and Deviance
3. Gender is barred against Sex and Gender Studies

Social Policy subject group

Subject group	Unit code	Unit title	Level	Credit value	Graded/ungraded
Social Policy	WNI177	<u>Ethical Issues in Social Policy</u>	Three	3	Graded
Social Policy	WNI181	<u>Social Policy - Foundations and Formation</u>	Three	6	Graded
Social Policy	WNI178	<u>Inequalities in Health and Social Care</u>	Three	3	Graded

Social Policy	WNI179	Multiculturalism in Modern Britain	Three	3	Graded
Social Policy	WNI180	Post War Development of Social Policy	Three	3	Graded
Social Policy	WNI185	The Post War Development of Social Policy in relation to the Welfare State in Britain	Three	3	Graded
Social Policy	WNI182	Social Welfare in the UK	Three	3	Graded
Social Policy	WNI186	Welfare Policy	Three	3	Graded

Related Studies Subject Group

Subject group	Unit code	Unit title	Level	Credit value	Graded/ungraded
Related Studies	WNI870	Extended Essay**	Three	6	Graded
Related Studies	WNI871	Research Topic**	Three	6	Graded

**Barred units

1. Extended Essay is barred against Research Topic

Study Skills Subject Group

Subject group	Unit code	Unit title	Level	Credit value	Graded/ungraded
Study skills	WNI853	Academic Study Techniques *this unit is mandatory	Three	6	Ungraded
Study skills	WNI855	Developing Critical Thinking	Three	3	Ungraded
Study skills	WNI856	Digital Portfolio	Three	3	Ungraded
Study skills	WNI857	Email	Three	3	Ungraded
Study skills	WNI858	English Language Skills	Three	3	Ungraded
Study skills	WNI887	Ethical Use of Artificial Intelligence (AI) in an Academic Context	Three	3	Ungraded
Study skills	WNI479	Mathematics – Data Handling and Statistics	Two	3	Ungraded
Study skills	WNI481	Mathematics – Number	Two	3	Ungraded
Study skills	WNI859	Mental Health and Wellbeing	Three	3	Ungraded
Study skills	WNI860	Independent Research	Three	3	Ungraded
Study skills	WNI861	Preparing for a Controlled Assessment	Three	3	Ungraded
Study skills	WNI862	Preparing for a Higher Education Admission Interview	Three	3	Ungraded
Study skills	WNI863	Presentation Graphics	Three	3	Ungraded
Study skills	WNI864	Presentation Skills	Three	3	Ungraded
Study skills	WNI865	Producing a Written Assignment	Three	3	Ungraded

Study skills	WNI866	Progressing to Higher Education	Three	3	Ungraded
Study skills	WNI867	Seminar	Three	3	Ungraded
Study skills	WNI868	Using Spreadsheets - Presentation and Publishing Information	Three	6	Ungraded
Study skills	WNI535	Word Processing	Three	3	Ungraded

Introductory academic subject group

Subject group	Unit code	Unit title	Level	Credit value	Graded/ungraded
Introductory academic	WNI295	An Introduction to Ecology	Three	3	Ungraded
Introductory academic	WNI303	Ecology	Three	3	Ungraded
Introductory academic	WNI276	Introduction to Historical Sources	Three	3	Ungraded
Introductory academic	WNI239	Introduction to Literature	Three	3	Ungraded
Introductory academic	WNI330	Introduction to Political Ideologies	Three	3	Ungraded
Introductory academic	WNI324	Introduction to Philosophy	Three	3	Ungraded
Introductory academic	WNI129	Perspectives in Psychology	Three	3	Ungraded
Introductory academic	WNI132	Psychological Methodology	Three	3	Ungraded
Introductory academic	WNI135	Psychology	Three	3	Ungraded
Introductory academic	WNI133	Psychology as a Science	Three	3	Ungraded
Introductory academic	WNI137	Research Methods in Psychology	Three	3	Ungraded
Introductory academic	WNI158	Research Methods in Sociology	Three	3	Ungraded
Introductory academic	WNI160	Social Divisions	Three	3	Ungraded
Introductory academic	WNI164	Sociological Theory - An Introduction	Three	3	Ungraded
Introductory academic	WNI208	Understanding Actus Reus and Mens Rea	Three	3	Ungraded
Introductory academic	WNI254	What is Literature?	Three	3	Ungraded

Section 3 – Assessment

How the qualification is assessed

The assessment strategy for this Diploma will be designed by the provider to ensure that a student's confidence and skills are sufficiently developed in order that they are prepared for the rigorous assessment regimes that they will encounter when they progress onto programmes of study in higher education. The provider must ensure that appropriate quality assurance mechanisms are in place, for example internal moderation, team meetings, standardisation and student representation.

Centres are encouraged to consider using a variety of assessment methods to prepare the learner for study at a higher level in their relevant subject area. These include:

- essay writing
- reports
- presentations
- practical
- academic displays
- discussions
- reflection
- role play
- research projects
- field work
- time constrained assessment

The assessment method for the qualification is by internally set assessments. Centres are free to devise their own assessments for each unit delivered.

Evidence

Assessments will enable students to generate sufficient evidence to cover all assessment criteria for the unit and to demonstrate differentiated achievement. Students will be provided with unit details at the onset of each unit, including details of the assessment and grading requirements for each unit. Where integrated assessments are used, these will clearly signpost the specific unit learning outcomes and grade descriptors/components that are being assessed via the specified task(s).

The AVA would expect all elements of assessment practice, whether activities and their timing, evidence or feedback; to meet the following key principles of assessment as outlined below:

- Authenticity
- Fitness for purpose
- Inclusivity
- Sufficiency, reliability, and consistency
- Validity

The AVA expects centres to keep all elements of their assessment practice under constant review to ensure that the key principles are met. Centres are required to produce their assessment plan prior to the commencement of the course. This will be viewed by the AVA and shared with each relevant Diploma Moderators. In developing a unit assessment plan, tutors should plan an assessment programme that meets the development needs of students and the demands of the unit in as few assignments as possible. Guidance on our expectations is available in the [AIM Qualifications: Access to HE Provider Handbook](#).

Assessment Planning - When planning assessment for a unit, centres need to be aware of the:

- level and credit value of the unit
- status of the unit – graded or ungraded
- Learning Outcomes (LO) and Assessment criteria (AC)
- Grading Standards and Components

If just one assignment is used to assess the unit, it must enable all:

- learning outcomes to be assessed
- grade standards to be applied

All assessments should be designed in such a way as to minimise the requirement for reasonable adjustments to be made.

Assessments must not require learners to produce evidence above and beyond that stipulated in the assessment criteria.

Centres must ensure that assessments briefs are internally moderated before they are issued to learners and must be available to the Diploma Moderators during their first moderation activity.

Further guidance on assessment can be found in the **Access to HE Provider Handbook** and the QAA **Assessment and Grading Handbook** [Sections B](#) and [Section C](#).

Grading standards

A new grade scheme with three new grading standards has been introduced from August 2024 replacing the seven grade descriptors. These standards will be used as the basis for all grading judgements on all courses. The three grading standards relate to different aspects of performance which are relevant to the assessment of a student's readiness for higher study. These are:

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

Grading

- All units are subject to assessment via the assessment criteria.
- All level 3 units within the graded element of the Diploma (i.e. 45 credits with academic content) are graded: Pass, Merit or Distinction
- "Pass" is the achievement of all the assessment criteria in a unit.
- Further grading may be considered only when all the assessment criteria are met: the three grading standards are assigned to each graded unit.
- There are sub-components for merit and distinction for each grading standard.
- Tutors, in assignment design, must identify and apply the appropriate sub- components.
- Where a graded unit is assessed by one assignment tutors must record the grade indicators for each grading standard for each assignment.
- The grading standards indicators (provisional grades) of all assignments for a unit make up the unit grade profile.
- There is NO overall assignment grade. The final grade for a unit is based on the grade indicators in the unit profile as a whole.
- All grade standards are of equal value.
- The final grade is determined by the median of the grade standards' grades.

For full details of grading regulations providers should consult the [QAA Grade Scheme Handbooks](#).

Deadlines

Providers must set deadlines for all work to be submitted for summative assessment. A schedule of assignment deadlines should be produced and shared with students. Students will be advised that the ability to submit work to deadlines is an essential requirement to progress onto higher-level programmes.

Feedback

Students must be provided with clear and constructive feedback which identifies areas of achievement and those where further work is required. Feedback to students should be recorded.

Extensions

Providers must have and clearly state a procedure for students to request an extension to a deadline, and the grounds for approval of an extension.

Late Submissions

If an assignment is submitted after the deadline without an extension having been granted and the work does not meet the learning outcomes, there is no opportunity for resubmission except via the referrals process.

Resubmissions

A first submission that fails to meet the assessment criteria is returned to the student (with feedback) for resubmission. Feedback must relate to the assessment criteria but may not make reference to the grade standards and components. Resubmission should be within a few days (no longer than a week) and be proportionate to the degree of non-achievement. A resubmission permitted for assessment criteria not achieved in the first submission can be considered for grading if submitted on or prior to the resubmission deadline.

Referrals

Requests for referrals will not normally be considered where the total credit value of the units which have already been achieved through referral or might be achieved as an outcome of a further referral, is more than 15.

A student whose resubmission fails to meet all the assessment criteria may request a referral ie the opportunity to make a second resubmission. The request is made to the assessor and Internal Moderator who will collate the evidence and subsequently convey the request to the AVA. The AVA informs the Centre of the decision. Referrals undergo assessment, internal verification and external moderation.

If the referred resubmission is successful and has been allowed as a third attempt (with no previous late submission) the assignment can be used in the grading of the unit (that is, the unit grade is not capped and should be graded accordingly). If the referred resubmission is successful and has been allowed as a result of a late first submission (that is, without an agreed extension or extenuating circumstances) followed by

an unsuccessful resubmission the unit grade will be capped at pass (consistent with the penalty applied for a late submission).

A complete record of all requests for referrals and their outcomes must be provided for the awards board

Reasonable Adjustment and Exceptional Circumstances

Reasonable adjustments and special considerations are available for all assessments, irrespective of whether they are internally or externally set. Where a learner or group of learners may not be able to access the assessment without reasonable adjustments, centres should ensure that they apply in good time for relevant reasonable adjustments to be made, using the [AIM Qualifications Reasonable Adjustments and Special Considerations Policy](#) which gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the assessment criteria.

Extenuating Circumstances

Providers must have and clearly state an appropriate procedure for dealing with cases of extenuating circumstances, including:

- a clear definition of extenuating circumstances
- procedures that must be followed by students to notify providers of extenuating circumstances that affect the completion or submission of work for assessment
- procedures followed by providers when they have been notified of extenuating circumstances

In most cases notifications of extenuating circumstances may be handled at course level and appropriate action and decisions are taken according to the provider's procedures. Teams must document cases of extenuating circumstances and the action taken

Recognition of Prior Learning/Credit Transfer

Recognition of prior learning (RPL) and transfer of credit exist to enable students to avoid duplication of learning and assessment. A student may claim RPL or transfer of credit against a whole unit or several units. The potential for a student to undertake RPL or credit transfer relies on the PM carrying out effective interview and initial assessment of students to establish their previous qualifications and/or experience. Claims are made and considered on an individual basis and may be permitted where the units studied/credit previously achieved are within the rules of combination of this Diploma. The total proportion of credits awarded or exempted through RPL or credit transfer must not exceed 30 credits, that is 50 percent of the credits required for the achievement of the Diploma. Claims must be submitted to the AVA prior to registration of student,

Eligibility will be checked by the PM. RPL/credit transfer is likely to be permitted if the qualification/ credit achievement or experience has been gained within three years of starting the Access programme.

Appeals

Providers must have and clearly state an appeals procedure that students must follow if they wish to question an assessment decision upon receiving it. If a satisfactory conclusion cannot be reached, then the Access Coordinator/Manager or student may escalate this to the AVA.

Academic Misconduct

The importance of demonstrating the authenticity of their work and understanding the issue of plagiarism will be explained to students during the induction process. Should accepted practice be breached, providers should follow their institution's malpractice procedure.

Final Awards Board (FAB)

Following assessment of all students work, the provider must organise an awards board: a formal meeting held shortly after final moderation. The main responsibility of the awards board is the approval of the award of credits, grades and Access to HE Diplomas.

Please see the 'Access to HE: Final Awards Board Policy on the AIM website for further information.

Section 4 – Operational guidance

Offering this Diploma

Centres wishing to offer this Diploma must be an AIM recognised centre. New centres can apply to become a centre using the centre recognition application process on our website: www.aimgroup.org.uk.

We can advise centres of the best and most efficient methods for offering this qualification. All procedures for the use of this qualification, including approval, registration of learners, verification and certification will be completed through the AIM portal and all centres will have an allocated customer experience advisor to support them.

Fees and charges

Details of all our fees and charges can be found on our website, www.aimgroup.org.uk.

Requirements to deliver this Diploma

To offer this Diploma, centres must ensure that tutors:

- Hold a qualification in the subject area and at the level above they are delivering.
- Hold a relevant teaching qualification. The AVA recommends PGCE, Level 5 Diploma in Teaching and Learning or DTLS.

Centres must also ensure that they have in place an Internal Quality Assurance person who:

- Ideally holds or is working towards a Level 4 Award in Internal Quality Assurance of Assessment Processes and Practices or its equivalent
- has substantial experience of working in or assessing Access to HE Diploma qualifications
- is familiar with the assessment requirements of the Access to HE Diploma

Approval to offer this Access to HE Diploma

Centres wishing to offer this Diploma must complete and submit a qualification approval request. [This can be found on the AIM website when choosing a qualification.](#) Some qualifications require centres to have specific resources in place and/or their assessors/internal verifiers should hold certain qualifications. Where this is the case, centres must provide evidence of resources/staff qualifications when completing the qualification approval request.

Access to HE Diploma (Humanities and Social Science)

www.aimgroup.org.uk
0333 034 8833

Resource requirements

There are no specialist resources required to deliver this diploma, however centres should ensure that students have access to

- learning environments that are maintained and kept up to date,
- additional support and other pastoral care
- library/resource centres
- hardware, software and on-line services.

Where centres choose to deliver the placement unit, it is the centre's responsibility to ensure the safeguarding of their learners and to ensure that learners are fully informed regarding any potential costs relating to the placement, for example DBS checks.

Centre responsibilities

Each centre must identify a centre contact who will be responsible for:

- ensuring that the centre meets all the AIM Qualifications and Assessment Group requirements for centre recognition and adheres to all [policies and procedures](#)
- Access to HE provision within the centre
- ensuring all procedures relating to the delivery of the Access to HE Diploma operate effectively in the centre
- ensuring all relevant AIM Qualifications documentation is distributed as required within the centre and that the security requirements for external assessment are adhered to, where applicable.

Registration and certification

Once your centre has approval to offer a qualification, you will be able to register learners using the AIM portal. Learners must be registered onto the correct qualification via the portal. Centres then select their chosen components.

For all registration and certification processes, please refer to the portal guidance document which can be downloaded from our website's [centre handbooks and forms page](#). Details of assessment, internal verification and external verification can be found in the [AIM Qualifications: Access to HE Centre Handbook](#).

Learners achieving a qualification will be issued with a qualification certificate detailing the achieved qualification and components. Learners who have not achieved a qualification will, on request, be issued with a component certificate detailing the components achieved.

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