

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

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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 2026	▪ 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 (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
- social policy
- sociology
- social work
- politics
- psychology

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 (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	40015452	
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 (Social Science) students must achieve 60 credits in total, where:

45 Graded Credits	
9 credits must be achieved from the following subject group:	Sociology
9 credits must be achieved from the following subject group:	Psychology
27 credits must be achieved from any combination of the following subject groups:	Sociology Psychology Social Policy Counselling Health Studies Law Policing and Criminology 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)

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	WNI144	<u>The Psychology of Learning</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	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	Ethical Issues in Social Policy	Three	3	Graded
Social Policy	WNI181	Social Policy - Foundations and Formation	Three	6	Graded
Social Policy	WNI178	Inequalities in Health and Social Care	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	WNI182	Social Welfare in the UK	Three	3	Graded
Social Policy	WNI184	The Origins of the Welfare State	Three	6	Graded
Social Policy	WNI185	The Post War Development of Social Policy in relation to the Welfare State in Britain	Three	3	Graded
Social Policy	WNI186	Welfare Policy	Three	3	Graded

Counselling subject group

Subject group	Unit code	Unit title	Level	Credit value	Graded/ungraded
Counselling	WNI046	Cognitive-Behavioural Counselling	Three	3	Graded
Counselling	WNI048	Counselling for Substance Misuse	Three	3	Graded
Counselling	WNI049	Counselling Supervision	Three	3	Graded
Counselling	WNI050	Counselling Theory	Three	6	Graded
Counselling	WNI051	Differences and Diversity in Practice	Three	3	Graded
Counselling	WNI052	Fundamental Skills of Counselling	Three	6	Graded
Counselling	WNI053	Humanistic Counselling	Three	3	Graded
Counselling	WNI055	Loss and Bereavement Counselling	Three	3	Graded
Counselling	WNI056	Main Approaches to Counselling	Three	6	Graded
Counselling	WNI057	Personal Development in Counselling	Three	6	Graded
Counselling	WNI058	Professional Practice (Counselling)	Three	3	Graded
Counselling	WNI059	Professional Skills for Counselling	Three	6	Graded
Counselling	WNI060	Psychodynamic Counselling	Three	3	Graded
Counselling	WNI061	The Therapeutic Relationship	Three	3	Graded
Counselling	WNI062	Trauma Counselling	Three	3	Graded

Health Studies subject group

Subject group	Unit code	Unit title	Level	Credit value	Graded/ ungraded
Health Studies	WNI093	<u>Demography and Planning</u>	Three	3	Graded
Health Studies	WNI100	<u>Inequalities Health, Illness and Social Care</u>	Three	3	Graded
Health Studies	WNI107	<u>Social Service Provision for Adults</u>	Three	3	Graded
Health Studies	WNI108	<u>Social Service Provision for Children and Families</u>	Three	3	Graded
Health Studies	WNI109	<u>The History of the National Health Service</u>	Three	3	Graded
Health Studies	WNI115	<u>Understanding Eating Disorders</u>	Three	3	Graded
Health Studies	WNI116	<u>Understanding Mental Health</u>	Three	3	Graded

Law Subject Group

Subject group	Unit code	Unit title	Level	Credit value	Graded/ ungraded
Law	WNI187	<u>Access to Justice</u>	Three	3	Graded
Law	WNI188	<u>Consumer Law</u>	Three	3	Graded
Law	WNI189	<u>Criminal and Youth Justice - The Legal Framework</u>	Three	6	Graded
Law	WNI190	<u>Criminal Law and Procedures</u>	Three	3	Graded
Law	WNI191	<u>Employment Law</u>	Three	3	Graded
Law	WNI192	<u>English Legal System</u>	Three	6	Graded
Law	WNI194	<u>Family Law – Children</u>	Three	3	Graded
Law	WNI195	<u>Family Law - Marriage and Cohabitation</u>	Three	3	Graded
Law	WNI196	<u>Homicide</u>	Three	3	Graded
Law	WNI197	<u>Human Rights, the Individual and the Law</u>	Three	3	Graded
Law	WNI198	<u>Introduction to Company Law</u>	Three	6	Graded
Law	WNI199	<u>Introduction to Contract Law</u>	Three	3	Graded
Law	WNI200	<u>Introduction to General Defences</u>	Three	3	Graded
Law	WNI201	<u>Non-Fatal Offences Against the Person</u>	Three	3	Graded
Law	WNI203	<u>Property Offences</u>	Three	6	Graded
Law	WNI204	<u>Restorative Justice</u>	Three	3	Graded
Law	WNI394	<u>Sources of Law</u>	Three	6	Graded
Law	WNI396	<u>The Courts and Justice</u>	Three	6	Graded
Law	WNI205	<u>The Judicial System</u>	Three	6	Graded
Law	WNI206	<u>The Law in Social Work</u>	Three	6	Graded

Law	WNI207	The Law of Tort - Negligence	Three	3	Graded
Law	WNI209	Understanding English Law	Three	3	Graded
Law	WNI210	Youth Justice - Practice	Three	3	Graded

Policing and Criminology subject group

Subject group	Unit code	Unit title	Level	Credit value	Graded/ungraded
Policing and Criminology	WNI374	Applying Social Psychological Perspectives to Violent Youth and Gang-Impacted Environments	Three	3	Graded
Policing and Criminology	WNI375	Crime and Media**	Three	3	Graded
Policing and Criminology	WNI376	Crime in Context	Three	9	Graded
Policing and Criminology	WNI377	Crime Prevention and Control	Three	3	Graded
Policing and Criminology	WNI378	Crime Statistics	Three	3	Graded
Policing and Criminology	WNI379	Criminal Justice and Social Policy	Three	3	Graded
Policing and Criminology	WNI380	Criminology	Three	3	Graded
Policing and Criminology	WNI381	Evidence	Three	3	Graded
Policing and Criminology	WNI382	Exit Strategies from Gangs	Three	3	Graded
Policing and Criminology	WNI383	Forensic Psychology	Three	6	Graded
Policing and Criminology	WNI467	Forensic Science	Three	6	Graded
Policing and Criminology	WNI384	Incarceration	Three	3	Graded
Policing and Criminology	WNI385	Interpersonal Communication Skills in Complex Youth Environments	Three	3	Graded
Policing and Criminology	WNI386	Introduction to Law Enforcement	Three	9	Graded
Policing and Criminology	WNI387	Mental Health and Working with Young People at Risk	Three	9	Graded
Policing and Criminology	WNI388	National Policy Framework for Working with Youth Violence and Gangs	Three	6	Graded
Policing and Criminology	WNI389	Police Powers	Three	6	Graded

Policing and Criminology	WNI391	Safe Working with Young People at Risk	Three	6	Graded
Policing and Criminology	WNI392	Situational Aspects of Crime	Three	3	Graded
Policing and Criminology	WNI393	Social Factors and the Development of Violent Youth and Gang-Impacted Environments**	Three	6	Graded
Policing and Criminology	WNI395	The Causes of Crime	Three	3	Graded
Policing and Criminology	WNI397	The Penal System	Three	3	Graded
Policing and Criminology	WNI398	Youth Marginalisation and its Impact on Communities	Three	3	Graded

****Barred units**

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

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	<u>Ethical Use of Artificial Intelligence (AI) in an Academic Context</u>	Three	3	Ungraded
Study skills	WNI479	<u>Mathematics – Data Handling and Statistics</u>	Two	3	Ungraded
Study skills	WNI481	<u>Mathematics – Number</u>	Two	3	Ungraded
Study skills	WNI859	<u>Mental Health and Wellbeing</u>	Three	3	Ungraded
Study skills	WNI860	<u>Independent Research</u>	Three	3	Ungraded
Study skills	WNI861	<u>Preparing for a Controlled Assessment</u>	Three	3	Ungraded
Study skills	WNI862	<u>Preparing for a Higher Education Admission Interview</u>	Three	3	Ungraded
Study skills	WNI863	<u>Presentation Graphics</u>	Three	3	Ungraded
Study skills	WNI864	<u>Presentation Skills</u>	Three	3	Ungraded
Study skills	WNI865	<u>Producing a Written Assignment</u>	Three	3	Ungraded
Study skills	WNI866	<u>Progressing to Higher Education</u>	Three	3	Ungraded
Study skills	WNI867	<u>Seminar</u>	Three	3	Ungraded
Study skills	WNI868	<u>Using Spreadsheets - Presentation and Publishing Information</u>	Three	6	Ungraded
Study skills	WNI535	<u>Word Processing</u>	Three	3	Ungraded

Introductory academic subject group

Subject group	Unit code	Unit title	Level	Credit value	Graded/ungraded
Introductory academic	WNI054	<u>Introduction to Counselling Theory</u>	Three	3	Ungraded
Introductory academic	WNI129	<u>Perspectives in Psychology</u>	Three	3	Ungraded
Introductory academic	WNI132	<u>Psychological Methodology</u>	Three	3	Ungraded
Introductory academic	WNI135	<u>Psychology</u>	Three	3	Ungraded
Introductory academic	WNI133	<u>Psychology as a Science</u>	Three	3	Ungraded
Introductory academic	WNI137	<u>Research Methods in Psychology</u>	Three	3	Ungraded
Introductory academic	WNI158	<u>Research Methods in Sociology</u>	Three	3	Ungraded
Introductory academic	WNI160	<u>Social Divisions</u>	Three	3	Ungraded
Introductory academic	WNI164	<u>Sociological Theory - An Introduction</u>	Three	3	Ungraded
Introductory academic	WNI208	<u>Understanding Actus Reus and Mens Rea</u>	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.

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.

Derby Office

Registered address

3 Pride Point Drive
Pride Park
Derby DE24 8BX

Wolverhampton Office

Aldersley House, Overstrand
Pendeford Business Park,
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Tel: **0333 034 8833**

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Access to HE Diploma (Social Science)

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