

Access to HE Diploma (Psychology and Criminology)

AIM code: 40011665

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Version Control

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|------|---|
| v1.0 | New document April 2022 |
| v2.0 | Document rebranded. Additional 6-credit units inserted into relevant modules. January 2024. |

About the Qualification

| | |
|----------------------------|---|
| Title | Open Awards Access to HE Diploma (Psychology and Criminology) |
| Learning Aim Code | AIM 40011665 |
| Sector | 15.5 Law and Legal Services |
| Level | Level 3 |
| Funding | Please click here for more information |
| Pricing Information | Please click here for more information |
| Review Date | 31/07/2026 |

| Available Delivery Modes |
|-------------------------------|
| Blended learning Classroom |

Qualification Structure

| Rules of Combination | |
|---|---|
| Credit Value of the Qualification | 60 |
| Minimum credits at the level of the qualification (Level 3) | 45 |
| Graded Credits | 45 |
| Ungraded Credits | 15 |
| Graded Units | |
| Mandatory Group A – Criminology | A minimum of 15 graded credits required. |
| Mandatory Group B – Psychology | A minimum of 15 graded credits required. |
| Optional Group C - Sociology | Remaining graded units may be selected from Mandatory Groups A-B or Optional Group C |
| Ungraded Units | |
| Mandatory Group A – Criminology | 15 ungraded credits to be selected from Optional Ungraded groups A-C or Ungraded group D (Developmental). |
| Mandatory Group B – Psychology | |
| Optional Group C - Sociology | |
| Optional Ungraded Group D – Developmental | |

Please ensure that your programme contains at least one 6-credit unit (academic graded, academic ungraded, or ungraded developmental) to be compliant with the requirements of the QAA Access to HE Diploma specification.

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

Qualification Units

Graded Units

Mandatory Unit Group A - Criminology

| Unit Code | Unit Name | Credits | Level |
|-----------|---|---------|-------------|
| GA33CRI01 | Criminal Justice and Social Policy | 3 | Level Three |
| GA33CRI11 | Criminological Practice | 3 | Level Three |
| GA33CRI08 | Criminological Statistics | 3 | Level Three |
| GA33CRI15 | Ethnicity and Crime | 3 | Level Three |
| GA33CRI05 | Forensic Evidence | 3 | Level Three |
| GA33CRI16 | Gender and Crime | 3 | Level Three |
| GA33CRI14 | Offender Profiling | 3 | Level Three |
| GA33CRI09 | Perspectives on Policing | 3 | Level Three |
| GA33CRI02 | Social Control, Discipline and Regulation | 3 | Level Three |
| GA33CRI12 | Socio-biological Explanations of Crime | 3 | Level Three |
| GA33CRI07 | Sociological Explanations of Crime | 3 | Level Three |
| GA33CRI13 | Terrorism, the State and Civil Liberties | 3 | Level Three |
| GA33CRI04 | The Criminology of Prisons | 3 | Level Three |
| GA33CRI10 | The Origins of Criminology | 3 | Level Three |
| GA33CRI06 | The Reliability of Evidence | 3 | Level Three |
| GA36CRI01 | Theories and Perspectives in Criminology | 6 | Level Three |
| GA33CRI03 | Theories of Crime Causation | 3 | Level Three |

Mandatory Group B - Psychology

| Unit Code | Unit Name | Credits | Level |
|-----------|--|---------|-------------|
| GA33PSY02 | Aggression | 3 | Level Three |
| GA33PSY10 | Attention | 3 | Level Three |
| GA33PSY18 | Biopsychology of Stress | 3 | Level Three |
| GA33PSY22 | Child and adolescent mental health and wellbeing | 3 | Level Three |
| GA33PSY19 | Cognitive Development | 3 | Level Three |
| GA33PSY15 | Concepts of Normality and Mental Health | 3 | Level Three |
| GA33PSY25 | Conformity and Obedience | 3 | Level Three |
| GA33PSY24 | Dementia Care and Treatment | 3 | Level Three |
| GA33PSY04 | Early Social Development | 3 | Level Three |
| GA33PSY20 | Interpersonal Relationships | 3 | Level Three |

| | | | |
|-----------|--|---|-------------|
| GA33PSY26 | Key Debates in Psychology | 3 | Level Three |
| GA33PSY11 | Memory | 3 | Level Three |
| GA33PSY16 | Non-Verbal Communication | 3 | Level Three |
| GA33PSY12 | Perception | 3 | Level Three |
| GA33PSY03 | Personality Theory | 3 | Level Three |
| GA36PSY27 | Psychological Approaches and Applications | 6 | Level Three |
| GA33PSY09 | Psychological Perspectives | 3 | Level Three |
| GA33PSY21 | Psychological Trauma | 3 | Level Three |
| GA33PSY05 | Social Influence and Independence | 3 | Level Three |
| GA33PSY23 | Social Perspectives in mental health | 3 | Level Three |
| GA33PSY14 | Stereotyping, Prejudice and Discrimination | 3 | Level Three |
| GA33PSY08 | The Nature-Nurture Debate | 3 | Level Three |
| GA33PSY17 | Theories of Pain | 3 | Level Three |
| GA33PSY07 | Transition Psychology | 3 | Level Three |

Optional Group C - Sociology

| Unit Code | Unit Name | Credits | Level |
|-----------|---|---------|-------------|
| GA33HEA05 | Access to Health Care in Modern Britain | 3 | Level Three |
| GA33SOC06 | Changing Beliefs in British Society | 3 | Level Three |
| GA33SOC29 | Community Change and the Environment | 3 | Level Three |
| GA33HEA02 | Delivery of Health Care in the UK | 3 | Level Three |
| GA33SOC14 | Education and Social Inequality | 3 | Level Three |
| GA33HEA01 | Ethical Issues in Health | 3 | Level Three |
| GA33SOC02 | Exploring Social Policy | 3 | Level Three |
| GA33SOC01 | Feminism and the Household | 3 | Level Three |
| GA33HEA17 | Foundations in Mental Health | 3 | Level Three |
| GA33HEA04 | Gender and Health Care Roles in Modern Britain | 3 | Level Three |
| GA33HEA06 | Health Promotion | 3 | Level Three |
| GA33SOC09 | History of Social Policies | 3 | Level Three |
| GA33SOC16 | Introduction to Women's Studies | 3 | Level Three |
| GA33POL11 | Key Traditions in Political Philosophy | 3 | Level Three |
| GA33SOC10 | Learning and Gender | 3 | Level Three |
| GA33FMC05 | Organisation and Control of Contemporary News Media | 3 | Level Three |
| GA33SOC05 | Poverty in Contemporary Britain | 3 | Level Three |
| GA36BIO37 | Promoting Health | 6 | Level Three |

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|-----------|---|---|-------------|
| GA33HEA08 | Public Health | 3 | Level Three |
| GA33SOC08 | Race in British Society | 3 | Level Three |
| GA33SOC28 | Regeneration and the City | 3 | Level Three |
| GA33HEA03 | Sexual Health in the UK | 3 | Level Three |
| GA33HEA07 | Social Roles in the Caring Professions | 3 | Level Three |
| GA33SOC03 | Social Stratification and Inequality | 3 | Level Three |
| GA33SOC15 | Sociological Theory | 3 | Level Three |
| GA33SOC27 | Sociology of the Environment | 3 | Level Three |
| GA33SOC04 | Sociology of the Family in Modern Britain | 3 | Level Three |
| GA33FMC01 | Television in Britain | 3 | Level Three |
| GA33SOC31 | The Sociology of the New Media and Representation | 3 | Level Three |
| GA33FMC03 | The Sixties in the Cinema | 3 | Level Three |
| GA33SOC07 | Women and Paid Work | 3 | Level Three |
| GA33SOC12 | Work and Leisure | 3 | Level Three |

Ungraded Units

Optional Ungraded Unit Group A - Criminology

| Unit Code | Unit Name | Credits | Level |
|-----------|---|---------|-------------|
| UA33CRI01 | Criminal Justice and Social Policy | 3 | Level Three |
| UA33CRI11 | Criminological Practice | 3 | Level Three |
| UA33CRI08 | Criminological Statistics | 3 | Level Three |
| UA33CRI15 | Ethnicity and Crime | 3 | Level Three |
| UA33CRI05 | Forensic Evidence | 3 | Level Three |
| UA33CRI16 | Gender and Crime | 3 | Level Three |
| UA33CRI14 | Offender Profiling | 3 | Level Three |
| UA33CRI09 | Perspectives on Policing | 3 | Level Three |
| UA33CRI02 | Social Control, Discipline and Regulation | 3 | Level Three |
| UA33CRI12 | Socio-biological Explanations of Crime | 3 | Level Three |
| UA33CRI07 | Sociological Explanations of Crime | 3 | Level Three |
| UA33CRI13 | Terrorism, the State and Civil Liberties | 3 | Level Three |
| UA33CRI04 | The Criminology of Prisons | 3 | Level Three |
| UA33CRI10 | The Origins of Criminology | 3 | Level Three |
| UA33CRI06 | The Reliability of Evidence | 3 | Level Three |
| UA36CRI01 | Theories and Perspectives in Criminology | 6 | Level Three |
| UA33CRI03 | Theories of Crime Causation | 3 | Level Three |

Optional Ungraded Unit Group B - Psychology

| Unit Code | Unit Name | Credits | Level |
|-----------|--|---------|-------------|
| UA33PSY02 | Aggression | 3 | Level Three |
| UA33PSY10 | Attention | 3 | Level Three |
| UA33PSY18 | Biopsychology of Stress | 3 | Level Three |
| UA33PSY22 | Child and adolescent mental health and wellbeing | 3 | Level Three |
| UA33PSY19 | Cognitive Development | 3 | Level Three |
| UA33PSY15 | Concepts of Normality and Mental Health | 3 | Level Three |
| UA33PSY25 | Conformity and Obedience | 3 | Level Three |
| UA33PSY24 | Dementia Care and Treatment | 3 | Level Three |
| UA33PSY04 | Early Social Development | 3 | Level Three |
| UA33PSY20 | Interpersonal Relationships | 3 | Level Three |
| UA33PSY26 | Key Debates in Psychology | 3 | Level Three |
| UA33PSY11 | Memory | 3 | Level Three |
| UA33PSY16 | Non-Verbal Communication | 3 | Level Three |
| UA33PSY12 | Perception | 3 | Level Three |
| UA33PSY03 | Personality Theory | 3 | Level Three |
| UA36PSY27 | Psychological Approaches and Applications | 6 | Level Three |
| UA33PSY09 | Psychological Perspectives | 3 | Level Three |
| UA33PSY21 | Psychological Trauma | 3 | Level Three |
| UA33PSY05 | Social Influence and Independence | 3 | Level Three |
| UA33PSY23 | Social Perspectives in mental health | 3 | Level Three |
| UA33PSY14 | Stereotyping, Prejudice and Discrimination | 3 | Level Three |
| UA33PSY08 | The Nature-Nurture Debate | 3 | Level Three |
| UA33PSY17 | Theories of Pain | 3 | Level Three |
| UA33PSY07 | Transition Psychology | 3 | Level Three |

Optional Ungraded Unit Group C - Sociology

| Unit Code | Unit Name | Credits | Level |
|-----------|---|---------|-------------|
| UA33HEA05 | Access to Health Care in Modern Britain | 3 | Level Three |
| UA33SOC06 | Changing Beliefs in British Society | 3 | Level Three |
| UA33SOC29 | Community Change and the Environment | 3 | Level Three |
| UA33HEA02 | Delivery of Health Care in the UK | 3 | Level Three |
| UA33SOC14 | Education and Social Inequality | 3 | Level Three |
| UA33HEA01 | Ethical Issues in Health | 3 | Level Three |

| | | | |
|-----------|---|---|-------------|
| UA33SOC02 | Exploring Social Policy | 3 | Level Three |
| UA33SOC01 | Feminism and the Household | 3 | Level Three |
| UA33HEA17 | Foundations in Mental Health | 3 | Level Three |
| UA33HEA04 | Gender and Health Care Roles in Modern Britain | 3 | Level Three |
| UA33HEA06 | Health Promotion | 3 | Level Three |
| UA33SOC09 | History of Social Policies | 3 | Level Three |
| UA33SOC16 | Introduction to Women's Studies | 3 | Level Three |
| UA33POL11 | Key Traditions in Political Philosophy | 3 | Level Three |
| UA33SOC10 | Learning and Gender | 3 | Level Three |
| UA33FMC05 | Organisation and Control of Contemporary News Media | 3 | Level Three |
| UA33SOC05 | Poverty in Contemporary Britain | 3 | Level Three |
| UA36BIO37 | Promoting Health | 6 | Level Three |
| UA33HEA08 | Public Health | 3 | Level Three |
| UA33SOC08 | Race in British Society | 3 | Level Three |
| UA33SOC28 | Regeneration and the City | 3 | Level Three |
| UA33HEA03 | Sexual Health in the UK | 3 | Level Three |
| UA33HEA07 | Social Roles in the Caring Professions | 3 | Level Three |
| UA33SOC03 | Social Stratification and Inequality | 3 | Level Three |
| UA33SOC15 | Sociological Theory | 3 | Level Three |
| UA33SOC27 | Sociology of the Environment | 3 | Level Three |
| UA33SOC04 | Sociology of the Family in Modern Britain | 3 | Level Three |
| UA33FMC01 | Television in Britain | 3 | Level Three |
| UA33PSY08 | The Nature-Nurture Debate | 3 | Level Three |
| UA33FMC03 | The Sixties in the Cinema | 3 | Level Three |
| UA33SOC31 | The Sociology of the New Media and Representation | 3 | Level Three |
| UA33SOC07 | Women and Paid Work | 3 | Level Three |
| UA33SOC12 | Work and Leisure | 3 | Level Three |

Optional Ungraded Unit Group D - Developmental

| Unit Code | Unit Name | Credits | Level |
|-----------|--|---------|-------------|
| UD33DEV23 | Communication: Academic Essay Writing | 3 | Level Three |
| UD36DEV35 | Communication: Critical Thinking in Academic Writing | 6 | Level Three |
| UD33DEV29 | Communication: Portfolio of Writing Exercises | 3 | Level Three |

| | | | |
|-----------|---|---|-------------|
| UD33DEV25 | Communication: Presentation Skills | 3 | Level Three |
| UD23DEV21 | Communication: Punctuation and Grammar Skills | 3 | Level Two |
| UD23DEV20 | Communication: Reading Strategies | 3 | Level Two |
| UD33DEV24 | Communication: Report Writing | 3 | Level Three |
| UD23DEV19 | Communication: Speaking and Listening Skills | 3 | Level Two |
| UD23DEV22 | Communication: Writing for Meaning | 3 | Level Two |
| UD33DEV36 | Foundations in Criminology | 3 | Level Three |
| UD33DEV37 | Foundations in Sociology | 3 | Level Three |
| UD33DEV10 | ICT: Advance Use of ICT | 3 | Level Three |
| UD33DEV15 | ICT: Advanced Word Processing | 3 | Level Three |
| UD23DEV09 | ICT: Using ICT | 3 | Level Two |
| UD26DEV24 | ICT: Using ICT and Word Processing | 6 | Level Two |
| UD23DEV11 | ICT: Using Presentation Software | 3 | Level Two |
| UD23DEV13 | ICT: Using Spreadsheets | 3 | Level Two |
| UD23DEV14 | ICT: Word Processing | 3 | Level Two |
| UD33DEV27 | Personal Development: Applying for HE | 3 | Level Three |
| UD33DEV28 | Personal Development: Setting Targets and Reflective Practice | 3 | Level Three |
| UD33DEV26 | Personal Development: Study Skills | 3 | Level Three |
| UD33DEV32 | Professional Behaviours | 3 | Level Three |
| UD33DEV30 | Research: Practical Research for Psychology | 3 | Level Three |
| UD33DEV31 | Science: Biological Practical Skills | 3 | Level Three |
| UD23DEV06 | Science: Introduction to Biology | 3 | Level Two |
| UD23DEV08 | Science: Introduction to Chemistry | 3 | Level Two |
| UD23DEV07 | Science: Introduction to Physics | 3 | Level Two |
| UD36DEV37 | Study Skills: Academic Skills for Access to HE | 6 | Level Three |
| UD36DEV38 | Study Skills: Access Research Project | 6 | Level Three |
| UD33DEV18 | Study Skills: Critical Analysis | 3 | Level Three |
| UD33DEV16 | Study Skills: Developing Research Skills | 3 | Level Three |
| UD36DEV36 | Study Skills: Research Skills and Using Information | 6 | Level Three |
| UD33DEV17 | Study Skills: Using Research Skills | 3 | Level Three |
| UD23DEV02 | Use of Number: Data Handling and Probability | 3 | Level Two |
| UD23DEV03 | Use of Number: Maths Project | 3 | Level Two |

| | | | |
|-----------|--|---|-----------|
| UD23DEV04 | Use of Number: Measure and Shape | 3 | Level Two |
| UD23DEV01 | Use of Number: Numbers and Algebra | 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.

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 Open Awards portal. More information can be found in our Access to HE Provider Handbook.

Assessment and Quality Assurance

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. All grade descriptors assigned to a unit by Open Awards (as indicated in the unit content document) must be included in the assessment of assignment(s) for that unit. Descriptors that have not been formally assigned to the unit must not be used. A single grade descriptor may be included more than once where more than one assignment is used to measure achievement for a single unit. Grade Descriptor 7 must be used for all assignments.

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.

Your procedures must conform to QAA requirements as set out in the [Grading Scheme Handbook](#) (Sections C and E).

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

Verification and Standardisation

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](#)

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.
<https://openawards.org.uk/centres/policies-and-procedures/>

Appendices and Links

| Appendix Name |
|--|
| Provider Handbook |
| Enquiries, Complaints and Appeals Policy |
| Equality and Diversity Policy |
| Invoicing Policy |
| Privacy Policy |

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