



**Skills &
Education
Group Access**

Access to HE (Education Professions)

Diploma Guide



skillsandeducationgroupaccess.co.uk



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Diploma Background and Aims

Although several providers have been delivering education units within their Combined Studies or Humanities and Social Sciences programmes, the Access to HE (Education Professions) is new for Skills and Education Group Access.

Providers and Higher Education Institutes (HEIs) were consulted with reference to the content with the Access to HE Diploma Specification in mind and the AVA presents this Diploma Specification to reflect the wishes of providers.

The aims of the Access to HE Diploma (Education Professions) are to:

- prepare students who are returning to education for progression to Higher Education, further training in a related vocational or occupational area
- help students develop the skills and knowledge they need to achieve on their chosen HE course or career pathway
- help students to gain confidence in their abilities, to review and monitor their own progress and to become independent students
- develop students' research, planning, analytical and evaluation skills
- enable students to make informed choices about their future progression routes
- develop specific education related skills and knowledge to enhance employment prospects
- help students to understand the role of education in the world at large
- support students to develop education related skills, expertise and knowledge
- support students in their understanding of the ethical, moral and legal obligations of education organisations.

Course Recognition

The Access to HE Diploma (Education Professions) meets the AVA's policies and priorities for new provision. Skills and Education Group Access' approach to developing the new Access to HE Diploma (Education Professions) is transparent, systematic and as consistently applied as to all other named Access to HE Diplomas. Skills and Education Group Access ensures that all Access to HE Diplomas are fit for purpose in providing an appropriate preparation for study in higher education for adults from defined target groups.

Skills and Education Group Access has worked with curriculum specialists and business development managers to co-ordinate and oversee the development of the Access to HE Diploma (Education Professions). This has involved meetings to agree curriculum content, level, grading descriptors and general rules of combination. A pre-determined timetable of events was drawn up where providers were invited to meetings, or to contribute electronically if unable to attend these events, in order to meet the agreed deadlines.

Diploma and Credit Specification

The QAA Diploma and Credit Specification states that the Access to HE Diploma is a:

- unitised qualification, based on units of assessment which are structured in accordance with the Access to HE unit specification
- credit-based qualification, operated in accordance with the terms of the Access to HE credit specification
- graded qualification, as determined by the Access to HE Grading Scheme.

www.accesstohe.ac.uk/AboutUs/Publications/Pages/Default.aspx

Skills and Education Group Access has ensured that the proposals within this document meet the requirements of The Access to Higher Education Diploma and Credit Specification and any other regulatory information about the Access to HE Diploma, and that students who are awarded the Access to HE Diploma (Education Professions) will have completed a planned, balanced and coherent programme of study, through which they have been able to acquire a subject knowledge and develop academic skills which are relevant to the intended progression route(s).

Target Groups and Entry Requirements

Skills and Education Group Access has developed the Access to HE Diploma (Education Professions) specifically for students who wish to develop their academic, study and vocationally related skills and aptitudes to prepare for the application and progression into HE programmes related to Education Professions. This Diploma is aimed at a range of target groups, including people who are returning to education after being employed in similar sectors; people seeking qualifications to enable them to change their career path and students seeking a foundation in a number of subjects related to Education Professions before moving on to higher level study in the UK.

There are no compulsory entry requirements for this Diploma, however the following qualifications are suggested for entry to this qualification; GCSE grade C/4 or Level 2 Functional Skills in English and Mathematics.

Intended Progression Routes

Skills and Education Group Access has worked with FE and HE experts, employers and specialised recruitment agencies during the development process to agree the units and any Rules of Combination (RoC) so that the Access to HE Diploma (Education Professions) provides a suitable preparation for higher education and future employment. Providers and others wishing to adopt or utilise the Access to HE Diploma (Education Professions) have suggested the following possible progression routes for students:

- Early Childhood Studies
- Primary Education/Early Years with QTS
- Social Work
- Secondary Teaching
- Working with Children and Young Families
- Education Studies
- Learning and Teaching Degrees.

The design of Diplomas must be appropriate to the primary purpose of Access to HE courses, which is to provide higher education progression opportunities for adults who, because of social, educational or individual circumstances, may have achieved few, if any, prior qualifications.

The award of a Diploma does not provide guaranteed entry to UK higher education programmes.

Rules of Combination

Required achievements for the Access to HE Diploma

Where options are available within a single set of rules of combination, which allow alternative requirements for the achievement of a named Diploma, the alternatives permitted by the options are consistent, in terms of academic challenge and demand, and will require equivalent standards for achievement, whenever and wherever it is delivered.

Access to HE Diploma (Education Professions)	
Credit Value of the Diploma:	60
Students must achieve all the units within the Diploma.	
All Diplomas are 60 credits, irrespective of the place, subject or mode of study. Of the 60 credits 45 must be from graded units concerned with academic subject content, with the remaining 15 credits to be achieved from ungraded units.	
Students can achieve up to a maximum of 9 credits at Level 2 and 21 from Level 3 through credit transfer and the award of credit through the recognition of prior learning.	
Students undertaking any Access to HE Diploma, whatever their mode of study, must be: a) Students undertaking any Access to HE Diploma, whatever their mode of study, must be: a registered to a QAA-recognised Access to HE Diploma no later than six weeks (42 days) from the student start date on the course b) registered for units to the value of 60 credits no later than 12 weeks from the start date of the Access to HE course, or before the student makes a formal application to a higher education course through UCAS or any other application process, whichever date occurs first c) registered and certificated for units to a maximum value of 60 credits.	

Differentiated Performance

Consideration has been given to the allocation of Grading Descriptors 'to ensure that they provide opportunities for differentiation of performance consistent with the requirements of the grade descriptors'.

Curriculum, Delivery and Assessment

It is expected that 'information provided about unit content, delivery and assessment methods is sufficient to ensure consistency in the required standards of achievement, whenever and wherever the Diploma is delivered'.

Some suggested assessment methods include;

- Report
- Essay
- Examination
- Debate
- Simulation/Role play
- Presentation.

Successful Completion Criteria

Skills and Education Group Access expects that any successful completion criteria that is in addition to the Diploma's rules of combination do not make demands which impacts on achievement.

Credit Transfer and Recognition of Prior Learning

Credit Transfer provides a means by which students who have already achieved units of an Access to HE Diploma, either with the same centre/AVA or another, can transfer their credits and grades, if applicable, to a new diploma registration.

The Recognition of Prior Learning (RPL) provides a means by which students who have already achieved some of the requirements for the award of the Access to HE Diploma, through some means other than study on an Access to HE course, can be awarded the Access to HE Diploma without necessarily being required to undertake units for which equivalent achievement has already been demonstrated.

No more than 30 credits required for the award of the Access to HE Diploma may be awarded through Credit Transfer or RPL.

Students registering onto the Access to HE Diploma (Science) may have undertaken a Level Two 'pre-Access' course. It is expected that providers will have offered students written guidance on Skills and Education Group's application process for RPL of these credits or other credit or work achievement that may allow exemption from some units within the Access to HE Diploma. Students must be advised that RPL cannot be graded.

Special Requirements

There are no special requirements needed for this Diploma although computing environments equipped with PCs, specialist software appropriate to the course, multi-Faith and English Language Support for international students may be recommended.

Supporting Students

Skills and Education Group Access expects all students will be offered appropriate support during their course of study until they have completed the qualification. Students will be encouraged to use a range of resources to support their progress and to engage with appropriate staff in their organisation for further information and advice. The assessment methodology must be appropriate and rigorous for an individual or groups of students.

For students with particular requirements, Providers should refer to the Access to Fair Assessment Policy and Procedure which can be found in the Provider Handbook.

The Access to Fair Assessment Policy and Procedure section in the Provider handbook gives clear guidance on the Reasonable Adjustment and Special Consideration arrangements that can be made to take account of particular needs or learning difficulty, without compromising the achievement of the assessment criteria.

Credit Accumulation and Recognition of Student Achievement

Students accumulate credit towards the award of the Diploma. In general, they do this by achieving units of a particular credit value (3, 6 or 9 credits) through the process of assessment on the Access to HE Diploma (Education Professions), but may also do this through the processes of credit transfer and through the recognition of prior learning.

Student achievement is recognised both through the award of level, credit and grades (as identified on an achievement transcript) and the award of the Diploma (as identified on a certificate), subsequent to the student having satisfied the requirements of the rules of combination of the Access to HE Diploma (Education Professions). The award of the Diploma will, therefore, indicate that a student has successfully met the generic requirements for achievement of an Access to HE Diploma, as well as the particular requirements of the Access to HE Diploma (Education Professions).

Skills and Education Group expects that where the Access to HE Diploma (Education Professions) is intended to lead to further study for a professional qualification, students must be made aware of any additional entry requirements that are needed to study at a Higher Education Institution.

Quality Assurance

Skills and Education Group Access operates robust quality assurance arrangements for the proposed Diploma and maintains the quality and standards of this recognised Access to HE Diploma. Skills and Education Group Access makes Access to HE awards to students who have met the specified requirements for achievement and performance. Please visit the Skills and Education Group Access website for the Access to HE Provider Handbook.

Operation of moderation processes

Skills and Education Group maintains a system of regular external moderation, conducted by appointed external moderators. External moderator training is scheduled during the year in preparation for their visits to allow Skills and Education Group Access to update external moderators. Where a provider is new to Access to HE, or is running a new Diploma for the first time, or has transferred from another AVA, a 'support visit' is also scheduled.

Skills and Education Group may arrange for support or supplementary visits in the following situations:

Support Visits

- The first run of a new Diploma as a support to the provider. A member of Skills and Education Group team may also accompany the external moderator
- When a provider has transferred from another AVA.

Supplementary Visits

- When a Diploma has undergone substantial quality assurance or curriculum development or is in fragile circumstances. This additional visit usually incurs a Quality Intervention fee that is chargeable to the provider.

Where a provider offers various start points, an external moderator will arrange a first visit and the final moderation and Awards Board at the most appropriate time within the academic year.

Review of moderation guidance to ensure continued currency

Skills and Education Group routinely reviews and updates its guidance to ensure its continuing currency. Moderation guidance updates are generated from external moderator visits and final moderation reports, external moderator mandatory training events and Skills and Education Group standardisation events. The requirements of the Access to HE Diploma Specification have been incorporated within moderation guidance.

Moderation Reports

External moderators report regularly to Skills and Education Group on all aspects of course organisation, including registration, content, assessment design and practice (including internal moderation, assessment and grading decisions) - for which they are responsible.

Skills and Education Group operates standard procedures for responding to external moderators' reports, including receiving and responding promptly to individual external moderation reports, providing copies of external moderators' reports to appropriate provider/centre staff, and ensuring that matters raised in reports that require specific action by providers are brought to providers' attention, a clear timescale for action is given, and implementation of actions is confirmed.

Skills and Education Group uses a risk rating approach; the outcomes of external moderator visits contribute to risk ratings for individual Diplomas. Higher level risk rates are likely to instigate sanctions and provider quality assurance teams are required to address all resulting conditions with some urgency.

Skills and Education Group will introduce a Centre Moderation Report that summarises the findings and outcomes for all Diplomas delivered by a Centre.

Course Monitoring and Review

Skills and Education Group monitors and reviews Access to HE Diplomas delivered by providers on a regular (normally annual) basis. Two visit reports with associated risk rates and supplementary visit reports as appropriate are used to review provision. Skills and Education Group Access collects and analyses statistical data about Access to HE Diplomas, students and their individual achievement.

Standardisation

Skills and Education Group takes steps to ensure that equivalent standards and requirements for achievement apply on different Access to HE Diplomas, within Skills and Education Group Access and across different student cohorts, with reference to QAA's Access to HE Diploma qualification and credit specifications and grading requirements.

Skills and Education Group holds annual standardisation events that are mandatory for all Access to HE providers. Fines are incurred where an Access to

HE Diploma has not been represented at an appropriate event. The agenda for each event is based on recommendations from the Lead Moderator Standardisation Report of the previous year. Study Skills is often a focus, with an emphasis on a different element each year. Grading is also a key feature of all events.

Skills and Education Group also expects that providers hold internal standardisation events. The external moderator is tasked to discuss this activity and outcomes during visits.

Award of the Access to HE Diploma

Skills and Education Group operates standard specified procedures for the award of Access to HE Diplomas to students that are consistent with the Access to HE Diploma and credit specifications, grading requirements and assessment regulations. The external moderation process ensures that all external moderator decisions to recommend the award of the Access to HE Diploma are made with confidence that all regulations and specification requirements have been met. The formal Awards Board is made up of appropriate personnel in line with Skills and Education Group guidelines and formal decisions to award credit and the Access to HE Diploma are agreed before the Recommendation for the Award of Credit (RAC) is signed by the tutor, the internal moderator and the external moderator for each Diploma. Award Board minutes and copies of the signed RACs are received by Skills and Education Group within one working day of the Awards Board.

The AVA takes immediate action to record and remedy any errors relating to the award or certification of the Access to HE Diploma. Skills and Education Group advises QAA immediately of any major errors in the issuing of Diploma certificates, including providing information on how errors were remedied and how such errors will be avoided in the future.

Data Systems


Skills and Education Group has a dedicated and secure data system for Access to HE. All current Diploma, provider and student information is maintained and all student certification is generated from this system.

Issue and Dispatch of Access to HE Diplomas and Achievement Transcripts

All students who have been awarded the Access to HE Diploma are issued the AVA's Access to HE Diploma certificate which has a standard format. Skills and Education Group operates a service standard that ensures that all unit transcripts and Diploma certificates are forwarded on to providers within 15 working days of the Awards Board. Providers commit to return any unclaimed certificates to the AVA. All certificates are numbered and kept secure.

Person authorising development of the Diploma Specification

I confirm that the Diploma meets QAA's qualification requirements and will be quality assured in accordance with this Diploma Specification. All providers delivering this Diploma and external moderators responsible for quality assuring it will have a copy of this Diploma Specification.

Name: (please print)	Jennie Lawson
Signature:	
Date:	2 nd October 2023
Post held:	Director of Access to HE

This agreement will be reviewed by the AVA regularly.

Appendix 1 - Units of Assessment

Grading Descriptors

1	Understanding of the Subject	US		5	Communication and Presentation	CP
2	Application of Knowledge	AK		6	Autonomy / Independence	AI
3	Application of Skills	AS		7	Quality (Mandatory)	QU
4	Use of Information	UI				

Access to HE Diploma (Education Professions) Units

For every unit included in the table, further information, is included in the Unit Specification, including learning outcomes and assessment criteria. All units must be set out using the AVA standard format.

Mandatory Unit

Unit Title	Unit ID	Level	CV	Grade
Study Skills: Academic Writing Skills	YHS243	Three	3	Ungraded

Optional Units - Graded select 45 credits

Unit Title	Unit ID	Level	CV
Biology: Biochemical Molecules	YHS248	Three	3
Biology: Biodiversity	YHS250	Three	3
Biology: Body Structure and Function	AAA001	Three	9
Biology: Cell Biology	CER030	Three	6
Biology: Cells	CER032	Three	3
Biology: Communicable Diseases	CER042	Three	3
Biology: Co-ordination	CER060	Three	3
Biology: Digestion and Nutrition	YHS322	Three	3
Biology: Human Cardiovascular System	CER133	Three	3
Biology: Human Circulation and Gas Exchange	CER134	Three	3
Biology: Human Gas Exchange System	CER135	Three	3
Biology: Human Growth and Development	YHS406	Three	6
Biology: Human Physiology	CER138	Three	6
Biology: Human Sex and Reproduction	AAA005	Three	3
Biology: Human Urinary System	AAA006	Three	3
Biology: Nervous System	CER186	Three	3
Biology: Nutrition and Digestion	AAA014	Three	3
Biology: Practical Biology Skills	CER208	Three	3
Biology: Urinary System	YHS320	Three	3
Business: Human Resources in Organisations	CER139	Three	6
Business: International Trade and Development	CER149	Three	3
Business: Marketing Concepts	CER169	Three	3
Business: Principles of Leadership	CER217	Three	3
Business: Principles of Management	CER218	Three	6
Business: Principles of Marketing	CER219	Three	6
Business: The Business Environment	CER273	Three	6

Unit Title	Unit ID	Level	CV
Chemistry: Atoms, Bonds and Structure	CER318	Three	3
Chemistry: Chemistry and Society	CER326	Three	3
Chemistry: Organic Compounds Containing Oxygen or Nitrogen	CER373	Three	3
Chemistry: Organic Concepts and Hydrocarbons	CER374	Three	3
Chemistry: Practical Chemistry Skills	YHS246	Three	3
Cultural Studies: Open Forum: Science, Technology and Current	CER192	Three	6
Economics: Perspectives and Systems	CER375	Three	3
Education: Current Developments in Education	CER332	Three	6
Education: Equality and Achievement in Education Theory and Practice	CER340	Three	6
Education: Equality, Diversity and Inclusion	CER341	Three	3
Education: Perspectives on Education	CER376	Three	3
Education: Provision and Current Issues	CER390	Three	6
Education: Safeguarding	YHR997	Three	3
Education: Teaching and Learning	CER411	Three	6
English: Analysing Short Stories	YHS305	Three	6
English: Language Change	CER358	Three	3
English: Language: Original Writing	CER157	Three	3
English: Language: Textual Analysis	CER158	Three	3
English: Literature: Poetry	CER164	Three	3
English: Literature: Poetry Analysis	CER364	Three	6
English: Literature: Prose Fiction	CER165	Three	3
English: Literature: Shakespeare	CER365	Three	3
English: Literature: The Nineteenth Century Novel	YHS316	Three	6
English: Literature: The Novel	CER366	Three	6
Environmental Science: Ecology and the Environment	CER336	Three	6
History: African History	CER311	Three	3
History: American History	CER314	Three	6
History: British History	CER025	Three	6
History: European History	CER096	Three	6
History: Industrialisation in Britain	CER354	Three	3
History: Research Methods: Project	CER393	Three	6
History: Victorian Values	YHR998	Three	6
History: World History	YHR999	Three	6
Law: Family Law	YHS257	Three	3
Law: Human Rights	YHS463	Three	3
Mathematics: Data Handling	CER068	Three	3
Mathematics: Further Differentiation	CER111	Three	3
Mathematics: Further Integration	CER112	Three	3
Mathematics: Numerical Analysis of Statistical Data	CER189	Three	3
Mathematics: Statistics	CER262	Three	6
Physics: Electricity and Electromagnetism	CER338	Three	6
Physics: Thermodynamics	CER418	Three	3
Physics: Waves and Optics	CER304	Three	3
Politics: Political Ideologies	CER380	Three	3
Psychology: Aggression	YHR986	Three	3
Psychology: Child Development	YHS241	Three	3

Ungraded (Select 12 credits)

Unit Title	Unit ID	Level	CV
Psychology: Child Development Early Socialisation	YHS242	Three	3
Psychology: Cognitive Psychology	CER041	Three	3
Psychology: Counselling Theory	CER061	Three	3
Psychology: Defining Abnormality and Understanding Psychological Disorders	CER224	Three	6
Psychology: Developmental Psychology	CER076	Three	6
Psychology: Individual Differences	CER145	Three	6
Psychology: Intelligence	CER148	Three	3
Psychology: Key Aspects of Psychology	CER154	Three	6
Psychology: Personality Theories	CER201	Three	3
Psychology: Perspectives in Psychology	CER202	Three	3
Psychology: Practical Counselling and Helping Skills	CER209	Three	6
Psychology: Psychological Disorders and Therapeutic Strategies	CER391	Three	3
Psychology: Research Skills	CER235	Three	3
Psychology: Research Skills: Project	YHR993	Three	6
Psychology: Social Interaction	CER400	Three	3
Psychology: Social Psychology	CER250	Three	6
Psychology: Statistics for Psychology	CER263	Three	3
Social Policy: Poverty in Contemporary Britain	CER207	Three	6
Social Policy: The Role and Function of the Social Services	CER285	Three	6
Social Policy: The Welfare State	CER288	Three	3
Social Policy: Understanding the Welfare State	YHS495	Three	6
Social Policy: Values, Diversity and Rights	CER298	Three	6
Social Policy: Welfare Legislation	CER305	Three	6
Sociology: Application of Sociological Approaches to Contemporary Issues	CER013	Three	3
Sociology: Changing World of Work	CER036	Three	6
Sociology: Concepts and Perspectives	CER051	Three	6
Sociology: Crime and Deviance	CER062	Three	6
Sociology: Crime and Society	CER063	Three	6
Sociology: Family	CER100	Three	3
Sociology: Health and Illness	CER121	Three	6
Sociology: Health and Inequality	CER122	Three	6
Sociology: Race and Ethnicity in Modern Societies	CER226	Three	3
Sociology: Research Project	CER234	Three	6
Sociology: Social Inequality	CER248	Three	3
Sociology: Social Stratification	CER251	Three	6
Sociology: Socialisation	CER253	Three	3
Sociology: Sociological Explanations	CER254	Three	3
Sociology: Sociology of Modern Britain	CER255	Three	6
Sociology: Theories of Crime and Deviance	CER289	Three	3
Sociology: Youth Subcultures	CER309	Three	3
Study Skills: Principles of Reflection	YHS309	Three	3
Biology: Exploring Cells	CER563	Three	3
Biology: Exploring Practical Biology Skills	CER566	Three	3
Business: Exploring Principles of Leadership	CER581	Three	3
Cultural Studies: Exploring Popular Culture	CER586	Three	3
English: Exploring Literature: Poetry	CER587	Three	3
English: Exploring Texts and Genres	YHS304	Three	3
English: Reading	CER485	Two	3
English: Speaking and Listening	CER495	Two	3
English: Writing	CER505	Two	6
History: Exploring Fascism and Communism	YHS306	Three	3

History: Exploring Industrialisation in Britain	YHS462	Three	3
Mathematics: Exploring Number and Graphical Representation	CER476	Two	3
Mathematics: Shape and Space	CER492	Two	3
Psychology: Exploring Perspectives in Psychology	CER594	Three	3
Psychology: Exploring Social Interaction	CER595	Three	3
Sociology: Exploring Family	CER615	Three	3
Sociology: Exploring Socialisation	CER598	Three	3
Sociology: Exploring Sociological Approaches to Contemporary Issues	CER597	Three	3
Study Skills: Advanced Information Technology	CER007	Three	6
Study Skills: Communication Skills	CER045	Three	6
Study Skills: Communications	CER046	Three	3
Study Skills: Databases	CER070	Three	3
Study Skills: Exam Techniques and Practice	CER099	Three	3
Study Skills: Group Processes	CER118	Three	3
Study Skills: Higher Education Toolkit	CER132	Three	6
Study Skills: Information Literacy Skills	CER147	Three	3
Study Skills: Interview Skills and Group Presentations	CER150	Three	3
Study Skills: Literacy Skills	YHS310	Three	3
Study Skills: Numeracy	CER188	Three	3
Study Skills: Numeracy Skills for Primary Education	YHS311	Two	3
Study Skills: Organisation and Evaluation of Study	CER194	Two	3
Study Skills: Organisation and Evaluation of Study	CER195	Three	3
Study Skills: Presentation Skills	CER215	Three	3
Study Skills: Reading and Note making	CER228	Three	3
Study Skills: Reflective Practice	CER230	Three	3
Study Skills: Research Skills	CER236	Three	3
Study Skills: Research Skills: Project	CER238	Three	6
Study Skills: Researching and Understanding Opportunities in Higher Education	CER240	Three	3
Study Skills: Spreadsheet Software	CER261	Three	3
Study Skills: Use of Information and Communication Technology	CER293	Three	3
Study Skills: Using IT for Study	CER296	Two	3
Study Skills: Using Word Processing Software	CER613	Two	3
Study Skills: Word Processing	CER306	Three	3
Study Skills: Work Experience	CER307	Three	6

Appendix 2 - Inclusion and exclusion rules of combination

Barred Unit 1	ID 1	CV	Barred Unit 2	ID2	CV
Biology: Body Structure and Function	AAA001	9	Biology: Human Circulation and Gas Exchange	CER134	3
Biology: Cell Biology	CER030	6	Biology: Cells	CER032	3
Biology: Cells	CER032	3	Biology: Exploring Cells	CER563	3
Biology: Co-ordination	CER060	3	Biology: Nervous System	CER186	3
Biology: Human Gas Exchange System	CER135	3	Biology: Human Growth and Development	YHS406	6
Biology: Human Urinary System	AAA006	3	Biology: Urinary System	YHS320	3
Biology: Nutrition and Digestion	AAA014	3	Biology: Digestion and Nutrition	YHS322	3
Business: Marketing Concepts	CER169	3	Business: Principles of Marketing	CER219	6
Business: Principles of Leadership	CER217	3	Business: Exploring Principles of Leadership	CER581	3
English: Language: Textual Analysis	CER158	3	English: Exploring Texts and Genres	YHS304	3
English: Literature: Poetry	CER164	3	English: Literature: Poetry Analysis	CER364	6
History: Industrialisation in Britain	CER354	3	History: Exploring Industrialisation in Britain	YHS462	3
Mathematics: Data Handling	CER068	3	Psychology: Statistics for Psychology	CER263	3
Mathematics: Numerical Analysis of Statistical Data	CER189	3	Psychology: Statistics for Psychology	CER263	3
Psychology: Defining Abnormality and Understanding Psychological Disorders	CER224	6	Psychology: Psychological Disorders and Therapeutic Strategies	CER391	3
Psychology: Developmental Psychology	CER076	6	Psychology: Child Development	YHS241	3
Psychology: Developmental Psychology	CER076	6	Psychology: Child Development Early Socialisation	YHS242	3
Psychology: Individual Differences	CER145	6	Psychology: Intelligence	CER148	3
Psychology: Individual Differences	CER145	6	Psychology: Personality Theories	CER201	3
Psychology: Key Aspects of Psychology	CER154	6	Psychology: Perspectives in Psychology	CER202	3
Psychology: Perspectives in Psychology	CER202	3	Psychology: Exploring Perspectives in Psychology	CER594	3
Psychology: Research Skills	CER235	3	Psychology: Research Skills: Project	CER239	6
Psychology: Social Psychology	CER250	6	Psychology: Social Interaction	CER400	3
Sociology: Application of Sociological Approaches to Contemporary Issues	CER013	3	Sociology: Exploring Sociological Approaches to Contemporary Issues	CER597	3
Sociology: Concepts and Perspectives	CER051	6	Sociology: Sociological Explanations	CER254	3
Sociology: Crime and Deviance	CER062	6	Sociology: Crime and Society	CER063	6
Sociology: Crime and Society	CER063	6	Sociology: Theories of Crime and Deviance	CER289	3

Barred Unit 1	ID 1	CV	Barred Unit 2	ID2	CV
Sociology: Family	CER100	3	Sociology: Exploring Family	CER615	3
Sociology: Family	CER100	3	Sociology: Sociology of Modern Britain	CER255	6
Sociology: Health and Illness	CER121	6	Sociology: Health and Inequality	CER122	6
Sociology: Race and Ethnicity in Modern Societies	CER226	3	Sociology: Social Stratification	CER251	6
Sociology: Research Project	CER234	6	Study Skills: Research Skills: Project	CER238	6
Sociology: Social Inequality	CER248	3	Sociology: Social Stratification	CER251	6
Sociology: Social Inequality	CER248	3	Sociology: Sociology of Modern Britain	CER255	6
Sociology: Social Stratification	CER251	6	Sociology: Exploring Socialisation	CER598	3
Sociology: Social Stratification	CER251	6	Sociology: Socialisation	CER253	3
Sociology: Socialisation	CER253	3	Sociology: Exploring Socialisation	CER598	3
Study Skills: Advanced Information Technology	CER007	6	Study Skills: Spreadsheet Software	CER261	3
Study Skills: Advanced Information Technology	CER007	6	Study Skills: Use of Information and Communication Technology	CER293	3
Study Skills: Group Processes	CER118	3	Study Skills: Interview Skills and Group Presentations	CER150	3
Study Skills: Higher Education Toolkit	CER132	6	Study Skills: Interview Skills and Group Presentations	CER150	3
Study Skills: Higher Education Toolkit	CER132	6	Study Skills: Presentation Skills	CER215	3
Study Skills: Research Skills	CER236	3	Psychology: Research Skills: Project	YHR993	6
Study Skills: Research Skills	CER236	3	Study Skills: Research Skills: Project	CER238	6
Study Skills: Research Skills: Project	CER238	6	Psychology: Research Skills: Project	YHR993	6
Study Skills: Spreadsheet Software	CER261	3	Study Skills: Use of Information and Communication Technology	CER293	3

DIPLOMA UNITS AVAILABLE ON PEARL (All Level 3):

Ungraded units	User ID	Credit Value
Education Exploring Roles and Responsibilities		3
Psychology Exploring The Development of a Typical Child		3
Study Skills Learning and Study Skills		3
Study Skills Planning and Writing an Assignment		3
Study Skills Writing and Studying Academic Texts		3
Graded units	User ID	Credit Value
Biology: Introduction to Human Reproduction, Development and Growth		3
Childhood Studies: Theories of Play		3
Education: Contemporary Education		3
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Education: Managing Behaviour in an Educational Setting		3
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English Language: Language acquisition stages and theories		3
English Literature: Analysing a Short Story		3
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Psychology: Child Development Theories		3
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