

# **Access to HE (Psychology)**

## **Diploma Guide**



[skillsandeducationgroupaccess.co.uk](https://skillsandeducationgroupaccess.co.uk)



0115 854 1620



@SEG\_Access

## **1. Diploma Background and Aims**

The Access to HE Diploma (Psychology) is derived from the Access to HE Diploma (Humanities and Social Sciences), which is a well-established area of business for the Access Validating Agency (AVA). This Diploma is developed for providers that wish to provide a named title in order to facilitate progression of students into Psychology-related degree programmes.

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

- prepare students who are returning to education for progression to Higher Education, further training in Psychology related vocational or occupational area
- help students develop the skills and knowledge they need to achieve on their chosen HE course or career pathway
- familiarise students with the teaching and learning methodologies and assessment strategies found in Higher Education Institutions (HEIs)
- 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
- help students to understand the role of the study of Psychology in the world at large.

## **2. Course Recognition**

The Access to HE Diploma (Psychology) meets the AVA's policies and priorities for new provision. Skills and Education Group's approach to developing the Access to HE Diploma (Psychology) is transparent, systematic and as consistently applied as to all other named Access to HE Diplomas. Skills and Education Group 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 has worked with curriculum specialists and business development managers to co-ordinate and oversee the development of the Access to HE Diploma (Psychology). 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, to meet the agreed deadlines.

## **3. 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](http://www.accesstohe.ac.uk/AboutUs/Publications/Pages/Default.aspx)

Skills and Education Group 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 (Psychology) 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).

## 4. Target Groups

Skills and Education Group has developed the Access to HE Diploma (Psychology) 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 Psychology. 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 Psychology before moving on to higher level study in the UK.

## 5. Intended Progression Routes

Skills and Education Group 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 (Psychology) provides a suitable preparation for higher education and future employment. Providers and others wishing to adopt or utilise the Access to HE Diploma (Psychology) have suggested the following possible progression routes for students:

- BSc Psychology
- BSc Forensic Psychology
- BSc Psychology with Counselling
- BScs Psychology with Criminology
- BSc Psychology with Education
- BA Philosophy, Psychology and Scientific Thought.
- psychology and management,
- Psychology and sociology

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.

## 5.1 Entry Requirements

There are no specific entry requirements for this Diploma, however we suggest that students have a minimum of the following;

GCSE English grade C/4 or Functional Skills Level 2 English

GCSE Mathematics grade C/4 or Functional Skills Level 2 Mathematics

GCSE Science grade C/4 (where science based units are selected).

If delivered online students will need access to a computer and a reliable internet connection.

## 6. Rules of Combination

### 6.1 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.

<b>Access to HE Diploma (Psychology)</b>	
Credit Value of the Diploma:	<b>60</b>
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: <ul style="list-style-type: none"><li>a) registered and certificated for units to a maximum value of 60 credits</li><li>b) registered for units to the value of 60 credits no later than 84 days from the start date of their 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.</li></ul>	

## 6.2 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'.

## 6.3 Curriculum, Delivery and Assessment

This diploma is designed for in-person, blended/hybrid and online delivery and assessment however, Providers who wish to use a delivery method which differs from that which is stated on their approval to run, they must contact the AVA to obtain approval.

All assessments are set and internally assessed by the Provider. There are no external assessments in this diploma.

This diploma requires internal and external quality assurance of assessments. The Provider is responsible for ensuring that the assessment methods used during the course of this diploma are:

- Valid and reliable methods of assessing the learning outcomes given in unit specifications
- Appropriate to the given grading descriptors of the unit specifications.
- Inclusive in consideration of the students on programme and any additional/alternative needs; and,
- Varied to include a range of methods relevant to the study of this diploma.

Some potential assessment methods which are suggested for this diploma include;

- Case Studies
- Debate
- Essays
- Examinations (open or closed book)
- Presentations
- Reflective log
- Reports
- Research Reports
- Roleplays/Simulations
- Viva examinations.

The list above is not exhaustive, and not all methods must be used however, a range is expected.

## 6.4 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 (Psychology) 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.

### **6.5 Successful Completion Criteria**

Skills and Education Group 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.

### **6.6 Special Requirements**

There are no special requirements needed for this Diploma although laboratory facilities, computing environments equipped with PCs and specialist software appropriate to the course may be recommended.

### **6.7 Supporting Students**

Skills and Education Group 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 Skills and Education Group 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.

### **6.8 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 (Psychology), but may also do this through the processes of credit transfer and RPL.

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 (Psychology). 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 (Psychology).

Skills and Education Group expects that where the Access to HE Diploma (Psychology) 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.

## **7. Quality Assurance**

Skills and Education Group 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 makes Access to HE awards to students who have met the specified requirements for achievement and performance. Please visit the Skills and Education Group website for the Access to HE Provider Handbook.

### **7.1 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 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's Access to HE 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 chargeable Quality Intervention fee.

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.

## **7.2 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.

## **7.3 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.

## **7.4 Course Monitoring and Review**

On a regular (normally annual) basis, Skills and Education Group Access monitors and reviews Access to HE Diplomas delivered by Providers, using two visit reports with associated risk-rates and supplementary visit reports, as appropriate. Skills and Education Group Access also collects and analyses statistical data about Access to HE Diplomas, students and their individual achievement.

## **7.5 Standardisation**

Skills and Education Group Access takes steps to ensure that equivalent standards and requirements for achievement apply to different Access to HE Diplomas, within the organisation and across different student cohorts, and with



reference to QAA's Access to HE Diploma qualification and credit specifications and grading requirements.

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

## **7.6 Award of the Access to HE Diploma**

Skills and Education Group Access 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 Access guidelines, and formal decisions to award credit and the Access to HE Diploma are agreed upon 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 Access within one working day of convening 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 Access 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. Issues related to the registration and certification of Access to HE students are recorded and, where relevant, may impact on a Provider's overall risk rating.

## **7.7 Data Systems**

Skills and Education Group Access 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.

## **7.8 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 Access operates a service standard that ensures that all unit

transcripts and Diploma certificates are forwarded 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. Providers are required to confirm arrangements for secure receipt, storing and onward transmission of student certificates, including unclaimed certificates.

Students will also receive login details of a Digital Certification Website (DC Web) that will enable them to gain access to their Access to HE Diploma results at any time, and to be able to share them with receiving HEIs or potential employers.

## **8. 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.

<b>Name: (please print)</b>	Jennie Lawson
<b>Signature:</b>	
<b>Date:</b>	2 <sup>nd</sup> October 2023
<b>Post held:</b>	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 (Psychology) 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 (3 credits must be selected from this group)

Unit	Unit ID	Level	CV
<b>Ungraded unit</b>			
Study Skills: Academic Writing Skills	YHS243	Three	3

#### Optional Units

#### Optional Graded Unit (45 credits must be selected from this group)

Unit Title	Unit ID	Level	CV
Health Science: Stress and Eating Disorders	CER265	Three	3
Psychology: Aggression	YHR986	Three	3
Psychology: Aggression and Social Learning Theory in Sport	CER312	Three	3
Psychology: Arousal, Stress and Anxiety in Sport	CER316	Three	3
Psychology: Biopsychology: Behaviour and Drugs	YHS240	Three	3
Psychology: Biopsychology: Behaviour and the Brain	CER020	Three	3
Psychology: Child Development	YHS241	Three	3
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: Evolutionary Psychology	CER342	Three	3
Psychology: Group Dynamics and Social Cohesion in Sport	CER346	Three	6
Psychology: Health Psychology	CER126	Three	6
Psychology: Health Psychology Perspectives	CER127	Three	3
Psychology: Individual Differences	CER145	Three	6
Psychology: Intelligence	CER148	Three	3
Psychology: Key Aspects of Psychology	CER154	Three	6

Psychology: Motivation in Sport	CER368	Three	3
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: Psychological Profiling	CER225	Three	3
Psychology: Research Project	YHS369	Three	6
Psychology: Research Skills	CER235	Three	3
Psychology: Research Skills: Project	CER239	Three	6
Psychology: Social Interaction	CER400	Three	3
Psychology: Social Psychology	CER250	Three	6
Psychology: Statistics for Psychology	CER263	Three	3
Psychology: The Acquisition of Skill in Sport	CER412	Three	3

**Optional Ungraded Units (12 credits must be selected from this group)**

<b>Unit Title</b>	<b>Unit ID</b>	<b>Level</b>	<b>CV</b>
Psychology: Exploring Counselling Theory	CER592	Three	3
Psychology: Exploring Health Psychology	CER593	Three	6
Psychology: Exploring Perspectives in Psychology	CER594	Three	3
Psychology: Exploring Social Interaction	CER595	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: Numeracy	CER188	Three	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 – Exclusion rules of combination

Barred Unit 1	ID 1	C V	Barred Unit 2	ID2	C V
Health Science: Stress and Eating Disorders	CER265	3	Psychology: Arousal, Stress and Anxiety in Sport	CER316	3
Psychology: Aggression and Social Learning Theory in Sport	CER312	3	Psychology: Aggression	YHR986	3
Psychology: Counselling Theory	CER061	3	Psychology: Exploring Counselling Theory	CER592	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: Group Dynamics and Social Cohesion in Sport	CER346	6	Psychology: Exploring Social Interaction	CER595	3
Psychology: Group Dynamics and Social Cohesion in Sport	CER346	6	Psychology: Social Interaction	CER400	3
Psychology: Health Psychology	CER126	6	Psychology: Exploring Health Psychology	CER593	6
Psychology: Health Psychology	CER126	6	Psychology: Health Psychology Perspectives	CER127	3
Psychology: Health Psychology Perspectives	CER127	3	Psychology: Exploring Health Psychology	CER593	6
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: Exploring Perspectives in Psychology	CER594	3
Psychology: Key Aspects of Psychology	CER154	6	Psychology: Perspectives in Psychology	CER202	3
Psychology: Personality Theories	CER201	3	Psychology: Motivation in Sport	CER368	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: Research Skills	CER235	3	Study Skills: Research Skills	CER236	3
Psychology: Research Skills: Project	CER239	6	Psychology: Research Project	YHS369	6
Psychology: Social Interaction	CER400	3	Psychology: Exploring Social Interaction	CER595	3
Psychology: Social Psychology	CER250	6	Psychology: Exploring Social Interaction	CER595	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: Communication Skills	CER045	6	Study Skills: Communications	CER046	3
Study Skills: Group Processes	CER118	3	Study Skills: Interview Skills and Group Presentations	CER150	3

<b>Barred Unit 1</b>	<b>ID 1</b>	<b>C V</b>	<b>Barred Unit 2</b>	<b>ID2</b>	<b>C V</b>
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: Project	CER238	6	History: Research Methods: Project	CER393	6
Study Skills: Research Skills: Project	CER238	6	Psychology: Research Skills: Project	CER239	6
Study Skills: Spreadsheet Software	CER261	3	Study Skills: Use of Information and Communication Technology	CER293	3



**DIPLOMA UNITS AVAILABLE ON PEARL (All units are Level 3 and are mandatory).**

<b>Ungraded units</b>	<b>Unit ID</b>	<b>Credit Value</b>
Study Skills: Writing and Studying Academic Texts	YHS561	3
Study Skills: Planning and Writing an Assignment	YHS560	3
Study Skills: Learning and Study Skills	YHS725	3
Psychology: Exploring an Introduction to Psychological Research and Approaches	YHS695	3
Criminology: Exploring Theories of Crime and Deviancy	YHS613	3
<b>Graded units</b>	<b>Unit ID</b>	<b>Credit Value</b>
Psychology: Studying the Brain and Nervous System	YHS700	3
Criminology: Impact of Forensic Psychology in Criminal Investigations	YHS610	6
Psychology: Biological and Psychological Approaches to Stress	YHS689	3
Psychology: Child Development Theories	YHS690	3
Psychology: Interpersonal Relationships	YHS691	3
Psychology: Introduction to Abnormality and Psychological Disorders	YHS696	6
Psychology: Learning	YHS692	3
Psychology: Models, Research and Application of Cognitive Psychology	YHS698	3
Sociology: Family Structure and Changes	YHS715	3
Psychology: Research Methods in Psychology	YHS693	3
Psychology: The Development of a Typical Child	YHS701	3
Psychology: The Psychology of Child Development	YHS694	3
Sociology: Education in Contemporary Society	YHS714	3