QUALIFI

SUCCESS THROUGH LEARNING RECOGNISED WORLDWIDE

Level 4 Diploma in Psychology

Level 5 Diploma in Psychology

Level 5 Extended Diploma in Psychology

Specification (For Centres)

November 2023

Contents

Introduction

Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their skills, capabilities and opportunities in their chosen sector;
- improve learner understanding of any given environment and organisations and how they are managed and developed;
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learners' ability to:

- analyse how key concepts in psychology relate to current and contemporary issues in modern society;
- analyse how key concepts in psychology relate to current and contemporary issues in modern society;
- identify the ethical issues surrounding research with human participants and non-human participants;
- analyse the ethical issues encountered in the psychological studies by Milgram and Zimbardo develop and encourage problem-solving and creativity to tackle problems and challenges.

Employer Support for the Qualification Development

The development of this qualification has been initiated and guided by discussions and idea-sharing with a range of employers, providers and existing centres demonstrating the rigour, validity and demand for the qualification.

Discussions and feedback have been taken throughout the development of the qualification on content, the potential learner audience for the qualification and assessment methods, ensuring that a valuable experience and a recognised set of skills, knowledge and understanding is realised.

Qualification Titles and Accreditation Number

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit within the qualification has its own RQF code. The QAN for this qualification is as follows:

QUALIFI Level 4 Diploma in Psychology 610/2149/0

QUALIFI Level 5 Diploma in Psychology 610/2124/6

QUALIFI Level 5 Extended Diploma in Psychology 610/3465/4

Qualification Aims and Learning Outcomes

Aims of the QUALIFI Level 4 Diploma in Psychology

The aim of the Level 4 Diploma in Psychology qualification is to provide learners with a specialist programme of study that provides a depth of knowledge and understanding of key aspects within the field of Psychology. Learners will be introduced to historical and contemporary approaches to psychology, including biopsychology, social and developmental psychology, attachment theories, human memory processes and contemporary research and investigation methods.

Successful completion of the QUALIFI Level 4 Diploma in Psychology provides learners with the opportunity to progress to further study or employment or the QUALIFI Level 5 Diploma in Psychology.

Learning Outcomes of the QUALIFI Level 4 Diploma in Psychology

The overall learning outcomes of the Diploma are for learners to:

1. Understand the key methodological issues and theorising in social psychology.
2. Understand the main theoreticalv views in cognition and development.
3. Understand the structure and function of the nervous system and the system's location in the brain.
4. Understand learning theory of attachment.

The learning outcomes and assessment criteria for each unit are outlined in the unit specifications.

Aims of the QUALIFI Level 5 Diploma in Psychology

The overall aims of the Level 5 Diploma in Psychology qualification is to provide learners with a specialist programme of study that provides a depth of knowledge and understanding of key aspects within the field of Psychology.

The Level 5 units allow learners to specialise and progress in a variety of relevant subject areas and focus on how our understanding of psychology is applied today. Learners will develop and enhance their skills in the following areas: mental health and psychopathology, cognitive psychology, visual perception, the diversity of addiction, social psychology with a focus on pro and anti-social behaviour, individual differences relating to criminology, intelligence and personality as well as becoming aware of contemporary debates and issues in the field of Psychology.

Successful completion of the QUALIFI Level 5 Diploma in Psychology provides learners with the opportunity to progress to further study or employment.

Learning Outcomes of the QUALIFI Level 5 Diploma in Psychology

The overall learning outcome of the Diploma are for learners to:

1: understand the diagnosis and classification of schizophrenia;
2: understand the concepts of criminological psychology;
3: understand the explanations for substance abuse and dependence;
4: understand the contribution of debates to the field of psychology.

The complete learning outcomes and assessment criteria for each unit are outlined in the unit specifications.

Learning Aims and Outcomes QUALIFI Level 5 Extended Diploma in Psychology

The Extended Diploma is combination of both the Level 4 and Level 5 Diplomas. All aims and outcomes are duplicated.

Completing the Extended Diploma has a value of 240 credits. This is equivalent to a **Foundation Degree** and as such allows access to the final year at one of our University partners for a related Honours Degree. Learners who do not complete Extended Diploma but achieve a minimum of 120 credits at Level 4 will be awarded the QUALIFI Level 4 Diploma in Psychology 610/2149/0

Delivering the Qualification

External Quality Assurance Arrangements

All centres are required to complete an approval process to be recognised as an approved centre. Centres must have the ability to support learners Centres must commit to working with QUALIFI and its team of External Quality Assurers (EQAs). Approved Centres are required to have in place qualified and experienced tutors, all tutors are required to undertake regular continued professional development (CPD).

Approved centres will be monitored by QUALIFI External Quality Assurers (EQAs) to ensure compliance with QUALIFI requirements and to ensure that learners are provided with appropriate learning opportunities, guidance, and formative assessment.

QUALIFI's guidance relating to invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI, unless otherwise agreed:

- sets all assessments.

- moderates' assessments prior to certification;

- awards the final mark and issues certificates.

Learner Induction and Registration

Approved centres should ensure all that learners receive a full induction to their study programme and the requirements of the qualification and its assessment.

All learners should expect to be issued with the course handbook and a timetable and meet their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they are able to meet the requirements qualification and that, if applicable, appropriate pathways or optional units are selected to meet learners' progression requirements.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance to support them in making the necessary qualification and unit choices. During recruitment, approved centres need to provide learners with accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within the deadlines outlined in the QUALIFI Registration, Results and Certification Policy and Procedure.

Entry Criteria

Approved Centres are responsible for reviewing and making decisions as to the applicant's ability to complete the learning programme successfully and meet the demands of the qualification. The initial assessment by the centre, will need to consider the support that is readily available or can be made available to meet individual learner needs as appropriate.

The qualification has been designed to be accessible without artificial barriers that restrict access, for this qualification applicants must be aged 18 or over. It is envisaged that learners entering the Level 4 Diploma will have a Level 3 qualification. Learners entering the Level 5 Diploma will have a Level 4 qualification.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International qualifications will be checked for appropriate enrolment to UK higher education postgraduate programmes where applicable. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

In certain circumstances, applicants with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the qualification.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units, or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's *Recognition of Prior Learning Policy*.

Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes and may be made available to our regulators. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

Learner Voice

Learners can play an important part in improving the quality through the feedback they give. In addition to the on-going discussion with the course team throughout the year, centres will have a range of mechanisms for learners to feed back about their experience of teaching and learning.

Professional Development and Training for Centres

QUALIFI supports its approved centres with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme.
- planning for assessment and grading.
- developing effective assignments.
- building your team and teamwork skills.
- developing learner-centred learning and teaching approaches.
- building in effective and efficient quality assurance systems.

Please contact us for further information.

Progression and Links to other QUALIFI Programmes

Completing the **QUALIFI Level 4 Diploma in Psychology** will enable learners to progress to:

- QUALIFI Level 5 Diploma in Psychology.
- Employment in an associated profession.

Completing the **QUALIFI Level 5 Diploma in Psychology** will enable learners to progress to:

- QUALIFI Level 6 Diploma.
- University to complete a First Degree.
- Employment in an associated profession.

Completing the **QUALIFI Level Extended 5 Diploma in Psychology** will enable learners to progress to:

- QUALIFI Level 6 Diploma.
- University to complete a First Degree.
- Employment in an associated profession.

Qualification Structure and Requirements

Units, Credits and Total Qualification Time (TQT)

The QUALIFI Level 4 Diploma in Psychology is made up of 120 credits which equates to 1200 hrs of TQT.

The QUALIFI Level 5 Diploma in Psychology is made up of 120 credits which equates to 1200 hrs of TQT.

The QUALIFI Level 45 Extended Diploma in Psychology is made up of 240 credits which equates to 2400 hrs of TQT.

Total Qualification Time (TQT) is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.
Examples of activities that can contribute to Total Qualification Time includes guided learning, independent and unsupervised research/learning, unsupervised compilation of a portfolio of work experience, unsupervised e-learning, unsupervised e-assessment, unsupervised coursework, watching a prerecorded podcast or webinar, unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops, live webinars, telephone tutorials or other forms of e-learning supervised by a tutor in real time. Guided learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Rules of Combination for QUALIFI Level 4 Diploma in Psychology

QUALIFI Level 4 Diploma in Psychology

All Units are mandatory.

Unit Reference	Mandatory Units	Level	Credit	GLH	TQT
K/650/5556	The Scope of Psychology	4	20	100	200
L/650/5557	Social And Developmental Psychology	4	20	100	200
M/650/5558	Biopsychology	4	20	100	200
R/650/5559	The Development of Psychological Attachments	4	20	100	200
A/650/5560	Processes Of Human Memory	4	20	100	200
D/650/5561	Research Methods and Investigating Psychology	4	20	100	200
		Totals	**120**	**600**	**1200**

Rules of Combination for QUALIFI Level 5 Diploma in Psychology

All Units are mandatory.

Unit Reference	Mandatory Units	Level	Credit	GLH	TQT
Y/650/5451	Psychological Approaches to Depression and Schizophrenia	5	20	100	200
A/650/5452	Individual Differences: Intelligence, Personality and Criminology	5	20	100	200
D/650/5453	Visual Perception in a Psychological Context	5	20	100	200
F/650/5454	Social Psychology: Pro and Anti-Social Behaviour	5	20	100	200
H/650/5455	The Diversity of Addiction	5	20	100	200
J/650/5456	Contemporary Issues and Debates in Psychology	5	20	100	200
		Totals	**120**	**600**	**1200**

Rules of Combination for QUALIFI Level 5 Extended Diploma in Psychology

All Units are mandatory.

The Qualification is made up of 12 units. All units are mandatory and required by learners to be awarded the Level 5 Extended Diploma in Business Management. Learners who achieve 120 credits at Level 4 may be awarded an exit qualification. This will be the **QUALIFI Level 4 Diploma in Psychology 610/2149/0**

The Level 5 units are designed to dove-tail into a top-up undergraduate year at a UK University.

Unit Reference	Mandatory Units	Level	Credit	GLH	TQT
K/650/5556	The Scope of Psychology	4	20	100	200
L/650/5557	Social And Developmental Psychology	4	20	100	200
M/650/5558	Biopsychology	4	20	100	200
R/650/5559	The Development of Psychological Attachments	4	20	100	200
A/650/5560	Processes Of Human Memory	4	20	100	200
D/650/5561	Research Methods and Investigating Psychology	4	20	100	200
Y/650/5451	Psychological Approaches to Depression and Schizophrenia	5	20	100	200
A/650/5452	Individual Differences: Intelligence, Personality and Criminology	5	20	100	200
D/650/5453	Visual Perception in a Psychological Context	5	20	100	200
F/650/5454	Social Psychology: Pro and Anti-Social Behaviour	5	20	100	200
H/650/5455	The Diversity of Addiction	5	20	100	200
J/650/5456	Contemporary Issues and Debates in Psychology	5	20	100	200
		Totals	**240**	**1200**	**2400**

Achievement Requirements

Learners must demonstrate they have met all learning outcomes and assessment criteria for all the required units to achieve each qualification. QUALIFI will issue certificates to all successful learners via their registered centres.

Awarding Classification/Grading

All unit grading is shown on the qualification transcript.

Fail - 0-39%
Pass - 40%-59%
Merit - 60% - 69%
Distinction 70%+

All units will be internally assessed through written assignment, internally marked by the QUALIFI approved centre and subject to external quality assurance by QUALIFI.

Assessment Strategy and Methods

QUALIFI will provide learners assessments for each unit of this qualification. These tasks will address all learning outcomes and related assessment criteria, all of which must be demonstrated/passed in order to achieve the qualification. To achieve a 'pass' for each of the units, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

The assessment tasks will require learners to draw on real organisational information or case studies to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, encourage learners to draw on work-place opportunities to undertake research and investigation to support their learning.

Learner assessments will be internally marked by the approved centre and will be subject to external moderation by QUALIFI prior to certification.

Qualifi will provide a combination of assessment that covers the learning outcomes and assessment criteria. These may be:

1: Formative Assessment

Formative assessment is an integral part of the assessment process, involving both the tutor/assessor and the learner about their progress during the course of study. Formative assessment takes place prior to summative assessment and focuses on helping learners to reflect on their learning and improve their performance and does not confirm achievement of grades at this stage.

The main function of formative assessment is to provide feedback to enable learners to make improvements to their work. This feedback should be prompt so that it has meaning and context for learners and time must be given following the feedback for actions to be complete. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement. All records should be available for auditing purposes as we may choose to check

records of formative assessment as part of our on-going quality assurance. Formative assessments will not contribute to the overall mark of the units.

2: Summative Assessment

Summative assessment is used to evaluate learner competence and progression at the end of a unit or component. Summative assessment should take place when the assessor deems that the learner is at a stage where competence can be demonstrated.

Learners should be made aware that summative assessment outcomes are subject to confirmation by the Internal Verifier and External Quality Assurer (EQA) and thus is provisional and can be overridden. Assessors should annotate on the learner work where the evidence supports their decisions against the assessment criteria. Learners will need to be familiar with the assessment and grading criteria so that they can understand the quality of what is required.

Formative Assessment	Summative Assessment
used during the learning process	used at the end of the learning process
provides feedback on learning-in-process	evaluates achievement against learning outcomes and assessment criteria
dialogue-based, ungraded	graded pass / refer

Evidence of both formative and summative assessment MUST be made available at the time of external quality assurance – EQA.

Appendices

Appendix 1: Unit Descriptors

Unit PSYCH401: The Scope of Psychology

Unit code: K/650/5556
RQF level: 4

Unit Aim

The aim of this unit is to provide learners with a basic understanding of the history of psychology and applications in applied psychology. Learners will also discuss the theoretical distinctions on how psychologists form assumptions about which elements of a person should be studied. Despite the fact that the various techniques have distinct theories, they all share key concepts and assumptions. We address the origins of science and what it means to be a scientist, as well as the scientific study of human behaviour.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the scope of psychology.	1.1 Define the word 'psychology' 1.2 Analyse the emergence of psychology as a discipline. 1.3 Analyse the theoretical approaches or orientations within psychology. 1.4 Analyse the way in which concepts in psychology relate to current and contemporary issues in modern society.
2. Understand the theoretical approaches to psychology and their implications.	2.1 Explain the principles and assumptions of theoretical approaches to psychology. 2.2 Assess the way in which principles and assumptions underpin theoretical approaches to psychology. 2.3 Assess the appropriateness of using scientific methods to study human behaviour and cognitive processes 2.4 Evaluate the ethical issues concerning research with human participants and non-human participants.

3. Understand psychology as a science.	3.1 Assess how appropriate it is to use the scientific method to study human behaviour and cognitive processes.
4. Understand ethical issues in psychology.	4.1 Identify the ethical issues surrounding research with human participants and non-human participants. 4.2 Analyse the ethical issues surrounding research with human participants and non-human participants.

Indicative Content

LO1:
- The origins of Psychology; William Wundt (1832- 1920)
- Classifying the work of psychologists; the process approach; Physiological or Biopsychology; cognitive psychology; comparative psychology.
- The Person approach; Social psychology; Developmental psychology and individual differences.
- Areas of applied psychology; clinical psychology;counselling psychology; educational psychology;occupational (work or organisational psychology); Health psychology and Chartered Psychologists

LO2:
- Biopsychological approach; basic principles andassumptions
- Behaviourist approach; Watson (1913); Skinner(1987) Pavlov. Theoretical contributions explanations of behaviour in conditioning termsand practical contributions; Behaviour therapy; behaviour pharmacology; Biofeedback.
- The Psychodynamic approach; Freud; Erikson; (1902-1994) Jung (1875-1961); Adler (1870-1937) basic principles and assumptions; behaviour is determined by unconscious thoughts. Theoretical contributions: theories on motivation, dreams, attachment, gender development; abnormality; personality. Practicalcontributions; psychotherapy; behaviour therapies; Freudian terminology
- The Humanistic Approach; basic principles andassumptions; Abraham Maslow (1908-1970) Carl Rogers (1951) Theoretical contributions; Maslow's Hierarchy of Needs Practical contributions: psychotherapy; client centred therapy; Person centered therapy; counselling
- The Cognitive Approach; basic principles and assumptions; Theoretical Contributions; social learning theory (Bandura); information processing approach; the term social cognition; attitudes; and attitude change (including prejudice) and areas of social psychology.
- Practical Contributions; REBT (Ellis 1987) cognitive behavioural therapies; research into working memory
- The Social Constructionist Approach; basic principles and assumptions Gergen (1973) and Burr (2003); social representations Serge Moscovici (1925-2014)
- The Evolutionary Approach; basic principles andassumptions (Wilson 1975); Buss (1995) Theoretical contributions: adaptive responses to threatening stimuli; chronic stress explanations; parental investment; Dawkins (1976) selfishgene theory.

LO3:

- Philosophical dualism 17th Century (Descartes);Empiricism (17th and 18th Century) Locke, Hume,Berkley, and psychology. Wundt's contributions (1874) and Experimental psychology.
- William James's contribution (1842-1910)
- Watson's Behaviourist revolution (1878-1958)
- The Cognitive revolution (1956)- informationprocessing approach Miller (1920-2012).
- The major features of science; the scientific method; Kuhn's stages in the development of science
- The problem of objectivity
- The psychological experiment as a social situation; experimenter bias; demand characteristics the problem of representativeness. The problem of artificiality;the problem of internal versus external validity

LO4:

- Major professional bodies for Psychologists; TheBritish Psychological Society BPS) and the American Psychological Society (APA)
- Research with human participants; consent; deception; debriefing; protection of participants
- Milgram's obedience experiment (1974) and Zimbardo's (1973 Prison simulation experiment
- The ethics of socially sensitive research (SSR)(Stanley and Sieber (1988)
- Research with non-human (animal) subjects(BPS 2007); safeguards for animal subjects
- Ethics faced by Psychologist's attempting tochange other people's behaviour
- Therapists as value-neutral and non-directive
- Power imbalances

Suggested Resources

Henneman, R.H. (1973). The nature and scope of psychology. Dubuque, Iowa: W.C. Brown.

James, W. (2010). The principles of psychology. Volume 1. S.L.] Digireads.com.

Kratochwill, T.R. (1986). Aim and scope of Professional School Psychology. Professional School Psychology, 1(1), pp.1–7.

Kratochwill, T.R. (1989). School Psychology Quarterly: Aim and scope. Professional School Psychology, 4(4), pp.231–232.

Unit PSYCH402: Social and Developmental Psychology

Unit code: L/650/5557

RQF level: 4

Unit Aim

The aim of this unit is to provide learners with knowledge and comprehension of how theory, research and application interact in social and developmental psychology. The unit focuses on social psychology's key theories and research as well as its applications. The unit considers theories and studies underpinning developmental psychology. The majority of developmental psychology theories explain development as a continuum through life phases.

Learning Outcomes, and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand methodological issues and theorising in social psychology.	1.1 Analyse the main phenomena, methods and theorising in social psychology. 1.2 Analyse the ethical issues encountered in the psychological studies by Milgram and Zimbardo.
2. Understand theoretical views in cognition and development.	2.1 Analyse phenomena, methods and theorising in developmental psychology. 2.2 Assess the features of family and community influences on child development.
3. Understand theories of gender development.	3.1 Identify theories of gender development. 3.2 Analyse theories of gender development.
4. Understand adolescence as being a time of physiological and behavioural changes.	4.1 Analyse the social meaning of biological changes during adolescence. 4.2 Assess the psychological meaning of biological changes during adolescence. 4.3 Evaluate research into relationships with parents and /or peers in adolescence.

Indicative Content

LO1:

- Types of conformity and explanations ofconformity
- Key study Asch (1956)
- Variables affecting conformity
- Conformity to social roles
- Key Study (the Stanford Prison experiment-Zimbardo
- Research on obedience Key study Milgram(1963): Milgram's research and ethical issuesand moral responsibility
- Methodological issues -Milgram's research
- Situational factors in obedience (e.g.: proximity;location and uniform)
- Explanations for obedience (agentic state;legitimacy of authority.
- The Authoritarian Personality Key study Elmsand Milgram (1966)
- Resistance to social influence; social support;locus of control
- Study: Hofling et al (1966) Obedience inHospitals
- Minority influence and behavioural style; keystudy Moscovinci et al (1969)
- Social influence processes in social change
- The power of social situations:
- Zimbardo's research (1973)

LO2:

- Development of thinking
- Piaget's Theory and mechanisms of cognitivedevelopment
- Stages in cognitive development
- Piaget's research methods
- Vygotsky's theory of cognitive development(Zone of Proximal Development)
- Applications of cognitive development theoriesto education
- Development of Moral understanding
- Kohlberg's theory of moral understanding
- Development of social cognition
- Development of a child's sense of self
- Development of a child's understanding of others

LO3:

- The vocabulary of sex and gender
- Intersexuality
- Gender stereotypes and gender differences
- Theories of gender development: The biological approach; influence of hormones; gonadal hormones; intersex conditions and human behavioural development
- Play behaviour
- Core gender identity
- Sexual orientation
- Gender and the brain
- The extreme male brain theory of autisticspectrum disorder
- Biosocial Theory
- Evolutionary approaches (environmental influences on behaviour)
- Freud's psychoanalytical theory
- Social Learning theory (the influence of parents

- Cognitive development theory

LO4:
- Puberty and body image the social and psychological meaning of biological changes
- Theories of adolescence: Hall's theory (1904)
- Adolescent mental health
- Self-harm
- Sleep disturbance
- Studies of delinquent behaviour
- Erikson's theory -identity crisis (1963)
- Role confusion
- Studies of self esteem
- Initiation into adulthood in non-western cultures(Cohen 1964)
- Sociological approaches; generation gap
- Parent adolescent relationships
- Coleman's focal theory (1990)

Suggested Resources

Slater, A. and J Gavin Bremner (2017). An Introduction to Developmental Psychology. 3rd ed. Hoboken, New Jersey: John Wiley & Sons, Inc.

Hewstone, M., Wolfgang Stroebe and Stephenson, G.M. (1996). Introduction to social psychology: a European perspective. Oxford, Ox, UK; Cambridge, Mass., USA: Blackwell Publishers.

Social cognition during infancy: Introduction. (2007). European Journal of Developmental Psychology, 4(1), pp.1–1.

McKown, C. and Taylor, J. (2018). Introduction to the special issue on social-emotional assessment to guide educational practice. Journal of Applied Developmental Psychology, 55, pp.1–3.

Unit PSYCH403: Biopsychology

Unit code: M/650/5558
RQF level: 4

Unit Aim

The aim of this unit is to provide learners with knowledge and understanding of the nervous system's central and peripheral divisions (somatic and autonomic) as well as the structure and function of sensory, relay and motor neurones. This unit covers the synaptic transmission mechanism, including references to neurotransmitters, excitement and inhibition. The endocrine system, which works in tandem with the neurological system to govern the physiological functions of the human body, is also investigated. Classic psychological studies are used to illustrate the unit's application.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the structure and function of the nervous system and the system's location in thebrain.	1.1 Analyse different areas of the human nervoussystems and their structure and function. 1.2 Assess the way in which we understand localisation and lateralisation of brain function.
2. Understand the function of neurons and the process ofsynaptic transmission.	2.1 Evaluate the role of sensory, relay and motor neurones. 2.2 Analyse the nature of synaptic transmission.
3. Understand ways of studying thebrain.	3.1 Evaluate methods used by research scientists tostudy different functions of the brain. 3.2 Evaluate the strengths and limitations of methods used by research scientists to studydifferent functions of the brain. 3.3 Evaluate the processes of defending (fight) or running away to safety (flight).
4. Understand the processes of defending (fight) or running away to safety (flight).	4.1 Explain the fight or flight responses.

Indicative Content

LO1:
- The Nervous system:
- Divisions of the nervous system; Central nervous system and the peripheral nervous system.
- Central Nervous system:
- The spinal cord
- The brain
- The Peripheral Nervous system: The somatic nervous system; the autonomic nervous system
- Localisation of function: visual and auditory centres; motor andsomatosensory areas
- Language centres (Broca's area and Wernicke'sarea)
- Lateralisation and split-brain research, language, and handedness (The boys with incomplete brains Mundianano et al., 2017)
- Split brain patients (Sperry 1968- when the left brain literally doesn't know what the left hand is doing)

LO2:
- The structure and function of neurons; sensoryneurons; relay neurons; motor neurons
- Synapses and neurotransmitters
- Synaptic transmission
- Excitatory and inhibitory neurotransmitters

LO3:
- Methods of studying the brain; clinical and anatomical methods; invasive methods. Non-invasive methods
- Post-mortem examinations
- Functional magnetic resonance imaging (FRMI)
- Electroencephalogram (EEG)
- Event related potentials (ERPs)

LO4:
- The endocrine system
- Glands and hormones
- The Pituitary gland
- Hormones produced by the pituitary gland
- The adrenal glands
- Hormones produced by the adrenal glands
- The fight or flight response to stress

Suggested Resources

Pinel, J.P.J. and Barnes, S. (2018). Biopsychology. 10th ed. Ny, Ny: Pearson.

Macilveen, R. and Gross, R.D. (1996). Biopsychology. London: Hodder and Stoughton.

Moore, J.W. (1996). Psychobiology and Biopsychology. Science, 274(5286), pp.326b326b.

Snyder, M. (1996). Psychobiology and Biopsychology. Science, 274(5286), pp.326a326a.

Unit PSYCH404: The Development of Psychological Attachments

Unit code: R/650/5559
RQF level: 4

Unit Aim

The aim of this unit is to provide learners with information and comprehension of attachments as well as how their loss or disruption can lead to a better understanding of how early experiences can influence later development.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand learning theory of psychological attachment.	1.1 Analyse learning theory of attachment. 1.2 Assess the development of attachments using learning theory.
2. Understand caregiver-infant interactions, reciprocity and interactional synchrony.	2.1 Analyse what is meant by the term 'reciprocity' in relation to caregiver–infant interactions. 2.2 Analyse what is meant by the term 'interactional synchrony' in relation to caregiver–infant interactions.
3. Understand the development of attachment in human and animal studies.	3.1 Analyse the way in which attachment develops in humans and animals. 3.2 Analyse the findings of studies that investigate the development of attachment in humans and animals.
4. Understand individual and cultural variations in attachment.	4.1 Analyse the way in which attachment can vary between individuals and cultures. 4.2 Evaluate whether patterns of attachment appear to be universal or are subject to cultural influences.

Indicative Content

LO1:
- Learning theory of attachment: Classical conditioning/ operant conditioning/ social learning theory
- Bowlby Monotropic attachment theory -criticalperiod; social releasers; monotropy
- The evolutionary perspective
- Internal working model -the consequences ofattachment
- Continuity hypothesis
- Theory of maternal deprivation and the value of maternal care (Bowlby 44 Juvenile thieves' study(1944)
- Critical period
- Physical and emotional separation, support for longterm effects
- Deprivation v privation (Rutter 1981)

LO2:
- Reciprocity - completely dependent on their care givers
- Interactional synchrony - infants mirror the actions or emotions of another person e.g. facial expressions
- Observational research
- Problems with testing infant behaviour; failure to replicate

LO3:
- Stages of attachment (Schaffer and Emerson 1960)
- Multi attachment
- Primary attachment figure
- Separation anxiety
- Stanger anxiety
- Cultural variations
- Stage theories
- The role of the father
- Animal studies of attachment (Lorenz 1935) -imprinting.
- Harlow's research (1959)
- Criticisms of imprinting
- Generalising animal studies to human behaviour
- Ethics of Harlow's study

LO4:
- Ainsworth and the 'strange situation' (key study)
- Van IJzendoorn and Kroonenberg (1988) key study
- Cultural similarities and differences
- Indigenous theories of attachment, culture bias

Suggested Resources

Harvard, Center and States., U. (1994). Development of a typology of clinical performance measures for quality improvement: results of literature search: attachment 2.1. Rockville, Md (2101 East Jefferson St., Rockville 20852): U.S. Dept. Of Health and Human Services, Public Health Service, Agency for Health Care Policy and Research, [, I.E.

Heinz Rudolph Schaffer (1976). The development of social attachments in infancy. Millwood, New York: Kraus Reprint.

Lamb, M.E. (2005). Attachments, Social Networks, and Developmental Contexts. Human Development, 48(1-2), pp.108–112.

Wahler, R.G. (1967). Infant Social Attachments: A Reinforcement Theory Interpretation and Investigation. Child Development, 38(4), p.1079.

Unit PSYCH405: Processes of Human Memory

Unit code: A/650/5560
RQF level: 4

Unit Aim

The aim of this unit is to provide learners with information and comprehension of the many types of memory and the models that demonstrate how they are represented. The use of psychology is apparent in the reliability of witness testimony and theories about forgetting are considered.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the multi- store model of memory, sensory register and short- and long-term memory.	1.1 Define: • multi-store model of memory • sensory register • short-term memory • long-term memory 1.2 Evaluate the strengths and limitations of themulti-store model of memory.
2. Understand the working memory model.	2.1 Discuss one research study that supports the working memory model. 2.2 Evaluate the strengths and weaknesses of the working memory model.
3. Understand types of long-term memory.	3.1 Explain what is meant by the terms 'episodic memory' and 'semantic memory' 3.2 Explain what is meant by the term 'procedural memory'. 3.3 Distinguish between episodic andprocedural memory. 3.4 Analyse different types of long-term memory.
4. Understand explanations for forgetting.	4.1 Define what is meant by the terms 'proactive interference' and 'retroactive interference'. 4.2 Explain the way in which interference may cause forgetting. 4.3 Analyse the way in which retrieval failure due to the absenceof cues leads

| | to forgetting. |
| | 4..4 Evaluate the factors affecting the accuracy ofeyewitness testimony. |

Indicative Content

LO1:
- Short- and long-term memory, capacity, durationand coding
- The multi-store model of memory - RichardAtkinson- strengths and limitations

LO2:
- Interference theory, paired associate testing,
- Retrieval failure; The encoding specificity principle; context dependent forgetting; state dependent forgetting
- Misleading information Key study -Loftus andPalmer (1974)
- Accuracy of eyewitness testimony and the impact of anxiety -key study Johnson and Scott (1976)
- The cognitive interview Geiselman et al (1984)

LO3:
- Episodic: type of long-term memory that involvesconscious recollection of previous experiences together with their context in terms of time, place, associated emotions, etc
- Semantic: a type of long-term memory involvingthe capacity to recall words, concepts, or numbers, which is essential for the use and understanding of language
- Procedural: Procedural memory describes an implicit memory relating to learned tasks ie ridinga bike
- Evidence from brain scans.
- Distinguishing procedural and declarativememories
- Distinguishing episodic and semantic memories

LO4:
- The working memory model -Alan Baddeley
- Central executive.
- Episodic buffer
- Phonological loop
- Visuo-spatial sketchpad
- Strengths and limitations of the model

Suggested Resources

Wingfield, A. and Byrnes, D.L. (1981). The psychology of human memory. New York: Academic Press.
Charles Norval Cofer, American and American (1976). The structure of human memory. San Francisco: W.H. Freeman.
Riskey, D.R. (1979). Verbal memory processes in impression formation. Journal of Experimental Psychology: Human Learning and Memory, 5(3), pp.271–281.
Hijman, R. (1996). Memory processes and memory systems: Fractionation of human memory. Neuroscience Research Communications, 19(3), pp.189–196.

Unit PSYCH406: Research Methods and Investigating Psychology

Unit code: D/650/5561
RQF level: 4

Unit Aim

The aim of this unit is to equip learners with the knowledge and understanding of research and methodology in psychology, with an introduction to statistics and how they interact. Methodology and statistics include design considerations, counterbalancing, sample versus population, descriptive statistics, histograms, summary statistics and hypothesis testing.
You must comply with ethical standards for psychological research.

It is essential that learners are familiar with the most recent version of the Code of Ethics and Conduct, which applies to all psychological research. Please refer to the American Psychological Association (APA) or British Psychological Society (BPS) for guidance.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the experimental methods applied in psychology.	1.1 Explain the principles of research design. 1.2 Analyse the way in which scientific method, experimentaland descriptive research are interlinked.
2. Understand research methods in a psychological context.	2.1 Describe the features of research methods used in psychology. 2.2 Explain how to conduct statistical tests commonly used in psychology.
3. Understand types of data analysis and evaluation in a psychological context.	3.1 Describe types of data analysis used inresearch. 3.2 Analyse the interrelationship betweenstatistics and research hypotheses inpsychology.
4. Be able to carry out research design and review in a psychological context.	4.1 Research psychological papers to inform research design. 4.2 Apply and justify choice of method to a research scenario. 4.3 Review and reflect on own learning.

Indicative Content

LO1:

- The scientific method; empirical methods; objectivity; replicability; theory construction;hypothesis testing
- Psychology as a science
- Validating new knowledge; the role of peer review
- Issues of reliability, validity, and sampling
- Ethical issues with human participants respect,competence; responsibility and integrity.
- Ethical issues with non-human participants; existingconstraints (BPS guidelines), animal rights
- Ethical issues; informed consent; debrief; researchaim, dependent and independent variable; operationalise hypothesis; standardised procedure;extraneous variables; experiment Controls: confounding and extraneous variables; Realism; mundane realism; generalisation. Validity: internal and external validity; ecological validity; population validity; historical validity.
- Directional and non-directional hypotheses. Pilotstudy.
- Types of experimental design: repeated measure design; independent groups; matched pairs design;counterbalancing and random allocation; order effects.
- Lab and field experiment; natural and quasi experiments; Problems: Manipulation of the IV;demand characteristics; investigator effects; participant variables; situation variables.
- Dealing with problems: single blind design; doubleblind design; experimental realism.
- Sampling; bias; random sample; opportunity sample; stratified sampling; systematic sampling;volunteer bias; volunteer sample.
- The BPS Code of Ethics and conduct; informed consent; deception; the right to withdraw; protectionfrom physical and psychological harm; confidentiality; privacy; cost benefit analysis; ethics committee; debriefing.

LO2:

Naturalistic and controlled observations; overt andcovert observation; participant and non-participant observation; interobserver reliability.

- Observational design; unstructured and structured observations -sampling procedures: sampling eventsampling and time sampling
- Self- report techniques: questionnaires; structured interview; unstructured interview; Self-report design;questionnaire construction; open and closed questions, sampling techniques; pilot study; qualitative and quantitative data
- Case study; content analysis; effect size; meta- analysis; systematic review; cross sectional studies;longitudinal studies

LO3:

- Quantitative and qualitative data; primary andsecondary data
- Correlations: correlational hypothesis; co-variables;positive and negative correlation; correlation co- efficient, significance; scattergram; linear and curvilinear correlation
- Measures of central Tendency: mean, mode,median
- Measures of dispersion; range and standarddeviation
- Nominal; ordinal, interval, ratio
- Display of quantitative data: Tables; bar charts;histograms; line graphs; scattergrams
- Data Distributions: normal and skewed distribution
- Statistical Testing; The Sign Test; calculated value; critical value; probability; table of critical values; onetailed test; two tailed test.
- Significance; probability; using inferential tests and critical values degrees of freedom; one tailed or twotailed); justifying the use of test.

- Levels of measurement (nominal; ordinal; interval)
- Spearman's RHO (Correlation)
- Chi squared Test
- Mann Whitney U Test
- Wilcoxon T Test
- Comparison of descriptive and inferential statistics
- Qualitative analysis; summarising qualitative data;inductive; categories/ themes; Deductive.
- An iterative process; validity and reflexivity,triangulation.

LO4:
- Selecting a topic consider past research (theories and studies) The finding lead to research aim and hypothesise
- Method: decide on target population, choice shouldbe related to research aims
- Design and materials
- Participants
- Procedures what will be done
- What statistics will be used
- Ethics
- Conventions for reporting psychologicalinvestigations

Suggested Resources

Gavin, H. (2008). Understanding research methods and statistics in psychology. Los Angeles, Ca: Sage.

Dyer, C. (1995). Beginning research in psychology: a practical guide to research methods and statistics. Oxford, UK; Cambridge, Mass.: Blackwell.

Webb, A.R. (1989). What's in a question? Three methods for investigating psychology's public image. Professional Psychology: Research and Practice, 20(5), pp.301–304.

Webb, A.R. (1989). What's in a question? Three methods for investigating psychology's public image. Professional Psychology: Research and Practice, 20(5), pp.301–304.

Unit PSYCH501: Psychological Approaches to Depression and Schizophrenia

Unit code: Y/650/5451

RQF level: 5

Unit Aim

This aim of this unit is to equip learners with the knowledge and understanding of issues relating to   mental health and psychopathology.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit,a learner will:	Assessment Criteria Assessment of this learning outcome will require alearner to demonstrate that they can:
1. Understand the diagnosis and classification of schizophrenia	1.1. Evaluate the process of defining normality and abnormality. 1.2. Evaluate biological explanations of schizophrenias. 1.3. Evaluate psychological explanations of schizophrenias.
2. Understand therapies for schizophrenia and the role of the clinical psychologist.	2.1 Evaluate approaches to therapy for schizophrenia and their effectiveness. 2.2 Analyse the role of clinical psychology as a discipline
3. Understand the diagnosis and classification of depression.	3.1 Analyse the way in which depression is classified. 3.2 Evaluate biological and psychological approaches to explaining depression
4. Understand therapies for depression.	4.1 Evaluate approaches to therapies for depression 4..2 Analyse the effectiveness of therapies used for depression.

Indicative Content

LO1:

- Clinical characteristics of schizophrenia; issuesof reliability and validity in diagnosis
- Biological explanations of schizophrenia: genetics and neural correlates, including the dopamine hypothesis
- Psychological explanations of schizophrenia; psychodynamic; cognitive. Sociocultural factors.

LO2:

- Antipsychotic medication; conventional antipsychotics; atypical antipsychotics; ECT; ethical issues; Cognitive behavioural therapy;psychoanalysis;
- Practical role played by contemporary clinicalpsychologists in society

LO3:

- Clinical characteristics of major depressive disorder; issues off reliability and validity on diagnosis; cultural differences in the diagnosis of depression; biological explanations of depression; genetic and neurotransmitter dysfunction; psychological explanations of depression (mourning and melancholia); psychodynamic; cognitive (Beck's theory of depression; learned helplessness; hopelessness; sociocultural factors; life events and depression; social network and social skills

L04:

- Biological therapies; antidepressants; ECT. Psychological therapies; Cognitive behavioural therapy, public health approaches to mental health and wellbeing and how we can aim to improve the mental health of the general population and/or lower risk of mental illness, by considering social networks, social inequality,and happiness

Suggested Resources

Cheshire, K., & Pilgrim, D. (2004). A Short Introduction to Clinical Psychology. SAGE Publishing.

Davey, G., Lake, N., & Whittington, A. (2015). Clinical Psychology (2nd Edition). Routledge.

Gross; Richard. (2020). Psychology: The Science of Mind and Behaviour 8th Edition. London: Taylor & Francis. Kring, A., Johnson, S., Davison, G. & Neale, J. (2013). Abnormal Psychology (12th ed.). Hoboken, N.J.: Wiley.

Ramsden, P. (2013). Understanding Abnormal Psychology: Clinical and Biological Perspectives (1st ed.). SAGE Publications Ltd.

Unit PSYCH502: Individual Differences: Intelligence, Personality, and Criminology

Unit code: A/650/5452

RQF level: 5

Unit Aim

This aim of this unit is to equip learners with the knowledge and understanding of "personality" and "intelligence." Both concepts refer to broad, powerful attributes of humans that are believed to underlie cognition, motivation, and behaviour in many different settings.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1 Understand how intelligence is conceptualised.	1.1 Analyse the similarities and differencesbetween definitions of intelligence. 1.2 Evaluate the claim that IQ is a valid measure of intelligence. 1.3 Analyse the way in which theories of personality are classified.
2. Understand the classification of theories of personality.	2.1 Explain how theories of personality are classified.
3 Understand the concepts of criminological psychology.	3.1 Analyse the application of criminological psychology. 3.2 Evaluate theories of criminal behaviour andpredictors of long-term offending.
4 Understand offender profiling.	4.1 Explain offender profiling. 4.2 Evaluate the application of profiling thepsychology of offenders.

Indicative Content

LO1:
- Defining intelligence
- Theories of intelligence; psychometric theories; Spearman's two factor theory; Burt and Vernon's hierarchical model. Thurstone's primary mental abilities; Guiford' s structure of intellect model
- Fluid and crystalised intelligence
- The information-processing approach (Fishbein 1984)

- Gardner's theory of multiple intelligences
- Intelligence testing; The Stanford-Binet Tests;The Wechsler tests; Army alpha and Beta tests
- What do intelligence test measure?
- Explaining individual differences; hereditary orenvironment?
- Genetic influences: studies of IQ stability;family resemblance studies
- Twin studies (The Minnesota Study)
- Adoption studies
- Environmental influences
- Postnatal environmental influences
- The interaction between genetic andenvironmental factors
- The race and IQ debate -the political and racist nature of IQ tests (Richardson 1998)

LO2:

- Nomothetic versus idiographic approaches
- Allport's Trait theory (1961)
- Traits versus situations
- The psychological situation (situationism)
- The psychometric approach (Factor analysis)
- Eysenck's type theory
- Personality questionnaires
- The biological basis of personality
- Cattell's trait theory -differences betweenCattell and Eysenck
- Single and multiple trait theories (Five FactorModel/ Big Five)
- Kelly's Personal Construct theory – RepertoryGrid
- Humanistic theories: Roger's self-theory
- Psychodynamic theory Theories – Evaluation of Freuds theory
- Jung's Analytical Psychology -structure of thepersonality and levels of consciousness

LO3:

- Age and offending
- Predictors of long-term offending
- Crime and gender
- Women and crime
- Men and crime
- Theories of criminal behaviour; personalityand criminality
- Eysenck's personality theory
- Longitudinal study of delinquency (Heaven1996)
- Antisocial personality disorder- definition andclassification
- What causes APD?
- APD and the brain

LO4:

- Contributions of investigative Psychology
- Canter's approach. profiling equations
- The treatment of offenders
- Situational crime prevention
- Punitive Prison regimes

- Treatment programmes

Suggested Resources

Gross; Richard. (2020). *Psychology: The Science of Mind and Behaviour* 8th Edition. London: Taylor & Francis. Hollin, C. R. (2013). *Psychology and Crime*. Taylor & Francis

Unit PSYCH503: Visual Perception in a Psychological Context

Unit code: D/650/5453

RQF Level: 5

Unit Aim

This aim of this unit is to equip learners with the knowledge and understanding of visual perception and the main ways for us to gather information about the world around us and about ourselves.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1 Understand the structure of the visual system.	1.1 Analyse the structure and function of the visual system. 1.2 Analyse the nature of visual information processing. 1.3 Analyse the application of theories of visual perception.
2. Understand theories of visual perception.	2.1 Identify theories of visual perception. 2.2 Analyse the application of theories of visual perception.
3 Understand the development of perceptual abilities.	3.1 Analyse the development of perceptual abilities. 3.2 Analyse cross-cultural studies of infant perceptual development.
4 Understand visual perceptual development in the debate of nature v nurture.	4.1 Explain the role of visual perceptual development in the debate of nature v nurture 4.2 Analyse the nature v nurture debate as it relates to visual perceptual development.

Indicative Content
LO1:
- Structure and function of the visual system; the eye; retina; visual pathways
- Blindness; damage to the visual cortex; damage to the eye
- Visual information processing: sensory adaptation and the processing of contrast and colour and features.
- Sensory adaptation; contrast processing; colour processing

LO2:
- Theories of visual perception -constructivist
- Gregory's theory (1972).
- The Gestalt approaches
- Theories of visual perception – Direct approach
- Gibson's ecological or direct theory (1979)
- Marrs' computational model of perception (1982)
- Explanations of perceptual organisation; depth;movement; constancies

LO3:
- The development of depth (distance) perception
- Infant studies – Gibson and Walk (1960) Turnbull(1963)
- The development of visual constancies
- Infant studies Shape constancy Bower 1966)Allport and Pettigrove (1957)
- Limitations of infant studies
- Limitations of cross-cultural studies

LO4:
- Differentiation theory, Gibson and Gibson (1955)Enrichment theory -Piaget (1954)
- Evidence for nurture: restricted experience;perceptual deprivation
- Evidence for nature -animal studies, theories ofdirect perception

Suggested Resources

Gregory, R. L. (2015). *Eye and Brain: The Psychology of Seeing* - Fifth Edition (Princeton Science Library Book 38) (5th ed.). Princeton University Press.

Gross; Richard. (2020). *Psychology: The Science of Mind and Behaviour* 8th Edition. London: Taylor & Francis.

Unit PSYCH504: Social Psychology: Pro and Anti-Social Behaviour

Unit code: F/650/5454

RQF Level: 5

Unit Aim

This aim of this unit is to equip learners with the knowledge and understanding of social psychology and how it seeks to understand how people think, feel and act in relation to others and the world around them.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand aggression and antisocial behaviour.	1.1 Define and differentiate between: • aggression • antisocial behaviour 1.2 Explain theories relating to aggression and antisocial behaviour 1.3 Analyse the links between social psychology and aggression and antisocial behaviour.
2 Understand media influences on antisocial behaviour.	2.1 Identify examples where the media has influenced antisocial behaviour. 2.2 Analyse the impacts of media on anti-social Behaviour.
3. Understand research studies relating to social psychological theories of aggression.	3.1 Analyse the findings of research studies focusing on social psychological theories of aggression. 3.2 Evaluate the findings of research studies into aggressive behaviours.
4. Understand human altruism and bystander behaviour.	4.1 Define the characteristics of: • human altruism • bystander behaviour 4.2 Analyse explanations of how people behave completely differently from the expected.

Indicative Content

LO1:
- Defining aggression
- Social learning theory Bandura and Walters(1963)
- The importance of intention.
- Theories of aggression; Lorenz's ethological approach; evolutionary explanations; Freud's psychodynamic approach
- The frustration-aggression hypothesis (FAH)Dollard (1939)
- The attributional perspective
- Aggressive cue theory (ACT)

LO2:
- The social learning theory approach to media violence
- Social Learning theory and the effects of the media
- How violence is perceived

- How does TV exert its effects?
- Organisational framework for understanding media effects on cognitions, behaviours, andemotions (Dunbow 2007)
- Deindividuation
- Terrorism and the internet

LO3:
- The Bobo Doll studies – Bandura et al (1961)
- The Stanford Prison experiment Zimbardo (1973)
- The Baiting Crowd (Mann 1981)
- Strengths and limitations of the studies – Demandcharacteristics
- Effects of environmental stressors on aggressive behaviours

LO4:
- The Empathy-altruism hypothesis
- The negative state relief hypothesis
- Bystander behaviour; The decision model (Lataneand Darley 1970) The Arousal: cost-reward model Piliavin 1981)
- Cultural differences in prosocial behaviour – Subcultural differences; gender differences; urban rural differences; information overload theory (Milgram 1970)
- Individualist versus collectivist societies

Suggested Resources

Gross; Richard. (2020). Psychology: The Science of Mind and Behaviour 8th Edition. London: Taylor & Francis.

Unit PSYCH505: The Diversity of Addiction

Unit code: H/650/5455

RQF Level: 5

Unit Aim

This aim of this unit is to equip learners with the knowledge and understanding of substance use and non-chemical addiction disorders which are complex conditions that affect the reward, reinforcement, motivation, and memory.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the concept of addiction.	1.1 Define addiction and evaluate its characteristics. 1.2 Evaluate the usefulness of the concept of addiction. 1.3 Evaluate the way in which drugs are psychoactive substances, and how they may be usedtherapeutically or for pleasure. 1.4 Explain which drugs are legal or illegal.
2. Understand the explanations for substance abuse and dependence.	2.1 Analyse the concept of addiction for being oversimplified and for reflecting the disease model. 2.2 Evaluate scientific evidence to substantiate theoretical arguments concerning the nature of human addictive behaviour.
3. Understand the risk factors for addiction.	3.1Analyse the risk factors of addiction. 3.2 Analyse the risk factors affecting vulnerability to addiction.
4. Understand approaches to the treatment of drug dependence.	4.1 Describe approaches to the treatment of drug dependence. 4.2 Evaluate different psychological and biological therapies used for chemical abuse and dependence. 4.3 Evaluate different psychological and biological therapies for non-chemical abuse and dependence.

Indicative Content

LO1:
- The concept of addiction (DSM manual- 5)
- Abuse and dependence (WHO classification ofInternational Diseases (ICD -11) (2018)
- The addicted Brain (Nestler and Malenka2004)
- Drugs classification - stimulants, depressants,hallucinogens; opiates
- The effects of drugs; alcohol; cocaine; opiates;hallucinogens; cannabis.

LO2:
- The disease model of alcohol dependence andevaluation.
- The brain disease Model of addiction (BDMA)and evaluation

LO3:
- The influence of socio-cultural factors on druguse (family; peer physical environment; broader cultural influences; environmental availability; cultural influences; acculturation; media and worldwide access to information
- Risk factors: stress (everyday stress and traumatic stress), peer influence (social learning theory and social identity theory); age;personality factors (neuroticism and psychoticism) (Griffiths 2013)
- Tri-dimensional theory of addictive behaviour(Cloinger 1987)
- Ethical issues in addiction research

LO4:
- Aversion therapy, covert sensitisation andimagined sensitisation.
- Contingency management; behavioural self-control training
- Cognitive interventions; relapse prevention training (cocaine abusers) cognitive behaviour therapy (CBT)
- Relaxation and positive self-talk (smokers)
- Antidepressant drugs (with pathologicalgamblers)
- Anti-anxiety drugs, such as diazepam as partof detoxification with alcohol
- Nicotine gum and patches
- Brain stimulation for drug abuse
- Heroin substitutes such as methadone
- Drugs to dampen the reward response tococaine cravings
- Detoxification, conducted under medical supervision, may be needed but is only thefirst stage of treatment.
- Medications that reduce or counter use of illicitsubstances are suitable for some individuals, or medications may be used to target co- occurring disorders such as anxiety and depression.
- Motivational Interviewing, which is a short-termcounselling process to help a person resolve ambivalence about treatment and find and hold onto incentives for change.
- Cognitive Behaviour Therapy (CBT) can help aperson recognize and cope with situations that trigger the desire to use substances.
- Group therapy and other peer-support programs leverage the direct experience ofmany to support individual recovery and prevent the recurrence of substance use.
- Family therapy helps individuals repair anydamage done to family relationships and to establish more supportive ones.
- Life skills training, including employability skills, may be part of an individual's treatment

plan.
- Good treatment programs also feature theregular monitoring of individual progress

Suggested Resources

Davis, P., Patton, R., & Jackson, S. (2017). *Addiction: Psychology and Treatment* (BPS Textbooks in Psychology) (1st ed.). Wiley-Blackwell. Gross; Richard. (2020). *Psychology: The Science of Mind and Behaviour* 8th Edition. London: Taylor & Francis.

Unit PSYCH506: Contemporary Issues and Debates Psychology

Unit code: J/650/5456

RQF Level: 5

Unit Aim

The aim of the unit is to provide learners with knowledge and understanding about current issues and debates in psychology. It introduces learners to codes of conduct and ethical guidelines in psychology as well as the role psychologists play. Additionally, the unit covers biases in psychological research and debates within the field.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1 Understand codes of conduct and ethical guidelines.	1.1 Analyse the requirements of codes of conduct and ethical guidelines used in psychology. 1.2 Assess the major functions of ethical guidelines and policy for psychologists
2. Understand the role of psychologists.	2.1 Analyse the varied roles of psychologists. 2.2 Analyse the requirement for psychologists to have a totally objective approach. 2.3 Analyse the ethical and moral values to which psychologists must adhere.
3. Understand bias in psychological research and theory.	3.1 Evaluate bias in psychological research and theory. 3.2 Analyse the ways in which researchers could be prone to certain biases when making inferences.
4. Understand the contribution of debates to the field of psychology	4.1 Evaluate the importance of debates within the field of psychology. 4.2 Analyse the features of a major debate in psychology. 4.3 Analyse evidence that supports each side of a debate.

Indicative Content

LO1:
- Codes of conduct and ethical guidelines
- Major Professional bodies British Psychological Society (BPS) and the American

PsychologicalSociety (APA)
- psychologists as scientists and investigators -Research with human participants
- Consent and informed consent; deception; debriefing; protection of participants; protectionfrom harm
- Deception and informed consent
- Widening the ethical debate; the ethics of sociallysensitive research SSR.
- Socially meaningful research (social psychologists)
- Milgram (Key study)
- Protecting individuals versus benefitting society
- Research with non-human (animal) subjects
- The issue of animal suffering Guidelines for psychologists working with animals (BPS 2007)

LO2:
- Psychology as a value free science
- Therapists as value neutral; and non -directive
- The influence of the therapist (Wachtel 1977)(Therapist influence in psychodynamic and behavioural therapy)
- freedom and behavioural control
- power imbalances

LO3:
- Gender bias: feminist psychology, sexism and androcentrism; The feminist critique of science;some practical consequences of gender bias
- The masculinist bias and sexism
- Example of gender bias at each stage of theresearch process
- Cross cultural Psychology and ethnocentrism
- Cross cultural research

LO4:
- Debates: discuss a topic, usually presenting both sides of the argument i.e., Free will versus determinism, Reductionism versus holism, Natureversus nurture, Psychology as a Science, Animal research
- Key features
- Strengths and Weaknesses

Suggested Resources

Fairholm, I. (2012). Issues, Debates and Approaches in Psychology. Palgrave Macmillan.
Gross; Richard. (2020). Psychology: The Science of Mind and Behaviour 8th Edition. London: Taylor & Francis. Rolls, G. (2019). Classic Case Studies in Psychology: Fourth Edition (4th ed.). Routledge.

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