



Level 7 Diploma in Psychology

Qualification Specification

January 2023

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About QUALIFI

QUALIFI is recognised and regulated by Ofqual (Office of Qualifications and Examinations Regulator). Our Ofqual reference number is RN5160. Ofqual regulates qualifications, examinations, and assessments in England.

As an Ofqual recognised Awarding Organisation, QUALIFI is required to carry out external quality assurance to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications meet the required standards.

Why Choose QUALIFI Qualifications?

QUALIFI qualifications aim to support learners to develop the necessary knowledge, skills and understanding to support their professional development within their chosen career and or to provide opportunities for progression to further study.

Our qualifications provide opportunities for learners to:

- apply analytical and evaluative thinking skills
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social, and other transferable skills.

Employer Support for the Qualification Development

During the development of this qualification QUALIFI consults a range of employers, providers, and existing centres (where applicable) to ensure rigour, validity and demand for the qualification and to ensure that the development considers the potential learner audience for the qualification and assessment methods.

Equality and Diversity

QUALIFI's qualifications are developed to be accessible to all learners who are capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure teaching and learning are free from any barriers that may restrict access and progression.

Learners with any specific learning need should discuss this in the first instance with their approved centre who will refer to QUALIFI's Reasonable Adjustment and Special Consideration Policy.

Qualification Title 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 7 Diploma in Psychology 610/2064/3

Qualification Aims and Learning Outcomes

Aim of the QUALIFI Level 7 Diploma in Psychology

The aim of the QUALIFI Level 7 Diploma in Psychology is to provide learners with an understanding of the main cognitive functions such as perception, executive functions, language, attention and their role in psychology. Learners will develop practical skills for a career in psychology.

Successful completion of the QUALIFI Level 7 Diploma in Psychology provides learners with the opportunity to progress to further study or employment.

Learning Outcomes of the QUALIFI Level 7 Diploma in Psychology

The overall learning outcome of the qualification are for learners to study the aetiology of mental health problems, as well as assessment and diagnosis. The qualification takes an explicitly critical approach to diagnosis of mental health problems, by considering not only the biological risk factors, but giving more attention to the psychological and sociocultural risk factors. Learners will:

- develop an understanding of the most used statistical techniques used in psychological research. Practical problems around statistical procedures are delivered in computer practical sessions. These will involve real-world research questions being presented to students. Example data sets will be provided and analysed.
- understand the research process, research techniques, research ethics and scientific writing skills will be covered in "Issues in Scientific Research", and it is designed to help introduce students to the theoretical and practical complexities of the research process.
- know the neuropsychological aspects of emotion and behaviour in healthy and clinical populations.

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

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 and 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.

Unless otherwise agreed, QUALIFI:

- sets all assessments.
- moderate's assessments prior to certification.
- awards the final mark and issues certificates.

Learner Induction and Registration

Approved centres should ensure all 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 with 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 an 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 19 or over.

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. Applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

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 relating 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 7 Diploma in Psychology** will enable learners to progress to:

- QUALIFI Level 8 Diploma.
- University to complete a Master' Degree.
- Employment in an associated profession.

Qualification Structure and Requirements

Credits and Total Qualification Time (TQT)

The QUALIFI Level 7 Diploma in Psychology is made up of 120 credits which equates to hours 1,200 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 7 Diploma in Psychology

All Units are mandatory.

Unit Reference	Mandatory Units	Level	TQT	Credit	GLH
Y/650/5091	Psychoanalysis and Mental Health	7	200	20	80
A/650/5092	Exploring psychology	7	200	20	80
D/650/5093	Cognitive and Biological Psychology	7	200	20	80
F/650/5094	Qualitative Research Methodology	7	200	20	80
H/650/5095	Social and Cultural Psychology and Psychology of Human Development	7	200	20	80
J/650/5096	Rehabilitation Psychology	7	200	20	80
Total			1200	120	480

Achievement Requirements

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

Awarding Classification/Grading

This qualification grading is **Pass/Fail**

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

Assessment Strategy and Methods

QUALIFI will provide 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.

The tasks will enable learners to draw on work-related information and/or examples wherever possible. Some assessment tasks will contain a practical assignment which will require observation by an assessor (see Assessment Guidance for further information).

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.

QUALIFI provides a Candidate Workbook for each unit that learners should use to record their answers and/or cross-reference any supporting evidence relating to a practical task. Approved centres should request a copy of the assessment workbook.

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

All learning outcomes and related assessment criteria 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 set by all assessment criteria.

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

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 the learner 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 the learner to make improvements to their work. This feedback should be prompt so it has meaning and context for the learner 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 ongoing 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.

Course Regulations

Course Requirements

All units will be assessed internally using a range of methods. Knowledge-based outcomes can be assessed using non-mandatory assessment tasks (provided in this specification for tutors' convenience). Skills-based outcomes must be achieved with reference to a real work environment and must include direct observation within the workplace.

Classification of Awards

This qualification is graded as pass/fail.

Decisions about the overall achievements of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of learners' overall profile and performance subject to the minimum requirements.

Learner Voice

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

Complaints

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information, please contact in the first instance or email: support@QUALIFI-international.com

Unit Specifications

Unit PSYCH701: Psychoanalysis and Mental Health

Unit code: Y/650/5091

RQF Level: 7

Unit Aim:

The aim of this unit is to help learners understand psychoanalytic therapy and its procedure, to examine counselling interventions and to know when to start and terminate a procedure.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the complex history of the development of psychodynamic approach as a theory and therapy.	1.1 Evaluate the emergence of psychoanalysis and the post-Freudian evolution of psychodynamic approach.
	1.2 Locate the causes of distress through psychodynamic perspective.
	1.3 Determine the goal and application of psychoanalytic therapy.
2. Understand counselling interventions based on psychoanalytic theory.	2.1 Analyse therapy and the skills of an effective therapist.
	2.2 Determine the circumstances of counselling intervention.
3. Understand psychoanalysis with an emphasis on the psychoanalytic techniques used in therapy.	3.1 Distinguish between various psychoanalytic techniques. 3.2 Identify the use of each psychoanalytic technique in different circumstances. 3.3 Apply psychoanalytic theory to determine which psychoanalytic technique may prove helpful to resolve problems.

Indicative Content

- History of psychodynamic approach
- Psychoanalytic therapy
- Therapeutic procedure and method
- Techniques and skills
- Critical evaluation of psychoanalytic therapy

Suggested Resources

1. Abraham, H., and E. Freud, eds. (1965). *A Psycho-Analytic Dialogue: The Letters of Sigmund Freud and Karl Abraham 1907—1926*. New York: Basic Books.
2. Alexander, F. (1925). Book Review of *The Development of Psychoanalysis*. *International Journal of Psychoanalysis*, 6:484—96.
3. Anzieu, D. (1986). *Freud's Self-Analysis*. London: Hogarth Press.
4. Bollas, C. (1987). *The Shadow of the Object: Psychoanalysis of the Unthought Known*. New York: Columbia University Press.
5. Brabant, E., E. Falzeder, and P. Giampieri-Deutsch, eds. (1993). *The Correspondence of Sigmund Freud and Sándor Ferenczi. Volume I, 1908-1914*. Cambridge: Harvard University Press.
6. Chertok, L., and I. Stengers. (1992). *A Critique of Psychoanalytic Reason: Hypnosis as a Scientific Problem from Lavoisier to Lacan*. Stanford: Stanford University Press.
7. Clark, R. W. (1980). *Freud: The Man and the Cause*. New York: RandomHouse.
8. Luyten, P., Mayes, L., Blatt, S., Target, M., & Fonagy, P. (2015). Theoretical and Empirical Foundations of Contemporary Psychodynamic Approaches. In Luyten, P., Mayes, L., Fonagy, P., Target, M., & Blatt, S. (Eds.), *Handbook of Psychodynamic Approaches to Psychopathology* (pp. 3- 26). The Guilford Press.

Unit PSYCH702: Exploring Psychology

Unit code: A/650/5092

RQF level: 7

Unit Aim:

The aim of this unit is to promote and study of a psychology that is committed to addressing the pressing social issues of current time and to provide a critique of mainstream psychology that grants psychologists an opportunity to think critically and creatively about how best to serve a wide range of individuals and communities

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Be able to conduct qualitative enquiry of stereotype threat, racial socialization, LGBTQ psychology and connect it to mental health.	1.1 Evaluate the theory of 'Critical Psychology and Psychology for Liberation'.
	1.2 Articulate arguments about current pressing social issues using critical psychology.
	1.3 Analyse the effect of prejudices and discrimination on an individual's mental health.
2. Understand the critical theory, discourse of postmodernism and application of hermeneutics.	2.1 Evaluate the relationship between power and knowledge.
	2.2 Analyse the psychology of oppression and use the knowledge to develop solutions to social problems.
	2.3 Develop solutions to social problems that are practicable and realistic.
3. Be able to practise critical psychology and apply the methods of	3.1 Evaluate critical conscious and double conscious

liberation.	3.2 Create a model that displays crisis counselling 3.3 Analyse the therapy of capitalism
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Indicative Content

- Critical Psychology
- Psychology of Liberation
- Critical analysis of Postmodernism, Discourse and Hermeneutics
- Skills of critical psychologist

Suggested Resources

1. Isaac Prilleltensky and Dennis Fox (1997) *Critical Psychology an Introduction*, edited by Dennis Fox and Isaac Prilleltensky. Sage Publication.
2. M. Montero & C. Sonn (2009) (Eds.), *Psychology of Liberation: Theory and Applications* (51-72). New York: Springer.
3. Fals Borda, O. (1988). *Knowledge and people's power: Lessons with peasants in Nicaragua, Mexico and Columbia*.
4. Eric Greene (2017). *The Last Psychology, Part Two. The Capitalism of Therapy and the Therapy of Capitalism: The Journal of Critical Psychology, Counseling and Psychotherapy* (Vol.17,2017)
5. Cheryan, S., & Bodenhausen, G. V. (2000). When positive stereotypes threaten intellectual performance: The psychological hazards of "model minority" status. *Psychological Science*, 11(5), 399-402.
6. Kaiser, C. R., & Miller, C. T. (2001). Stop complaining!: The social costs of making attributions to discrimination. *Personality and Social Psychology Bulletin*, 27, 254–263.
7. Hoff. L.A., (2009) *People in Crisis: Clinical and Diversity Perspective* (6th ed.) Routledge

Unit PSYCH703: Cognitive and Biological Psychology

Unit code: D/650/5093

RQF Level: 7

Unit Aim

The aim of this unit is to explore the practical implications of cognitive processes in human performance and to facilitate the learning of traditional and emergent fields of applied cognitive psychology. It also covers understanding brain-behaviour relationship in day-to-day life and the neuropsychological relation to different psychological disorders.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand neuropsychology and the different brain regions responsible for psychological attributes.	1.1 Evaluate the methods of neuropsychology.
	1.2 Locate and determine the functions of the frontal, parietal, occipital and temporal lobe.
2. Understand of cognitive psychology, its approach and key issues.	2.1 Distinguish between traditional and emergent fields of applied cognitive psychology.
	2.2 Analyse the philosophical antecedents of cognitive psychology.
3. Understand theoretical approaches and improve sensation and attention.	3.1 Analyse the neuropsychological approach to sensation, attention, perception and consciousness. 3.2 Analyse spatial cognition and cognitive map.
4. Understand the concept of memory from biological and cognitive perspective.	4.1 Distinguish between models of memory and the processes of memory. 4.2 Analyse the neuropsychological approach to memory. 4.3 Apply the concepts of cognitive psychology in improving memory.

Indicative Content

- Neuropsychology
- Brain functions and lobes
- Cognitive activities in relation to brain
- Improving sensation and attention
- Improving memory

Suggested Resources

1. Durso, F. T. (2007). Handbook of Applied Cognition (2nd Ed). New West Sussex : Wiley & Sons.
2. Esgate, A. et al. (2005). An Introduction to Applied Cognitive Psychology. Psychology Press: New York.
3. Sternberg, R. J. (Ed.) (2000). Handbook of intelligence. New York: Cambridge University Press.
4. Sternberg, R. J. (2009). Applied Cognitive Psychology: Perceiving Learning and Remembering. Australia: Cengage Learning.
5. Algom, D. (1992). Memory psychophysics: An Examination of its Perceptual and Cognitive Prospects. In D. Algom (Eds). Psychophysical Prospects to Cognition, Amsterdam:Elsevier.
6. Stirling, J. (2002). Cortical functions. Routledge. Stirling, J., & Elliott, R. (2010). Introducing neuropsychology. Psychology Pres.
7. Cacioppo, J. T., Tassinari, L. G., & Berntson, G. (Eds.). (2007). Handbook of psychophysiology. Cambridge University Press.
8. Kevin Walsh, A. O. (1978). Neuropsychology: A clinical approach. Churchill Livingstone.
9. Crawford, J. R., Parker, D. M., & McKinlay, W. W. (Eds.). (1992). A handbook of neuropsychological assessment. Psychology Press.

Unit PSYCH704: Qualitative Research Methodology

Unit code: F/650/5094

RQF Level: 7

Unit Aim:

The aim of this unit is to acquaint learners with the qualitative paradigm of psychology and different qualitative research methods and to provide them with an understanding of the uses and applications of qualitative methods in research.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the qualitative paradigm of psychology and qualitative research.	1.1 Evaluate the conceptual foundations, issues and nature of paradigms and approaches to qualitative research.
	1.2 Design a qualitative research project and analyse the issues relating to reflexivity, subjectivity and reflectivity.
2. Understand the features, purposes and application of various qualitative research methods.	2.2 Evaluate the types of qualitative methods of research interviews, focus group discussions and ethnography.
	2.2 Evaluate the grounded theory, life story research and cooperative inquiry.
	2.3 Determine the exact type of qualitative research method.
3. Understand the concept of qualitative studies in relation to other studies.	3.1 Create and justify links between qualitative research and feminist research.
	3.2 Use the techniques of discourse analysis and narrative analysis to draw justified conclusions.

Indicative Content

- Qualitative paradigm
- Qualitative research methods
- Application of Qualitative Research method
- Research Design
- Critical analysis of evidence

Suggested Resources

1. Hesse-Biber, S. N., & Leavy, P. (2011). *The practice of qualitative research*. Los Angeles: SAGE. (Chapter 1, 2, and 3 and 4 for Unit 1, chapter 7 for focus group (Unit 2), chapter 8 for ethnography (Unit 2), chapter 5 for Interview (Unit 2))
2. Silverman, D. (1998) *Qualitative Research: Theory, Method and Practice*. 2nd edition, New Delhi: Sage Publications (Chapter 10- focus group research (Unit 2))
3. Smith, J. A. (2008). *Qualitative psychology: A practical guide to research methods*. London: SAGE Publications. (Chapter 1 and 2 for Unit 1-conceptual foundations, chapter 4: Grounded theory (Unit 3), Chapter 8: cooperative inquiry (Unit 3), chapter 9: focus group (Unit 2), Chapter 5 for Narrative Analysis (Unit 4), Chapter 7 for Discourse Analysis (Unit 4))
5. Smith, J. A., Harré, R., & Langenhove, L. (1995). *Rethinking methods in psychology*. London: Sage Publications.(Chapter 2 for interview (Unit 2), chapter 3 for grounded theory (Unit 3), chapter 9: co-operative inquiry (Unit 3), Chapter 4: Life story research (Unit 3), Chapter 6 for Discourse Analysis (Unit 4))
7. Wickramasinghe, M. (2009). *Feminist Research Methodology: Making Meaning of Meaning Making*. Routledge (Chapter 2 for Feminist Research in Unit 4)

Unit PSYCH705: Social and Cultural Psychology and Psychology of Human Development

Unit code: H/650/5095

RQF Level: 7

Unit Aim

The aim of this unit is to understand how a society influences the development of humans and to assess key developmental changes.

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 a society develops, thinks and represents ideas.	1.1 Analyse the relationship between mind, society and culture.
	1.2 Trace the emergence of social issue and its impact based on the principles of social and cultural psychology.
2. Understand the types of self in social aspects and various applications of social cultural psychology.	2.2 Evaluate the types of self in society including social identities.
	2.2 Define cognition and culture, social representations, attitudes and attributions, language and communication, social influence, beliefs and inter-group relations.
3. Understand human development in psychology.	3.1 Evaluate the development of humans especially in childhood and adolescence.
	3.2 Evaluate different types of development and barriers to development.
4. Understand the relationship between human development and culture.	4.1 Evaluate the impact of culture on an individual's growth, taking a cross-cultural perspective into account.
	4.2 Trace developmental problems through the application of theoretical knowledge.

Indicative Content

- Social schemas
- Social identities and self
- Human development
- Interrelationship of culture and human development

Suggested Resources

1. Muthukrishna, M., Shulman, B. W., Vasilescu, V., & Henrich, J. (2014). Sociality Influences cultural complexity. *Proceedings of the Royal Society of London B: Biological Sciences*
2. Santos, H. C., Varnum, M. E., & Grossmann, I. (2017). Global increases in individualism. *Psychological Science*
3. Talhelm, T., Zhang, X., Oishi, S., Shimin, C., Duan, D., Lan, X., & Kitayama, S. (2014). Large-scale psychological differences within China explained by rice versus wheat agriculture. *Science*.
4. Keller, H. (2018). Universality claims of attachment theory: Children's socioemotional Development across cultures. *Proceedings of the National Academy of Sciences*
5. Fu, A. S., & Markus, H. R. (2014). My Mother and Me: Why tiger mothers motivate Asian Americans but not European Americans. *Personality and Social Psychology Bulletin*.
6. Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*
7. *Twenty Studies That Revolutionized Child Psychology 2nd Edition*

Unit PSYCH706: Rehabilitation Psychology

Unit code: J/650/5096

RQF Level: 7

Unit Aim

The aim of this unit is to provide learners with an understanding of the profession of rehabilitation psychology, the psychological assessment of persons with disabilities, psychological interventions and dealing with families and non-government organizations (NGOs) and the community.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the pre-history and history of rehabilitation psychology.	1.1 Evaluate the conceptual foundations of rehabilitation psychology.
	1.2 Determine the need and scope of rehabilitation and intervention in different circumstances.
	1.3 Analyse milestone events that have influenced the development of the discipline.
2. Be able to convert theoretical knowledge into practical experiences in community rehabilitation settings.	2.2 Assess the types of rehabilitation facilities.
	2.2 Provide clients with treatment that is appropriate to their needs.
3. Understand the requirements of ethical and professional conduct.	3.1 Display professional behaviour in rehabilitation settings that meets professional standards.
	3.2 Analyse the ethical issues in neuropsychological rehabilitation.
	3.3 Address practical challenges through the application of theoretical knowledge.
4. Understand disorders and	4.1 Analyse the links between problems and

disabilities.	treatments.
	4.2 Specify the techniques for different interventions that address the issues identified.

Indicative Content

- Nature and history scope of rehabilitation psychology
- Concepts of ability and disability, types of disability
- Rehabilitation techniques: Basic principles and types of intervention
- Assessment of persons with disability
- Goals of Community Based Rehabilitation
- Role of NGO and role of community
- Policies and ethics of rehabilitation
- Placement and rehabilitation services

Suggested Resources

1. Anu Teotia (2018). Rehabilitation Psychology. Chennai, Notion Press.
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