



SEG Awards Level 4 Diploma in Psychology

England – 610/4239/0

Qualification Guidance

About Us

At Skills and Education Group Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

Sources of Additional Information

Skills and Education Group Awards website www.skillsandeducationgroupawards.co.uk provides access to a wide variety of information.

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Specification Code, Date and Issue Number

The specification code is D9551-04.

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Issue	Date	Details of change
1.0	May 2024	New qualification guide
1.1	February 2026	Removal of UK Awards logo

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

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Introduction

The SEG Awards Level 4 Diploma in Psychology covers the historical foundations of Psychology as a Science and introduces learners to theoretical perspectives of key areas in the study of Psychology. Learners will be able to connect research methods that the Founding Fathers used to understand how the human body is connected to thinking, development from cradle to grave, and how we behave in a social world. Learners will learn to understand psychological perspectives, compare and evaluate research findings, and connect the work of psychologists, to understanding the mind and behaviour of humans.

The key areas covered include:

- Foundations of Psychology as a Science
- Biological Psychology
- Cognitive Psychology
- Developmental Psychology
- Social Psychology
- Research Methods

The knowledge and skills gained will prepare learners to progress onto higher programmes of study in Psychology and related subjects, as well as provide an opportunity to explore a range of professions where an understanding of psychology is relevant.

Pre-requisites

Prospective learners are required to have the following qualifications prior to registering on the SEG Awards Level 4 Diploma in Psychology:

- GCE A Level or equivalent, or an appropriate school leavers certificate deemed by Skills and Education Group Awards to be of a similar level.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to, and successfully complete all the requirements of a unit(s) or the full qualification.

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Qualification Structure and Rules of Combination

Rules of Combination: Level 4 Diploma in Psychology

Learners must achieve **all** 120 credits from **all** the 6 mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Units				
Foundations of Psychology as a Science	A/651/1734	4	20	60
Biological Psychology (Biopsychology)	D/651/1735	4	20	60
Cognitive Psychology	F/651/1736	4	20	60
Developmental Psychology	H/651/1737	4	20	60
Social Psychology	J/651/1738	4	20	60
Research Methods	K/651/1739	4	20	60

Aims

The SEG Awards Level 4 Diploma in Psychology aims to guide learners towards higher level Psychology study or careers related to the topics within the Diploma. The qualification explores the scientific study of mind and behaviour, to gain an understanding of how individuals think, feel, and behave in various situations.

The qualification covers:

- An introduction to scientific research methodology and ethical considerations
- An overview of the Biopsychological perspective, considering the biological, psychological, and social influences on mental processes and behaviour
- An exploration of Psychology subfields: Cognitive; Developmental; Social
- An overview of research methods, including the types and uses for data analysis
- An introduction of the application of psychological principles to real-world situations

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Target Group

This qualification is designed for learners aged 18 and above, who have an ambition to gain a foundation of knowledge and understanding of relevant theories, principles and methodologies associated with the study of Psychology.

Assessment

Internal and external assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

A portfolio approach to continuous assessment is used throughout this qualification. Learners will study units and develop a portfolio of evidence for each unit. It is recommended that each unit has milestones where formative assessment is provided, and learners can then continue to work on their portfolios before the required final submission for the unit.

For each unit, an assessment grid is provided indicating the learning outcomes to be achieved and the evidence required to support their attainment. This grid contains evidence requirements for grading at pass, merit, and distinction. The criteria are cumulative, so to achieve a merit grade a learner must satisfy the criteria for both a pass and for a merit. Similarly, to achieve a distinction grade a learner must satisfy, pass, merit, and distinction criteria.

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To achieve a pass in a unit, a pass grade must be attained for all learning outcomes. The overall grade for each unit will be determined by the predominant attainment in each of the learning outcomes. For example, most units have four learning outcomes so if three are attained at merit, then a merit grade is the outcome. If the outcome is that two learning outcomes are graded pass and two at merit, then a merit for the unit would be awarded. For a distinction grade, the predominant attainment in each of the learning outcomes must be at distinction grade with all learning outcomes achieving at least a merit grade.

For the diploma to be awarded, a pass grade must be achieved in all units. The overall grade for the diploma will be determined based on the predominant outcome for each of the units. There are six units, so to achieve an overall grade of merit at least three units must be graded at merit. To achieve a distinction, all units must be graded at minimum of merit and at least three at distinction.

Practice Assessment Material

Skills and Education Group Awards confirm that there is no practice material available for the SEG Awards Level 4 Diploma in Psychology.

Teaching Strategies and Learning Activities

Psychology is the study of mind and behaviour. Teaching and learning draws upon a range of historical, academic and theoretical perspectives to apply this knowledge to human behaviour in real-world situations. The aim of any programme of study in Psychology should be to create reflective scholars who have developed knowledge, know-how and reflection on understanding the human condition.

The fundamental philosophy recommended for curriculums preparing candidates for this qualification is 'learning by doing', with an appropriate balance between the following elements:

- Lectures and lessons – where knowledge is acquired
- Seminars and tutorials – where knowledge is consolidated, and know-how developed
- Investigation – where research skills are demonstrated and developed
- Projects – where learners can develop their skills of synthesis

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

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Progression Opportunities

Learners who successfully achieve the SEG Awards Level 4 Diploma in Psychology may progress onto the SEG Awards Level 5 Diploma in Psychology - 610/4246/8.

Additionally, learners can progress onto higher programmes of study, and related qualifications, in Psychology.

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor/Assessor Requirements

Skills and Education Group Awards require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

This specification and associated assessment materials are in English only.

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Qualification Summary

Qualification								
SEG Awards Level 4 Diploma in Psychology - 610/4239/0								
Qualification Purpose	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area							
Age Range	Pre 16		16-18		18+	✓	19+	✓
Regulation	The above qualifications are regulated by <ul style="list-style-type: none"> Ofqual 							
Assessment	<ul style="list-style-type: none"> Portfolio of Evidence 							
Type of Funding Available	See FaLA (Find a Learning Aim)							
Qualification/Unit Fee	See Skills and Education Group Awards web site for current fees and charges							
Grading	Pass/Merit/Distinction Please see the 'Assessment' section, in addition to the Indicative Content Guide, for further information.							
Operational Start Date	01/06/2024							
Review Date	31/05/2027							
Operational End Date								
Certification End Date								
Guided Learning (GL)	360 hours							
Total Qualification Time (TQT)	1200 hours							
Credit Value	120							
Skills and Education Group Awards Sector	Education & Skills Workforce							
Ofqual SSA Sector	2.1 Science							
Support from Trade Associations	N/A							
Administering Office	See Skills and Education Group Awards website							

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Unit Details
Foundations of Psychology as a Science

Unit Reference	A/651/1734
Level	4
Credit Value	20
Guided Learning (GL)	60 hours
Unit Summary	<p>Foundations of Psychology is an exploratory unit intended to provide learners with knowledge and understanding of the fundamental principles within the field of psychology.</p> <p>Through exploration of the history, key figures, comparisons between theoretical approaches, analysing the role of psychologists in a range of contexts and exploring scientific methods within psychology, learners will develop an appreciation of psychology and its significance in understanding human mind and behaviour.</p> <p>Introductory learning will provide the scope to further exploration into:</p> <ul style="list-style-type: none"> • Biological Psychology • Cognitive Psychology • Developmental Psychology • Social Psychology and • Individual Differences or • Counselling Skills
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.2) <i>The learner can</i>
1. Understand the origins of Psychology as a science	<p>1.1 Identify the key milestones in the history of psychology</p> <p>1.2 Explain how the emphasis of measurement and control separated psychology from the parent discipline of philosophy</p> <p>1.3 Evaluate the use of the scientific method in the study of human mind and behaviour</p>

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<p>2. Understand ethical issues in psychology</p>	<p>2.1 Identify the ethical principles for conducting research with human and non-human participants</p> <p>2.2 Evaluate the ethical implications of, and potential consequences for participants involved in psychological research</p>
<p>3. Understand the classifications of the academic branches of Psychology</p>	<p>3.1 Compare the physiological, cognitive, and comparative areas of the Process approach to Psychology</p> <p>3.2 Compare the social, developmental, and individual differences areas of the Person approach to Psychology</p> <p>3.3 Outline the differences in subject matter that two of the following Applied Psychologists deploy:</p> <ul style="list-style-type: none"> • Clinical • Counselling • Forensic • Educational • Occupational • Health • Chartered
<p>4. Understand the theoretical approaches to Psychology</p>	<p>4.1 Describe the roles that a theoretical approach, perspective, and theory play in the study of Psychology</p> <p>4.2 Evaluate three of the following approaches:</p> <ul style="list-style-type: none"> • Biopsychological • Behaviourist • Psychodynamic • Humanistic • Cognitive • Social Constructivist • Evolutionary

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Biological Psychology (Biopsychology)

Unit Reference	D/651/1735
Level	4
Credit Value	20
Guided Learning (GL)	60 hours
Unit Summary	<p>This unit introduces the foundational principles and concepts of biological psychology (biopsychology).</p> <p>Learners will explore:</p> <ul style="list-style-type: none"> • how the nervous system is organised • the differences between sensation and perception, perspectives in consciousness • how neural mechanisms impact on various psychological processes, including sensation, perception, learning, memory, motivation, and emotion • the comparisons between classical and operant conditioning within learning by reviewing models, perspectives and research findings
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.4) <i>The learner can</i>
1. Understand the Human Nervous System	<p>1.1 Explain how the nervous system is organised</p> <p>1.2 Explain the role of neurons</p> <p>1.3 Discuss the role and importance of neurotransmitters</p>
2. Understand Sensory Processes in explaining behaviour	<p>2.1 Compare sensation and perception</p> <p>2.2 Explain the laws of Gestalt's perceptual groupings:</p> <ul style="list-style-type: none"> • Proximity • Similarity • Closure • Good continuation <p>2.3 Evaluate explanations for sensory deprivation and sensory overload in humans</p> <p>2.4 Outline cultural differences in perception</p>

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<p>3. Understand states of Consciousness</p>	<p>3.1 Compare Freud’s levels of consciousness with one other model of consciousness</p> <p>3.2 Evaluate studies of attention that demonstrate the existence of consciousness</p>
<p>4. Understand Learning and Conditioning in human development</p>	<p>4.1 Compare the nature-nurture debate in learning</p> <p>4.2 Evaluate classical and operant conditioning as explanations for learning</p> <p>4.3 Discuss potential and actual behaviour related to learning and performance</p> <p>4.4 Describe the terms ‘generalisation’, ‘discrimination’, ‘extinction’ and ‘spontaneous recovery’ within conditioning</p>

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Cognitive Psychology

Unit Reference	F/651/1736
Level	4
Credit Value	20
Guided Learning (GL)	60 hours
Unit Summary	<p>This unit is intended as a foundation study of the principles of Cognitive Psychology. Learners will explore:</p> <ul style="list-style-type: none"> • Models and processes of memory • The impact of eye-witness testimony • Processes of thinking • The ways in which humans and non-humans communicate • Key research findings in language acquisition • The development and impact of Artificial Intelligence on the behaviour of humans
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.2) <i>The learner can</i>
1. Understand the processes of Memory	1.1. Explain one model of memory 1.2 Evaluate the accuracy of Eye-Witness testimony
2. Understand the systems of Thinking	2.1 Evaluate the active process of thinking
3. Understand the principles of Language	3.1 Compare three ways in which humans and non-humans communicate 3.2 Review the theories of Chomsky, considering current research in language acquisition
4. Understand the role of artificial intelligence in cognitive psychology	4.1 Compare the concepts of 'weak' and 'strong' Artificial Intelligence in their roles in human intelligence 4.2 Evaluate the validity of the Turing Test (Turing 1950) to current applications of Artificial Intelligence

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Developmental Psychology

Unit Reference	H/651/1737
Level	4
Credit Value	20
Guided Learning (GL)	60 hours
Unit Summary	<p>This unit is designed to provide learners with a general understanding of developmental psychology across the lifespan 'cradle to grave'. There will be a focus on:</p> <ul style="list-style-type: none"> • The social and emotional development in children • Cognitive development • Lifespan development and ageing • Cultural differences in adolescence • How developments in Psychology have impacted on UK policy • the nature-nurture debate in developmental psychology by applying perspectives, theoretical frameworks, and research to real-world environments
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.2) <i>The learner can</i>
1. Understand the nature/nurture debate in developmental psychology	<p>1.1 Evaluate the nature/nurture debate in relation to human development</p> <p>1.2. Evaluate the nature and importance of temperament in socio-emotional development</p>
2. Understand early socialisation and the formation of attachment	<p>2.1 Compare secure and insecure attachments</p> <p>2.2 Evaluate the benefits of day-care for children</p> <p>2.3 Discuss the importance that friendships have on later developments</p> <p>2.4 Explain the development of attachment with reference to two relevant attachment theorists</p>

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<p>3. Understand the ways in which children process and use information in cognitive development</p>	<p>3.1 Evaluate the work of Piaget considering current cognitive development research</p> <p>3.2 Compare two theories of moral developments</p> <p>3.3 Explain the principal characteristics of human language</p>
<p>4. Understand psychological changes that accompany ageing</p>	<p>4.1 Compare cultural differences in the onset of Adolescence</p> <p>4.2 Characterise the key physical, social and psychological elements of Adulthood</p> <p>4.3 Describe the physical and cognitive changes associated with ageing</p>
<p>5. Understand the application of developmental psychology theories in the real world</p>	<p>5.1 Explain how research findings in Developmental Psychology have impacted on Policy development in the UK</p> <p>5.2 Compare UK Policy development to one other country</p>

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Social Psychology

Unit Reference	J/651/1738
Level	4
Credit Value	20
Guided Learning (GL)	60 hours
Unit Summary	<p>This unit is intended to provide learners with a comprehensive understanding of key topics in social psychology, equipping them with the knowledge and skills to outline, compare, discuss, and evaluate contemporary issues in human social behaviour.</p> <p>Areas of study will cover:</p> <ul style="list-style-type: none"> • Social identity • Self-concept • Social influence • Attraction • Attitude development and change • Helping behaviour • Antisocial behavior • Prejudice and Discrimination
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.3) <i>The learner can</i>
1. Understand the concept of Social Identity	<p>1.1 Evaluate the following theories of self-concept as ways of explaining social identity:</p> <ul style="list-style-type: none"> a) perception of people b) perception of objects c) attributions <p>1.2 Compare two studies on the formation of global impressions of people, including primacy-recency effects, and central versus peripheral traits</p> <p>1.3 Review classic studies on conformity and obedience considering Social Identity theory</p>
2. Understand classic and contemporary views of Social Influence and Attraction	<p>2.1 Explain how the presence of others can influence an individual's behaviour or performance</p> <p>2.2 Evaluate the formation, maintenance, and breakdown of relationships</p>

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	2.3 Compare normative and informational influence to explain the existence of conformity
3. Understand the functions of Attitudes and Attitude Change	<p>3.1 Discuss theory of attitude development as a learned and enduring concept</p> <p>3.2 Compare the structural and functional approaches to attitude formation</p> <p>3.3 Evaluate the ways in which attitude change can be measured</p>
4. Apply the theories of Altruism and Antisocial behaviour to human nature	<p>4.1 Evaluate the rules of society that encourage helping behaviour</p> <p>4.2 Explain research findings to explain bystander apathy</p> <p>4.3 Compare aggression (hostile and instrumental) and violence (real and ritual)</p>
5. Understand the processes involved in Prejudice and Discrimination	<p>5.1 Compare theories of prejudice and discrimination</p> <p>5.2 Explain the correlation between competition for resources and discrimination</p> <p>5.3 Evaluate theories of the maintenance and reduction of prejudice and discrimination</p>

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Research Methods

Unit Reference	K/651/1739
Level	4
Credit Value	20
Guided Learning (GL)	60 hours
Unit Summary	<p>This unit is intended to provide learners with an introduction to the key areas of Research Methods used in the study of Psychology.</p> <p>Learners will:</p> <ul style="list-style-type: none"> • understand a range of research methods • be able to evaluate a range of sampling methods and controls within research studies • be able to understand the types of, and use for data within research, including the differences between qualitative and quantitative data • develop a clear understanding of the role that the British Psychological Society plays in research within psychology
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.2) <i>The learner can</i>
1. Understand how Psychologists use major research methods	<p>1.1 Explain the range of research methods that psychologists use to understand human behaviour</p> <p>1.2 Compare the experimental research method with one other research method</p> <p>1.3 Evaluate three sampling methods used in psychological research</p> <p>1.4 Justify the use of controls in psychological research</p>
2. Understand the purpose of descriptive and inferential statistics	<p>2.1 Explain the purpose of descriptive statistics in research data</p> <p>2.2 Explain the purpose of inferential statistics in research data</p> <p>2.3 Evaluate the use of quantitative and qualitative data within two research findings</p>

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3. Understand the ethical guidelines within psychological research	3.1 Describe the ethical principles of the British Psychological Society (BPS) 3.2 Evaluate the use of the BPS in research within Psychology
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Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

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

- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.

Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.

It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- Credit Transfer – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
 - Original certificates OR
 - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

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Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Skills and Education Group Awards Qualifications' which can be downloaded from <https://skillsandeducationgroupawards.co.uk/for-centres/>

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards' policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

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Glossary of Terms

GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)

‘The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.

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Recommended Reading

Aronson, E., Wilson, T. D., & Akert, R. M. (2018). *Social Psychology* (9th ed.) Pearson Education.

Banyard, P. & Grayson, A. (2008) *Introducing Psychological Research: Seventy Studies that Shape Psychology* (3rd Ed.) Basingstoke : Palgrave

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

Harré, R. (2006) *Key Thinkers in Psychology*. London: Sage.

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