

SEG Awards Level 4 Diploma in Psychology

England - 610/4239/0



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 online 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

The [Skills and Education Group Awards](#) website provides access to a wide variety of information.

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Specification Code, Date and Issue Number

The specification code is **D9551-04**.

Issue	Date	Details of change
1.0	May 2024	New qualification guide
1.1	February 2026	Removal of UK Awards logo
1.2	April 2026	New Review Date
1.3	April 2026	Updated P/M/D to P/F

1.4	August 2026	Operational and Certification end date set
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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.



Contents

About Us	2
Sources of Additional Information.....	2
Copyright	2
Specification Code, Date and Issue Number	2
Qualification Summary	6
Introduction.....	7
Pre-requisites	7
Qualification Structure and Rules of Combination	9
Rules of Combination: SEG Awards Level 4 Diploma in Psychology.....	9
Aim	9
Target Group	10
Assessment	10
Practice Assessment Material.....	10
Teaching Strategies and Learning Activities.....	10
Progression Opportunities	11
Tutor/Assessor Requirements	11
Language	11
Unit Details	12
Foundations of Psychology as a Science	12
Biological Psychology (Biopsychology)	14
Cognitive Psychology	16
Developmental Psychology	18
Social Psychology	20
Research Methods	22
Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies	24
Certification	25
Exemptions	25
Glossary of Terms	26



Qualification Summary

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 qualification is regulated by Ofqual							
Assessment	> Portfolio of Evidence > Internal and external moderation							
Type of Funding Available	See FaLA (Find a Learning Aim)							
Qualification/Unit Fee	See Skills and Education Group Awards website for current fees and charges							
Grading	Pass/Fail To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in all the units completed							
Operational Start Date	01/06/2024							
Review Date	31/05/2030							
Operational End Date	01/09/2026							
Certification End Date	02/09/2026							
Guided Learning (GL)	360 hours							
Total Qualification Time (TQT)	1200 hours							
Credit Value	120							
Skills and Education Group Awards Sector	Care Services							
Regulator Sector	1.3 Health and Social Care							

Support from Trade Associations	N/A
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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.

SEG Awards is regulated to deliver this qualification by Ofqual in England. The qualification has a unique Qualification Number (QN) which is shown above. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

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.



Qualification Structure and Rules of Combination

Rules of Combination: SEG Awards 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

Aim

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

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

This qualification is internally assessed and requires internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres **must** take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

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.

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

Minimum requirements when delivering this qualification: Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Teaching staff **must** be qualified at **Level 4** or above in a relevant subject to which they are teaching.

Those responsible for Internal Quality Assurance (IQA) **must** be knowledgeable and or qualified 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**.



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	Foundations of Psychology is an exploratory unit intended to provide learners with knowledge and understanding of the fundamental principles within the field of psychology. 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. Introductory learning will provide the scope to further exploration into: > Biological Psychology > Cognitive Psychology > Developmental Psychology > Social Psychology and > Individual Differences or > Counselling Skills
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)
The learner will	The learner can
1. Understand the origins of Psychology as a science	1.1 Identify the key milestones in the history of psychology 1.2 Explain how the emphasis of measurement and control separated psychology from the parent discipline of philosophy



	1.3	Evaluate the use of the scientific method in the study of human mind and behaviour
2. Understand ethical issues in psychology	2.1	Identify the ethical principles for conducting research with human and non-human participants
	2.2	Evaluate the ethical implications of, and potential consequences for participants involved in psychological research
3. Understand the classifications of the academic branches of Psychology	3.1	Compare the physiological, cognitive, and comparative areas of the Process approach to Psychology
	3.2	Compare the social, developmental, and individual differences areas of the Person approach to Psychology
	3.3	Outline the differences in subject matter that two of the following Applied Psychologists deploy: > Clinical > Counselling > Forensic > Educational > Occupational > Health > Chartered
4. Understand the theoretical approaches to Psychology	4.1	Describe the roles that a theoretical approach, perspective, and theory play in the study of Psychology
	4.2	Evaluate three of the following approaches: > Biopsychological > Behaviourist > Psychodynamic > Humanist



Biological Psychology (Biopsychology)		
Unit Reference	D/651/1735	
Level	4	
Credit Value	20	
Guided Learning (GL)	60 hours	
Unit Summary	This unit introduces the foundational principles and concepts of biological psychology (biopsychology). Learners will explore: > 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)	Assessment Criteria (1.1 to 4.4)	
The learner will	The learner can	
1. Understand the Human Nervous System	1.1	Explain how the nervous system is organised
	1.2	Explain the role of neurons
	1.3	Discuss the role and importance of neurotransmitters
2. Understand Sensory Processes in explaining behaviour	2.1	Compare sensation and perception
	2.2	Explain the laws of Gestalt's perceptual groupings: > Proximity > Similarity > Closure



		> Good continuation
	2.3	Evaluate explanations for sensory deprivation and sensory overload in humans
	2.4	Outline cultural differences in perception
3. Understand states of Consciousness	3.1	Compare Freud's levels of consciousness with one other model of consciousness
	3.2	Evaluate studies of attention that demonstrate the existence of consciousness
4. Understand Learning and Conditioning in human development	4.1	Compare the nature-nurture debate in learning
	4.2	Evaluate classical and operant conditioning as explanations for learning
	4.3	Discuss potential and actual behaviour related to learning and performance
	4.4	Describe the terms 'generalisation', 'discrimination', 'extinction' and 'spontaneous recovery' within conditioning



Cognitive Psychology		
Unit Reference	F/651/1736	
Level	4	
Credit Value	20	
Guided Learning (GL)	60 hours	
Unit Summary	This unit is intended as a foundation study of the principles of Cognitive Psychology. Learners will explore: > 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	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)	
The learner will	The learner can	
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	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: > 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	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.2)	
The learner will	The learner can	
1. Understand the nature/nurture debate in developmental psychology	1.1	Evaluate the nature/nurture debate in relation to human development
	1.2	Evaluate the nature and importance of temperament in socio-emotional development
2. Understand early socialisation and the formation of attachment	2.1	Compare secure and insecure attachments
	2.2	Evaluate the benefits of day-care for children
	2.3	Discuss the importance that friendships have on later developments
	2.4	Explain the development of attachment with reference to two relevant attachment theorists

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



Social Psychology		
Unit Reference	J/651/1738	
Level	4	
Credit Value	20	
Guided Learning (GL)	60 hours	
Unit Summary	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. Areas of study will cover: > Social identity > Self-concept > Social influence > Attraction > Attitude development and change > Helping behaviour > Antisocial behaviour > Prejudice and Discrimination	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.3)	
The learner will	The learner can	
1. Understand the concept of Social Identity	1.1	Evaluate the following theories of self-concept as ways of explaining social identity: > Perception of people > Perception of objects > Attributions
	1.2	Compare two studies on the formation of global impressions of people, including primacy-recency effects, and central versus peripheral traits



	1.3	Review classic studies on conformity and obedience considering Social Identity theory
2. Understand classic and contemporary views of Social Influence and Attraction	2.1	Explain how the presence of others can influence an individual's behaviour or performance
	2.2	Evaluate the formation, maintenance, and breakdown of relationships
	2.3	Compare normative and informational influence to explain the existence of conformity
3. Understand the functions of Attitudes and Attitude Change	3.1	Discuss theory of attitude development as a learned and enduring concept
	3.2	Compare the structural and functional approaches to attitude formation
	3.3	Evaluate the ways in which attitude change can be measured
4. Apply the theories of Altruism and Antisocial behaviour to human nature	4.1	Evaluate the rules of society that encourage helping behaviour
	4.2	Explain research findings to explain bystander apathy
	4.3	Compare aggression (hostile and instrumental) and violence (real and ritual)
5. Understand the processes involved in Prejudice and Discrimination	5.1	Compare theories of prejudice and discrimination
	5.2	Explain the correlation between competition for resources and discrimination
	5.3	Evaluate theories of the maintenance and reduction of prejudice and discrimination



Research Methods		
Unit Reference	K/651/1739	
Level	4	
Credit Value	20	
Guided Learning (GL)	60 hours	
Unit Summary	This unit is intended to provide learners with an introduction to the key areas of Research Methods used in the study of Psychology. Learners will: > 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	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)	
The learner will	The learner can	
1. Understand how Psychologists use major research methods	1.1	Explain the range of research methods that psychologists use to understand human behaviour
	1.2	Compare the experimental research method with one other research method
	1.3	Evaluate three sampling methods used in psychological research
	1.4	Justify the use of controls in psychological research
2. Understand the purpose of descriptive and inferential statistics	2.1	Explain the purpose of descriptive statistics in research data

	2.2	Explain the purpose of inferential statistics in research data
	2.3	Evaluate the use of quantitative and qualitative data within two research findings
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

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.

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 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.



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