SEG Awards Level 5 Diploma in Psychology

England – 610/4246/8

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.

Copyright

Specification Code, Date and Issue Number

The specification code is D9552-05.

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

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

Qualification Guidance

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Qualification Guidance

Introduction

The SEG Awards Level 5 Diploma in Psychology builds on previous knowledge of Psychology to explore subjects in more detail at this level. Learners will learn about human intelligence and personality, and what motivates us in the social world. Learners will be able to compare models of Health, evaluate psychologists' perspectives of what it means to be healthy, and what happens on a physical, emotional, and social level when a person becomes ill.

These topics will be further explored through perspectives, theory, and models, by evaluating types of mental health disorders, and the ways in which professionals seek to resolve mental health issues for individuals. Cross-cultural studies will link to all the topics within the Diploma, and by researching for, and creating a research project, the learner will bring their understanding of the work of psychologists, to understanding the mind and behaviour of humans.

The key areas covered include:

- Health Psychology
- Cross-Cultural Psychology
- Individual Differences
- Mental Health Disorders
- Psychological Therapy
- Psychological Research Project

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 5 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: Level 5 Diploma in Psychology

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

Unit	Unit Number	Level	Credit Value	GL
Mandatory Units				
Health Psychology	F/651/1754	5	20	60
Cross-Cultural Psychology	H/651/1755	5	20	60
Individual Differences	J/651/1756	5	20	60
Mental Health Disorders	K/651/1757	5	20	60
Psychological Therapy	L/651/1758	5	20	60
Psychological Research Project	M/651/1759	5	20	60

Aims

The SEG Awards Level 5 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 Health Psychology as an applied topic within Psychology which looks at the historical role of Health Psychology in the broader field of Psychology, models of health, the role of the body's systems on health, as well as the impact of stress on the body and mind. There will be focus on the environment, nutrition and media as having impacts on our overall health and wellbeing.
- An overview of Cross-Cultural Psychology which highlights the advantages of cross-cultural research, the universal and variable aspects of human behaviour as well as the influences on and studies in perception. Learners will consider cultural learning and child rearing as well as the impact of moral development.
- Individual differences will consider theories, models and tools that explain intelligence, personality, human motivation in the study of humans as

emotional beings. Learners will make use of diagnostic tools to measure human behaviour.

- As well as studying aspects of Health Psychology, learners will explore the history of mental health disorders, how they are assessed as well as the controversy around mental health disorders and the cultural differences within diagnosing the range of mental health disorders.

- As a response to mental health disorders, learners will be able to explore the emergence of psychological therapies to treat mental health disorders, the role of professionals within the field of psychological therapy and the ethical issues involved in the field of psychological therapy. Learners will also consider the role of pharmaceuticals within the treatment of psychological distress or illness.

- Having already explored research methods, learners will apply this knowledge and understanding to a psychological research project. Learners will design a research study, apply ethical considerations, collect, analyse, and present data and present a research report on a chosen topic.

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 5 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 5 Diploma in Psychology 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 5 Diploma in Psychology - 610/4246/8	
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 • Ofqual
Assessment	• 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

Unit Details

Health Psychology

Unit Reference	F/651/1754
Level	5
Credit Value	20
Guided Learning (GL)	60 hours
Unit Summary	This unit is offered as an introduction to Health Psychology and its historical role in Psychology. Learners will explore definitions of Health and illness across the ages, as well as the models of health; biological and psychosocial. Learners will gain an understanding of the body's physical systems and their impact on health. With an increase in a focus on Stress in the modern world, learners will define what stress is, how we measure it, the potential impact of stress and ways to and benefits in managing stress. Learners will consider the roles of the environment, nutrition and media have on our health.

Learning Outcomes (1 to 5) *The learner will*	Assessment Criteria (1.1 to 5.3) *The learner can*
1. Understand the role of Health Psychology	1.1 Define the meaning of Health Psychology 1.2 Compare the biopsychosocial and health belief models of health 1.3 Outline the role of Health Psychology from historical viewpoints in understanding human behaviour
2. Understand the relationship between the body's physical systems and health	2.1 Outline the body's physical systems 2.2 Assess the role of two of the body's physical systems 2.3 Explain how an issue with one of the body's physical systems, can impact on health

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3.	Understand the meaning, impact, and sources of stress in individuals, families, and society	3.1	Define the term Stress
		3.2	Explain measurements of stress
		3.3	Compare the possible impact of the Biological and Psychosocial aspects of stress on individuals, families, **or** society
		3.4	Evaluate the potential sources of stress during one stage of life
4.	Understand the functions and methods of stress management	4.1	Evaluate the 'hassles and uplifts scales'
		4.2	Evaluate ways in which health psychology has been applied in promoting wellbeing
		4.3	Compare cross-cultural responses to stress management
5.	Understand the relationship between nutrition and health	5.1	Explain how environment can impact on nutritional choices
		5.2	Evaluate the impact of malnutrition on health
		5.3	Outline the role of the media on nutritional choices

Cross-Cultural Psychology

Unit Reference	H/651/1755
Level	5
Credit Value	20
Guided Learning (GL)	60 hours
Unit Summary	This unit is offered as an exploration of cultural and cross-cultural psychology. Learners will be introduced to: • The advantages of cross-cultural research • The universal and variable aspects of human behaviour • Influences on perceptual development • Studies in visual illusions • Cultural learning and child rearing • Cross-cultural findings of key psychological studies • Cross-cultural studies on moral development

Learning Outcomes (1 to 4) *The learner will*	Assessment Criteria (1.1 to 4.2) *The learner can*	
1. Understand key aspects of Cultural and Cross-cultural Psychology	1.1	Define the terms Cultural and Cross-cultural
	1.2	Explain the advantages of cross-cultural research
	1.3	Evaluate the 'universal' and 'variable' aspects of human behaviours both in, and across cultures
2. Understand the cross-cultural influences on perceptual development	2.1	Evaluate the cross-cultural influences on perceptual development
	2.2	Evaluate two studies in visual illusions
	2.3	Compare the key features of cultural learning
3. Understand the types of infant attachment within, and between cultures	3.1	Explain the importance of child-rearing customs and goals in cross-cultural studies of attachment
	3.2	Evaluate cross-cultural findings of Ainsworth's Strange Situation Test

4. Understand cross-cultural studies on moral development	4.1 Compare a Collectivist and an Individualistic society study on moral development
	4.2 Compare three cross-cultural research findings of Piaget's moral development theory

Individual Differences

Unit Reference	**J/651/1756**
Level	**5**
Credit Value	**20**
Guided Learning (GL)	**60 hours**
Unit Summary	This unit is intended as an introduction to Psychology of Individual Differences. Learners will make use of theories, models, and tools to explain: • Concepts of Intelligence • Development of personality • Human motivation • Humans as emotional beings • The use of diagnostic tools to measure human behaviour

Learning Outcomes (1 to 4) *The learner will*	Assessment Criteria (1.1 to 4.2) *The learner can*
1. Understand the concept of Intelligence	1.1. Evaluate the difficulties in defining Intelligence 1.2 Evaluate the issues arising from Intelligence Quotient (IQ) testing
2. Understand the psychological definition of Personality	2.1 Compare two psychological approaches to personality 2.2 Assess the role of nature-nurture in the development of, and stability in, personality over an individual's lifespan
3. Understand the role of motivation in human behaviour	3.1 Assess the limitations within the concept of 'drives' as an alternative to 'instincts' within motivation 3.2 Explain the role of 'needs' as an explanation of motivation
4. Understand the range of basic emotions	4.1 Explain the relationship between emotion and decision-making as a way of managing social interaction 4.2 Evaluate how life events impact on happiness

Mental Health Disorders

Unit Reference	K/651/1757
Level	5
Credit Value	20
Guided Learning (GL)	60 hours
Unit Summary	This unit introduces learners to issues and debates in mental health disorders. Learners will make use of theories, perspectives, systems, and classifications to demonstrate understanding of: • The history of mental health disorders • Assessment of mental health disorders • Controversy surrounding mental health disorder diagnosis • Cultural differences in mental health disorder diagnosis • Factors impacting on mental health disorders

Learning Outcomes (1 to 5) *The learner will*	Assessment Criteria (1.1 to 5.2) *The learner can*	
1. Understand historical perspectives of mental health disorders	1.1	Create an historical timeline of mental health disorders from ancient Greek traditions to a current understanding of abnormality
2. Understand the criteria used in assessing mental health	2.1	Define the term Mental Health
	2.2	Evaluate the following criteria used in assessing mental health disorders: • Statistical abnormality • Psychological disfunction • Deviation from social norms • Personal distress or impairment
	2.3	Explain the Harmful Disfunction view of mental health disorders

3. Understand the classifications systems used in diagnosing mental health disorders	3.1	Evaluate the Diagnostic and statistical manual (DSM-V) **or** International, Classification of Diseases (ICD-11) in classifying mental health disorders
	3.2	Explain the implications of using a diagnostic classification, with reference to one demographic group, and in consideration of: • validity • reliability • practicality • ethical issues
4. Understand controversy around diagnosis of mental health disorders	4.1	Evaluate the scientific nature of current mental health disorder diagnosis
	4.2	Explain two cultural variations in mental health disorder diagnosis
	4.3	Compare the Medical model perspective to one other perspective in diagnosing mental health disorders
5. Understand factors affecting mental health disorders	5.1	Explain how the following factors may contribute to two mental health disorders: • Biological • Socio-environmental • Psychological • Life stages **or** experiences
	5.2	Explain the possible impact of a mental health disorder diagnosis on an individual

Psychological Therapy

Unit Reference	**L/651/1758**
Level	**5**
Credit Value	**20**
Guided Learning (GL)	**60 hours**
Unit Summary	This unit is offered as an introduction to learners of the ways in which psychological disorders can be treated. Learners will explore: - the emergence of the range of psychological therapies to treat mental health disorders - the various professions that are involved in responding to psychological issues - ethical issues under consideration in these fields - the role that pharmaceuticals play in treating individuals with psychological distress or illness

Learning Outcomes (1 to 3) *The learner will*	Assessment Criteria (1.1 to 3.2) *The learner can*
1. Understand the emergence of psychological therapy as a response to psychological disorders	1.1 Evaluate the effectiveness of a range of psychological therapies to treat psychological disorders 1.2 Outline the key professional qualifications of a specialist in treating psychological disorders
2. Understand theoretical perspectives and concepts within counselling as a treatment for psychological disorders	2.1 Evaluate relevant theoretical perspectives and concepts related to a particular counselling model 2.2 Explain the ethics involved in counselling as a treatment for psychological disorders
3. Understand the role of pharmacological therapies in the treatment of psychological disorders	3.1 Discuss the issues in establishing the effectiveness of drug therapy in treating psychological disorders 3.2 Describe the medical model principles of drug therapy in treating psychological disorders

Psychological Research Project

Unit Reference	M/651/1759
Level	5
Credit Value	20
Guided Learning (GL)	60 hours
Unit Summary	This unit is intended to provide learners with an introduction to designing a psychological research project. Learners will consider: • themes, titles, and hypotheses • the use of research methods • the use of research design • the use of sampling methods Learners will explore the principles of the British Psychological Society that must be considered when conducting research, as well as the potential risks in participant involvement to research. Learners will learn how to collect, interpret, and present data findings and compile an appropriate report from the research project outcomes.

Learning Outcomes (1 to 4) *The learner will*	Assessment Criteria (1.1 to 4.1) *The learner can*	
1. Be able to design an appropriate psychology research study to address a specific research question	1.1	Justify an appropriate theme, title, and hypothesis for a research project
	1.2	Evaluate the use of research methods to test a hypothesis
	1.3	Evaluate the use of research designs to test a hypothesis
	1.4	Evaluate appropriate sampling methods, variables, and controls to test a hypothesis
2. Be able to apply ethical considerations when conducting psychological research	2.1	Explain the ethical principles of the British Psychological Society (BPS) that apply to a chosen research project
	2.2	Explain how to conduct a chosen research project within the BPS ethical guidelines

	2.3	Evaluate the potential psychological impact of participation contribution in research
3. Be able to collect, analyse and present data relevant to a psychological research project	3.1	Apply appropriate procedures to collect data for a research project
	3.2	Analyse research data appropriately
	3.3	Present the research data using an appropriate method
	3.4	Interpret and evaluate the results of a research project
4. Be able to report on a psychological research project	4.1	Apply standard formats to report on a research project, including: i) The structure of the project report ii) Citations and reference lists iii) Appendices (if appropriate)

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.

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.

Recommended Reading

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

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Butler, G. & McManus, F. (1998) Psychology: A Very Short Introduction. Oxford: Oxford University Press.

Danziger, K. (1990) Constructing the Subject: Historical Origins of Psychological Research. Cambridge: Cambridge University Press.

Deese, J. (1972) Psychology as Science and Art. New York: Harcourt Brace Jovanovich.

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

Hewstone, M., Stroebe, W., & Jonas, K. (2012). Introduction to Social Psychology: A European Perspective (6th ed.).

Hogg, M. A., & Vaughan, G. M. (2018). Social Psychology (8th ed.).

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Taylor & Francis. Gross, R. (2018) Psychology in Historical Context; Theories and Debates. London; Routledge. Chapter 2.

Wise, R (2000) Rattling the Cage: Towards legal Rights for Animals. London: Profile Books.

Workman, L. & Reader, W. (2008) Evolutionary Psychology: An Introduction (2nd edition). Cambridge: Cambridge University Press.