



Richmond College
Advanced Education



Qualification Specification for:

Level 5 Diploma in Psychology
610/2306/1



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athe AWARDS FOR
TRAINING AND
HIGHER EDUCATION

LEVEL 5 UNIT SPECIFICATIONS

PSYCHOLOGICAL APPROACHES TO DEPRESSION AND SCHIZOPHRENIA

Unit Reference Number	T/650/1283
Unit Title	Psychological Approaches to Depression and Schizophrenia
Unit Level	5
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.2 Nursing and subjects and vocations allied to medicine
Unit Grading Type	Pass / Fail

Unit Aims

This aim of this unit is to equip learners with the knowledge and understanding of issues relating to mental health and psychopathology. Controversies in defining 'abnormality' will be examined from different perspectives. Methods of diagnosis and different approaches to explaining Schizophrenia and depression will be discussed along with approaches to treatment. Consideration is given to ethical and social issues relating to a diagnosis of psychological abnormality.

Learning Outcomes, Assessment Criteria, and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative content
1. Understand the diagnosis and classification of schizophrenia.	1.1 Describe the process of defining normality and abnormality. 1.2 Evaluate biological explanations of schizophrenias. 1.3 Evaluate psychological explanations of schizophrenias.	<ul style="list-style-type: none"> • Clinical characteristics of schizophrenia; issues of reliability and validity in diagnosis • Biological explanations of schizophrenia: genetics and neural correlates, including the dopamine hypothesis • Psychological explanations of schizophrenia; psychodynamic; cognitive. Sociocultural factors. •

<p>2. Understand therapies for schizophrenia and the role of the clinical psychologist.</p>	<p>2.1 Evaluate approaches to therapy for schizophrenia and their effectiveness 2.2 Describe the role of clinical psychology as a discipline 2.3 Analyse research methods used within clinical psychology.</p>	<ul style="list-style-type: none"> • Antipsychotic medication; conventional antipsychotics; atypical antipsychotics; ECT; ethical issues; Cognitive behavioural therapy; psychoanalysis; • Practical role played by contemporary clinical psychologists in society
<p>3. Understand the diagnosis and classification of depression.</p>	<p>3.1 Explain how depression is classified. 3.2 Evaluate biological and psychological approaches to explaining depression .</p>	<ul style="list-style-type: none"> • Clinical characteristics of major depressive disorder; issues off reliability and validity on diagnosis; cultural differences in the diagnosis of depression; biological explanations of depression; genetic and neurotransmitter dysfunction; psychological explanations of depression (mourning and melancholia); psychodynamic; cognitive (Beck’s theory of depression; learned helplessness; hopelessness; sociocultural factors; life events and depression; social network and social skills
<p>4. Understand therapies for depression.</p>	<p>4.1 Explain approaches to therapies for depression 4.2 Analyse the effectiveness of therapies used for depression.</p>	<ul style="list-style-type: none"> • Biological therapies; antidepressants; ECT. Psychological therapies; Cognitive behavioural therapy, public health approaches to mental health and wellbeing and how we can aim to improve the mental health of the general population and/or lower risk of mental illness, by considering social networks, social inequality, and happiness

Assessment

To achieve a ‘pass’ for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	3000 words

Indicative Reading list

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

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

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

Kring, A., Johnson, S., Davison, G. & Neale, J. (2013). Abnormal Psychology (12th ed.). Hoboken, N.J. : Wiley.

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

Websites

www.apa.org :The official website of the American Psychological Association /APA

www.bps.org.uk : The official website of the British Psychological Society /BPS

www.freud.org

INDIVIDUAL DIFFERENCES: INTELLIGENCE, PERSONALITY AND CRIMINOLOGY

Unit Reference Number	Y/650/1284
Unit Title	Individual Differences: Intelligence, Personality, and Criminology
Unit Level	5
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.2 Nursing and subjects and vocations allied to medicine
Unit Grading Type	Pass / Fail

Unit Aims

This aim of this unit is to equip learners with the knowledge and understanding of “personality” and “intelligence.” Both concepts refer to broad, powerful attributes of humans that are believed to underlie cognition, motivation, and behaviour in many different settings. The links between personality and intelligence are important and their interest in determining whether certain personality types, or patterns are associated with effective (intelligent) behaviour in significant life contexts. The inclusion of criminological psychology clearly overlaps and complements cognitive psychology in its applications. As crime is a form of social deviancy there is also an overlap with the psychology of abnormality and personality disorder..

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative content
1. Understand how intelligence is conceptualised	1.1 Analyse the similarities and differences between definitions of intelligence. 1.2 Analyse the claim that IQ is a valid measure of intelligence. 1.3 Evaluate how hereditary and environmental influences contribute to explaining intelligence.	<ul style="list-style-type: none"> Defining intelligence Theories of intelligence; psychometric theories; Spearman’s two factor theory; Burt and Vernon’s hierarchical model. Thurstone’s primary mental abilities; Guiford’ s structure of intellect model Fluid and crystallised intelligence The information-processing approach

		<p>(Fishbein 1984)</p> <ul style="list-style-type: none"> • Gardner’s theory of multiple intelligences • Intelligence testing; The Stanford-Binet Tests; The Welschler tests; Army alpha and Beta tests • What do intelligence test measure? • Explaining individual differences; hereditary or environment? • Genetic influences: studies of IQ stability; family resemblance studies • Twin studies (The Minnesota Study) • Adoption studies • Environmental influences • Postnatal environmental influences • The interaction between genetic and environmental factors • The race and IQ debate -the political and racist nature of IQ tests (Richardson 1998)
<p>2. Understand the classification of theories of personality.</p>	<p>2.1 Explain how theories of personality are classified.</p>	<ul style="list-style-type: none"> • Nomothetic versus idiographic approaches • Allport’s Trait theory (1961) • Traits versus situations • The psychological situation (situationism) • The psychometric approach (Factor analysis) • Eysenck’s type theory • Personality questionnaires • The biological basis of personality • Cattell’s trait theory -differences between Cattell and Eysenck • Single and multiple trait theories (Five Factor Model/ Big Five) • Kelly’s Personal Construct theory – Repertory Grid • Humanistic theories: Roger’s self-theory • Psychodynamic theory Theories –

		<ul style="list-style-type: none"> • Evaluation of Freuds theory • Jung’s Analytical Psychology -structure of the personality and levels of consciousness
3. Understand the concepts of criminological psychology	<p>3.1 Describe the application of criminological psychology.</p> <p>3.2 Evaluate theories of criminal behaviour and predictors of long-term offending.</p>	<ul style="list-style-type: none"> • Age and offending • Predictors of long-term offending • Crime and gender • Women and crime • Men and crime • Theories of criminal behaviour; personality and criminality • Eysenck’s personality theory • Longitudinal study of delinquency (Heaven 1996) • Antisocial personality disorder- definition and classification • What causes APD? • APD and the brain
4. Understand offender profiling	<p>4.1 Explain offender profiling.</p> <p>4.2 Evaluate the application of profiling the psychology of offenders.</p> <p>4.3 Analyse how situation crime prevention could be achieved.</p> <p>4.4 Describe potential problems both practically and ethical which may be encountered when profiling offenders.</p>	<ul style="list-style-type: none"> • Contributions of investigative Psychology • Canter’s approach. profiling equations • The treatment of offenders • Situational crime prevention • Punitive Prison regimes • Treatment programmes

Assessment

To achieve a ‘pass’ for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	3000 words

Indicative Reading list

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

Hollin, C. R. (2013). *Psychology and Crime*. Taylor & Francis

Websites

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VISUAL PERCEPTION

Unit Reference Number	A/650/1285
Unit Title	Visual Perception
Unit Level	5
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.2 Nursing and subjects and vocations allied to medicine
Unit Grading Type	Pass / Fail

Unit Aims

This aim of this unit is to equip learners with the knowledge and understanding of visual perception and the main ways for us to gather information about the world around us and about ourselves. Thus, studying visual perception naturally leads on how cognition works. Visual perception will also provide knowledge on cerebral mechanisms of vision. The unit discusses different theoretical approaches to studying visual perception and introduces the most important concepts.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative content
1. Understand the structure of the visual system.	1.1 Describe the key structure and function of the visual system. 1.2 Analyse the nature of visual information processing.	<ul style="list-style-type: none"> • Structure and function of the visual system; the eye; retina; visual pathways • Blindness; damage to the visual cortex; damage to the eye • Visual information processing: sensory adaptation and the processing of contrast and colour and features. • Sensory adaptation; contrast processing; colour processing

<p>2. Understand theories of visual perception.</p>	<p>2.1 Identify theories of visual perception. 2.2 Analyse the application of theories of visual perception.</p>	<ul style="list-style-type: none"> • Theories of visual perception -constructivist • Gregory’s theory (1972); • The Gestalt approach • Theories of visual perception – Direct approach • Gibson’s ecological or direct theory (1979) • Marrs’ computational model of perception (1982) • Explanations of perceptual organisation; depth; movement; constancies
<p>3. Understand the development of perceptual abilities.</p>	<p>3.1 Describe the development of perceptual abilities. 3.2 Analyse cross cultural studies of infant perceptual development.</p>	<ul style="list-style-type: none"> • The development of depth (distance) perception • Infant studies – Gibson and Walk (1960) Turnbull (1963) • The development of visual constancies • Infant studies Shape constancy Bower 1966) Allport and Pettigrove (1957) • Limitations of infant studies • Limitations of cross-cultural studies
<p>4. Understand visual perceptual development in the debate of nature v nurture.</p>	<p>4.1 Explain the role of visual perceptual development in the debate of nature v nurture. 4.2 Analyse the nature v nurture debate as it relates to visual perceptual development.</p>	<ul style="list-style-type: none"> • Differentiation theory, Gibson and Gibson (1955) • Enrichment theory -Piaget (1954) • Evidence for nurture: restricted experience; perceptual deprivation • Evidence for nature -animal studies, theories of direct perception

Assessment

To achieve a ‘pass’ for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	3000 words

Indicative Reading list

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

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

Websites

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SOCIAL PSYCHOLOGY: PRO AND ANTI-SOCIAL BEHAVIOUR

Unit Reference Number	D/650/1286
Unit Title	Social Psychology: pro and anti-social behaviour
Unit Level	5
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.2 Nursing and subjects and vocations allied to medicine
Unit Grading Type	Pass / Fail

Unit Aims

This aim of this unit is to equip learners with the knowledge and understanding of social psychology and how it seeks to understand how people think, feel and act in relation to others and the world around them. As such, the topics of interest to social psychologist cover almost everything humans do, from personal choices to conflict and violence in society. Because social psychology is applicable to so many domains, it is also directly relevant to everyday life by learning about social psychology.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative content
1. Understand aggression and antisocial behaviour.	1.1 Define: <ul style="list-style-type: none"> • aggression • antisocial behaviour 1.2 Explain theories relating to aggression and antisocial behaviour. 1.3 Analyse the links between social psychology and aggression and antisocial behaviour.	<ul style="list-style-type: none"> • Defining aggression • Social learning theory Bandura and Walters (1963) • The importance of intention. • Theories of aggression; Lorenz's ethological approach; evolutionary explanations; Freud's psychodynamic approach • The frustration-aggression hypothesis (FAH) Dollard (1939)

		<ul style="list-style-type: none"> • The attributional perspective • Aggressive cue theory (ACT)
2. Understand media influences on antisocial behaviour.	<p>2.1 Identify examples where the media has influenced antisocial behaviour.</p> <p>2.2 Analyse the impacts of media on anti-social behaviour.</p>	<ul style="list-style-type: none"> • The social learning theory approach to media violence • Social Learning theory and the effects of the media • How violence is perceived • How does TV exert its effects? • Organisational framework for understanding media effects on cognitions, behaviours, and emotions (Dunbow 2007) • Deindividuation • Terrorism and the internet
3. Understand research studies relating to social psychological theories of aggression.	<p>3.1 Identify research studies focussing on social psychological theories of aggression.</p> <p>3.2 Evaluate research studies on aggressive behaviours.</p>	<ul style="list-style-type: none"> • The Bobo Doll studies – Bandura et al (1961) • The Stanford Prison experiment Zimbardo (1973) • The Baiting Crowd (Mann 1981) • Strengths and limitations of the studies – Demand characteristics • Effects of environmental stressors on aggressive behaviours
4. Understand human altruism and bystander behaviour.	<p>4.1 Define:</p> <ul style="list-style-type: none"> • human altruism • bystander behaviour <p>4.2 Analyse the reasons behind ‘helping behaviours.’</p> <p>4.3 Analyse explanations of how people behave completely differently from the expected.</p>	<ul style="list-style-type: none"> • The Empathy-altruism hypothesis • The negative state relief hypothesis • Bystander behaviour; The decision model (Latane and Darley 1970) The Arousal : cost-reward model Piliavin 1981) • Cultural differences in prosocial behaviour – Sub cultural differences; gender differences ; urban rural differences; information overload theory (Milgram 1970) • Individualist versus collectivist societies

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	3000 words

Indicative Reading list

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

Websites

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THE DIVERSITY OF ADDICTION

Unit Reference Number	F/650/1287
Unit Title	The Diversity of Addiction
Unit Level	5
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.2 Nursing and subjects and vocations allied to medicine
Unit Grading Type	Pass / Fail

Unit Aims

This aim of this unit is to equip learners with the knowledge and understanding of substance use and non-chemical addiction disorders which are complex conditions that affect the reward, reinforcement, motivation, and memory. They are categorised by impaired control over usage; social impairment, involving disruption to everyday activities. The processes that give rise to addictive behaviour resist a simplistic explanation. Genetic, Biological Social, Psychological and Environmental factors can all contribute to a person's susceptibility to substance abuse.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative content
1. Understand the concept of addiction.	1.1 Define addiction. 1.2 Evaluate the usefulness of the concept of addiction. 1.3 Discuss how drugs are psychoactive substances, and how they may be used therapeutically or for pleasure. 1.4 Explain which drugs are legal or illegal. 1.5 Describe how drug usage and acceptance changes overtime within the same society and between societies.	<ul style="list-style-type: none"> • The concept of addiction (DSM manual- 5) • Abuse and dependence (WHO classification of International Diseases (ICD -11) (2018) • The addicted Brain (Nestler and Malenka 2004) • Drugs classification - stimulants, depressants, hallucinogens; opiates • The effects of drugs; alcohol; cocaine; opiates; hallucinogens; cannabis.

<p>2. Understand the explanations for substance abuse and dependence.</p>	<p>2.1 Analyse the concept of addiction for being oversimplified and for reflecting the disease model. 2.2 Evaluate scientific evidence to substantiate theoretical arguments concerning the nature of human addictive behaviour.</p>	<ul style="list-style-type: none"> • The disease model of alcohol dependence and evaluation. • The brain disease Model of addiction (BDMA) and evaluation
<p>3. Understand the risk factors for addiction.</p>	<p>3.1 Explain the risk factors for addiction. 3.2 Analyse risk factors affecting vulnerability to addiction.</p>	<ul style="list-style-type: none"> • The influence of socio-cultural factors on drug use (family; peer physical environment; broader cultural influences; environmental availability; cultural influences; acculturation; media and worldwide access to information • Risk factors: stress (everyday stress and traumatic stress) , peer influence (social learning theory and social identity theory); age; personality factors (neuroticism and psychoticism) (Griffiths 2013) • Tri-dimensional theory of addictive behaviour (Cloinger 1987) • Ethical issues in addiction research
<p>4. Understand approaches to the treatment of drug dependence.</p>	<p>4.1 Describe approaches to the treatment of drug dependence. 4.2 Evaluate different psychological and biological therapies used for chemical abuse and dependence. 4.3 Evaluate different psychological and biological therapies for non-chemical abuse and dependence.</p>	<ul style="list-style-type: none"> • Aversion therapy, covert sensitisation and imagined sensitisation. • Contingency management; behavioural self-control training • Cognitive interventions; relapse prevention training (cocaine abusers) cognitive behaviour therapy (CBT) • Relaxation and positive self-talk (smokers) • Antidepressant drugs (with pathological gamblers) • Anti-anxiety drugs, such as diazepam as part of detoxification with alcohol • Nicotine gum and patches

		<ul style="list-style-type: none"> • Brain stimulation for drug abuse • Heroin substitutes such as methadone • Drugs to dampen the reward response to cocaine cravings • Detoxification, conducted under medical supervision, may be needed but is only the first stage of treatment. • Medications that reduce or counter use of illicit substances are suitable for some individuals, or medications may be used to target co-occurring disorders such as anxiety and depression. • Motivational Interviewing, which is a short-term counselling process to help a person resolve ambivalence about treatment and find and hold onto incentives for change. • Cognitive Behaviour Therapy (CBT) can help a person recognize and cope with situations that trigger the desire to use substances. • Group therapy and other peer-support programs leverage the direct experience of many to support individual recovery and prevent the recurrence of substance use. • Family therapy helps individuals repair any damage done to family relationships and to establish more supportive ones. • Life skills training, including employability skills, may be part of an individual's treatment plan. • Good treatment programs also feature the regular monitoring of individual progress.
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	3000 words

Indicative Reading list

Davis, P., Patton, R., & Jackson, S. (2017). *Addiction: Psychology and Treatment* (BPS Textbooks in Psychology) (1st ed.). Wiley-Blackwell.

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

Websites

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CONTEMPORARY ISSUES AND DEBATES IN PSYCHOLOGY

Unit Reference Number	H/650/1288
Unit Title	Contemporary Issues and Debates Psychology
Unit Level	5
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.2 Nursing and subjects and vocations allied to medicine
Unit Grading Type	Pass / Fail

Unit Aims

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

Learning Outcomes, Assessment Criteria, and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative content
1. Understand codes of conduct and ethical guidelines.	1.1 Identify codes of conduct and ethical guidelines used in psychology. 1.2 Assess the major functions of ethical guidelines and policy for psychologists.	<ul style="list-style-type: none"> Codes of conduct and ethical guidelines Major Professional bodies British Psychological Society (BPS) and the American Psychological Society (APA) psychologists as scientists and investigators - Research with human participants Consent and informed consent; deception; debriefing; protection of participants; protection from harm Deception and informed consent

		<ul style="list-style-type: none"> • Widening the ethical debate; the ethics of socially sensitive research SSR. • Socially meaningful research (social psychologists) • Milgram (Key study) • Protecting individuals versus benefitting society • Research with non-human (animal) subjects • The issue of animal suffering Guidelines for psychologists working with animals (BPS 2007)
2. Understand the role of psychologists.	<p>2.1 Describe the varied roles of psychologists.</p> <p>2.2 Analyse the requirement for psychologists to have a totally objective approach.</p> <p>2.3 Analyse the ethical and moral values psychologists must adhere to.</p>	<ul style="list-style-type: none"> • Psychology as a value free science • Therapists as value neutral; and non -directive • The influence of the therapist (Wachtel 1977) (Therapist influence in psychodynamic and behavioural therapy) • freedom and behavioural control • power imbalances
3. Understand bias in psychological research and theory.	<p>3.1 Explain bias in psychological research and theory.</p> <p>3.2 Analyse how researchers could be prone to certain biases when making inferences.</p>	<ul style="list-style-type: none"> • Gender bias: feminist psychology, sexism and androcentrism; The feminist critique of science; some practical consequences of gender bias • The masculinist bias and sexism • Example of gender bias at each stage of the research process • Cross cultural Psychology and ethnocentrism • Cross cultural research
4. Understand the contribution of debates to the field of psychology.	<p>4.1 Evaluate the importance of debates within the field of psychology.</p> <p>4.2 Analyse the key features of one major debate in psychology.</p> <p>4.3 Identify evidence to support each side of the debate.</p> <p>4.4 Evaluate the methods used by each position within the debate.</p>	<ul style="list-style-type: none"> • Debates: discuss a topic, usually presenting both sides of the argument ie Free will versus determinism, Reductionism versus holism, Nature versus nurture, Psychology as a Science, Animal research • Key features • Strengths and Weaknesses

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	3000 words

Indicative Reading list

Fairholm, I. (2012). *Issues, Debates and Approaches in Psychology*. Palgrave Macmillan.

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

Rolls, G. (2019). *Classic Case Studies in Psychology: Fourth Edition (4th ed.)*. Routledge.

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