



# **OTHM LEVEL 5 DIPLOMA IN PSYCHOLOGY**

Qualification Number: 610/2306/1

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Specification | March 2023

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# INTRODUCTION

The OTHM Level 5 Diploma qualifications provide learners with industry-specific and practical skills, enabling them to successfully apply their knowledge in the workplace, enhance their career prospects and allow progression to further study.

The OTHM Level 5 Diploma qualifications are equivalent to the second year of a university degree. Learners will study 6 units, worth 120 credits.

The Level 5 units allow learners to specialise and progress into specific occupational areas.

Key features of OTHM Level 5 Diploma qualifications:

- A stimulating and challenging programme of study that will be both engaging and informative for learners
- Learners can gain the essential subject knowledge needed to progress successfully into further study or the world of work
- Refreshed content that is closely aligned with employer and higher education needs
- Assessments that consider cognitive skills along with affective and applied skills
- OTHM set unit assignments and a varied approach to assessment that supports progression to Level 6
- Learners will develop knowledge and academic study skills including active research skills, effective writing skills, analytical skills, critical thinking, creative problem-solving, decision-making and digital literacy.

# QUALIFICATION OBJECTIVES

The objective of the OTHM Level 5 Diploma in Psychology qualification is to provide learners with a specialist programme of study that provides a depth of knowledge and understanding of key aspects within the field of Psychology.

Learners will study 6 units, worth 120 credits.

The Level 5 units allow learners to specialise and progress in a variety of relevant subject areas and focus on how our understanding of psychology is applied today. Learners will develop and enhance their skills in the following areas: mental health and psychopathology, cognitive psychology, visual perception, the diversity of addiction, social psychology with a focus on pro and anti-social behaviour, individual differences relating to criminology, intelligence and personality as well as becoming aware of contemporary debates and issues in the field of Psychology.

Following successful completion of the course, learners will have a well-rounded knowledge of psychology, which can be applied to further study and careers associated with the subject.

## QUALITY, STANDARDS AND RECOGNITIONS

OTHM Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit the register of [Regulated Qualifications](#).

OTHM has progression arrangement with several UK universities that acknowledges the ability of learners after studying Level 3-7 qualifications to be considered for advanced entry into corresponding degree year/top up and Master's/top-up programmes.

## REGULATORY INFORMATION

Qualification Title	OTHM Level 5 Diploma in Psychology
Ofqual Qualification Number	610/2306/1
Regulation Start Date	08/03/2023
Operational Start Date	09/03/2023
Duration	1 year
Total Credit Value	120 Credits
Total Qualification Time (TQT)	1200 Hours
Guided Learning Hours (GLH)	600 Hours
Sector Subject Area (SSA)	1.2 Nursing and subjects and vocations allied to medicine
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

## EQUIVALENCES

OTHM qualifications at Level 5 represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent to Higher National Diplomas (HND) and Year 2 of a three-year UK Bachelor's degree programme.

## QUALIFICATION STRUCTURE

The OTHM Level 5 Diploma in Psychology qualification consists of six mandatory units, 120 credits, 1200 hours Total Qualification Time (TQT) and the recommended Guided Learning Hours (GLH) for this qualification is a minimum of 600 hours.

To achieve the OTHM Level 5 Diploma in Psychology qualification, learners must achieve 120credits.

**All units are mandatory.**

Unit Ref. No.	Unit title	Level	Credit	GLH	TQT
T/650/1283	Psychological Approaches to Depression and Schizophrenia	5	20	100	200
Y/650/1284	Individual Differences: Intelligence, Personality and Criminology	5	20	100	200
A/650/1285	Visual Perception	5	20	100	200
D/650/1286	Social Psychology: pro and anti-social behaviour	5	20	100	200
F/650/1287	The Diversity of Addiction	5	20	100	200
H/650/1288	Contemporary Issues and Debates in Psychology	5	20	100	200

## DEFINITIONS

**Total Qualification Time (TQT)** is the number of notional hours which represents an estimate of the total amount of time that could be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

*Total Qualification Time is comprised of the following two elements –*

- a) *the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*
- b) *an estimate of the number of hours a Learner will be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

*(Ofqual 15/5775 September 2015)*

**Guided Learning Hours (GLH)** are defined as the hours that a teacher, lecturer or other member of staff is available to provide immediate teaching support or supervision to a student working towards a qualification.

**Credit value** is defined as being the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

## ENTRY REQUIREMENTS

These qualifications are designed for learners who are typically aged 18 and above. The entry profile for learners is likely to include at least one of the following:

- Relevant Level 3 Diploma qualification or equivalent qualification
- GCE Advanced level in 2 subjects or equivalent qualification
- Mature learners (over 21) with relevant management experience (learners must check with the delivery centre regarding this experience prior to registering for the programme)

**English requirements:** If a learner is not from a majority English-speaking country, they must provide evidence of English language competency. For more information visit the [English Language Expectations](#) page on the [OTHM website](#).

## PROGRESSION

Successful completion of the OTHM Level 5 Diploma in Psychology qualification provides learners the opportunity for a wide range of academic progressions including entry to a Level 6 Diploma qualification in a related field or directly into employment.

As this qualification is approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation), learner may be eligible to gain direct entry into Year 3 of a three-year UK Bachelor's degree programme. For more information visit [University Progressions](#) page.

## DELIVERY OF OTHM QUALIFICATIONS

OTHM do not specify the mode of delivery for its qualifications, therefore OTHM Centres are free to deliver this qualification using any mode of delivery that meets the needs of their learners. However, OTHM centres should consider the learners' complete learning experience when designing the delivery of programmes.

It is important that centres develop an effective delivery method to teaching and learning that supports the progression and stretch of learners through the level 4 and 5 units of the OTHM Level 5 Extended Diploma qualifications.

OTHM Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practicable to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided Learning Hours (GLH) which are listed in each unit gives centres the number of hours of teacher-supervised or direct study time likely to be required to teach that unit.

## ASSESSMENT AND VERIFICATION

All units within this qualification are assessed and internally quality assured by the centre and externally verified by OTHM. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

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

Judgement that the learners have successfully fulfilled the assessment criteria is made by the assessor.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document.

The assessor should provide an audit trail showing how the judgement of the learners' overall achievement has been arrived at.

### **Assessment Tracking and Recording Learner Progress**

It is necessary to track and record learner achievement throughout the delivery period of the OTHM Level 5 Diploma and this should not be left until the end of the course.

This will include regular review of learner work through formative and summative assessment and internal quality assurance at planned intervals during the programme:

- before decisions have been made on any unit
- sampling evidence once one or two of the units or assignments are completed

Tracking learner progress, recording the achievement of each learner per criteria on a unit-by-unit basis ensures:

- the assessment evidence is clearly measured against national standards
- learner progress is accurately tracked
- the assessment process can be reliably verified
- evidence is valid, authentic and reliable for the safety of certification
- identification of which assessments are outstanding
- internal verification is timely
- samples for standards verification and other external audits can be made available as required
- up to date, securely stored assessment records help to minimise the risk of assessment malpractice and potential issues; maintaining the integrity of the qualification.

Tutors/Assessors should provide learners with formative and summative feedback to aid development during their studies.

### **Formative Assessment**

Formative assessment is an integral part of the assessment process, involving both the Tutor/Assessor and the learner about their progress during the course of study. Formative assessment takes place prior to summative assessment and focuses on helping the learner to reflect on their learning and improve their performance and does not confirm achievement of grades at this stage.

The main function of formative assessment is to provide feedback to enable the learner to make improvements to their work. This feedback should be prompt so it has meaning and context for the learner and time must be given following the feedback for actions to be complete. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement.

All records should be available for auditing purposes, as we may choose to check records of formative assessment as part of our ongoing quality assurance.

## Summative Assessment

Summative assessment is used to evaluate learner competence and progression at the end of a unit or component. Summative assessment should take place when the assessor deems that the learner is at a stage where competence can be demonstrated.

Learners should be made aware that summative assessment outcomes are subject to confirmation by the Internal Verifier and External Quality Assurer (EQA) and thus is provisional and can be overridden. Assessors should annotate on the learner work where the evidence supports their decisions against the assessment criteria. Learners will need to be familiar with the assessment and grading criteria so that they can understand the quality of what is required.

Formative Assessment	Summative Assessment
used during the learning process	used at the end of the learning process
provides feedback on learning-in-process	evaluates achievement against learning outcomes and assessment criteria
dialogue-based, ungraded	graded Pass / Refer

Evidence of both formative and summative assessment **MUST** be made available at the time of external quality assurance – EQA.

## RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

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

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA)

All evidence must be evaluated with reference to the stipulated learning outcomes and assessment criteria against the respective unit(s). The assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria at that particular level.

Most often RPL will be used for units. It is not acceptable to claim for an entire qualification through RPL. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit. This may include a combination of units where applicable.



## **EQUALITY AND DIVERSITY**

OTHM provides equality and diversity training to staff and consultants. This makes clear that staff and consultants must comply with the requirements of the Equality Act 2010, and all other related equality and diversity legislation, in relation to our qualifications.

We develop and revise our qualifications to avoid, where possible, any feature that might disadvantage learners because of their age, disability, gender, pregnancy or maternity, race, religion or belief, and sexual orientation.

If a specific qualification requires a feature that might disadvantage a particular group (e.g., a legal requirement regarding health and safety in the workplace), we will clarify this explicitly in the qualification specification.

# 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"> <li>• Clinical characteristics of schizophrenia; issues of reliability and validity in diagnosis</li> <li>• Biological explanations of schizophrenia: genetics and neural correlates, including the dopamine hypothesis</li> <li>• Psychological explanations of schizophrenia; psychodynamic; cognitive. Sociocultural factors.</li> <li>•</li> </ul>

<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"> <li>• Antipsychotic medication; conventional antipsychotics; atypical antipsychotics; ECT; ethical issues; Cognitive behavioural therapy; psychoanalysis;</li> <li>• Practical role played by contemporary clinical psychologists in society</li> </ul>
<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"> <li>• 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</li> </ul>
<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"> <li>• 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</li> </ul>

## 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](http://www.apa.org) :The official website of the American Psychological Association /APA

[www.bps.org.uk](http://www.bps.org.uk) : The official website of the British Psychological Society /BPS

[www.freud.org](http://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"> <li>Defining intelligence</li> <li>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</li> <li>Fluid and crystallised intelligence</li> <li>The information-processing approach</li> </ul>

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

		<ul style="list-style-type: none"> <li>• Evaluation of Freuds theory</li> <li>• Jung’s Analytical Psychology -structure of the personality and levels of consciousness</li> </ul>
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"> <li>• Age and offending</li> <li>• Predictors of long-term offending</li> <li>• Crime and gender</li> <li>• Women and crime</li> <li>• Men and crime</li> <li>• Theories of criminal behaviour; personality and criminality</li> <li>• Eysenck’s personality theory</li> <li>• Longitudinal study of delinquency (Heaven 1996)</li> <li>• Antisocial personality disorder- definition and classification</li> <li>• What causes APD?</li> <li>• APD and the brain</li> </ul>
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"> <li>• Contributions of investigative Psychology</li> <li>• Canter’s approach. profiling equations</li> <li>• The treatment of offenders</li> <li>• Situational crime prevention</li> <li>• Punitive Prison regimes</li> <li>• Treatment programmes</li> </ul>

## 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

[www.apa.org](http://www.apa.org) :The official website of the American Psychological Association /APA

[www.bps.org.uk](http://www.bps.org.uk) : The official website of the British Psychological Society /BPS

[www.freud.org](http://www.freud.org)

## 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"> <li>• Structure and function of the visual system; the eye; retina; visual pathways</li> <li>• Blindness; damage to the visual cortex; damage to the eye</li> <li>• Visual information processing: sensory adaptation and the processing of contrast and colour and features.</li> <li>• Sensory adaptation; contrast processing; colour processing</li> </ul>

<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"> <li>• Theories of visual perception -constructivist</li> <li>• Gregory’s theory (1972);</li> <li>• The Gestalt approach</li> <li>• Theories of visual perception – Direct approach</li> <li>• Gibson’s ecological or direct theory (1979)</li> <li>• Marrs’ computational model of perception (1982)</li> <li>• Explanations of perceptual organisation; depth; movement; constancies</li> </ul>
<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"> <li>• The development of depth (distance) perception</li> <li>• Infant studies – Gibson and Walk (1960) Turnbull (1963)</li> <li>• The development of visual constancies</li> <li>• Infant studies Shape constancy Bower 1966) Allport and Pettigrove (1957)</li> <li>• Limitations of infant studies</li> <li>• Limitations of cross-cultural studies</li> </ul>
<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"> <li>• Differentiation theory, Gibson and Gibson (1955)</li> <li>• Enrichment theory -Piaget (1954)</li> <li>• Evidence for nurture: restricted experience; perceptual deprivation</li> <li>• Evidence for nature -animal studies, theories of direct perception</li> </ul>

## 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

[www.apa.org](http://www.apa.org) :The official website of the American Psychological Association /APA

[www.bps.org.uk](http://www.bps.org.uk) : The official website of the British Psychological Society /BPS

## 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"> <li>• aggression</li> <li>• antisocial behaviour</li> </ul> 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"> <li>• Defining aggression</li> <li>• Social learning theory Bandura and Walters (1963)</li> <li>• The importance of intention.</li> <li>• Theories of aggression; Lorenz's ethological approach; evolutionary explanations; Freud's psychodynamic approach</li> <li>• The frustration-aggression hypothesis (FAH) Dollard (1939)</li> </ul>

		<ul style="list-style-type: none"> <li>• The attributional perspective</li> <li>• Aggressive cue theory (ACT)</li> </ul>
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"> <li>• The social learning theory approach to media violence</li> <li>• Social Learning theory and the effects of the media</li> <li>• How violence is perceived</li> <li>• How does TV exert its effects?</li> <li>• Organisational framework for understanding media effects on cognitions, behaviours, and emotions (Dunbow 2007)</li> <li>• Deindividuation</li> <li>• Terrorism and the internet</li> </ul>
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"> <li>• The Bobo Doll studies – Bandura et al (1961)</li> <li>• The Stanford Prison experiment Zimbardo (1973)</li> <li>• The Baiting Crowd (Mann 1981)</li> <li>• Strengths and limitations of the studies – Demand characteristics</li> <li>• Effects of environmental stressors on aggressive behaviours</li> </ul>
4. Understand human altruism and bystander behaviour.	<p>4.1 Define:</p> <ul style="list-style-type: none"> <li>• human altruism</li> <li>• bystander behaviour</li> </ul> <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"> <li>• The Empathy-altruism hypothesis</li> <li>• The negative state relief hypothesis</li> <li>• Bystander behaviour; The decision model (Latane and Darley 1970) The Arousal : cost-reward model Piliavin 1981)</li> <li>• Cultural differences in prosocial behaviour – Sub cultural differences; gender differences ; urban rural differences; information overload theory (Milgram 1970)</li> <li>• Individualist versus collectivist societies</li> </ul>

## 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

[www.apa.org](http://www.apa.org) :The official website of the American Psychological Association /APA

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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"> <li>• The concept of addiction (DSM manual- 5)</li> <li>• Abuse and dependence (WHO classification of International Diseases (ICD -11) (2018)</li> <li>• The addicted Brain (Nestler and Malenka 2004)</li> <li>• Drugs classification - stimulants, depressants, hallucinogens; opiates</li> <li>• The effects of drugs; alcohol; cocaine; opiates; hallucinogens; cannabis.</li> </ul>



<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"> <li>• The disease model of alcohol dependence and evaluation.</li> <li>• The brain disease Model of addiction (BDMA) and evaluation</li> </ul>
<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"> <li>• 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</li> <li>• 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)</li> <li>• Tri-dimensional theory of addictive behaviour (Cloinger 1987)</li> <li>• Ethical issues in addiction research</li> </ul>
<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"> <li>• Aversion therapy, covert sensitisation and imagined sensitisation.</li> <li>• Contingency management; behavioural self-control training</li> <li>• Cognitive interventions; relapse prevention training (cocaine abusers) cognitive behaviour therapy (CBT)</li> <li>• Relaxation and positive self-talk (smokers)</li> <li>• Antidepressant drugs (with pathological gamblers)</li> <li>• Anti-anxiety drugs, such as diazepam as part of detoxification with alcohol</li> <li>• Nicotine gum and patches</li> </ul>

		<ul style="list-style-type: none"> <li>• Brain stimulation for drug abuse</li> <li>• Heroin substitutes such as methadone</li> <li>• Drugs to dampen the reward response to cocaine cravings</li> <li>• Detoxification, conducted under medical supervision, may be needed but is only the first stage of treatment.</li> <li>• 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.</li> <li>• 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.</li> <li>• Cognitive Behaviour Therapy (CBT) can help a person recognize and cope with situations that trigger the desire to use substances.</li> <li>• Group therapy and other peer-support programs leverage the direct experience of many to support individual recovery and prevent the recurrence of substance use.</li> <li>• Family therapy helps individuals repair any damage done to family relationships and to establish more supportive ones.</li> <li>• Life skills training, including employability skills, may be part of an individual's treatment plan.</li> <li>• Good treatment programs also feature the regular monitoring of individual progress.</li> </ul>
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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"> <li>Codes of conduct and ethical guidelines</li> <li>Major Professional bodies British Psychological Society (BPS) and the American Psychological Society (APA)</li> <li>psychologists as scientists and investigators - Research with human participants</li> <li>Consent and informed consent; deception; debriefing; protection of participants; protection from harm</li> <li>Deception and informed consent</li> </ul>

		<ul style="list-style-type: none"> <li>• Widening the ethical debate; the ethics of socially sensitive research SSR.</li> <li>• Socially meaningful research (social psychologists)</li> <li>• Milgram (Key study)</li> <li>• Protecting individuals versus benefitting society</li> <li>• Research with non-human (animal) subjects</li> <li>• The issue of animal suffering Guidelines for psychologists working with animals (BPS 2007)</li> </ul>
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"> <li>• Psychology as a value free science</li> <li>• Therapists as value neutral; and non -directive</li> <li>• The influence of the therapist (Wachtel 1977) (Therapist influence in psychodynamic and behavioural therapy)</li> <li>• freedom and behavioural control</li> <li>• power imbalances</li> </ul>
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"> <li>• Gender bias: feminist psychology, sexism and androcentrism; The feminist critique of science; some practical consequences of gender bias</li> <li>• The masculinist bias and sexism</li> <li>• Example of gender bias at each stage of the research process</li> <li>• Cross cultural Psychology and ethnocentrism</li> <li>• Cross cultural research</li> </ul>
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"> <li>• 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</li> <li>• Key features</li> <li>• Strengths and Weaknesses</li> </ul>

## 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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## **IMPORTANT NOTE**

Whilst we make every effort to keep the information contained in programme specification up to date, some changes to procedures, regulations, fees matter, timetables, etc may occur during the course of your studies. You should, therefore, recognise that this booklet serves only as a useful guide to your learning experience. For updated information please visit our website [www.othm.org.uk](http://www.othm.org.uk)